



**SECTION A - Overview****1. Provide a brief description of the new certificate.**

The undergraduate certificate in disability studies will expose students to a socially embedded, intersectional body of knowledge informed by scholars and activists, historic and present. Education and training include transdisciplinary dialogue, research and practice. Coursework in the humanities and the social and behavioral sciences will prepare students to critically examine models and theories centering on political, cultural, and economic factors that define disability and help determine personal and collective responses to difference. Our interdisciplinary approach places the study of disability within an international and historical context and will focus on the cultural representations of disability in diverse media such as film, literature, books, advertising, sport, and the arts.

The certificate in disability studies will enable students to examine policies and practices that promote the inclusion and participation of people with disabilities in all aspects of society. Students will critically analyze normative, taken-for-granted, moral and political confines in order to design culturally congruent, contextually specific solutions to disability issues in areas such as health, education, violence, communication as well as social, political and economic access.

The certificate includes a 15-credit hour curriculum with 6 core class credit hours and 9 elective credit hours. The curriculum balances foundations including substantive historical, political, social and philosophical perspectives and their application in relation to specific local and international issues facing disability cultures. The certificate program also strengthens students' respect for fundamental freedoms and rights and promotes cultural understandings, tolerance and civic/social engagement. The ultimate goal is to promote students' personal and professional competence with respect to disability cultures by providing them with the guidance, background and skills needed in their professional lives.

**2. This proposed certificate: (check one)**

- is cross disciplinary; or
- is certified by a professional or accredited organization/governmental agency; or,
- clearly leads to advanced specialization in a field; or,
- is granted to a program that does not currently have a major

**3. Why should this be a certificate rather than a concentration or a minor?**

As a certificate, undergraduate students from across ASU's five campuses are invited to participate. The certificate includes nine elective hours that can be taken from any discipline on any of the campuses that intersects with disability. The flexibility of the certificate allows students to tailor the program to suit their specific interests, needs and skill sets.

**4. Affiliation**

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

While the undergraduate Disability Studies certificate is free-standing, we intend to collaborate with New College's undergraduate program in Disability Studies launched in Fall 2019. Students can take disability classes from New College to count toward certificate credits and vice versa. The undergraduate Disability Studies certificate is based in the School of Social Transformation, dedicated to offering classes in a wide-range of social justice topics including economic, class, race, gender, law, health, human rights, migration, education and youth. Disability intersects with each of these areas as well as having its own substantive body of knowledge. Furthermore, the disability studies certificate will allow students to develop the specific skills needed to create change in the real world via critical thinking, communication, community/global engagement and a thorough understanding of the justice system and systems of inequality.

**5. Demand**

Explain the need for the new certificate (e.g., market demand, interdisciplinary considerations).

Recent years have seen an increased interest in Disability Studies nationally and internationally, including the publication of academic journals focused on disability and the formation of the Society of Disability Studies, national and international associations of scholars, artists, activists interested in the phenomenon of disability as well as The American Educational Research Association (disability studies SIG of AERA), to name a few.

Over the past eight years, students from different disciplines as well as students within the School of Social Transformation have expressed the desire to focus their work on the area of disability from a socially embedded, interdisciplinary approach in order to augment their marketability and desirability in the workplace including (but not limited to) jobs in government, law, advocacy, education, health and human welfare, social work and entrepreneurship.

**6. Projected enrollment**

What are enrollment projections for the first three years?

<b>3-YEAR PROJECTED ANNUAL ENROLLMENT</b>			
	<b>1<sup>st</sup> YEAR</b>	<b>2<sup>nd</sup> YEAR</b> <i>Yr 1 continuing + new entering</i>	<b>3<sup>rd</sup> YEAR</b> <i>Yr 1 &amp; 2 continuing + new entering</i>
Number of Students (Headcount)	10	15	20

**SECTION B – Collaborative Support and Impact**

**7. Faculty governance**

Attach a supporting letter from the chair of the academic unit verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

**8. Collaboration and impact**

- i. Identify related ASU programs and outline how the new certificate will complement these existing ASU programs.

New College launched an undergraduate degree in Disability Studies, Fall 2019. Our certificate will complement this new program as well as enhance student interest via collaborative efforts with New College faculty and course offerings. For example, classes offered at New College will be included as elective options for the certificate and vice versa.

- ii. Attach a letter of collaboration and impact from each Dean, or Dean’s designee at the Assistant or Associate Dean level, from impacted programs. Refer to the Provost’s Office Curriculum Development website (<https://provost.asu.edu/node/3227>) for guidelines on collaboration and impact statements.

**9. Letter(s) of support for courses**

Provide a supporting letter from each college/school dean from which individual courses are taken.

