

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

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New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

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School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

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New Request

Requested Effective Date

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Spring 2025

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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DST

Course Number

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458

Units/Credit Hours

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Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Disability and Communication Advocacy

Course Catalog Description

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Disability advocacy historically and in the contemporary context. Historical and legal approaches to disability advocacy helps frame students' interrogation of contemporary disability advocacy issues and movements. Addresses disability advocacy issues including questions about the meaning of disability, the ends and forms of advocacy and the politics of dis/ability. Emphasizes the communication practices that have constructed and debated the meanings, ethics and ends of disability advocacy.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): minimum 2.00 GPA; Credit is allowed for only COM 435 or DST 458 OR Visiting University Student

Is this a crosslisted course?

List all crosslisted courses by subject code and number.

Yes

COM 435

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[SBS Support for GS proposal DST 458 COM 435.pdf](#)

No Response

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[DST 458 Disability and Communication Advocacy Gold GS FINAL.pdf](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully

in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

**Group 2:**

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

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Group 2

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

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The semester-long Disability Advocacy Project asks students to identify and study a contemporary disability advocacy organization or movement, evaluate communication issues, challenges and opportunities, and propose a communication innovation in the organization/movement's advocacy.

This project consists of six parts:

1. Part 1: Complete a literature review, utilizing at least six (6) source citations. At least five of those should come from academic / peer-reviewed sources.
2. Part 2: Identify and study a contemporary disability advocacy organization/movement
3. Part 3: Evaluate communication issues, challenges and opportunities

4. Part 4: Propose a communication innovation in the organization/movement's advocacy
5. Part 5: Presentation
6. Part 6: Peer Evaluation

This will lead to a presentation with at least six (6) source citations, including full documentation of source materials for the disability organization/movement. Students do research and compile information about your organization / movement as they prepare for the final presentation (see Outcome 3).

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

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The ten Discussion Board assignments ask students to enter into dialogue and share dissenting opinions during the entire length of the course. For example in Week 2 students to complete the following steps:

### **Step 1**

Readings from the last couple weeks address disability and political activism, focusing on the development and forms of "disability consciousness," among other forms of social change. This change in disability consciousness across time seems to be particularly significant. In 1988, one of the authors from our readings this week, Scotch, argued:

*"With the exception of a few organizations based in particular geographical locations or on particular physical impairments, people with disabilities do not constitute a group that acts politically 'for itself,'"*

Scotch was drawing on Goffman's argument from 1963:

*"In most circumstances, it may be more accurate to characterize people with disabilities as members of a social category rather than as an identifiable social or political group (Goffman, 1963)"*

However, I think a lot has changed. Do you agree? Discuss (in at least five sentences) DISABILITY CONSCIOUSNESS across time and today in terms of a shared political consciousness.

### **Step 2**

Today the medical model of disability has had to make room for the social model, which typically includes advocacy for disability consciousness.

However, this social model of disability has also been challenged for swinging too far in emphasizing the social conditions that are dis-abling and therefore affording less importance to the body and its capacities and in-capacities. This tension will re-emerge throughout the semester.

Consider and write at least five sentences about how the medical and social model shape disability consciousness today. For example, some people who are self-identified as autistic insist that their neuro-diversity (appropriated from medical model) makes them different but not less-than what are described as "neuro-typicals." In this complex example, social advocacy around autism has used ideas and appropriated science from neuroscience (the medical model) but changed the meaning of autistic neurodiversity in the process.

### Step 3

RESPOND TO AT LEAST TWO OTHER STUDENT'S DISCUSSION BOARD POSTS.

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

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The final component of the Disability Advocacy Project asks students to communicate what they have learned with the class through a scholarly, engaging, and concise presentation.

#### **Presentation Assignment Breakdown**

1. Create an Ignite Talk using PowerPoint. You must use PowerPoint because the slides auto-advance.

0.a. You can download PowerPoint for free through ASU.

1. Your presentation should include a maximum of 12 slides, with 20 seconds per slide. This means your presentation will be four (4) minutes or less.

0..i. Your slides should be arranged as follows:

0.a. Slide 1: Identify the organization/movement

0.b. Slides 2-4: Identify and examine mission, key authorities and alliances

0.b.ii. State what the mission is and what it means

0.b.iii. The key authorities will be those that manage the organization or who is in charge of the laws and regulations that the organization adheres to.

0.b.iv. For the alliances you will examine any other companies/organizations that your organization collaborates with. Both companies/organizations may profit or benefit from the agreement. They have a shared interest and that would be why they work together.

0.c. Slides 5-6: Identify key constituents and stakeholders.

0.c.v. There are many types of constituents for a business. These can include

0.c.v.1. Company

0.c.v.2. Customer

0.c.v.3. Team

0.c.v.4. Stakeholders

0.c.v.4.a. A stakeholder would be a person, a group or an organization with a vested interest in the activities of a business/organization. So they could be members of the organization they have stake in, but they may not have an official affiliation. So depending on the organization, the stakeholders could be the individuals with disabilities, parents and families of people with disabilities, disability change movements, agencies whose purpose relates to disability, committees, healthcare providers, insurance providers, supervisors, management or union officials.

0.c.v.5. Community

0.d. Slides 7-8: Identify and examine key challenges, strategies and tactics

0.e. Slide 9: Identify and examine key disability advocacy communication

0.f. Slides 10-11 Evaluate communication issues, challenges and opportunities

0.f.vi. How does this organization or movement define dis/ability and is this approach consistent with stakeholder expectations and/or aspirations?

0.f.vii. How effective are the organization's and/or movement's key communications in articulating and advocating particular ideas and/or policies?

0.f.viii. What philosophical, semantic, and practical challenges does this organization/movement face in its communication advocacy?

0.f.ix. What future challenges and/or recommendations can you offer for this organization's/movement's disability advocacy

0.g. Slide 12: Propose a communication innovation in the organization/movement's advocacy

0.h. Slide 13: References

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

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At the completion of this course, students will be able to demonstrate understanding of the following:

1. Principles and practices of advocacy communication (CIVI 3)
2. New forms of digital disability advocacy
3. Collaboration with others to accommodate opposing perspectives (CIVI 2)
4. Skills to conduct an evaluative case study of the mission, authorities, campaigning strategy, tactics, and networks of a disability advocacy organization (CIVI 1)
5. How to propose and develop a communication campaign addressing dis/ability (CIVI 1)

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Patrick Bixby - September 10, 2024 at 11:39 AM (America/Phoenix)

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## Department Approval

Approved

Morgan Johnson

James Corbeille - September 16, 2024 at 10:29 AM (America/Phoenix)

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## GSC Coordinator Review

Sent Back

Alicia Alfonso - September 17, 2024 at 11:42 AM (America/Phoenix)

There are two issues with this proposal.

1. The crosslisting question was answered incorrectly. Please also include a letter of support from SSBS.
2. On the syllabus, GS learning outcomes should not be combined with course-specific learning outcomes. Please separate these.

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Patrick Bixby - September 30, 2024 at 2:51 PM (America/Phoenix)

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## Department Approval

Approved

Morgan Johnson

James Corbeille - October 2, 2024 at 4:40 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - October 9, 2024 at 3:24 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - October 9, 2024 at 5:49 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - October 10, 2024 at 1:49 PM (America/Phoenix)

April Randall

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## Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Tamara Rounds

Michelle Saint

Megan Foutz - October 28, 2024 at 7:42 AM (America/Phoenix)

Revise and resubmit. the committee would like to see more evidence of collaboration, deliberation, negotiation, consensus-building, and persuasive arguments in course assignments.

Julia Thompson

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores



Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Patrick Bixby

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## College Notification

Notification

James Corbeille

Morgan Johnson

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

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