

General Studies Request Form

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

Submitter Name	Submitter Email	Submitter Phone Number
Angelia Linder	Angelia.Linder@asu.edu	602-543-6366

College/School	Department/School
Mary Lou Fulton Teachers College (CTE)	Division of Teacher Preparation (CELEMED)

Submission Information

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

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
SPE	430	3

Course Information

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

Course Title

Professional Practices, Foundations, and Collaborative Teaching in Special Education

Course Catalog Description

Methods and issues in cooperative teaching for students with disabilities in the general education classrooms.

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 Kualu 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.

Critical Research Review Paper (75 points), Professional Development Workshop (50 points) and Professional Lesson Plan (175 points) constitute 300 of 460 available course points, thereby constituting more than half of the course grade, meeting criteria 2 as stated directly in course syllabus. The documentation providing the evidence is detailed in the SPE 430 Course Syllabus, pp. 1, 8-20. Course assignments as described related to critical literacy and inquiry constitute over 50% of course grade. SPE 430 meets (in fact, exceeds) the criterion, specifically through completion of the following assignments: Critical Research Review Paper (75 points), Professional Lesson Plan (175 points) and Professional Development Workshop (50 points). In total, these assignments constitute 300 of 460 available course points, thereby constituting more than half of the course grade, meeting criteria 2 as detailed in SPE 430 Course Syllabus, pp. 1, 8-20.

"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 documentation that has been submitted that provides the evidence for C3 is the SPE 430 Course Syllabus, pp. 8-20. The SPE 430 syllabus includes multiple writing assignments of substantial depth that involve gathering, interpreting, and evaluating research evidence based on students' selected topic for inquiry. These include: Professional Development Workshop, Professional Lesson Plan, and Critical Research Review Paper, as detailed on pp. 8-20 of the course syllabus. The SPE 430 Course Syllabus description of assignments and rubrics on pp. 8-20 describe in full detail how each assignment reflects the spirit of criterion 3. The critical research paper requires students to go into substantial depth, investigate the research literature on a relevant course topic, evaluate the extant research, and draw conclusions about how this body of work informs current educational and teaching practice in a 10-12 page scholarly paper. The professional development workshop requires each student to gather evidence, evaluate, and report on research-based topics in special education, and additionally requires synthesizing of current research, development of a presentation for stakeholders, and communicating of findings in a relevant, informative, and engaging manner. The Professional Lesson Plan requires students to analyze and document content from the course and extant research to the instruction of students with disabilities, focusing on critical inquiry and application of current best practice research to lesson plan, a core skill for all effective teachers.

"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.

The submitted documentation that provides the evidence of L4 criterion is in the SPE 430 Course Syllabus, p. 8-20. Three course assignments in SPE 430 meet this criteria that calls for a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. The Professional Development Workshop, Professional Lesson Plan, and Critical Research Paper meet this requirement in that each constitute substantial writing assignments that entail sustained in-depth engagement with course material. The SPE 430 Course Syllabus description of assignments on pp. 8-20 provides the detailed evidence of C4 criterion:

- 1) The critical research paper requires students to go into substantial depth, investigate the research literature on a relevant course topic, evaluate the extant research, and draw conclusions about how this body of work informs current educational and teaching practice in a 10-12 page scholarly, professional paper.
- 2) The professional development workshop requires each student to gather evidence, evaluate, and report on research-based topics in special education, and additionally requires synthesizing of current research, development of a presentation for stakeholders, and communicating of findings in a relevant, informative, and engaging manner.
- 3) The Professional Lesson Plan requires students to analyze and document content from the course and extant research to the instruction of students with disabilities, focusing on critical inquiry and application of current best practice research to an in-depth lesson plan, a core skill for all effective teachers.

"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.

The SPE 430 Course Syllabus assignment description, course schedule, and rubrics provide the evidence of C5. Course assignments meeting this criteria include the multiple assignments that precede the submission of the final Research Paper and the six parts of the professional lesson plan. First, the research paper is completed in phases through the completion of multiple preliminary assignments: the Article Analyses, Functional Bibliography, Research Outline are completed before the submission of the final paper. This research paper assignment is completed in phases to promote mastery learning and provide the opportunity to benefit from instructor feedback. Second, the professional lesson plan consists of 6 parts that are submitted throughout the course and prior to the final submission of the lesson plan. In this manner, students benefit from feedback to inform their learning and development of the final lesson. Written course assignments targeting literacy and critical inquiry skills are organized and sequenced progressively throughout the course to promote student incorporation of instructor feedback for improvement. For instance, the professional lesson plan consists of 6 parts that are submitted at specific points throughout the course and prior to the final submission of the lesson plan. In this manner, students benefit from feedback to inform their learning and development of the final lesson prior to submission. In addition, the final assignment is completed in phases, allowing students to benefit from preliminary feedback in order to correct errors and make progressive improvement; that is, students receive

feedback on precursor assignments (i.e., article analyses, functional bibliography, and research outline) prior to submission of the final research paper as detailed in the course syllabus pp.8-20).

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

[SPE 430 2023 Syllabus Updated for L Designation R.1.pdf](#)

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

[SPE 430 Text Table of Contents and Sample Supplemental Reading 2023.pdf](#)

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

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Angelia Linder - March 10, 2023 at 11:21 AM (America/Phoenix)

Department Approval

Approved

Nicole Thompson

Alana Lackore - March 14, 2023 at 1:21 PM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 14, 2023 at 1:24 PM (America/Phoenix)

Literacy and Critical Inquiry Mandatory Review

Acknowledgement Requested

Patricia Webb

Brent Scholar - March 27, 2023 at 4:41 PM (America/Phoenix)

Resubmit

Information is not clear as to how this course meets literacy. Please refine and streamline the information presented and submitted to ensure criteria are met noting the need for two substantive assignments of 5 pages of writing and at least 50% of their final grade needs to be writing, per Criterion 2 and 3. Group work is not typically accepted unless each person is presenting at least 10 minutes per Criterion 4.

Emily Mertz

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Angelia Linder
