

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The BA in Disability Studies explores cultural, linguistic, social, artistic, and legal dimensions of disability with the goal of improving the conditions of people whose lives are touched by disabilities. Increasing numbers of persons with disabilities coupled with emerging disciplines focused on social justice allow a new model for disability studies - with an emphasis on empowerment, rather than a deficit that needs to be fixed. The degree combines theory and practice to prepare students to address injustices, exclusions, and misapprehensions regarding disabilities through (self) advocacy, education, knowledge of the law, and historical awareness. It leads to careers in business, policy and advocacy, social work, education, government, community and non-governmental organizations.

2. Student Learning Outcomes and Assessment Methods
Assessment Plan

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE’s approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact uoeee@asu.edu with any questions.

3. Academic Curriculum and Requirements
A. Major Map

Attach a copy of the “proposed” major map for this degree program. If this program will be delivered online as well as in-person, attach a copy of both the major map and the online major map. Instructions on how to create a “proposed major map” in BAMB can be found in the Build a Major Map Training Guide.

B. Summary of Credit Hours Required for this Program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	6
ASU 101 (or equivalent)	1
General studies	35
Lower and upper division core requirements	12
Upper Division Literacy and Critical Inquiry (L) OR IAS 300 Adult Career Development (L or SB)	3
New College Languages and Culture Requirement	6
Program specific electives	24
Additional requirements – Capstone/Internship	3
General electives	30
Total	120

C. Core/Required Courses
i. Total required and/or core course credit hours

12 credit hours of lower and upper division core requirements

ii. List the prefix, number, name and credit hours for each required/core course for this program
Lower Division Core Requirements (6 Credit Hours)

1. DST 101 Introduction to Disability Studies (3) **(new)** AND
2. HRC 200 Introduction to Social and Cultural Analysis (SB & C) (3)

Upper Division Core Requirements (6 Credit Hours)

1. HRC 310 Social and Cultural Studies: Method and Theory (C) (3) AND
2. DST 322 Social and Cultural Implications of the Many Forms of Disability (3) **(new)** OR

DST 458 Disability and Communication Advocacy (3) **(new)**

D. Program Specific Electives

i. Total required program elective credit hours

24 credit hours

ii. List the prefix, number, name and credit hours for any program specific electives for this program

Students will select 8 program electives: (24 credit hours)

- AMS/ETH/WST 449 Hate Speech, Manifestos, and Radical Writings (SB & C) (3)
- AMS/ETH/WST 469 Abject Bodies and the Politics of Trash (SB & C) (3)
- ASB/POS/SBS/SOC 339 Grassroots Social Movements (SB) (3)
- BIO 312/IAS 340/PHI 320 Bioethics (HU) (3)
- COM 421 Rhetoric of Social Issues (HU) (3)
- DST 322 Social and Cultural Implications of the Many Forms of Disability (3) **(new)**
- DST 458 Disability and Communication Advocacy (3) **(new)**
- ENG 469 Science and Literature (L or HU) (3)
- HRC 494 ST: Veterans and Critical Disability Studies (3)
- IAP 464 Media and Diversity (HU & G) (3)
- IAP 494 ST: Disability and Aesthetics (3)
- IAP 494 ST: Accessibility in Digital Arts and Design (3)
- JUS 301 Research in Justice Studies (SB) (3)
- JUS 437 The Social Construction of Disability and Justice (3)
- JUS 494 ST: Policy, Advocacy and Disability (3)
- SOC 352 Social Change (SB & G & H) (3)
- SOC 400 Perspectives on Aging (SB) (3)
- SOC 426 Social Inequality (SB) (3)
- WST 444 Gender, Health, and Bodies (SB) (3)

E. Additional Program Requirements, if any:

List and describe any capstone experiences, milestone, and/or additional requirements.

Culminating Experience (3 credit hours): HRC 480 Capstone: Practices and Approaches (L) (3) **or** IAP 484 Internship (3)

F. Concentrations

i. Are any concentrations to be established under this degree program? No

ii. If yes, are concentrations required? N/A

iii. List courses & additional requirements for the proposed concentration(s) N/A

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

A. Will a new course prefix (es) be required for this degree program? Yes

If yes, list prefix name(s) (i.e. ENG- English):

DST – Disability Studies (A request for a new prefix has been submitted)

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: New prefix request form.

B. New Courses Required for Proposed Degree Program

List all new courses required for this program, including course prefix, number and course description.

Note: New course requests must be submitted electronically via Curriculum ChangeMaker and undergo all internal university review and approval steps including those at the unit, college, and university levels.

1. DST 101 Introduction to Disability Studies (3)

Course Description: This course provides an introduction to key concepts, methods, questions and themes in the field of Disability Studies, including an overview of the focused, unequal treatment experienced by people with disabilities. There are economic, political, social and cultural factors that should be considered by a society which normally addresses disabled bodies through medical frameworks. After completing this course, students will be able to debate ethical questions concerning genetic testing, selective abortion and disability therapies. Students will also be able to discuss how social inequalities of class, race, nationality, sexuality and gender relate to the experiences of the disabled.