**SECTION C - Academic Curriculum and Requirements**

**10. Knowledge, competencies, and skills**

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed certificate. Examples of program learning outcomes can be found at <https://uoeee.asu.edu/assessment>. While learning outcomes are needed, the measures and performance criteria and are not needed for certificates.

Outcome 1: Students will be able to employ and critically assess core theories, models and perspectives that have contributed to the development of disability studies.

Measure 1.1: Students will demonstrate their ability to apply key theories through the successful completion of a final paper in JUS 437: The Social Construction of Disability and Justice, a required core course for the certificate.

Performance Criterion 1.1: 80% or more of students will earn a grade of C or higher on their paper.

Measure 1.2: Students will demonstrate their ability to analyze key concepts and draw connections among ideas in a class paper in a 300- or 400-level elective course for the certificate program.

Performance Criterion 1.2: 80% or more of the students in the sampled courses receive a grade of C or higher on the class paper or project.

Outcome 2: Students will understand and identify representations of disability as historically specific and culturally contingent.

Measure 2.1: Students will demonstrate their understanding of the timeline of legal developments associated with disability rights in a course assignment for JUS 235: Disability, Justice and Advocacy, a required core course for the certificate.

Performance Criterion 2.1: 80% or more of students will earn a grade of C or higher on the assignment.

Measure 2.2: Students will demonstrate their ability to clearly explain and communicate key ideas in a class paper in a 300- or 400-level elective course for the certificate program.

Performance Criterion 2.2: 80% or more of the students in the sampled courses receive satisfactory scores on a rubric assessing writing skills.

Outcome 3: Students will be able to apply disability studies perspectives in the construction of social policy, engagement and advocacy.

Measure 3.1: The SST Student Outcome Survey will include an item asking students the extent to which their certificate program contributed to their engagement with the community to address global and local issues.

Performance Criterion 3.2: 80% of more students completing the certificate will report “Agree” or “Strongly Agree” that the certificate program contributed to their engagement with the community to address global and local issues.

Measure 3.2: Students will demonstrate their advocacy skills through a final project or presentation for JUS 235: Disability, Justice and Advocacy, a required core course for the certificate.

Performance Criterion 3.3: 80% of more of students will earn a grade of C or higher on the final project or presentation.

#### **11. Enrollment criteria**

Describe the procedures and any qualifications for enrollment in the proposed certificate. Please note if they are identical to the admission criteria for the existing major and degree program under which this certificate will be established.

Students should contact an advisor in the School of Social Transformation for more information. A student pursuing an undergraduate certificate must be enrolled as a degree-seeking student at ASU. Undergraduate certificates are not awarded prior to the aware of an undergraduate degree. A student already holding an undergraduate may pursue an undergraduate certificate as a nondegree-seeking graduate student.

#### **12. Program Map**

Attach a copy of the “proposed” map for this certificate program.

See the [Build a Major Map Training Guide](#) for instructions on how to create a “proposed certificate map” in [BAMM](#).

#### **13. Curricular structure**

Attach a PDF copy of the program requirements from BAMM to the proposal submission. The PDF should outline all core/required courses and program specific electives.

To retrieve the PDF in BAMM:

1. Select the “Preview in Degree Search” button page.
2. Select PDF icon in the upper-right corner of the page.
3. Save as PDF.

# 2020 - 2021 CERTIFICATE Map

## Disability Studies (Proposed)

### Program Requirements

Students must complete 15 credit hours with at least 12 hours completed at the upper-division level. A minimum grade of "C" (2.00 on a 4.00 scale) is required for a course to count toward the certificate. Students should contact the School of Social Transformation advising center for more information.

#### Required Courses -- 6 credit hours

JUS 235: Disability, Justice and Advocacy (C) (3)

JUS 437: The Social Construction of Disability and Justice (3)

#### Elective Courses -- 9 credit hours

AFR 317: Genes, Race and Society (SB & H & C) (3)

AFR 375: Race, Gender and Sport (SB & C) (3)

APA 330: Asian Pacific American Genders and Sexualities ((L or SB) & C) (3)

APA 350: Inequality and Diversity in Education (L & C) (3)

APA 355: Asian American Psychology (SB & C) (3)

CRD 302: Inclusive Community Development (SB & C) (3)

DST 322: Social and Cultural Implications of the Many Forms of Disability (3)

DST 458: Disability and Communication Advocacy (3)

EDS 301: Sustainable Community Design and Practices (3)

ENG 484: Internship (1-12)

JUS 303: Justice Theory (L) (3)

JUS 305: Principles of Justice Studies (SB) (3)

JUS 365: Inequality and Diversity in Education (L & C) (3)

