

Below we have responded (**Red**) to specific sentences (**BOLD**) in the forwarded document: Report of University Senate's Executive Committee on suspension of Disability Studies Certificate program, August 2019

The report from the Graduate Council (Appendix 1) indicated that the limited duration of the program did not allow for an objective, data driven assessment of its successes or shortcomings.

- This statement above is an *interpretation*, and one with which we disagree, of the report from the Graduate Council that is included as Appendix 1. The Graduate Council report in Appendix 1 reads:

“Unfortunately, the short duration of the certificate program has not allowed enough evidence of success for the Graduate Council to make a statement of support on your behalf.”

Thus, the inclusion of the language used in this Report from the University Senate's Executive Committee (as referenced above in the bold type) is not what was distributed by the Graduate Council. As per the email from Brenda Anderson to Pamela Block on 11/27/2018, the Graduate Council did not state anything about the limited duration of the program not allowing for an objective, data driven assessment—this is an *interpretation* that the EC concluded based on the Graduate Council's statement. Further, the Graduate Council did not mention shortcomings at all and, to the contrary, stated they could not make a statement of support on your (Dr. Block's) behalf. This statement suggests that they could not support the request by Dr. Block to potentially stop the suspension of the admissions into the Advanced Certificate in Disability Studies (this is inferred given that Dr. Block asked the Graduate Council via a memo for a review, but we have not seen that original memo from Dr. Block).

The report also expressed the Committee's views on the value of a program in Disability Studies and specifically encouraged the pursuit of strategies for developing and sustaining a viable program.

- In response to the value of Disability Studies, it is important to note that the School of Health Technology and Management (SHTM) still maintains a Disability Studies and Human Development concentration in the BS degree in the Health Sciences major (<https://healthtechnology.stonybrookmedicine.edu/programs/hs/curriculum/nonclinical/disability-studies>). The description of this concentration is as follows (see attached Appendix A, for the concentration brochure):
 - This concentration provides students with an interdisciplinary focus of study in areas such as independent living, employment, adults and children with disabilities, and health and community issues. Prepares students for entry-level professional and managerial positions in developmental or physical disability services agencies, independent living centers, mental health centers, and geriatric and vocational rehabilitation agencies.
 - There are 5 courses (16 credits) offered in the concentration (Aging and Disability, Disability Health and Community, Children with Disabilities, Disability and Employment and Project in Disability Studies) and enrollment in this concentration has been 55 students in 2017, 38 students in 2018, and 43 students in 2019.
-

As per Appendix 3 “Dean Kaushansky proposes discontinuing the Advanced Graduate Certificate in Disability Studies primarily for financial reasons.

- The primary reason for discontinuing the Advanced Graduate Certificate in Disability was stated in the document that was attached as Appendix 2 and relevant text is included below from that appendix.
 - Once the PhD program was suspended, the assumption was that the Advanced Certificate in Disability Studies would also need to be suspended. This assumption arose because the program to which it was related, and all its required courses, would no longer be available outside the context of the PhD program. According to the State Education Department “Guidance on Certificate and Advanced Certificate Program Proposals,” the following related question/answer is documented:
 - QUESTION: “Must all credit hours in a Certificate Program be applicable to one specific degree program?”

- ANSWER: “Each credit-bearing course in a Certificate program must be applicable to one or more degree programs, either as a part of the major, liberal arts and sciences, or as a general elective.”

However, discontinuing this program does not absolve SHTM of the responsibility for Dr. Block’s salary as she is tenured faculty. In addition, it is unlikely that Dr. Block could replace clinical adjunct faculty in Occupational Therapy as proposed since she is not clinical.