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

Course Description: There are many types of disability, and oppression results from the socially constructed definition of disability. This course provides a careful review of the many forms of disability, considering functional restrictions created within society and the impact of cultural limitations.

3. DST 458 Disability and Communication Advocacy (3)

Course Description: In this class, students will be introduced to disability advocacy historically and in the contemporary context. Historical and legal approaches to disability advocacy will help frame students' interrogation of contemporary disability advocacy issues and movements. Disability advocacy issues addressed in this class include questions about the meaning of disability, the ends and forms of advocacy, and the politics of dis/ability. The course emphasizes the communication practices that have constructed and debated the meanings, ethics, and ends of disability advocacy.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

The School of Humanities, Arts and Cultural currently offers a number of programs with social justice outcomes, and this program will combine existing expertise in understanding forms of oppression with humanistic and cultural approaches to disability and ableism. As yet, no ASU College or program has a program focusing on Disability Studies, an emergent field. The World Bank estimates that 15% of the global population – one billion people – live with some form of disability. Understanding of persons with disabilities through a frame of empowerment is needed at the national and international level, and ASU New College is poised to provide that understanding.

6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

The programs listed below are related only tangentially to the proposed BA in Disability Studies inasmuch as they are invested in issues of equity, diversity, social and legal justice, human rights, advocacy, and leadership. With the exception of the Certificate in Disability Studies under development in the School of Social Transformation, none of the programs listed below have a curricular emphasis in the field of Disability Studies. We are coordinating curricular offerings with SST faculty leading the development of the Certificate in Disability Studies to integrate other courses into our respective programs.

- Community Advocacy and Social Policy, BA – School of Social Work, College of Public Service and Community Solutions
- Justice Studies, BA/BS – School of Social Transformation, College of Liberal Arts and Sciences
- Nonprofit Leadership and Management, BS - School of Community Resources and Development, College of Public Service and Community Solutions
- Social Justice and Human Rights, BA - School of Social and Behavioral Sciences, New College of Interdisciplinary Arts & Sciences
- Justice Studies, Minor - School of Social Transformation, College of Liberal Arts and Sciences
- Human Rights, Certificate - School of Social Transformation, College of Liberal Arts and Sciences
- Certificate in Disability Studies, School of Social Transformation (under development)
- National Center on Disability and Journalism, Walter Cronkite School of Journalism and Mass Communication, College of Liberal Arts and Sciences
 - This is not an academic program. The goal of the NCDJ is to provide support and guidance for journalists as they cover people with disabilities. The Minor in Disability Studies will use resources offered by the NCDJ, such as the Disability Language Guide, to enhance instruction.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	30	50	70	90

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

9. Faculty & Staff

A. Current Faculty

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
<i>Each of these faculty members will offer between 1-2 courses a year to serve this program:</i>		
Patricia Clark, MFA	Associate Professor	Video, interactive media installations and performance, digital prints, and experimental documentary
Breanne Fahs, PhD	Professor	Women and gender studies, critical embodiment studies, radical feminism, and political activism
Carolyn Griffiths, PhD	Faculty Associate	Social work, research methods, health and social care needs of disabled individuals
Richard Lerman, PhD	Professor	Interdisciplinary media and digital art, film and media studies
Annika Mann, PhD	Assistant Professor	Literature and embodiment, literature and health
Bertha Manninen, PhD	Associate Professor	Philosophy, applied ethics, medical ethics, philosophy of religion
Erik Swank, PhD	Associate Professor of Practice	Gender relations, sexualities, racism, and social movements
Kathleen Waldron, PhD	Lecturer	Psychology of aging, perspectives on aging, communication and aging, caregiving in later life
<i>Each of these faculty will teach one course every other year to serve this program:</i>		
Patrick Bixby, PhD	Associate Professor	Irish studies, British modernism, postcolonial theory and criticism, Continental philosophy, and issues of travel, mobility, and the body
Theresa Devine, MFA	Assistant Professor	Art, aesthetics, gaming studies, social transformation
Patricia Friedrich, PhD	Professor	Rhetoric and composition, linguistics, sociolinguistics
Miriam Mara, PhD	Associate Professor	Literature and embodiment, health humanities, Irish literature
Majia Nadesan, PhD	Professor	Communication, risk communication, crisis communication, (Bio)Politics
Michael Stancliff, PhD	Associate Professor	Rhetoric, composition, literature, and American studies, race and the literature of emancipation

B. New Faculty

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

At this time, we are not planning to hire any new faculty to sustain this program.

C. Administration of the Program

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The New College recruitment and admissions team provides admission assistance to incoming freshman students and transfer students. Student advisement and retention are administered by the New College Advising team who provide academic advising for students admitted into the School of Humanities, Arts and Cultural Studies degree programs. Degree programs housed in the School of Humanities, Arts and Cultural Studies are administered by Dr. Louis G. Mendoza, Director, and Dr. Duku Anokye, Associate Director. Other administrative and program tasks are supported by Lucy Berchini, Administrative Associate; Dennis Marsollier, Media Specialist Sr.; Tracy Encizo, Program Coordinator; and Marla Carmona, Academic Financial Specialist.