JUS 370: Cultural Diversity and Justice ((L or HU) & C) (3)

JUS 375: Justice and the Mass Media (SB) (3)

JUS 432: Racial Justice (L) (3)

JUS 438: Human Differences: Dilemmas of Justice ((L or HU) & C) (3)

JUS 440: Prisons, Power and the Punishments of the Past (3)

JUS 469: Political Deviance and the Law ((L or SB) & C) (3)

MHL 494: Music and Healing (3)

MUE 441: Psychology of Music (3)

PRM 364: Foundations of Recreation Therapy (SB) (3)

PRM 440: Advocacy in Therapeutic Recreation (3)

PRM 450: Therapeutic Recreation and Community Health (3)

PRM 453: Inclusive and Adaptive Sports and Recreation (3)

PRM 455: Recreational Therapy with Children, Youth and Families (3)

SHS 367: Language Science (SB) (3)

WST 313: Women and Sexuality (SB & C) (3)

WST 371: Sex and the City: Women, Sexuality, and Popular Culture (HU & C) (3)

WST 380: Race, Gender, and Class (SB & C) (3)

WST 477: Gender and Violence (SB & C) (3)

Depending on a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this certificate.

**14. Minimum residency requirement**

How many hours of the certificate must be ASU credit?

9

**15. New courses**

List new courses in alphanumeric order and provide a brief course description for each one.

Prior to submitting this proposal, all new courses must be at the *University Review* level in [Curriculum ChangeMaker](#).

None

**SECTION D - Administration and Resources**

**16. Administration**

How will the proposed certificate be administered (including admissions, student advisement, retention, etc.)?

There are no formal admission procedures to begin certificate coursework, but students should contact the disability studies certificate advisors and/or program directors as soon as they decide to begin pursuing the certificate. Students are responsible for consulting with an advisor in the School of Social Transformation prior to graduate to request that the certificate be recorded on their transcripts.

**17. Resources**

What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

This certificate program is university-wide and interdisciplinary. Electives from other units are part of their regular course rotation and will not require additional resources.

**18. Primary faculty**

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University. The areas of specialization should refer to

FACULTY NAME	TITLE	AREA(S) OF SPECIALIZATION
Annamaria Oliverio Lauderdale	Lecturer	Disability; Therapeutic State; Violence and the State; Hegemony
Beth Swadener	Professor	Advocacy; Social and Cultural Pedagogy

**SECTION E - Additional Materials**

19. Complete and attach the Appendix document.

20. Provide one or more model programs of study (if appropriate).

21. Attach other information that will be useful to the review committees and the Office of the Provost.

**APPENDIX****Operational Information for Undergraduate Certificates**

This information is used to populate the [Degree Search/catalog website](#).

Please consider the student audience in creating your text.

**1. Certificate Name:** Disability Studies**2. Marketing Text** *Optional, 50 words maximum*

The marketing text should make an emotional connection with prospective students to draw them in so they continue reading. Do not repeat content found in the program description.

Challenge your views of disability through the voices of diverse, disabled cultures. In this certificate, you will study social constructions of disability through ableist media portrayals, stereotypes, institutional abuses and exclusionary school policies by examining the lived experiences and perspectives of people with disabilities, their families and communities.

**3. Program Description** *150 words maximum*

Present factual basic and specialized information about the program to help students decide if the program is the right fit. This section is not the place for hyperbole, information about enrollment or admission, campus, course requirements, or potential careers.

As a vibrant and diverse area of academic study, disability studies utilizes a cross-disability, intersectional and interdisciplinary approach that views disability as a social construct and people with disabilities as a minority group. The program in disability studies draws upon diverse disciplines such as history, sociology, law, policy studies, economics, anthropology, geography, philosophy, theology, gender studies, media studies, architecture and the arts in order to understand the social, cultural and political situation of disabled cultures. Students are critically challenged to reject simplistic definitions of disability as a restrictive, functional impairment that requires “fixing” or “curing.” Rather, students learn to identify disability as a construct that finds its meaning within cultural contexts, is central to individual and social identity and crucial to changing political processes and public attitudes.. This program prioritizes development of theoretical, methodological, educational and advocacy models that redefine legal, physical, policy and attitudinal barriers excluding disabled communities from society.