- Dr. Block joined the SBU faculty as a member of the Occupational Therapy program in 2002 with a temporary title of Clinical Assistant Professor. Dr. Block went through promotion and received tenure in the department of OT due to her contributions to the department. In addition, she taught in the OT program for many years. From 2002-2016 Dr. Block served as Primary or Secondary instructor for 75 course sections that ran in HAO. While true that she could not replace a faculty who is a licensed OT, there is other coursework (evident by the history of course assignment) that she has taught in that program and would be able to provide instruction in.

Dr. Block contends that tuition from the Certificate Program would cover the cost of adjunct faculty teaching in the Certificate Program and suggests that if enrollment were not sufficient, the courses would simply not be offered.

- As stated above, the courses were part of the PhD program in Health and Rehabilitation Sciences in SHTM. When the PhD program suspended applications the courses associated with the Certificate were no longer scheduled to run as the certificate program was developed to use the PhD coursework.

The Executive Committee might wish to request a business plan on the cost of continuing the Advanced Graduate Certificate in Disability Studies that does not include Dr. Block’s salary

- A proposal was made to move this program to CAS since the PhD/MA program in Cultural Analysis and Theory (Women’s Gender and Sexuality track) was the joint home for the Advanced Graduate Certificate. In this proposal, SHTM offered to continue to pay for 50% of Dr. Block’s salary and the only expenses for CAS would be half of Dr. Block’s salary and additional staff or adjunct faculty as needed. However, due to other priorities for CAS, they declined this arrangement although it did not produce any salary burden to them.

and that outlines the importance of this program to the education mission of SBU. CAPRA suggests that the Executive Committee might withhold approval of the discontinuance of this program until there are satisfactory answers provided to the issues and questions raised in this report.”

- This document is providing additional and more detailed information surrounding these issues.

In his response to the CAPRA report (Appendix 4A, 2/27/19) Dean Kaushansky argued against a program model that did not include a tenured faculty, indicated that program enrollment had been low, and that CAPRA's recommendation for the EC to 'withhold approval' was out of bounds of the advisory roles of these committees.

- It is important to note that while the response was about including a tenured faculty in program modelling, this was not the primary reason for the suspension of the Certificate program. Evidence for this is provided above and throughout the responses included in this document that the suspension was decided because of the suspension of it’s “home” program, the PhD, efforts were made to transition this program to it’s other “home” program, PhD/MA program in Cultural Analysis and Theory (Women’s Gender and Sexuality track) but were unsuccessful.

In reply, N.Tomes requested from Dr. Kaushansky a response to the issue of the program’s relevance to SBU’s educational mission. (Appendix 4B, 3/1/19) In his response (Appendix 4C, 3/25/19), Dr. Kaushansky described low student enrollment and limited SOM faculty engagement and indicated that Disabilities Studies and Rehabilitation were not parts of the Each Campus strategic plan.

- The comment regarding strategic plan is taken out of context. As mentioned above, the Health Sciences major provides a robust curriculum in the concentration of Disability Studies and Human Development. In addition,

East Campus embraces and supports the educational intent of Rehabilitation (evident by our very successful programs in SHTM) but is not currently looking to develop residential rehabilitation patient care service.

Dr. Block met with the EC on 4/27/19 and discussed the suspension at length. Prior to this meeting, Dr. Block provided additional documentation to the EC that included a budget plan for the certificate program, including offering an online version, which was approved by SUNY Central in January 2018 (Appendix 5A).

- The proposal for the revised certificate program to be offered online was never presented to the SHTM Dean's Office. In email communications and a proposed business plan she drafted, Dr. Block mentioned that she would like to change to online. However, approvals were never given through the Dean's office for these changes. Nonetheless, Dr. Block bypassed the leadership of SHTM, and the revised proposal was submitted on 1/16/2018 without review or approval from the School. Instead, Dr. Block went directly to the Graduate School to have this program revision submitted to SUNY. The face sheet of the SUNY form 4 lists SHTM for Institutional information but has the contact as Charles Taber as the Dean of the Graduate School as opposed to the SHTM Assistant Dean for Academic and Student Affairs as it appears on all other program proposals/revisions that are presented for review from SHTM. It was not until after the revision was approved by State Ed in March 2018 that SHTM became aware that there was an approved online version of the Advanced Graduate Certificate in Disability Studies.
- There are issues with the proposed budget that had been discussed with Dr. Block. For example, in the model presented by Dr. Block it does not account for courses taken outside of SHTM, courses transferred in for credit, and for those students with primary plans other than Advanced Graduate Certificate in Disability Studies.