10. Resources (necessary to launch and sustain the program)**A. Required Resources**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

No new support staff, facilities, library resources, or technology resources are required to support this program at this time.

B. Resource Acquisition

Explain how the resources to support this program will be obtained.

N/A

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
 (This information is used to populate the Degree Search/catalog website.)

1. Program Name (Major): Disability Studies, BA

2. Marketing Description (*Optional. 50 words maximum. The marketing description should not repeat content found in the program description*)

According to the Census, the number of disabled people will grow by an estimated 21 percent between 2007 and 2030. Understanding and addressing the needs of persons with disabilities will become more important.

3. Program Description (*150 words maximum*)

The BA program in disability studies explores historical, linguistic, social, artistic and legal dimensions of disability with the goal of improving the conditions of people whose lives are touched by disabilities.

With larger numbers of disabled people and disciplines focused on social justice, the new model for disability studies is that of empowerment, rather than a deficit that needs to be fixed. The curriculum combines theory and practice that prepare students to address injustices, exclusions and misapprehensions regarding disabilities through advocacy and self-advocacy, education, knowledge of the law, and historical awareness.

Students in this major develop a professional-level digital portfolio of research in preparation for the job market.

4. Contact and Support Information

Building code and room number: (<i>Search ASU map</i>)	FAB N100
Program office telephone number: (<i>i.e. 480/965-2100</i>)	602/543-3000
Program Email Address:	HArCSadvsing@asu.edu
Program Website Address:	https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs/

5. Delivery/Campus Information Options: On Campus

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

6. Campus/Locations *indicate all locations where this program will be offered.*

Downtown Phoenix
 Polytechnic
 Tempe
 Thunderbird
 West
 Other: _____

7. Additional Program Description Information

A. Additional program fee required for this program? No

B. Does this program have a second language requirement? No

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

Graduates from this program will find career opportunities in many fields, such as social justice, civil service, law, health care advocacy, social work, education, rehabilitative health care, counseling, business, policy and advocacy, government, and community and non-governmental organizations.

9. Additional Freshman Admission Requirements

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

10. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

11. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

N/A

12. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

Advocacy, empowerment, equality, exclusions, exclusionary, health, justice, legal, social justice

13. Advising Committee Code

List the existing advising committee code to be associated with this degree.

UGNCHS

Note: If a new advising committee needs to be created, please complete the following form:

[Proposal to create an undergraduate advising committee](#)

14. First Required Math Course

List the first math course required in the major map.

MAT 142 College Mathematics (MA)

15. WUE Eligible

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

Yes

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

16. Math Intensity

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 142 College Mathematics (MA)

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>

General

17. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at:

<http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at:

<https://catalog.asu.edu/alternate-career-titles>.

13-1041.03	Equal Opportunity Representatives and Officers	25-2051.00	Special Education Teachers, Preschool
21-1012.00	Educational, Guidance, School, and Vocational Counselors	25-2053.00	Special Education Teachers, Middle School
21-1022.00	Healthcare Social Workers	25-2054.00	Special Education Teachers, Secondary School
21-1094.00	Community Health Workers	25-3099.02	Tutors
21-1014.00	Mental Health Counselors	29-1127.00	Speech-Language Pathologists
21-1015.00	Rehabilitation Counselors	39-9021.00	Personal Care Aides

18. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.



- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input checked="" type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |



B. Select **one (1)** secondary area of interest from the list below that applies to this program.





- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

2019 - 2020 Major Map
 Disability Studies, (Proposed)

School/College:
 QMELFOQ

Term 1 0 - 16 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 DST 101: Introduction to Disability Studies	3	C	<ul style="list-style-type: none"> • An SAT, ACT, Accuplacer, IELTS, or TOEFL score determines placement into first-year composition courses. • Mathematics Placement Assessment score determines placement in mathematics course. • ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students. NEW 101 satisfies this requirement. • IAS 300 (3 credits) is required for all transfer students in place of NEW 101. • Select your career interest area and play me3@ASU.
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
MAT 142: College Mathematics (MA)	3	C	
NEW 101: The ASU New College Experience	1		
Humanities, Arts and Design (HU)	3		
Elective	3		
Term hours subtotal:	16		

Term 2 16 - 31 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
Computer/Statistics/Quantitative Applications (CS)	3		
Literacy and Critical Inquiry (L)	3		
Complete 2 courses: Elective	6		
 Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	15		

Term 3 31 - 47 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 HRC 200: Introduction to Social and Cultural Analysis (SB & C)	3	C	<ul style="list-style-type: none"> • Develop your skills.
Historical Awareness (H)	3		
Humanities, Arts and Design (HU)	3		
Natural Science - Quantitative (SQ)	4		
Elective	3		
 Complete First-Year Composition requirement.			
 Complete Mathematics (MA) requirement.			
Term hours subtotal:	16		