**4. Contact and Support Information**

Building code and room number: ( <a href="#">Search ASU map</a> )	WHALL 125
Program office telephone number: ( <i>i.e.</i> 480/965-2100)	480/965-7682
Program Email Address:	SSTadvising@asu.edu
Program Website Address:	<a href="https://sst.asu.edu/">https://sst.asu.edu/</a>

**5. Program Requirements**

These requirements will be drawn from the “proposed certificate map” that must be submitted with this proposal. Instructions to create a “proposed certificate map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

**6. Enrollment Requirements**

If applicable, list any special enrollment requirements applicable to this certificate in addition to the standard text. **Enrollment requirements for all undergraduate certificates include the following text.**

A student pursuing an undergraduate certificate must be enrolled as a degree-seeking student at ASU. Undergraduate certificates are not awarded prior to the award of an undergraduate degree. A student already holding an undergraduate degree may pursue an undergraduate certificate as a nondegree-seeking graduate student.

Students enrolled in the New College’s BA and minor in disability studies are not prohibited from adding this certificate.

**7. Keywords**

List all keywords used to search for this program (limit 7). Keywords should be specific to the proposed program. **All parts of the certificate name are automatically included as keywords.**

Ableism, social construction, advocacy, intersectionality, culture, barriers, diversity



8. **Delivery/Campus Information Options:** Campus immersion (ground and/or iCourses)

9. **Campus/Locations:** Indicate all campus immersion locations where this program will be offered

Downtown Phoenix    Polytechnic    Tempe    West    Other: \_\_\_\_\_

**Confirmation submission from The College**

**From:** Jenny Smith

**Sent:** Monday, January 13, 2020 3:17 PM

**To:** Curriculum Planning <CurriculumPlanning@exchange.asu.edu>; Paul LePore <Paul.Lepore@asu.edu>

**Cc:** Amanda Smith <Amanda.A.Smith@asu.edu>

**Subject:** RE: Proposal to Establish a New Undergraduate Certificate - Disability Studies

Raquel,

Attached please find the following:

- An updated copy of the proposal to establish the undergraduate certificate in Disability Studies with the requested edits to the Appendix.
- A revised copy of the Certificate Program Map

If you have any questions, let us know.

Thanks,  
Jenny

## Nathan Martin

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Wednesday, October 2, 2019 4:46 PM  
**To:** Nathan Martin  
**Subject:** Fw: letter of support from Pardis

Hi Nathan,  
LOS from our director below...one of Jenny's requests on the proposal.  
amo

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

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**From:** Pardis Mahdavi <Pardis.Mahdavi@asu.edu>  
**Sent:** Monday, August 26, 2019 7:17 PM  
**To:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>  
**Cc:** Frank Pina <fpina@asu.edu>  
**Subject:** Re: letter of support needed from you asap

Hello Annamaria,

I want this letter to reflect that as Director of the School of Social Transformation, we are very supportive of the undergraduate certificate proposal in Disability Studies. We look forward to supporting your work here at the school.

Thank you,  
Pardis

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**From:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>  
**Date:** Sunday, August 25, 2019 at 11:05 AM  
**To:** Pardis Mahdavi <Pardis.Mahdavi@asu.edu>  
**Cc:** Frank Pina <fpina@asu.edu>  
**Subject:** letter of support needed from you asap

Hi Pardis,

It seems we need an email or letter of support from you for our UNDERGRADUATE certificate proposal. The email simply needs to confirm that the proposed certificate has received faculty approval through the appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal without impacting core program resources.

I've copied Frank on this email so you can send your letter of support to him and he'll attach it to our proposal. Just so you know, the proposal was approved by Angela, Nathan, Bryan and even Todd Sandlin from ASU west. Appropriate leadership gave the "thumbs up" and reviewed the proposal back in May. Bryan was supposed to attach a letter, but it must have slipped through the cracks. He was pretty busy.

I attached the proposal "as is" for your convenience--Frank and I are finalizing a few minor changes and it should be good to go!

The grad proposal appears to be completed!! Yay!!...and I'm in the process of trying to get a better email of support from the Dean Koppell at Watts college...wish me luck!

[JS1] Take care,  
Annamaria

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

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[JS1]

## Frank Pina

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Thursday, June 06, 2019 7:07 AM  
**To:** Frank Pina  
**Subject:** approval for ENG 484 584 CISA

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**From:** Duane Roen  
**Sent:** Tuesday, May 21, 2019 4:54 PM  
**To:** 'Michelle Stuckey'  
**Cc:** Annamaria Oliverio Lauderdale  
**Subject:** RE: Disability Studies Certificate

I approve ENG 484/584 to be included as a potential elective class for the proposed undergraduate and graduate disability studies certificates in SST.

Best,  
Duane

Duane Roen  
Vice Provost, Polytechnic campus  
Dean, College of Integrative Sciences and Arts  
**Arizona State University**  
Mail Code: 2780  
7271 E Sonoran Arroyo Mall  
Mesa, AZ 85212-6415  
P: 480-727-6513

**From:** Michelle Stuckey <[mastucke@asu.edu](mailto:mastucke@asu.edu)>  
**Sent:** Tuesday, May 21, 2019 2:42 PM  
**To:** Duane Roen <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)>  
**Subject:** Fwd: Disability Studies Certificate

Hi Duane,  
Please see the request below regarding the disability studies certificate housed in the School of Social Transformation. Annamaria is requesting that my practicum course be listed as an elective. Would you be willing to approve this?

