Addendum to August 31, 2010 GSC meeting minutes

WPC 294 My Life Venture updated requested information and checklist received, reviewed and approved by the HU subcommittee – January, 2011.
Phyllis,

The attached information meets what the committee was looking for. We can approve as resubmitted. It meets the HU criteria at this point.

Pace si bine,
Douglas

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Douglas J. Spencer
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SafeZONE Ally and Facilitator - asu.edu/safezone
"Providing a safer, more receptive, and accepting campus climate for members of the LGBTQ Community at ASU"

From: Sidnee Peck
Sent: Thursday, January 06, 2011 12:13 PM
To: Doug Spencer
Cc: Tracy Gibson
Subject: Follow-up - WPC 294 My Life Venture

Hi Doug,

Thank you again for your willingness to work with us on this. Tracy and I have been looking over the application to find a way to better communicate what the course truly offers because I definitely believe it meets the criteria of an HU course. I have attached our revisions and I am hoping you will have a few moments to look it over and see if you think it better meets the requirements as re-written. I also wanted to point out that although the course has a WPC prefix, it is not a business course, rather a course available to all ASU students to help meet President Crow’s desire to focus on entrepreneurship for all students. The HU classification will make the course more accessible and realistic for students to include in their academic program and will better meet the needs expressed by Dr. Crow. Thank you for your time and please let me know if there are other approaches we can/should take with writing this application.
Hi Sidnee,

Thanks for your email. The subcommittee found that the course lacked the documentation to substantiate how each criterion is being met. I would concur that the issue is with the documentation, and not necessarily with the course format or deliverables. If you’d like to send me the revised information, I can help you gauge whether it will pass the subcommittee on second review. This will help prevent the need for multiple resubmissions.

Our next Council meeting is on Tuesday, September 28th. It is standard practice to have the documentation to Phyllis two weeks ahead of the meeting date so that her office can provide the information to the subcommittees.

Please let me know how I can be of assistance.

Sincerely,
Doug

Hi Doug,

I believe our class satisfies each criterion and fully addresses critical thinking. This is the first time I have submitted one of these, so I believe the error is in the document, not in the actual class. Tracy Gibson and I will be working on this for a re-submission – is there a deadline for that? I appreciate your help.
Thank you for your time,
Sidnee Peck

From: Phyllis Lucie
Sent: Wednesday, September 01, 2010 9:03 AM
To: Sidnee Peck
Cc: Doug Spencer
Subject: WPC 294 My Life Venture

The Humanities, Fine Arts and Design subcommittee did not approve WPC 294 My Life Venture at the General Studies Council meeting yesterday.
The HU subcommittee provides the following rationale:

Revise & Resubmit
Rationale:

The committee has sincere concerns about this course. The submitted documentation does not point to how each criterion is met. Additionally, the committee has no access to the course reading, and the course does not address critical thinking in its current submission; an aspect which is critical in securing the HU designation. This course needs substantial reworking to be considered for the HU designation.

Doug Spencer, the HU subcommittee chair will be happy to assist you further should you have any questions regarding your course.
Doug can be reached at: DougSpencer@asu.edu

Regards.

Phyllis Lucie
Program Coordinator, Sr.
University Academic Advising and Curriculum Support
Office of the Executive Vice President
and Provost of the University
Arizona State University
phone - 480-965-0739
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
   
   b. Concerns aesthetic systems and values, literary and visual arts.
   
   c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.
   
   d. Deepen awareness of the analysis of literature and the development of literary traditions.

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted **primarily** to teaching skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</table>
| 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | a. My Life Venture is centered on the premise of examining one's life, interests, and talents and identifying ways to integrate those resources and bring value to society.  
  b. My Life Venture explores social entrepreneurship and the ability of creative and open minds to design sustainable solutions to human problems worldwide, such as third world nourishment, education, sanitation, safety, and productivity or environmental problems such as natural and man-made disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists to improve the human condition. | Course Schedule  
Topics:  
Personal SWOT  
Goal Setting  
Kiva.com research  
Syllabus:  
Topics -  
Value Creation and Innovation  
Social Entrepreneurship |
| 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | a. My Life Venture encourages students to measure the historical impact of technology and how it has shifted the human experience in all aspects of culture.  
  b. My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, assess the origins of the problems, and summarize why they continue to be problems.  
  c. My Life Venture challenges students to look at the world around them as full of opportunities to create value and innovate as opposed to problems with which we must compromise. | Opportunity Recognition  
Idea Creation  
Thinking Like An Entrepreneur |
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.

<table>
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<tr>
<th>Syllabus</th>
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<tbody>
<tr>
<td>Topics:</td>
</tr>
<tr>
<td>Personalities</td>
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<tr>
<td>Career/Life Planning</td>
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<td>Goal Setting</td>
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<td>Motivation</td>
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<td>Leadership</td>
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a. My Life Venture examines personality types, leadership qualities, motivation factors, and goal setting to improve the individual decision making process and facilitate positive interactions within group dynamics.
Specific qualifications for WPC 294: My Life Venture as a HU classification:

# 7.

- “**Develop values of all kinds by making the human mind more supple, critical and expansive**”
  - My Life Venture is centered on the premise of analyzing one’s life, interests, and talents and identifying ways to integrate those resources to bring value to communities and society.
  - My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, infer the origins of the problems, and assess why they continue to be problems.
  - My Life Venture challenges students to modify their perceptions of the world around them as full of opportunities to create value as opposed to problems that we must live with.

- “**Deepen awareness of the diversity of human heritage and its traditions and histories and they may also promote the application of the knowledge to contemporary societies.**”
  - My Life Venture encourages students to compare and contrast cultural and societal attitudes that have developed over time and how that has translated to innovation solutions.
  - My Life Venture explores social entrepreneurship and the ability of creative and open minds to design sustainable solutions to human problems worldwide, such as third world nourishment, poverty, education, sanitation, safety, and productivity or environmental problems such as natural disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists without focus on profit and seeks to simply improve the human condition.

- “**Encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience**”
  - My Life Venture measures personality types, leadership qualities, motivation factors, and goal setting to improve the individual decision making process and facilitate positive interactions within group dynamics.
  - My Life Venture utilizes self-analysis tools such as a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) to assist students in identifying internal characteristics and external influences. They then can utilize their strengths and opportunities to overcome weaknesses and eliminate threats.
  - My Life Venture challenges students to set long-term goals in various aspects of their lives; then set short-term goals in 1, 5, and 10 year increments that align to their long-term goals.
  - My Life Venture assists students in judging current spending habits and how a budget can promote personal and financial success.
• “Design study concerns itself with material objects, images and spaces, their historical development and their significance in society and culture.”
  o My Life Venture traces the historical development of products and services (both for profit and non-profit) from economic, social, technological, and political trends.
    ▪ My Life Venture examines the role of entrepreneurship from a national and international perspective and how it will play a critical role in a 21st century global economy.

• “Disciplines in the fine arts and design employ modes of thought and communication that are often non-verbal…”
  o My Life Venture requires students to visually communicate by using aesthetic graphic layout and design tools in addition to oral and written methods.