

General Studies Request Form

Consult the [General Studies Request Overview and 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 reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Ayse Ciftci	ayse@asu.edu	480-965-8733
College/School	Department/School	
College of Integrative Sciences and Arts (CLS)	School of Counseling and Counseling Psychology (CCCP)	

Submission Information

Type of submission:

New Request (Course or topic does not hold this designation)

Requested Effective Date

Summer 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
CAP	290	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Research Methods

Course Catalog Description

Provides foundational knowledge on research methods in counseling and psychology and covers both theory and practice of research. Encompasses fundamental concepts of scientific research including measurement, sampling, reliability, validity, ethical guidelines, design and analysis, among

others. Also provides hands-on experience on the research process by conducting a research study that utilizes the theory and skills learned. Involves writing an empirical research paper, following guidelines delineated by the American Psychological Association (APA).

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

L - Literacy and Critical Inquiry

L: Literacy and Critical Inquiry

Rationale and Objectives

Literacy is here defined broadly as communicative competence--that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement. Most lower-level "L" courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division "L" courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

[Revised October 2020]

Please note:

1. ENG 101, 105, or 107 must be prerequisites to this course. ENG 102, 105, or 108 are acceptable as alternatives.
2. Honors Thesis courses ([493 omnibus](#)) meet "L" requirements.
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry "L" course is presented below. It will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other

documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

To qualify for the "L" designation, the course design must place a major emphasis on completing critical discourse -- as evidenced by the following criteria:

"L" Criterion 1

Per [policy](#), students must have completed ENG 101, 105, or 107 to take an "L" course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.

The "L" designation may not be requested for omnibus special topics, as the course-level prerequisites required for "L" consideration are not possible at the class/topic level.

Please confirm that the course has the appropriate prerequisites, or that a proposal to change the prerequisites has been submitted in Quali CM.

Yes

"L" Criterion 2

At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for the "L" designation.*

Describe the assignments that are considered for Literacy in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

Assignments highlighted in Red provide ample opportunities for students to learn, practice, and refine writing skills as follows:

- Research templates will help students practice the steps associated with the research process. Each template will involve a significant amount of writing (e.g., topic definition, literature review, creating a Method section, writing a Results section, formatting references, among others).
- Questionnaires will involve writing about theory and application of concepts. Answers to questionnaires must demonstrate an accurate understanding of the topic and will incorporate formal writing.
- Research Manuscript: the course will involve writing an empirical research paper, following guidelines delineated by the American Psychological Association (APA). APA format includes a set of writing standards, formal writing style, citations, and structure and organization among other elements. For quick reference see syllabus pages 6 and 7 marked in Red

"L" Criterion 3

The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection. Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Provide a detailed description of how the assignments gather, interpret, and evaluate evidence demonstrating critical inquiry and not opinion and/or reflection. Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

The course emphasizes an empirical process and thus, working with evidence is fundamental. This criterion will be covered through the following class components: (1) lectures, (2) data collection of research process, and (3) Analysis and Discussion sections of the research manuscript.

Lectures on the topics highlighted in Green will provide students with knowledge on working with evidence (gathering, interpretation, and evaluation). More specifically, these lectures will include:

- □ Sampling methods and data collection
- □ Instruments and measurement of variables
- □ Research design
- □ Data analysis and interpretation

In addition, the data collection process will involve generating a dataset for a subsequent analysis. The analysis of this data will provide the evidence to support the hypothesis and research question. Finally, the discussion section will involve the evaluation of the evidence and will consolidate the findings and contribution to knowledge.

The above information is indicated in Green on the annotated syllabi.

"L" Criterion 4

The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Consider at least 5 pages, double spaced, per assignment for an in-depth critical analysis and 10-15 minutes for a presentation (per person if a group project). Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

Please include detailed assignment descriptions in the syllabus to substantiate this criterion.

Provide a detailed description of the two or more substantial writing or speaking tasks based on a minimum of 5 pages, double spaced, per assignment for an in-depth critical analysis, and 10-15 minutes for a presentation (per person if a group project). Do not say see attachment or syllabus, or your application may automatically be denied for being incomplete.

Syllabus pages 6 and 7 are marked in Yellow for this criterion:

By the second part of the course, students will finalize important components of the research manuscript and will submit the final manuscript.

Three substantial writing tasks are:

- □ Results section: The results section summarizes the analysis performed reports the findings from the analysis, and explain how findings supported (or did not support) the initial hypotheses.
- □ Discussion section: The discussion section presents and in-depth interpretation of key findings and results.

- □Abstract: The abstract shows a condensed summary of the research paper and provides a comprehensive overview of the content of the paper.
- □Final manuscript: The final manuscript represents the primary product developed in this course. The manuscript is a significant writing task that students will start preparing early in the course and will continue to build every week. The final APA manuscript is a formal paper that will show the student's knowledge on research methods in counseling and psychology.

"L" Criterion 5

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

Describe the sequence of course assignments -- and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

Please see syllabus, pages 9 & 10 marked in Blue.

Students will submit three assignments weekly and will receive prompt feedback to improve their work and develop a quality final paper.

Assignment are arranged and workload is distributed throughout the course. Students will receive prompt feedback which will help refine sections of their APA paper and work towards the final version of the manuscript. As indicated in the syllabus, assignments will be graded and feedback will be available within 72 hours of the due date in the Gradebook. One of the assignments in particular (research template; see sections in Blue) will be done weekly so students make progress and receive feedback consistently.

Attach a sample syllabus for this course or topic, including the list of any required readings.

[CAP 290 Research Methods in Counseling and Psychology_Syllabus -L- and SQ.SG_.docx](#)

Attach the table of contents from any required textbook(s).

[Table of Contents - Research Methods Knowledge Base.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Cynthia Rose - September 14, 2023 at 5:42 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Christina Villa

Rachel Diepenbrock

Cynthia Rose

Manuel Aviles-Santiago - September 14, 2023 at 5:49 PM (America/Phoenix)

Trisha Eardley

Provost's Office Review

Approved

Kaitlyn Dorson - October 2, 2023 at 11:02 AM (America/Phoenix)

April Randall

Literacy and Critical Inquiry Committee Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - October 23, 2023 at 10:44 AM (America/Phoenix)

Resubmit

Please review all of the requirements and provide the information needed in the Quali Form so we can better assess this course for Literacy. For Criterion 2, there must be a percentage provided along with the corresponding assignments. For Criteria 3 and 4, more detailed information needs to be provided in the form and in the syllabus/additional materials if appropriate to demonstrate 2 substantive assignments and how they gather and interpret evidence.

Emily Mertz

Ashli Morgan

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Cynthia Rose

Permanent Course Notification

Notification

Tanaya Dempsey