Term 4 47 - 63 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 Global Awareness (G)	3		<ul style="list-style-type: none"> • Explore an internship, an IGLE international experience or ASU Study Abroad.
Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
Social-Behavioral Sciences (SB)	3		
Complete 2 courses:			

Elective 6

Term hours subtotal: 16

Term 5 63 - 78 Credit Hours Necessary course signified by ★

Hours	Minimum Grade	Notes
★ HRC 310: Social and Cultural Studies: Method and Theory (C)	3 C	<ul style="list-style-type: none"> • IAS 300 (3 credit hours) is required for all transfer students. • Develop your professional online presence.
★ Complete 2 courses: Upper Division Disability Studies Electives	6 C	
Upper Division Literacy and Critical Inquiry (L) OR IAS 300: Career Strategies and Personal Resilience (L or SB)	3	
Elective	3	
Term hours subtotal:	15	

Term 6 78 - 93 Credit Hours Necessary course signified by ★

Hours	Minimum Grade	Notes
★ DST 322: Social and Cultural Implications of the Many Forms of Disability OR DST 458: Disability and Communication Advocacy	3 C	<ul style="list-style-type: none"> • Use Handshake to research employment opportunities.
★ Complete 2 courses: Upper Division Disability Studies Electives	6 C	
Upper Division Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.	3 C	
Elective	3	
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).		
Term hours subtotal:	15	

Term 7 93 - 108 Credit Hours Necessary course signified by ★

Hours	Minimum Grade	Notes
★ Complete 2 courses: Upper Division Disability Studies Electives	6 C	
Upper Division Language and Cultures: Requirement satisfied through the following: * Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity (C) designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.	3 C	
Upper Division Social-Behavioral Sciences (SB) OR Upper Division Humanities, Arts and Design (HU)	3	
Elective	3	
Term hours subtotal:	15	

Term 8 108 - 120 Credit Hours Necessary course signified by ★

Hours	Minimum Grade	Notes
★ HRC 480: Capstone: Practices and Approaches (L) OR IAP 484: Internship	3 C	
★ Complete 2 courses: Upper Division Disability Studies Electives	6 C	

Hide Course List(s)/Track Group(s)

Upper Division Disability Studies Electives

AMS 449: Hate Speech, Manifestos, and Radical Writings (SB & C) or ETH 449: Hate Speech, Manifestos, and Radical Writings (SB & C) or WST 449: Hate Speech, Manifestos, and Radical Writings (SB & C)

AMS 469: Abject Bodies and the Politics of Trash (SB & C) or ETH 469: Abject Bodies and the Politics of Trash (SB & C) or WST 469: Abject Bodies and the Politics of Trash (SB & C)

ASB 339: Grassroots Social Movements (SB) or SBS 339: Grassroots Social Movements (SB) or SOC 339: Grassroots Social Movements (SB) or POS 339: Grassroots Social Movements (SB)

BIO 312: Bioethics (HU) or IAS 340: Bioethics (HU) or PHI 320: Bioethics (HU)

COM 421: Rhetoric of Social Issues (HU)

DST 322: Social and Cultural Implications of the Many Forms of Disability or DST 458: Disability and Communication Advocacy

ENG 469: Science and Literature (L or HU)

HRC 494: Veterans and Critical Disability Studies

IAP 464: Media and Diversity (HU & G)

IAP 494: Accessibility in Digital Arts and Design

IAP 494: Disability and Aesthetics

JUS 301: Research in Justice Studies (SB)

JUS 437: The Social Construction of Disability and Justice

JUS 494: Policy, Advocacy and Disability

SOC 352: Social Change (SB & G & H)

SOC 400: Perspectives on Aging (SB)

SOC 426: Social Inequality (SB)

WST 444: Gender, Health, and Bodies (SB)

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.00 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

Total College Residency Hrs: 12 minimum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2019 - 2020 academic year.



April 2, 2018

Dear Dean Sandrin:

The curriculum committee of the School of Humanities, Arts, and Cultural Studies reviewed the proposal for establishing a B.A. in Disability Studies and approved it by consensus agreement in March 2018. All faculty in SHARCS were notified and informed of the development of this proposal at faculty meetings since its inception in Fall 2017. No dissent or concerns have been expressed by faculty members. This memo certifies that the approval process followed the appropriate approval procedures of the School and that the School has the resources to support the B.A. without impacting core program resources.

Please do not hesitate to contact me if you have any questions or concerns that need to be addressed as you review this proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Louis Mendoza'.

Louis Mendoza, Professor and Director
School of Humanities, Arts, and Cultural Studies

Stacey Kimbell

From: Todd Sandrin
Sent: Thursday, July 26, 2018 4:33 PM
To: Stacey Kimbell
Cc: Patricia Friedrich
Subject: Re: Requesting Dean's Approval - BA & Minor, Disability Studies

Approved. Thanks for your work here!

Todd

From: Stacey Kimbell
Sent: Thursday, July 26, 2018 2:08:25 PM
To: Todd Sandrin
Cc: Patricia Friedrich
Subject: Requesting Dean's Approval - BA & Minor, Disability Studies

Hi Todd,

Attached please find the proposals for the BA and Minor in Disability Studies. Patty has reviewed these proposals, as well as the new course proposals that are in Changemaker. Would it be possible to obtain your approval?