Best,  
Michelle

----- Forwarded message -----

Michelle Stuckey teaches a practicum course in ENG 484/584. We would like to include this class on our list of potential elective classes we're compiling for our proposed undergraduate and graduate disability studies certificates, housed in the School of Social Transformation.

## Frank Pina

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Thursday, June 06, 2019 7:05 AM  
**To:** Frank Pina  
**Subject:** approval for EDS 301 design school

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**From:** Samantha Perkins  
**Sent:** Wednesday, May 22, 2019 4:29 PM  
**To:** Annamaria Oliverio Lauderdale  
**Subject:** Re: approval needed

Hi Prof Oliverio

The Design School supports use of EDS 301 for use as an elective in the proposed certificate. Thanks for considering us!

--  
**Samantha Perkins**  
**Associate Director of Academic Affairs**  
THE DESIGN SCHOOL | The Herberger Institute for Design and the Arts

[samantha.j.perkins@asu.edu](mailto:samantha.j.perkins@asu.edu)  
[design.asu.edu/donate](http://design.asu.edu/donate)

On May 22, 2019, at 4:08 PM, Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)> wrote:

Dear Prof. Perkins,

Attached is a DRAFT copy of the proposal. I was told this class addresses accessibility issues-- but if you think there is another upper division class from the design school that would be a better fit, please let me know. Because the certificate is university-wide, it is meant to benefit your students/majors as well, so the more potential elective classes from your school, the more credits your students can accumulate toward the certificate, if they so choose.

I appreciate your interest and careful attention to the matter,

amo

*Annamarie Oliverio*  
*Faculty of Justice and Social Inquiry, SST*  
*Disability Certificates Coordinator, Wilson 223*  
*Fulbright Scholar and Senior Specialist*  
*Arizona State University, Tempe, AZ 85287-4902*

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**From:** Samantha Perkins  
**Sent:** Wednesday, May 22, 2019 1:30:31 PM  
**To:** Annamaria Oliverio Lauderdale  
**Cc:** Jason Schupbach  
**Subject:** Re: approval needed

Hi Annamaria

Do you have a draft of the certificate proposal? I'd like to review the program to make sure the course is a good fit.

—  
**Samantha Perkins**  
**Associate Director of Academic Affairs**  
THE DESIGN SCHOOL | The Herberger Institute for Design and the Arts

[samantha.j.perkins@asu.edu](mailto:samantha.j.perkins@asu.edu)  
[design.asu.edu/donate](http://design.asu.edu/donate)

On May 22, 2019, at 12:48 PM, Jason Schupbach <[Jason.Schupbach@asu.edu](mailto:Jason.Schupbach@asu.edu)> wrote:

Hello Annamaria,

Samantha Perkins will assist you with this request. She is the Assoc. Director of Academic Affairs.

Best,  
Jason

Jason Schupbach  
Director  
The Design School  
Herberger Institute for Design and the Arts  
Arizona State University

On May 22, 2019, at 2:27 PM, Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)> wrote:

Dear Prof. Schupbach,

I'm in the process of finalizing a proposal for a university-wide undergraduate disability studies program housed in SST (School of Social Transformation). I would like to include a class from your school, EDS 301 Sustainable Communities Design Practices, on our list of potential elective classes. The certificate is also cross-disciplinary.

If you approve, would you mind sending a short email reply saying something to the effect of "I approve EDS 301 to be included as a potential elective class for the proposed undergraduate and graduate disability studies certificates in SST. "

I appreciate your time and consideration,

Prof. A. Oliverio

*Annamarie Oliverio*

*Faculty of Justice and Social Inquiry, SST*

*Disability Certificates Coordinator, Wilson 223*

*Fulbright Scholar and Senior Specialist*

*Arizona State University, Tempe, AZ 85287-4902*

<DS undergrad certificate\_AG edits (5.21.19)\_bmb.docx>



## Frank Pina

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Thursday, June 06, 2019 7:04 AM  
**To:** Frank Pina  
**Subject:** approval from SHS 367

**From:** Julie Liss  
**Sent:** Tuesday, May 28, 2019 10:31 AM  
**To:** Annamaria Oliverio Lauderdale  
**Cc:** Kate Lehman; Erica Williams; Kimberly Doney  
**Subject:** Disabilities Studies Certificate

Annamaria:

Your certificate sounds as though it will be an interesting addition. In speaking with our faculty and advisors, we believe that we can support offering your students electives in three of them: SHS 205, SHS 230 and SHS 367. We are afraid that utilizing the other courses toward the Disability certificate may negatively affect our certificates in Speech and Hearing Science.

