

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

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Community Resources and Development (CCOMRES)

Submission Type

New Request

New Request: A request for a new designation, a change in designation, or to reinstate a designation that has been lost.

Mandatory Review: Only select if this course (or topic on a *permanent* course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.

Modification: A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal. Only for courses that have a previously approved General Studies Gold request.

Requested Effective Date

Fall 2026

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

CRD

Course Number

494

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on **omnibus courses** carry a designation for **one** semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

AI Literacy: Navigating Technology for Social Good

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

TDM 494, PRM 494, NLM 494, RTH 494

Topic Description

Explores the evolving set of knowledge and skills necessary to understand, critically evaluate, and use AI responsibly and effectively. This course enables informed, ethical decision-making to equitably advance the well-being of the communities ASU serves. Students will learn how AI technologies are created, how they function, and how to utilize them effectively and responsibly.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

General Studies Gold Designation Request

General Studies Designation

Governance and Civic Engagement (CIVI)

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

[CRD 494 Spring 2026 B PUBSRV Syllabus Template 2025-26 FINAL \(3\).docx](#)

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.

CIVI Learning Outcomes

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.

Group 1

Most of the course content should align with the Gold category learning outcomes.

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 1): Analyze the context and consequences of one or more collective decision-making theories or practices.

Module 5: Introduction to Ethical Issues with AI: In assignment 5, students identify key ethical, legal, security, and safety issues related to AI, and develop strategies for mitigating risks and ensuring the responsible use of AI technologies. They also apply ethical frameworks to evaluate the potential impacts of AI in various contexts. They then develop mitigation strategies grounded in responsible and accountable decision-making practices, thereby demonstrating their ability to analyze how collective choices about AI development and use produce real-world consequences.

Link to assignment: https://drive.google.com/file/d/1M9gYUPZIPQg9YZ6xLjp5V_77zNK2QwVN/view?usp=sharing

CIVI Learning Outcome 2 (Group 1): Define an element of the common good and propose a way to pursue it within a specific contemporary context.

Assignment 1 introduces students to the relationship between AI and the common good by requiring them to identify a community challenge, disciplinary need, or societal issue that aligns with their personal interests. Students explicitly articulate how their issue relates to the common good and propose AI-enabled pathways to advance that good. Using Principled Innovation, students evaluate how AI can support public-focused outcomes while balancing competing stakeholder needs. This establishes the common good as a central analytic lens for the remainder of the course and for their final semester-long project. https://drive.google.com/file/d/1Q1qvXXmKt_ZohiBEmpPwUhyVboFOBvRs/view?usp=sharing

CIVI Learning Outcome 3 (Group 1): Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Module 7: Prototype Presentation and Analysis of Project: Over the course of the semester, students develop a discipline-specific AI project that demonstrates their ability to apply AI tools and concepts effectively. The project is completed in stages, including ideation, proposal drafting, prototype development, and final presentation. Evidence to support their project comes from both qualitative and quantitative sources. This comprehensive assignment showcases the student's proficiency in AI and its application to their field, with a strong emphasis on innovation, ethical considerations, and practical outcomes. The final project is evaluated based on creativity, technical execution, integration of AI tools, and alignment with professional standards. This assignment demonstrates the student's ability to integrate civic reasoning, technical knowledge, and empirical evidence to communicate a persuasive argument for how their AI solution addresses a real-world need and advances the common good. Assessment of use of qualitative or quantitative sources is included in the rubric under the category 'Execution'.

[Final assignment attached.](#)

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.

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

- 1. Understand the foundational principles of AI, including how AI systems are created, the processes through which they learn, and their functional applications in various contexts. Students analyze how AI systems structure decision-making processes and how these processes influence societal outcomes. (CIVI 1, Group 1)**
- 2. Critically evaluate the ethical, legal, and social implications of AI technologies, focusing on the challenges associated with their regulation, development, deployment, and use. Students examine how collective decisions about AI governance shape consequences for different populations and public institutions. (CIVI 1, Group 1)**
- 3. Use AI tools and techniques responsibly and effectively to create discipline-specific materials, ensuring that the outcomes align with ethical standards and professional best practices. Students propose AI applications that advance an identified element of the common good and support their proposals with qualitative and quantitative evidence. (CIVI 2, 3, Group 1)**

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - November 13, 2025 at 12:51 PM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - November 13, 2025 at 12:54 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - November 14, 2025 at 9:20 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - November 14, 2025 at 9:37 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - November 14, 2025 at 10:31 AM (America/Phoenix)

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledge Cancelled

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - November 21, 2025 at 11:19 AM (America/Phoenix)

Revise and resubmit. The committee would like to see an analysis of conceptions of common good related to AI. You could take off the "common good" in any of the assignments and it would no longer fit the learning outcomes. In other words we would like to see that there is truly an analysis of the application to the common good.

General Studies Council Meeting

Sent Back

Kimberly Singleton

April Randall - December 9, 2025 at 6:16 PM (America/Phoenix)

Your request was not approved. The CIVI subcommittee invites you to revise and resubmit this request. They provided the following feedback:

"The committee would like to see an analysis of conceptions of common good related to AI. You could take off the "common good" in any of the assignments and it would no longer fit the learning outcomes. In other words we would like to see that there is truly an analysis of the application to the common good."

If you have questions regarding this, please reach out to Tamiko Azuma (azuma@asu.edu).

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - January 6, 2026 at 12:55 PM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - January 6, 2026 at 12:56 PM (America/Phoenix)

adjusted per notes from committee

GSC Coordinator Review

Sent Back

Kimberly Singleton - January 7, 2026 at 8:00 AM (America/Phoenix)

Thank you for your submission. Because this course will be reviewed by the General Studies Council in the same semester as the requested effective date, we can no longer approve Spring 2026 effective dates.

Please select a later effective date corresponding to the next term in which the course will be offered.

Please note that topics on omnibus courses carry a designation for one semester only (including summer). Be sure to request the next term you plan to offer or schedule the topic so the designation does not expire before scheduling.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - January 7, 2026 at 8:54 AM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - January 7, 2026 at 8:54 AM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - January 7, 2026 at 9:34 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 8, 2026 at 4:58 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - January 9, 2026 at 3:58 PM (America/Phoenix)

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledge Cancelled

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - January 23, 2026 at 12:08 PM (America/Phoenix)

Revise and resubmit. In prototype project we don't see where students are assessing or being graded on the use of quantitative or qualitative sources. It would be helpful to have this information in project rubric and assignment description.

General Studies Council Meeting

Sent Back

Kimberly Singleton

April Randall - February 5, 2026 at 2:06 PM (America/Phoenix)

Your request was not approved. The CIVI subcommittee invites you to revise and resubmit this request. They provided the following feedback:

"In prototype project we don't see where students are assessing or being graded on the use of quantitative or qualitative sources. It would be helpful to have this information in project rubric and assignment description."

If you have questions regarding this, please reach out to Tamiko Azuma (azuma@asu.edu).

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - February 6, 2026 at 7:05 AM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - February 6, 2026 at 7:06 AM (America/Phoenix)

The rubric and learning objectives now explicitly refer to the assessing the use of qualitative and quantitative sources.

GSC Coordinator Review

Sent Back

Kimberly Singleton - February 6, 2026 at 9:17 AM (America/Phoenix)

The "Link to final assignment" in the CIVI Learning Outcome 3 field cannot be accessed and prompts sign-in to Adobe. Please update the link or provide a shareable Google Drive/Dropbox link instead. Thank you.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - February 6, 2026 at 11:52 AM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - February 6, 2026 at 11:53 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kimberly Singleton - February 9, 2026 at 8:24 AM (America/Phoenix)

The link in the CIVI Learning Outcome 3 field was updated to a Google Drive link, but it is not currently accessible and denies access. Would you please update the sharing settings so it is accessible to all ASU personnel? This will ensure the review committee can view the materials.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - February 9, 2026 at 11:29 AM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - February 9, 2026 at 3:19 PM (America/Phoenix)

link is now open for all.

GSC Coordinator Review

Approved

Kimberly Singleton - February 10, 2026 at 8:07 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 11, 2026 at 12:35 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 11, 2026 at 4:37 PM (America/Phoenix)

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - February 20, 2026 at 12:00 PM (America/Phoenix)

R & R. The committee is not seeing any noticeable change from previous submission. In regards to the final project, we are not seeing how the process students are being asked to follow do not connect to the learning outcomes. The committee wants to see how the outcomes of the final project, and what the students are graded on connect to the goals of CIVI. We recommend seriously examining the goals of CIVI and recent faculty senate meeting slides related to AI and the common good.

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Kelli Eberhart

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Olya Sharifi

College Notification

Notification

Stephanie Alvey

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

EdPlus Notification

Notification

Sarah Shipp