Thanks,
Stacey

Stacey Kimbell

Executive Admin Support Specialist and Curriculum Coordinator
Academic Administration and Curriculum Planning
ASU New College of Interdisciplinary Arts and Sciences
Voice: (602) 543-6150 Fax: (602) 543-4565

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BA in Disability Studies, Bachelor of Arts

Status:UOEEE Provisional Approval

Comments:

Element Outcome Measure Description

Outcome	1		Learning Outcome 1: Students will demonstrate competency (synthesize, construct, create, and justify) their understanding of the biopsychosocial implications of disability and in producing interdisciplinary disability studies research questions and analyses.
Plan_1GenEd	1		Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Problem Solving;Written Communication;
Plan_2Concepts	1		Understand the biopsychosocial implications of disability
Plan_3Competencies	1		Summarize and interpret the biopsychosocial implications of disability and produce interdisciplinary disability studies research questions.
Measure	1	1	Outcomes will be measured by the successful completion of an interdisciplinary creative (e.g. creative writing, visual, digital, design) project that demonstrates an ability to summarize and interpret biopsychosocial implications.
PC	1	1	At least 75% of students will achieve a B or higher in the interdisciplinary creative project from the DST 101 Introduction to Disability Studies.
Measure	1	2	The outcome will be measured by the successful completion of the final writing project in DST 101 Introduction to Disability Studies that address at least one or more, biopsychosocial implication and shows a proficiency in constructing research questions and analyses.
PC	1	2	At least 75% of students will achieve scores of 75% or higher on their final writing project in DST 101 Introduction to Disability Studies the project must show a proficiency in justifying the constructed research question/analysis in relation to the chosen biopsychosocial implications in the paper.
Measure	1	3	
PC	1	3	

Element Outcome Measure Description

Outcome	2		Students will also demonstrate (argue, discriminate, explain, interpret, analyze) the ability to theoretically connect ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Plan_1GenEd	2		Critical Thinking;Global, Historical, Cultural Awareness;Information Literacy;Inquiry and Analysis;Quantitative Reasoning/Literacy;
Plan_2Concepts	2		Connect, analyze, and synthesize knowledge of ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Plan_3Competencies	2		Connect, analyze, and synthesize knowledge of ideological assumptions about disability to those regarding gender, race, age, class, nationality, and sexual orientation.
Measure	2	1	Outcome will be measured by the successful participation in creating an interdisciplinary analysis (e.g. history-documentary video, medical linguistics-poetry, legal-performance, social justice-media studies) of historical and/or current medical and legal policies which inform social representation and treatment of persons with a disability (DST 458).
PC	2	1	At least 75% of students will achieve a grade of B or higher in the interdisciplinary analysis project [as described above] (DST 458).
Measure	2	2	Outcome will be measured by a successful synthesis that shows an ability to appraise ideological assumptions found in policy, support their conclusion as to the affect those assumptions have in the treatment and social representations of persons with a disability, and defend their position by giving examples (DST 458).
PC	2	2	At least 75% of students will achieve a score of 80% or higher on the interdisciplinary analysis project (DST 458).
Outcome	3		Students will learn to examine and critique enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation.
Plan_1GenEd	3		Critical Thinking;Ethical Reasoning;Inquiry and Analysis;Problem Solving;Written Communication;
Plan_2Concepts	3		Demonstrate how perceptions about disability shape the quality of people's lives.
Plan_3Competencies	3		Critique the enabling and disabling ideological assumptions that shape social institutions, professions, policies, and systems of representation
Measure	3	1	Outcome 3 will be measured by the successful participation in a service learning internship (HRC 480 Capstone OR IAP 484 Internship) that allows them to examine the social institutions, professions, policies, and systems of representation the serve the disability community.
PC	3	1	At least 75% of students will achieve a B or higher on IAP 484 Internship Report or Final Project from HRC 480 Capstone course

Element Outcome Measure Description

Outcome	4		Students will distinguish and analyze the application of qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.
Plan_1GeneralEd	4		Critical Thinking;Ethical Reasoning;Global, Historical, Cultural Awareness;Information Literacy;Inquiry and Analysis;Problem Solving;
Plan_2Concepts	4		Apply qualitative methods of analysis to assess the disability community's well-being.
Plan_3Competencies	4		Ability to apply qualitative methods in disability studies as they relate to research, policies, programs that seek to empower the disability community in their relationship to institutional agencies, educational and medical institutions, and various levels of government.
Measure	4	1	The outcome will be measured by the successful analysis of common themes in an ethnographic project that includes data collection and analysis to discover common themes as they relate to policies and programs that seek to empower the disability community. A VALUE Rubric (instrument) will be created by the faculty (direct measure).
PC	4	1	A VALUE Rubric (instrument) will be created by the faculty (direct measure).
Measure	4	2	The outcome will be measured by qualitative assessment of an ethnographic report that elucidates the relationship of the disability community with institutional agencies, educational and medical institutions, and various levels of government (direct measure).
PC	4	2	At least 75% of students will achieve a B or higher on IAP 484 Internship Report or Final Project from HRC 480 Capstone course