We look forward to the collaboration.

Sincerely,

Julie Liss  
Associate Dean of Academic Success

Julie Liss, Ph.D.  
Associate Dean of Academic Success, College of Health Solutions  
Professor, Speech and Hearing Science  
Faculty, Barrett, The Honors College  
Outgoing Editor-in-Chief, Journal of Speech, Language and Hearing Research (Speech)  
Fellow, American Speech Language Hearing Association  
Arizona State University  
julie.liss@asu.edu

## Frank Pina

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Thursday, June 06, 2019 7:01 AM  
**To:** Frank Pina  
**Subject:** approval school of music MUE 441 and MHL 494

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**From:** Heather Landes  
**Sent:** Tuesday, June 4, 2019 11:18 AM  
**To:** Annamaria Oliverio Lauderdale  
**Subject:** RE: approval email request

Dear Annamaria,

The ASU School of Music is supportive of your certificate program.

We are pleased to have you include MUE 441 – Psychology of Music and **MHL 494** – Music and Healing.

Once the certificate is approved, can you please send us the certificate code so that we can update the pre-requisites for these courses?

In addition, can you tell us how many you believe might be interested each term so that we can plan enrollment accordingly?

We unfortunately cannot approve MUE 475 for the certificate as it is a course for advanced music therapy majors.

I am awaiting a response from faculty regarding any other viable courses.

Sincerely,

**Heather Landes**  
Director and Professor of Practice  
Arizona State University  
School of Music  
PO Box 870405  
Tempe, AZ 85287-0405  
P: 480.727.6222 | F: 480.965.2659

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**From:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>  
**Sent:** Tuesday, May 21, 2019 1:38 PM  
**To:** Heather Landes <Heather.Landes@asu.edu>  
**Subject:** approval email request

Dear Prof. Landes,

We are currently finalizing two proposals to create an undergrad and graduate disability studies programs. They are university-wide, cross-disciplinary programs to which any student can apply. We would like to include a few UG upper-division classes from your school as potential elective options:

MUE 441-Psychology of Music

MUE 475-Group Process

MUE 494--Music and Healing

The proposed certificates require completion of 15 total credits, with one (or possibly two), core class (3 or 6 credits) requirements coming from our School of Social Transformation. The remainder of the credits may be chosen from a list of potential electives that come from all over the university.

If you would like to include the above classes as potential electives for the proposed university-wide certificates, would you please send me a brief email of approval at your earliest convenience? It need not be anything formal at this level, just a quick email.

Furthermore, if you can identify other classes (UG or grad) from your school that you think might be appropriate, would you let me know in your approval email?

If you have any questions, feel free to contact me. I look forward to your reply.

amo

*Annamarie Oliverio*

*Faculty of Justice and Social Inquiry, SST*

*Disability Certificates Coordinator, Wilson 223*

*Fulbright Scholar and Senior Specialist*

*Arizona State University, Tempe, AZ 85287-4902*

## Frank Pina

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**From:** Frank Pina  
**Sent:** Tuesday, June 11, 2019 7:18 AM  
**To:** Frank Pina  
**Subject:** FW: approval from ASU West re Todd Sandrin

**From:** Todd Sandrin  
**Sent:** Thursday, June 6, 2019 11:09 AM  
**To:** Annamaria Oliverio Lauderdale  
**Cc:** Bryan Brayboy; Patricia Friedrich  
**Subject:** Re: email of support requested asap

Thanks so much for your note, Annamaria. New College is highly supportive of your and your team's work here, and we very much look forward to collaborating as you mention here and as we discussed in our in-person meeting.

Best regards,  
Todd

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**Todd R. Sandrin, Ph.D.**  
Dean, New College of Interdisciplinary Arts and Sciences  
Vice Provost, West campus  
Professor, School of Mathematical and Natural Sciences  
Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability



**Arizona State University**

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Thursday, June 6, 2019 11:06 AM  
**To:** Todd Sandrin  
**Cc:** Bryan Brayboy  
**Subject:** email of support requested asap

Dear Professor Sandrin,

I'm reaching out to request a letter or email of support for our undergrad and grad disability studies certificate programs. Our proposals are ready for submission, and as we discussed in person, we wish to continue our collaboration across campuses.

I notice our classes are included in your major map and we would also like to include DST 322 and DST 458 from New College on our list of potential elective classes.

I've copied Bryan on this email as he is also very supportive of our continued collaboration. Looking forward to your expedited response.