She also indicated that she had been actively prevented from advertising or recruiting students into the program and its class offerings She provided emails and a list of interested students in support of her assertions that are included in Appendix 5B (4/16/19).

- This is not the case. Assistance was provided when requested by Dr. Block (see Appendix B). Dr. Block was not prevented from advertising or recruiting and was, on the contrary, encouraged to do so in as many avenues as possible. The Appendix B that is attached memorializes the email communication the Dean's office had with Dr. Block to assist with advertising and recruiting.

After due deliberation its meetings in late April and early May 2019, the EC agreed with CAPRA's analysis that the budget information provided by the HSC was insufficient to justify the program's suspension on financial grounds.

- As stated above, the primary reason was due to the suspension of the PhD program and that these courses were no longer scheduled to be offered. Further, it is irresponsible for administration to not take financial implications into account of all programs.

A careful review of SBU and SUNY policies was also conducted, including consultation with Gwen Kay, the SUNY Faculty Senate member of the Board of Trustees. This confirmed that neither the University Senate nor its Executive Committee has the formal ability to approve or disapprove the suspension of the Disability Studies Graduate Certificate. However, in our advisory capacity, we are charged with expressing an informed opinion about such actions, which we hereby exercise.

Having reviewed all the information provided us by Dean Kaushansky, Dr. Block, the Graduate Committee and the Committee on Academic Planning and Resource Allocation, we do not find sufficient support for the suspension on budgetary grounds. The certificate program was never given a chance to open. Therefore, there is no basis for arguments that it could not support itself.

- We appreciate the review of the University Senate and the Executive Committee and value the opinion. We are confident that our responses included in this reply help frame the informed opinion as it provides more detail and a different point of view with an understanding that the suspension was not primarily on budgetary grounds and was intimately tied to the suspension of applications of the PhD program.

Moreover, the original plan to develop an on-line program is worth noting, given that departments on East and West campus are now being encouraged to develop such programs specifically for reasons of fiscal viability.

- As stated above, this revision was never approved by the SHTM Dean's Office and was being tied to a program that was in "teach-out" mode, thus the Advanced Certificate was no longer part of a degree program as required by the State Education Department. Moreover, unsuccessful attempts were made to find a new home for this Certificate program by this office, discussions with CAS, as well as by Dr. Block who approached the School of Nursing, the Masters in Health Administration that was transitioning to the Program in Public Health and the Center for Medical Humanities, Compassionate Care and Bioethics.

Finally, the EC is concerned that so little weight seems to have been given to the academic and programmatic loss of courses aimed at improving the understanding of and service to people with disabilities.

- It behooves us that the EC so flippantly throws around the terms "so little weight" without understanding the full context as provided as information in this reply. Further, SHTM continues to offer a concentration in Disability Studies and Human Development within the BS/HS major as well as many of the clinical professional programs (Physical Therapy, Occupational Therapy, Physician Assistant, Respiratory Care and Athletic Training) that are infused with disability related curriculum aimed at improving the understanding of, and service to, people with disabilities.

We advise that the program not be suspended until all information has been obtained and reviewed, and that major discrepancies between a formal proposal for program suspension and available information about the plans and operations of Disability Studies Certificate program have been resolved.

- Thank you for the opportunity to respond to this report.