Outcome	5		Students will have the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.
Plan_1GeneralEd	5		Global, Historical, Cultural Awareness;Information Literacy;Problem Solving;Quantitative Reasoning/Literacy;
Plan_2Concepts	5		Understand the applicability of disability studies to career options.
Plan_3Competencies	5		Demonstrate the ability to categorize, compare, interpret, and compose a broader awareness of the applicability of disability studies knowledge to a wide range of professions, and increased understanding of specific careers related to working with, and by, people with disabilities.
Measure	5	1	Outcome will be measured by the successful completion of a portfolio (e.g. scholarship, creative writing, photography, sound, video, painting*, drawing, etc.) *see Riva Lehrer's work as an example of an effective nonverbal portfolio: https://www.rivalehrerart.com/circle-stories (direct measure).
PC	5	1	Outcome will be measured by qualitative assessment of digital portfolio that includes assessment of students' effective communication to diverse audiences (direct measure).

If you have questions, please e-mail assessment@asu.edu or call UOEEE at (480) 727-1731.

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201
Glendale, AZ 85306-4908
P.O. Box 37100, MC 2151, Phoenix AZ 85069-7100
Arizona State University

October 9, 2018

Dear Dr. Mendoza,

After consulting with Dean Basile and her representatives, I am pleased to confirm that MLFTC supports the proposed BA in Disability Studies in the School of Humanities, Arts, and Cultural Studies in New College of Interdisciplinary Arts and Sciences. Disability studies, with its orientation towards advocacy, will enhance our profession's perspective on education, treatment, and basic human rights for individuals who encounter challenging environments. We welcome your interdisciplinary approach to these important areas and look forward to further collaboration with faculty and students who are building expertise in advanced understanding of human exceptionalities.

MLFTC also invites students in the Disability Studies program to consider certain courses in the special education program in MLFTC as electives. Selected courses can promote an understanding of the characteristics of disabilities as manifest in children and young adults, inclusive practices in schools, issues that families of children with disabilities face, and knowledge of the rights and constraints provided by current educational legislation. Thank you for this opportunity to advance this important area of study. We wish you success in the launching of this new program of study.

Sincerely,



Kathleen Puckett, Ph.D.
Associate Professor and Lead Strategist, Special Education
Mary Lou Fulton Teachers College

Stacey Kimbell

From: Patricia Friedrich
Sent: Monday, July 23, 2018 3:57 PM
To: Stacey Kimbell
Subject: FW: Impact Statement Request: Disability Studies

FYI, for our Disability Studies proposal. --p

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Todd Sandrin <Todd.Sandrin@asu.edu>
Date: Monday, July 23, 2018 at 12:55 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Fwd: Impact Statement Request: Disability Studies

Great news, Patty.

Thanks again for your excellent work here.

Todd

From: Elizabeth Wentz
Sent: Monday, July 23, 9:21 AM
Subject: FW: Impact Statement Request: Disability Studies
To: Todd Sandrin
Cc: Paul LePore, Bryan Brayboy

Dear Todd,

I'm aware that you have a strong working relationship with SST on their disability certificate and the New College degree. I appreciate the idea that you are continuing to build connections and share courses. I'm happy to support the degree.

Libby

From: Todd Sandrin <Todd.Sandrin@asu.edu>
Date: Saturday, July 21, 2018 at 7:51 AM
To: Elizabeth Wentz <WENTZ@asu.edu>
Subject: Impact Statement Request: Disability Studies

Dear Libby,

I hope this email finds you enjoying a pleasant and productive summer. Mine has been lovely, but I regret it has gone by so quickly!

I'm writing to request from you a statement of impact regarding the degree program in Disability Studies New College is proposing. I attach the proposal and supporting documents.

I append below a few additional notes:

My team has worked with SST faculty as indicated in the email threads below to include courses and to collaborate. As more courses become available, we are looking forward to further expanding electives (as you know, the courses have to be already in Changemaker for review before we can include them in a degree proposal). We look forward to working with the SST faculty again when they put together their certificate, where some of our courses can appear too.

Mighty you be able to forward your statement of impact by **Thursday, July 26**? Of course, don't hesitate to let me know if you have questions.

Best regards,
Todd

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
<image001.png>

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, May 15, 2018 at 12:15 PM
To: Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>
Cc: Elizabeth Swadener <Beth.Swadener@asu.edu>
Subject: Re: Disability Studies

Dear Annamaria and Beth,

Thank you very much for your response. I had not heard from Elsie at all, so it was good to see your email. We would be happy to integrate these courses into our course bank of electives. They will be listed on our checksheet as options for the students.

Would you please review our checksheet and identify a couple of courses with a DST prefix that you can include in the curriculum for your certificate?

Another thing to think about to perhaps facilitate students taking courses that we each offer is to consider availability of icourses. Do you anticipate either of these JUS 494s ever be offered as icourses?

Best,

Louis

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
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Arizona State University
Office: 602-543-6242

<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Annamaria Oliverio Lauderdale <ANNAMARIA.OLIVERIO-LAUDERDALE@asu.edu>
Date: Tuesday, May 15, 2018 at 8:07 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Cc: Elizabeth Swadener <Beth.Swadener@asu.edu>
Subject: Fw: Disability Studies

Dear Dr. Mendoza,

I don't know if you've already received a reply to your email from our Director Elsie, but regardless, I wanted to reach out to you to introduce myself and my colleague, Dr. Beth Swadener. We are co-coordinating the disability certificates at the Tempe Campus and we are excited for your new program and happy to collaborate.

There are two classes we regularly teach that I think would be useful to your new undergrad degree in Disability Studies:

JUS 494- The Social Construction of Disability and Justice (in changemaker)
JUS 494- Policy, Advocacy and Disability (in changemaker)

I believe both of these classes can fulfill requirement needs as outlined in your proposal. We will be offering new classes next year, but the ones listed above are the tried and true and will be offered regularly.

We just recently were informed that our director will be stepping down the end of June, so please feel free to contact Beth and me as we will be your most direct line of communication. I am copying Beth on this email.

I apologize if our response is later than your suggested deadline, but the upcoming changes have delayed everything. We look forward to your response and collaboration.

Dr. Annamaria Oliverio

From: Louis Mendoza
Sent: Monday, April 9, 2018 8:24 PM
To: Elsie Moore
Subject: Disability Studies

Dear Elsie,

As you know, last year we received permission to plan a Disability Studies BA and Minor. I write to you today as we prepare to submit our request for permission to establish that degree and

minor, while we also anticipate receiving news of your own submission of a proposal for a certificate in the same area. We would like to be able to collaborate with you by including some of your existing courses in the program. If you could please let us know if there are any current offerings that would be particularly pertinent in this case, that would be great. We would very much like to send our proposal to our curriculum committee still in the spring so as to be able to have this proposal considered by the senate/CAPC in their first meeting in the fall, so if you could please send us information by April 18th that would be very helpful. To facilitate the conversation, I am attaching a copy of our check sheets for the minor and major we are proposing and ask that you share with us a list of pre-existing courses you have in this subject area that we could consider including. We will be happy to do the same and name courses that could potentially apply toward your certificate when the time comes.

If you would like to discuss this further via phone, please let me know a good time to reach you. I look forward to hearing back from you soon.

Best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies

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<2 Proposal Disability Studies BA 7-19-2018-2.docx>

<3 BA Disability Studies Assessment Plan.docx>

<4 Impact Statements.pdf>

From: [Patricia Friedrich](#)
To: [Stacey Kimbell](#)
Subject: FW: School of Social Transformation Disability Courses
Date: Tuesday, July 17, 2018 10:51:39 AM

FYI

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, June 19, 2018 at 1:58 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: FW: School of Social Transformation Disability Courses

FYI

From: Elsie Moore <Elsie.Moore@asu.edu>
Date: Friday, June 15, 2018 at 10:47 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: School of Social Transformation Disability Courses

Dear Professor Mendoza,

The disability focused courses in the School of Social Transformation: JUS 494: Topic: *Policy Advocacy and Disability* and JUS 437: *The Social Construction of Disability* should not be negatively impacted or conflict with your proposed DST classes.

From: [Patricia Friedrich](#)
To: [Stacey Kimbell](#)
Subject: FW: Disability Studies
Date: Wednesday, May 2, 2018 2:33:46 PM

FYI

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
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voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Monday, April 30, 2018 at 3:24 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: FW: Disability Studies

Follow up email.

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Tuesday, April 17, 2018 at 9:42 AM
To: Elsie Moore <Elsie.Moore@asu.edu>
Subject: Re: Disability Studies

Dear Elsie,

I am writing to follow up on my email of April 9th regarding how we might collaborate in the delivery of our respective Disability Studies programs at ASU. Please let me know at your earliest convenience if you or one of your colleagues are interested in moving this discussion forward to ensure collaboration. I'm happy to discuss via phone or email. Should I not hear back from you this week, I will assume that SST is not interested in this proposed collaboration.

All best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
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Arizona State University
Office: 602-543-6242
<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>

Date: Monday, April 9, 2018 at 8:24 PM

To: Elsie Moore <Elsie.Moore@asu.edu>

Subject: Disability Studies

Dear Elsie,

As you know, last year we received permission to plan a Disability Studies BA and Minor. I write to you today as we prepare to submit our request for permission to establish that degree and minor, while we also anticipate receiving news of your own submission of a proposal for a certificate in the same area. We would like to be able to collaborate with you by including some of your existing courses in the program. If you could please let us know if there are any current offerings that would be particularly pertinent in this case, that would be great. We would very much like to send our proposal to our curriculum committee still in the spring so as to be able to have this proposal considered by the senate/CAPC in their first meeting in the fall, so if you could please send us information by April 18th that would be very helpful. To facilitate the conversation, I am attaching a copy of our check sheets for the minor and major we are proposing and ask that you share with us a list of pre-existing courses you have in this subject area that we could consider including. We will be happy to do the same and name courses that could potentially apply toward your certificate when the time comes.