Annamaria Oliverio

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

## **Nathan Martin**

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Tuesday, October 8, 2019 11:14 AM  
**To:** Nathan Martin  
**Subject:** Fw: Letter of support Watts College

Hi Nathan,  
Letter of support from Watts College and the first four classes listed are undergrad.  
amo

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

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**From:** Mark Roseland <Mark.Roseland@asu.edu>  
**Sent:** Tuesday, October 8, 2019 8:31 AM  
**To:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>; Kelly Ramella <Kelly.Ramella@asu.edu>  
**Cc:** William Terrill <wcterrill@gmail.com>; Pardis Mahdavi <Pardis.Mahdavi@asu.edu>; Christine Buzinde <Christine.Buzinde@asu.edu>  
**Subject:** Re: Letter of support Watts College

Dear Annamaria,

The School of Community Resources and Development is happy to collaborate with you. We confirm that you can list the classes listed below as elective options for your program:

CRD 302 Inclusive Community Development (online & in person)  
PRM 364 Foundations in Recreational Therapy (online & in person)  
PRM 440 Advocacy in Therapeutic Recreation (hybrid)  
CRD 563 Advocacy in Therapeutic Recreation (hybrid)  
PRM 450 Therapeutic Recreation and Community Health (in person)  
PRM 453 Inclusive and Adaptive Sports and Recreation (in person)  
PRM 455 Recreational Therapy with Children, Youth and Families (online)

Best regards,

### **Mark Roseland**

Director and Professor  
[School of Community Resources & Development](#)  
Senior Sustainability Scientist  
[Julie Ann Wrigley Global Institute of Sustainability](#)  
**Arizona State University**

Mail Code: 4020

411 N. Central Ave., Ste. 550  
Phoenix, AZ 85004-0690  
p: 602-496-0153 f: 602-496-0953  
email: [mark.roseland@asu.edu](mailto:mark.roseland@asu.edu)

[LinkedIn: Academia; Pando-Sustainable Communities](#)



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**From:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>  
**Date:** Thursday, October 3, 2019 at 2:46 PM  
**To:** Mark Roseland <Mark.Roseland@asu.edu>, Kelly Ramella <Kelly.Ramella@asu.edu>  
**Cc:** William Terrill <wcterrill@gmail.com>, Pardis Mahdavi <Pardis.Mahdavi@asu.edu>  
**Subject:** Letter of support Watts College

Hello Mark and Kelly,

Apologies for not contacting you sooner. The semester has been getting away from me amid a number of crucial staff changes in our school.

In any case, I would like to invite you to send me a list of classes you would like to include as elective options: 300-level, 400-level and graduate classes, for our proposed, universities-wide, disability certificates. We have included classes from New College and it would be great to include classes from your school. Please include an email approval statement that specifically indicates that we can list these classes as possible elective options. If you can get the list to me asap, that would also be helpful.

At some point, it would be a pleasure to visit with you as well as your therapeutic recreation program. We have a lot of interests in common and we should develop our programs across campuses further.

Take care and I hope to hear from you soon,

Annamaria

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

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**From:** Mark Roseland <Mark.Roseland@asu.edu>  
**Sent:** Friday, August 16, 2019 10:12 AM  
**To:** Pardis Mahdavi <Pardis.Mahdavi@asu.edu>; William Terrill <wcterrill@gmail.com>; Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>  
**Cc:** Kimberly Castillo <Kimberly.E.Castillo@asu.edu>; Frank Pina <fpina@asu.edu>; Katarina Martinez

<Katarina.C.Martinez@asu.edu>; Kelly Ramella <Kelly.Ramella@asu.edu>

**Subject:** Re: Letter of support Watts College

Thanks all – Kelly Ramella (cc'd) also needs to be included in this meeting. Kelly runs our therapeutic recreation program.

Mark

**Mark Roseland**

Director and Professor

School of Community Resources & Development

Senior Sustainability Scientist

Julie Ann Wrigley Global Institute of Sustainability

**Arizona State University**

Mail Code: 4020

411 N. Central Ave., Ste. 550

Phoenix, AZ 85004-0690

p: 602-496-0153 f: 602-496-0953

email: [mark.roseland@asu.edu](mailto:mark.roseland@asu.edu)

LinkedIn: Academia; Pando-Sustainable Communities



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**From:** Pardis Mahdavi <Pardis.Mahdavi@asu.edu>

**Date:** Friday, August 16, 2019 at 10:04 AM

**To:** William Terrill <wcterrill@gmail.com>, Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>

**Cc:** Kimberly Castillo <Kimberly.E.Castillo@asu.edu>, Frank Pina <fpina@asu.edu>, Mark Roseland <Mark.Roseland@asu.edu>, Katarina Martinez <Katarina.C.Martinez@asu.edu>

**Subject:** Re: Letter of support Watts College

Dear All,

This is great. I'm CC'ing Kat Martinez here to help us find time to meet.

