



ARIZONA STATE UNIVERSITY

ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, November 7, 2019

3:15–5:00 p.m.

Present: Patience Akpan, Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Martha Cocchiarella, Brian Goodman, Caroline Harrison – Chair, Aaron Hess, Julie Holston, Phyllis Lucie, Mickey Mancenido, Manisha Master, Darryl Morrell, Michael Mokwa, Helene Ossipov, Julia Sareal, Steve Semken, Megan Gorvin Short, Mark Tebeau, Michelle Zandieh

Excused: Julia Himberg, Bertha Manninen, Kristen Parrish, Peter Schmidt

Guest: Shirley Rose – University Senate President

1. Call to Order

The meeting was called to order at 3:15 p.m.

2. Approval of Minutes—October 10, 2019

The minutes were approved as written.

3. Announcements

Shirely Rose, University Senate President attended the meeting to discuss a new pilot program at West Campus beginning fall 2020, as it relates to a model for developing general studies skilled based courses.

The new process will be structured around a theme, that includes a small number of courses relating to the theme and culminating with a portfolio. These courses will include all the current general studies designations.

The current general studies process will always remain in place.

4. Old Business

5. New Business

6. Subcommittee Reports

A) Literacy & Critical Inquiry

From ASU:

Recommend to Revise & Resubmit for L designation (new):

HCD 400 Interpreting the Scientific Literature (new/addendum):

Rationale: While at least 50 percent of the grade in the course is generated from writing assignments (thus meeting Criterion 1), the assignments themselves are not “substantial in depth, quality, and quantity” enough to meet Criterion 2 or reflect substantial “critical inquiry” enough for Criterion 3. The course appears to meet Criteria 1 and 4. Particularly, the opportunities for frequent and timely feedback should be commended. The primary issue to address in a revision is the course’s ability to meet Criteria 3; assignment 2 requires only a minimum of 350 words that would qualify under this criteria, and the Final Letter assignment is still relatively brief at 750-1000 words. Furthermore, both these assignment descriptions could further emphasize “critical inquiry,” as defined under Criterion 2 and in the general guidelines.

IDS 302 Integration Studies (new):

Rationale: This course meets some but not all of the L designation criteria. The committee believes with some adjustments, the course would be able to meet these criteria. While at least 50% of the assignments are writing-based (Criterion 1), several of the assignments do not clearly meet Criteria 2 or 3; the science fiction assignment, for example, does not clearly meet Criterion 2. The elements of “critical inquiry” involved in this assignment should be clarified in the syllabus/assignment prompt. The “Integration Brainstorm Assignment & Articles” assignment also does not clearly indicate that it meets Criteria 2 or 3, especially with regard to reflecting sustained, in-depth critical inquiry. Additionally, the written assignments listed under Criterion 3 are each 4-5 pages, which places them right on the border of being considered “substantial” under the L guidelines. If at least two assignments required greater depth of inquiry, it would make this course a stronger candidate for the L designation. Finally, the course designer(s) should be commended for creating ample opportunity for both feedback and revision (Criterion 4).

LSC 394 The Biology of Sharks, Skates, and Rays (new):

Rationale: This course meets some but not all of the requirements for L designation. The two substantial in-depth writing assignments (report and final exam) for this

course do an excellent job in fulfilling Criteria 1, 3, and 4. However, it is unclear from the application how these assignments meet Criterion 2, which calls for both interpretation and critical inquiry, in addition to gathering and evaluating evidence. The assignments, which take the form of in-depth reports, clearly do the latter. It would help the committee in re-assessing this issue if the course designer(s) could explicitly state how these assignments require students to “reason critically” in addition to gathering information.