If you would like to discuss this further via phone, please let me know a good time to reach you. I look forward to hearing back from you soon.

Best,

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201

From: [Patricia Friedrich](#)
To: [Louis Mendoza](#)
Cc: [Stacey Kimbell](#)
Subject: Re: Outreach for impact statement on Disability Studies
Date: Wednesday, May 2, 2018 2:53:00 PM

Thank you, Louis. Stacey, could you please attach this note to our proposal?

Thank you,

Patty

Patricia Friedrich, PhD
Associate Dean for Academic Programs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Wednesday, May 2, 2018 at 2:49 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Outreach for impact statement on Disability Studies

Patricia,

Just a brief note to let you know I touched base with Miriam Mara on any correspondence or other communication she may have had with faculty in the School of Social Transformation on how we might collaborate. She has not heard from anyone on this issue.

Best,

Louis

--

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Office: 602-543-6242

From: [Louis Mendoza](#)
To: [Duane Roen](#)
Cc: [Jacqueline Martinez](#)
Subject: Re: Request for impact statement in support of Disability Studies and the crosslisting of COM courses
Date: Tuesday, July 17, 2018 2:45:34 PM

Thank you both very much. We very much appreciate your support!

Louis

--

Dr. Louis Mendoza, Director

School of Humanities, Arts, and Cultural Studies
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<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

From: Duane Roen <Duane.Roen@asu.edu>
Date: Tuesday, July 17, 2018 at 2:43 PM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Cc: Jacqueline Martinez <jmartinez@asu.edu>
Subject: FW: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Louis,

CISA is delighted to support your proposal for a Disability Studies Program and the integration of COM classes into this program.

Please let us know if we can do anything else to help.

Best,
Duane

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

From: Louis Mendoza
Sent: Tuesday, July 17, 2018 2:35 PM
To: Duane Roen <Duane.Roen@asu.edu>
Subject: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Dear Duane,

I am writing to request an impact statement in support of our proposed Disability Studies Program and the integration of COM classes into this program. The proposed curriculum for the BA in Disability Studies BA includes two new classes to be cross-listed with a COM prefix.

COM 101/DST 101 Introduction to Disability Studies
COM/DST 458 Disability Advocacy

We're also including COM 421 in the BA as an elective and it is a shared course (not new):

COM 421 Rhetoric of Social Issues. Critical rhetorical study of significant speakers and speeches on social issues of the past and present.
Offering School/Colleges Pre-requisite(s):
[New College of Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Integrative Sciences and Arts – College of Integrative Sciences and Arts](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Liberal Arts and Sciences – Hugh Downs School of Human Communication](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA

Please let me know if you have any concerns or questions.

I look forward to hearing back from you.

From: [Louis Mendoza](#)
To: [Tracy Encizo](#)
Subject: FW: Request for impact statement in support of Disability Studies and the crosslisting of COM courses
Date: Wednesday, July 18, 2018 11:41:27 AM

FYI

From: Kristin Gilger <Kristin.Gilger@asu.edu>
Date: Wednesday, July 18, 2018 at 11:12 AM
To: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

We have no concerns or questions about this. Thank you.

Kristin Gilger
Senior Associate Dean, Walter Cronkite School of Journalism and Mass Communication
and
Executive Director, Donald W. Reynolds National Center for Business Journalism
602.496.9448
Arizona State University
555 N. Central Ave.
Phoenix, AZ 85004
<http://cronkite.asu.edu>
<http://facebook.com/CronkiteSchool>
http://twitter.com/Cronkite_ASU
<http://businessjournalism.org>

From: Louis Mendoza
Sent: Tuesday, July 17, 2018 2:39 PM
To: Christopher Callahan <Christopher.Callahan@asu.edu>; Kristin Gilger <Kristin.Gilger@asu.edu>
Subject: Request for impact statement in support of Disability Studies and the crosslisting of COM courses

Dear Dean Callahan and Senior Associate Dean Gilger,

I am writing to request an impact statement in support of our proposed Disability Studies Program and the integration of COM classes into this program. The proposed curriculum for the BA in Disability Studies BA includes two new classes to be cross-listed with a COM prefix.

COM 101/DST 101 Introduction to Disability Studies
COM/DST 458 Disability Advocacy

We're also including COM 421 in the BA as an elective and it is a shared course (not new):

COM 421 Rhetoric of Social Issues. Critical rhetorical study of significant speakers and speeches on social issues of the past and present.
Offering School/Colleges Pre-requisite(s):
[New College of Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Integrative Sciences and Arts – College of Integrative Sciences and Arts](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA
[College of Liberal Arts and Sciences – Hugh Downs School of Human Communication](#)
Prerequisite(s): COM 308 or 309 with C or better; COM 321 or 323 with C or better; minimum 2.00 GPA

Please let me know if you have any concerns or questions.

I look forward to hearing back from you.

Best,

Louis

--

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
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