

Learning Outcomes

LO	Description
CT1	Critical Thinking 1 Think critically to identify, argue, explicate, assess, explain, reflect upon and form positions around intersectional issues, sites, and struggles in the context of DS.
CT2	Critical Thinking 2 Critically appraise the literature, research & policies relevant to disability and other body-mind differences (with particular attention to Disability Studies literature in its cross-disciplinary production)
DS1	Disability 1 Analyze disability as a lived, economic, (geo)political, social and cultural phenomenon using major conceptual models and theories from the field of Disability Studies.
DS2	Disability 2 Define disability in ways that critically reflect its various points of origin, historical developments, contemporary elaborations and complexities.
DS3	Disability 3 Proceed from and reflect the lived experience - of mad, d/Deaf, neurodiverse, sick, debilitated and disabled people.
DS4	Disability 4 Identify, explain and critically apply the language of DS including disabled, d/Deaf, neuro-diverse, mad, sick, debilitated with consideration of identity, intersectionality, and lived experience.
DS5	Disability 5 Analyze ableism/saneism/audism in relation to colonization, racism, sexism, hetero-sexism, classism and other oppressive social relations.
RJ1	Rights/Justices 1 Identify and critically reflect upon provincial, national and international rights frameworks as one component of a social justice approach to body-mind difference.
RJ2	Rights/Justices 2 Explain, distinguish between, and critically reflect on disability as an issue of human rights, citizenship rights, and social justice;
RJ3	Rights/Justices 3 Identify, synthesize and critically assess how state and institutional policies intersect with rights and social justice approaches.
ACS1	Accessibility 1 Identify and critically apply principles of universal design to course-related and community-facing work.
ACS2	Accessibility 2 Identify and critically assess opportunities to improve, revise and innovate processes, places, services and policies to be accessible to a wide array of individuals, families, communities, professionals and other publics.
	Accessibility 3 Explain how accessibility is an intersectional project involving an understanding of how

ACS3	exclusions are experienced in complementary and distinct ways by BIPOC, LGBT, immigrant, poor and other marginalized/precarious communities.
ART1	Art/Culture1 Think critically through how embodied differences are represented in normative culture and how they are represented differently by and through disability, Deaf, and mad arts.
ART2	Art/Culture 2 Identify, assess and imagine the role of disability, Deaf, and mad arts in advancing disability rights and social justice.
ART3	Art/Culture 3 Think critically about how disability, Deaf, and mad cultural practices change the ways we create, showcase, and experience arts and culture.
MTHD1	Methodologies 1 Identify, select and critically assess appropriate interdisciplinary information through databases, archival materials and public knowledge.
MTHD2	Methodologies 2 Explain and apply an array of methodologies to answer research questions relevant to DS and that meaningfully account for, invite and engage participants and audiences with a range of body-mind differences.
MTHD3	Methodologies 3 Synthesize relevant information to formulate research questions or lines of inquiry with concrete objectives and attention to ethical concerns that form the basis of research proposal development.
MTHD4	Methodologies 4 Independently conceptualize, carry out, represent and disseminate a research project relevant to Disability Studies and the concerns and experiences of disabled people and their allies.
COMM1	Communication 1 Communicate effectively through (a) written, (b) verbal and/or (c) alternative means, using multi-modal representations to reach audiences with an array of body-mind differences for teaching, advocacy, activism and the cultivation of debate, for peer, community and professional audiences.
COMM2	Communication 2 Demonstrate excellent interpersonal skills informed by intercultural and inclusive perspectives.
RP1	Reflexive practice 1 Reflect upon and articulate their positioning vis a vis disability in relation to personal, practitioner, advocate, activist and scholarly disability communities.
RP2	Reflexive Practice 2 Develop approaches and strategies to transform inequitable social, political and cultural arrangements through the application of disability studies concepts and theories.