From MCCCCD:

no courses

B) Mathematical Studies (MA)/(CS)

From ASU:

no courses

From MCCCCD:

Approved for CS designation, effective spring 2020 (new):

MUC 180 Computer Literacy for the Music Business (new CS)

C) Humanities, Arts & Design (HU)

From ASU:

Approved to retain HU designation (mandatory review):

HST 302 Ancient Law & Society (mandatory review)

HST 302 History of Money (mandatory review)

HST 303 China, Japan and East in World Hist. (mandatory review)

Approved for HU designation, effective spring 2020 (new):

MHL 494 American Aesthetics after 1960

From MCCCCD:

Recommend to Revise & Resubmit for HU designation (mandatory review):

HIS 251 History of England to 1700 (mandatory review)

HIS 252 History of England 1700 to Present (mandatory review)

Rationale: For both of these courses, the subcommittee would like to see more information about how the students engage with the material. The examples given show more description and restatement rather than interpretation and analysis.

D) Social - Behavioral Sciences (SB)

From ASU:

Approved for SB designation, effective fall 2020 (new):

HST 280 History of Science, Ideas and Innovation (new)

Approved to retain SB designation (mandatory review):

HST 303 China, Japan and East Asia in World Hist. (mandatory review)

Recommend to Revise & Resubmit for SB designation (mandatory review):

HST 302 History of Money (mandatory review):

Rationale: The proposal is developed and presented effectively. The syllabus is presented with considerable detail. However, the proposal does not align with the syllabus. The actual coursework, as presented in the syllabus, does not have a clear and dominant focus on studying and understanding human interaction with socio-behavioral perspectives and research grounding the material and work. The course appears to focus on socio-economic institutional perspectives, and often at relatively abstract, theoretical perspectives. If the proposal is resubmitted, the human behavioral interactions and dynamics that are communicated in the proposal must be exhibited in the syllabus to be a more dominant theme throughout the course.

From MCCC:

no courses

E) Natural Sciences (SQ/SG)

From ASU:

Approved for SQ designation, effective fall 2020 (new):

GLG 110 & 111 Dangerous Worlds (Lecture and Lab new SQ)

Recommend to Revise & Resubmit for SQ designation (new):

LSC 294 Introduction to Marine Biology (new SQ)

Rationale: The committee unanimously finds that this proposal does not offer sufficient information for a reasonable assessment for SQ or even SG credit.

- Criteria I A-H, specific evidence of how the course meets the criteria, must be provided. The current explanation “Key discoveries related to the field will be featured every week” is insufficient. The proposer must provide detailed evidence from specific labs, assignments, lectures, modules, etc.
- The labs are not adequately described, so it is not possible to see if the course fulfills the lab requirements (Criteria I F-G).
- Similarly, almost no specific information/evidence is provided for Criteria II A-C..

From MCCCDCD:

no courses

F) Cultural Diversity in the United States (C)

From ASU:

no courses

From MCCCDCD

no courses

G) Global Awareness (G)

From ASU:

Approved for G designation, effective spring 2020 (new)

POR 194 Food, Culture, and Society in Brazil (revised/new)

Recommend to Revise & Resubmit (new):

IDS 355 Peace Corps Seminar(new)

Rationale: The content of this course is really more about the understanding of the Peace Corps as an organization and does not address the understanding of the contemporary world outside of the United States. There is very little content and understanding of what the cultural learning is. Based on the information presented, assumptions are made that students are

being exposed to other cultures e.g., attending a cultural/ethnic event that is related to a cultural/ethnic group different from own. More details are needed for assignment guidelines and how they support global awareness outside the U.S. as a comparative cultural study and as a study of the cultural significance of non-U.S.-centered global issue.

Deny for G designation (mandatory review):

HST 302 History of Money (mandatory review)

Rationale: This course addresses an understanding of the contemporary world Via historical perspective of money as per its existence and function within varied countries. However, most of the information pertains to the United States and only the last few weeks are focusing on the contemporary times.

From MCCC:

no courses

H) Historical Awareness (H)

From ASU:

Approved to retain H designation (mandatory review):

HST 302 Ancient Law & Society (mandatory review)

HST 302 History of Money (mandatory review)

HST 303 China, Japan & East Asia in World Hist. (mandatory review)

From MCCC:

no courses

7. Adjournment

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie