

## General Studies Request Form

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Please see the [General Studies Request Overview and FAQ](#) for 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

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Submitter Name	Submitter Email	Submitter Phone Number
Donna Cataldo	donna.cataldo@asu.edu	602-496-0903

College/School	Department/School
College of Health Solutions (CHL)	College of Health Solutions (CHL)

### Submission Information

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Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

#### What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
KIN	443	3

#### Course Information

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

Course Title

Exercise Endocrinology

Course Catalog Description

Focuses on the cellular and systems physiology of the neuroendocrine system, as well as presents research-based findings of how exercise alters neuroendocrine function to improve performance and offset injury.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

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No

## General Studies

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### Requested Designation

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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]

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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.

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Yes

Identify the submitted documentation that provides evidence.

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See provided syllabus as well as Course Catalog: <https://catalog.apps.asu.edu/catalog/courses/courselist?catalogNbr=443&subject=KIN&term=2247>

Provide detailed evidence of how this course meets this criterion.

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The enrollment requirements for this course are: Prerequisite(s): ENG 101, 105, or 107 with C or better; KIN 340 with C or better; Credit is allowed for only KIN 443 or KIN 533 OR Visiting University Student

"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 in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

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There are 5 shorter research bite assignments (research article question sets) and 5 longer evidence-based case studies (evidence-based written assignments) that students complete in this course. Collectively these total 310 points out of 453 possible points or 68% of their grade.

Research article question sets: Students are required to complete 5 research summaries relating to the 6 unique module content areas. Articles are provided by the instructor and are from peer-reviewed scientific journal. Assignment guidelines are posted within the Assignment Guidelines tab for further review on Canvas. Students are responsible for reading these articles, following the guidelines and submitting completed work on time. Points: 5 assignments for 12 points each. 13.24% of total grade.

Applied in-class learning activity: During class students review the article together and discuss responses with each other. Students collaborate with their peers and submit an applied summary based on the incorporating and synthesizing the questions completed on the research article. Students will work in small groups (4 – 5 people) to discuss and complete the applied solution and submit online before the end of the class session. These summaries are meant to be a both the identification of the key components from the assigned article and synthesis of the research findings. Points: 5 assignments for 5 points each. 5.52% of total grade.

Evidence-based consumer information: These are designed to reinforce and apply the content of the class material. There are two parts to these assignments. Part one will require students to read a single research article provided by the professor, review a slide deck with audio related to the module information and complete three questions associated with the both pieces of information (described above). The objective is to assist students to obtain a deeper understanding of the material in an applied approach. Part two will require students to locate between 4 – 6 original research articles that will be used to answer three questions. These assignments are meant to be a both the identification of the key components from the assigned article and synthesis of the research findings. Points: 5 assignments for 45 points each. 49.67% of total grade.

Identify the submitted documentation that provides evidence.

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See provided syllabus.

How does this course meet the spirit of this criterion?

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This course meets the spirit of Criterion 2 by requiring students to interpret and analyze research through different types of written assessments including research article review and analysis and summarization of current literature, which comprise 68% of the course grade.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

"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.

Describe the way(s) in which this criterion is addressed in the course design.

The five "Research Bites" (research article question sets) require interpreting and evaluating the significant data to develop an evidence-based solution. Students collaborate with their peers and submit an applied summary based on the incorporating and synthesizing on a question set they completed on the research article. They work in small groups (4 – 5 people) to discuss and complete an applied solution. These summaries are meant to be a both the identification of the key components from the assigned article and synthesis of the research findings.

In the Evidence-based Consumer case studies, students take this concept further by gathering their own articles to support an evidence-based solution to a performance or health scenario.

Identify the submitted documentation that provides evidence.

See provided syllabus.

How does this course meet the spirit of this criterion?

This course meets the spirit of Criterion 3 by requiring students to gather, interpret, and critically evaluate evidence through every assignment.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

Syllabus, pgs. 6 & 7

Part One: Take Home Assignments (Single Article Summary) and In Class Activity Article Review (Individual Work)

Part Two: Case Study: Evidenced Based Consumer Information (Work with One or Two Partners)

"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 (~2500 words) for an in-depth critical analysis and 10-15 minutes for a presentation. 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 relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

Students complete an additional 5 Evidenced Based Consumer Information case studies. Each of these assignments is required to be 3 to 5 pages of substantial and in-depth writing to further expand student knowledge and critical consideration of the performance or health scenario. In total, students will have written a minimum of 15 pages of substantive writing for this course.

Identify the submitted documentation that provides evidence.

See provided syllabus.

How does this course meet the spirit of this criterion?

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This course meets the spirit of Criterion 4 by requiring student to produce substantial and in-depth writing spanning 15 to 25 pages during the course.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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Syllabus, pgs. 6 & 7

Part One: Take Home Assignments (Single Article Summary) and In Class Activity Article Review (Individual Work)

Part Two: Case Study: Evidenced Based Consumer Information (Work with One or Two Partners)

"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.

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In order to support success and learning in these 10 written assignments (in-class summaries and case studies) students are provided examples of high quality responses with comments to emphasize the key elements that ensure a well developed response. Students also have access and we review in class examples of varying quality of works together; from this students identify and explain what about each writing example is a "C", "B" or "A" quality. Extensive rubrics are also used in order to provide clear written communication on the key metrics the written work is being evaluated. Lastly, clear and direct feedback is provided in their submitted work to ensure they understand where they can make improvements on their next assignment. And although this is not in the syllabus; I provide students the opportunity to revise their first large written assignment once they have received feedback in order to support a positive learning experience and better support their success in successive assignments.

Identify the submitted documentation that provides evidence.

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See provided syllabus.

How does this course meet the spirit of this criterion?

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This course meets the spirit of Criterion 5 by structuring the course such that students receive progressive feedback from both the instructor and their peers and multiple opportunities to improve their skills and submissions.

Provide detailed evidence of how this course meets this criterion (i.e. where in the syllabus).

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Syllabus, pgs. 6 & 7

Part One: Take Home Assignments (Single Article Summary) and In Class Activity Article Review (Individual Work)

Part Two: Case Study: Evidenced Based Consumer Information (Work with One or Two Partners)

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

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[KIN 443 Theory of Strength Training - Literacy Review 22-23.docx](#)

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

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[Advanced Exercise Endocrinology - Table of Contents.docx](#)

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

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[Evidence Based Consumer Information Grading Rubric.docx](#)

## Form Submission - Proposer

Submitted for Approval | Proposer

Rebecca Scott - February 8, 2023 at 3:26 PM (America/Phoenix)

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## Department Approval

Approved

Kimberly Doney

Rebecca Scott - February 9, 2023 at 11:06 AM (America/Phoenix)

Approved by Tamiko Azuma on 2/8/2023

Kate Brown

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## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 15, 2023 at 11:39 AM (America/Phoenix)

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## Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - February 27, 2023 at 12:55 PM (America/Phoenix)

Resubmit: Evidence Based Written Assignments could count toward literacy, if additional information is provided per criterion 4. In addition, criterion 2 is not met at 50% as the other assignments described do not meet literacy criteria 3 or 4.

Emily Mertz

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## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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## Proposer Notification

Notification

Rebecca Scott

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# Health Solutions Notification

## Notification

Rebecca Scott

Kate Brown

Kimberly Doney

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