APPENDIX A: Brochure for the Concentration in the Health Sciences Major

HEALTH SCIENCE MAJOR

DISABILITY STUDIES & HUMAN DEVELOPMENT

REV. 2015

IS DISABILITY STUDIES & HUMAN DEVELOPMENT THE RIGHT CHOICE FOR YOU?



What is included in the field of disability studies?

- Disability studies incorporates a set of principles based on the "Chicago Model":
1. Disability is a part of the continuum of human experience; everyone has some experience with disability at some point in their lives;
 2. Disability should be studied with an understanding of historical, cultural, and social contexts;
 3. Disability experience is formed through complex interactions between bodies and environments; environmental barriers can be more disabling than physiology;
 4. Disability studies moves beyond a medical model of disability to

- consider interdisciplinary, community, and consumer-based approaches;
5. Disability studies promotes an understanding of social policies that empower or prevent people with disabilities from attaining full citizenship;
 6. Disability studies supports the full participation of disabled people in academia and the professions.

independent living centers, mental health centers, geriatric and vocational rehabilitation contexts. It may also lead to employment in organizations promoting disability rights advocacy and activism.

What is the salary range for people employed in disability related fields?

Depending upon your particular interests in disability services or activism, entry level salaries range from \$25,000 to \$40,000.

What else should I know?

An undergraduate concentration in disability studies provides an excellent preparation for students interested in graduate study in disability studies, rehabilitation counseling, physical and occupational therapy, social welfare, medicine, psychology, and many other

What work is done by people who have disability studies training and where do they work?

The Disability Studies concentration prepares students at the bachelor level to immediately assume entry-level managerial positions in developmental or physical disability services,

DISABILITY STUDIES & HUMAN DEVELOPMENT

"The Health Science curriculum exposes students to the knowledge and skill sets traditionally reserved for the first years of employment. Such increased awareness enables our students to assume leadership roles in disability services at a quicker pace, benefiting future employers and improving the lives of people with disabilities everywhere."

- Sharon Cuff, LMSW, Clinical Assistant Professor, Health Science major

What are the requirements for the Disability Studies concentration?

- Health Science students take the major's core courses during the fall semester of the senior year.
- During the spring semester, students will take specialized courses including:
- **Aging and Disability:** Provides comprehensive overview of aging and disability. Includes introduction to the field of geriatrics, age related disabilities, and the experiences of people with disabilities as they age. Presents an interdisciplinary perspective. Incorporates social, environmental, cultural, economic and historical issues related to disability and aging. Film, narrative, biography and guest speakers provide students with first-hand accounts of elders with disabilities. Restricted to students approved for appropriate senior year track in the Health Science major.
 - **Disability Health and Community:** Presents a comprehensive view of health and community concerns experienced by people with disabilities. Explores historical analysis, biomedical discourse, cultural critique, and field research to

understand the evolution of medical practices, cultural beliefs, and social structures influencing the treatments, services, and opportunities available to people with disabilities in the United State and internationally. Includes gender, sexuality, race, poverty, "invisible disabilities", eugenic sterilization, assisted suicide topics. Guest speakers will facilitate a multi-layered understanding of the issues faced by people with disabilities and their families. Restricted to students approved for appropriate senior year track in the Health Science major.

- **Children with Disabilities:** Provides a comprehensive overview of the theories of child development and issues related to children with developmental spectrum disorders, neurodevelopmental disorders, and communication and learning disorders. Includes behavioral, developmental, language, medical, motor and sensory needs of children with developmental disabilities. Restricted to students approved for appropriate senior year track in the Health Science major.
- **Disability and Employment:** Presents a comprehensive overview of the Disability and Employment field. Explores pertinent employment-

related legislation, the vocational rehabilitation system, the structure of existing governmental and not-for-profit programs, and current disability employment practices, through the use of didactic and experiential techniques. Emphasizes the key roles of placement professionals. Provides individualized learning opportunities for individuals with disabilities who happen to be job seeking. Restricted to students approved for appropriate senior year track in the Health Science major.

- **Project in Disability Studies:** Students will develop independent projects in topic area of disability studies. They will be required to develop a set of reading, engage in a minimum of 45 hours of experiential learning (in the form of community site-visits, volunteerism, or internships). Course instructors and assigned mentors will assist students during bi-weekly group meetings and by scheduled appointments. Restricted to students approved for appropriate senior year track in the Health Science major.

To declare Health Science as your major, you are **required** to attend an Advising Workshop. To schedule an appointment, please email Jennifer Jimenez at jennifer.jimenez.1@stonybrook.edu.

Traci Thompson—Advising
HSC, Level 2, Room 453
Phone: 631.444.2407
Fax: 631.444.1515
traci.thompson@stonybrook.edu

Jennifer Jimenez—Advising
HSC, Level 2
Phone: 631.444.6349
Fax: 631.444.1515
jennifer.jimenez.1@stonybrook.edu

OR VISIT OUR WEBSITE AT:

<http://healthtechnology.stonybrookmedicine.edu/programs/hs>

HOW TO BECOME A HEALTH SCIENCE STUDENT

Students can declare the Health Science major at any time during their academic career. All major courses are taken during the senior year. In order to begin your senior year courses in the major, you must have:

- a G.P.A. of at least 2.0 and have successfully completed 91 credits and have met all D.E.C./S.B.C requirements
 - * except TECH SBC requirement which will be satisfied during the senior year
 - * at least 16 credits in sciences, which must include HAN 200 and HAN 202 sequence, or equivalent sequence (ask advisor for information)
 - * 21 credits of related electives, which must include HAN 251 and HAN 312
 - * 10 upper division credits.

Successful completion of the following courses during the fall semester of your senior year is required:

Health Care Issues
Professional Ethics
Communication Skills
Professional Writing
Health Informatics



FOR ADDITIONAL INFORMATION, VISIT THE FOLLOWING WEBSITES:

Professional Organizations

- Disability Studies Quarterly
www.dsqsds.org
- The World Institute on Disability
www.wid.org

Occupational and Employment Information

- www.bls.gov
- www.salary.com
- www.salary.monster.com
- www.labor.state.ny.us

Stony Brook University/SUNY is an affirmative action, equal opportunity educator and employer.

APPENDIX B: Email support for advertising or recruiting of students

10/2/2019

Stony Brook University Mail - Updates to Disability Studies Certificate and Brochure



Eric Lamberg <eric.lamberg@stonybrook.edu>

Updates to Disability Studies Certificate and Brochure

5 messages

Pamela Block <pamela.block@stonybrook.edu> Fri, Jun 1, 2018 at 3:23 PM
To: Jean Giacini <jean.giacini@stonybrook.edu>, Eric Lamberg <eric.lamberg@stonybrook.edu>, Carlos Vidal <carlos.vidal@stonybrook.edu>, Karen Mendelsohn <karen.mendelsohn@stonybrook.edu>

Hi Everyone,
I have updated the DS certificate website (<https://healthtechnology.stonybrookmedicine.edu/programs/ds/about>) and brochure but I believe the brochure is not necessarily consistent with approved Stony Brook branding (though I tried). I'm open to comments and feedback.

If you have suggestions where I could post-online or email addresses to which I should send notice of the program, please let me know. If there is a marketing consultant for the school that I could go to for help, please let me know. The university marketing people would not do anything for me for free but wanted to refer me to an "affordable" freelance graphic artist. Unless there is money to do mailings it really isn't worth it to invest money in the brochure. In the absence of funding they tell me the best thing to do is to focus on driving people to the web site via social media. In the current budget for the program is there any funding for google ads or other types of advertising or more traditional mailings, or even just printing out materials to distribute at conferences?

Our program was granted a free institutional membership with the Society of Disability Studies so they will be promoting our web site and other materials we provided them on their web site.
Thanks,
Pam

--
Pamela Block, Ph.D.
Interim Chair, CSCL/HLL/ELLC

Professor and Director, Disability Studies Concentration
Ph.D. Program in Health and Rehabilitation Sciences
<https://healthtechnology.stonybrookmedicine.edu/programs/hrs>

Director, Graduate Certificate in Disability Studies
<https://healthtechnology.stonybrookmedicine.edu/programs/ds>

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Pamela.Block@stonybrook.edu

Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability
Block, P., Kasnitz, D., Nishida, A., Pollard, N. <http://www.springer.com/us/book/9789401799836>
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Eric Lamberg <eric.lamberg@stonybrook.edu> Mon, Jun 4, 2018 at 2:31 PM
To: Pamela Block <pamela.block@stonybrook.edu>
Cc: Jean Giacini <jean.giacini@stonybrook.edu>, Carlos Vidal <carlos.vidal@stonybrook.edu>, Karen Mendelsohn <karen.mendelsohn@stonybrook.edu>

<https://mail.google.com/mail/u/1?ik=ada513fb8b&view=pt&search=all&permthid=thread-f%3A1602099433702742792&dsqt=1&simpl=msg-f%3A1602...> 1/10

10/2/2019

Stony Brook University Mail - Updates to Disability Studies Certificate and Brochure

Hi Pam,

I suggest that you reach out to the PD and Chairs of the programs in the school and ask if they will forward an email to their current students, alumni base and prospective students if possible to let them know of the Dis Certificate.

As for advertising I suggest you identify areas you think will be most cost effective and come up with a proposal. Local copies of pamphlets, etc can be processed for printing downstairs in the HSC.

el

--

Eric M. Lamberg, PT, EdD, CPed
Interim Associate Dean, School of Health Technology and Management
Associate Professor of Physical Therapy

Stony Brook University
School of Health Technology and Management
Stony Brook, NY 11794-8200
Tel: 631.444.3058
Email: eric.lamberg@stonybrook.edu

On Fri, Jun 1, 2018 at 3:23 PM, Pamela Block <pamela.block@stonybrook.edu> wrote:

Hi Everyone,

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If you have suggestions where I could post-online or email addresses to which I should send notice of the program, please let me know. If there is a marketing consultant for the school that I could go to for help, please let me know. The university marketing people would not do anything for me for free but wanted to refer me to an "affordable" freelance graphic artist. Unless there is money to do mailings it really isn't worth it to invest money in the brochure. In the absence of funding they tell me the best thing to do is to focus on driving people to the web site via social media. In the current budget for the program is there any funding for google ads or other types of advertising or more traditional mailings, or even just printing out materials to distribute at conferences?

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<https://mail.google.com/mail/u/1?ik=ada513fb8b&view=pt&search=all&permthid=thread-f%3A1602099433702742792&dsqt=1&simpl=msg-f%3A1602...> 2/10

Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability

Block, P., Kasnitz, D., Nishida, A., Pollard, N. <http://www.springer.com/us/book/9789401799836>

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Pamela Block <pamela.block@stonybrook.edu> Tue, Jun 5, 2018 at 11:46 AM
To: Eric Lamberg <eric.lamberg@stonybrook.edu>
Cc: Jean Giacini <jean.giacini@stonybrook.edu>, Carlos Vidal <carlos.vidal@stonybrook.edu>, Karen Mendelsohn <karen.mendelsohn@stonybrook.edu>

Hi Eric,
It might be more effective if the request to share info originated in the Dean's office. I did send the information to all the relevant chairs and indeed to everyone across the school but other than OT I don't think anyone sent it out. Do we have a contact for the school in university marketing who is assigned to help SHTM programs?
Thanks,
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Pam,

This something that you can take care of. Please meet with the Chairs so they can understand what you need and they can decide if they wish to send to their alumni base. This does not come from the Dean's office.

el

--

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Interim Associate Dean, School of Health Technology and Management
Associate Professor of Physical Therapy

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Thanks,
Pam

On Mon, Jun 4, 2018 at 2:31 PM, Eric Lamberg <eric.lamberg@stonybrook.edu> wrote:

Hi Pam,

I suggest that you reach out to the PD and Chairs of the programs in the school and ask if they will forward an email to their current students, alumni base and prospective students if possible to let them know of the Dis Certificate.

As for advertising I suggest you identify areas you think will be most cost effective and come up with a proposal. Local copies of pamphlets, etc can be processed for printing downstairs in the HSC.

el

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Eric M. Lamberg, PT, EdD, CPed
Interim Associate Dean, School of Health Technology and Management
Associate Professor of Physical Therapy

<https://mail.google.com/mail/u/1?ik=ada513fb8b&view=pt&search=all&permthid=thread-f%3A1602099433702742792&dsqt=1&simpl=msg-f%3A1602...> 5/10

Stony Brook University
School of Health Technology and Management
Stony Brook, NY 11794-8200
Tel: 631.444.3058
Email: eric.lamberg@stonybrook.edu

On Fri, Jun 1, 2018 at 3:23 PM, Pamela Block <pamela.block@stonybrook.edu> wrote:

Hi Everyone,
I have updated the DS certificate website (<https://healthtechnology.stonybrookmedicine.edu/programs/ds/about>) and [brochure](#) but I believe the brochure is not necessarily consistent with approved Stony Brook branding (though I tried). I'm open to comments and feedback.

If you have suggestions where I could post-online or email addresses to which I should send notice of the program, please let me know. If there is a marketing consultant for the school that I could go to for help, please let me know. The university marketing people would not do anything for me for free but wanted to refer me to an "affordable" freelance graphic artist. Unless there is money to do mailings it really isn't worth it to invest money in the brochure. In the absense of funding they tell me the best thing to do is to focus on driving people to the web site via social media. In the current budget for the program is there any funding for google ads or other types of advertising or more traditional mailings, or even just printing out materials to distribute at conferences?

Our program was granted a free institutional membership with the Society of Disability Studies so they will be promoting our web site and other materials we provided them on their web site.

Thanks,
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Pamela Block, Ph.D.
Interim Chair, CSCL/HLL/ELLC

Professor and Director, Disability Studies Concentration
Ph.D. Program in Health and Rehabilitation Sciences
<https://healthtechnology.stonybrookmedicine.edu/programs/hrs>

Director, Graduate Certificate in Disability Studies
<https://healthtechnology.stonybrookmedicine.edu/programs/ds>

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Pamela.Block@stonybrook.edu

Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability
Block, P., Kasnitz, D., Nishida, A., Pollard, N. <http://www.springer.com/us/book/9789401799836>
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Pamela Block, Ph.D.

10/2/2019

Stony Brook University Mail - Updates to Disability Studies Certificate and Brochure

Interim Chair, CSCL/HLL/ELLCC

Professor and Director, Disability Studies Concentration
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Pamela Block <pamela.block@stonybrook.edu>

Tue, Jun 5, 2018 at 11:52 AM

To: Eric Lamberg <eric.lamberg@stonybrook.edu>

Cc: Jean Giacini <jean.giacini@stonybrook.edu>, Carlos Vidal <carlos.vidal@stonybrook.edu>, Karen Mendelsohn <karen.mendelsohn@stonybrook.edu>

Chairs have asked if the promotional materials I've shared with them are approved by the Dean's office. Can I reassure them this is so?

On Tue, Jun 5, 2018 at 11:49 AM, Eric Lamberg <eric.lamberg@stonybrook.edu> wrote:

Pam,

This something that you can take care of. Please meet with the Chairs so they can understand what you need and they can decide if they wish to send to their alumni base. This does not come from the Dean's office.

el

--

Eric M. Lamberg, PT, EdD, CPed
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