Thanks,  
Pardis

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**From:** William Terrill <wcterrill@gmail.com>

**Date:** Thursday, August 15, 2019 at 5:34 PM

**To:** Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>

**Cc:** Pardis Mahdavi <Pardis.Mahdavi@asu.edu>, Kimberly Castillo <Kimberly.E.Castillo@asu.edu>, Frank Pina <fpina@asu.edu>, Mark Roseland <Mark.Roseland@asu.edu>

**Subject:** Re: Letter of support Watts College

Thanks.



I've looped in Dr. Roseland here.

Mark, could you work with Dr. Oliverio and Dr. Mahdavi to schedule a meeting to discuss your idea per a collaborative graduate degree in disability studies?

William Terrill, PhD  
Arizona State University  
Interim Associate Dean, Watts College of Public Service and Community Solutions  
Professor, School of Criminology & Criminal Justice  
North American Editor, *Policing: A Journal of Policy & Practice*

On Thu, Aug 15, 2019 at 3:58 PM Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)> wrote:

Hi Dr. Terrill,

I would be very open to having those conversations and connecting with Dr. Roseland. In fact, I'm copying our Director, Dr. Pardis Mahdavi on this email. My hope and vision is for the future of this certificate to be collaborative across campuses.

We appreciate your support, suggestions and willingness to participate. I look forward to future discussions.

Annamaria

*Annamarie Oliverio*  
*Faculty of Justice and Social Inquiry, SST*  
*Disability Certificates Coordinator, Wilson 223*  
*Fulbright Scholar and Senior Specialist*  
*Arizona State University, Tempe, AZ 85287-4902*

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**From:** William Terrill <[wcterrill@gmail.com](mailto:wcterrill@gmail.com)>  
**Sent:** Thursday, August 15, 2019 2:24 PM  
**To:** Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)>  
**Subject:** Re: Fw: Letter of support needed asap

Dr. Oliverio

While we do not object to the proposed graduate certificate, we wish to suggest exploration of a collaborative graduate degree in disability studies. The School of Social Transformation, the New College of Interdisciplinary Arts and Sciences, and the School of Community Resources and Development in Watts College of Public Service and Community Solutions each have unique educational offerings which when drawn together have the potential to create powerful and diverse

learning experiences. These partnering academic units have the capacity to provide learners committed to transforming the disability community with the knowledge and skills needed to advance research, policy and service. If possible, I would like to connect you with Dr. Mark Roseland, Director of our School of Community Resources and Development to discuss possibilities. Might you be open such a conversation?

Thanks,

Bill

William Terrill, PhD  
Arizona State University  
Interim Associate Dean, Watts College of Public Service and Community Solutions  
Professor, School of Criminology & Criminal Justice  
North American Editor, *Policing: A Journal of Policy & Practice*

On Wed, Aug 14, 2019 at 7:34 AM Annamaria Oliverio Lauderdale <[ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu](mailto:ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu)> wrote:

Hello Dean Terrill,

I'm forwarding the email below and attached proposal for the grad disability studies certificate. The graduate college is requesting a letter of support asap--just a quick email response to this email is perfect. I apologize for any last minute inconvenience.

Hope to hear from you soon and I appreciate your help!

Dr. A. Oliverio

*Annamarie Oliverio  
Faculty of Justice and Social Inquiry, SST  
Disability Certificates Coordinator, Wilson 223  
Fulbright Scholar and Senior Specialist  
Arizona State University, Tempe, AZ 85287-4902*

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**From:** Annamaria Oliverio Lauderdale  
**Sent:** Monday, August 12, 2019 10:42 AM  
**To:** Jonathan Koppell <[koppell@asu.edu](mailto:koppell@asu.edu)>  
**Cc:** Pardis Mahdavi <[Pardis.Mahdavi@asu.edu](mailto:Pardis.Mahdavi@asu.edu)>  
**Subject:** Letter of support needed asap

Hello Dean Koppell,

We are in the process of submitting a proposal for a graduate certificate in disability studies and the graduate college requests a letter of support from your college asap. I've attached a draft copy of our proposal for your convenience.

Please let me know if you need any further information.

Dr. A. Oliverio

*Annamarie Oliverio*

*Faculty of Justice and Social Inquiry, SST*

*Disability Certificates Coordinator, Wilson 223*

*Fulbright Scholar and Senior Specialist*

*Arizona State University, Tempe, AZ 85287-4902*