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Undergraduate Curriculum and Academic Policy Committee

Minutes of November 18, 2003 Meeting

Present: Jack Dustin, Jeanne Fraker, David Green, Charles Larkowshi, Joe Law, Henry Limouze, Jan Maxwell, KT Mechlin, Richard Mercer, Sharmila Mukhpadhyay, Ryan Newman, Charles Funderburk (for Doug Nord), Tony Ortiz, Tom Sav.

Approved Minutes of September 23, 2003

Correction: Joe Law, "Associate Professor of English" to "Professor of English". The committee congratulated Dr. Law on his promotion to Professor.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee: Joe Law, WAC Chair, presented an outstanding report representing the continuing work of the WAC Committee. Given the university wide implications of the recommendations in following up with last academic year's report to the faculty by the committee to Study and Access Writing Across the Curriculum (chaired by Carol Loranger), the UCAPC suggested that the report be presented to the Faculty Senate. The report is available as follows:

[WAC Report](#)

The UCAPC discussed the problem of many courses being offered that incorporate required writing that exceed the WAC requirements but are not designated as WI courses and that, therefore, students do not receive WI designation or so-called credit. It was decided that department chairs would be contacted to encourage faculty that teach such courses to officially submit to the WAC Committee approval for WI designation. In addition, at the level of the Office of the Registrar there needs to be a mechanism established whereby approved WI courses are locked-in the schedules sent to college and department offices so that those offices do not have to be responsible each and every quarter for administratively re-designating WI courses which tends to and has, in practice, led to errors.

University General Education Committee: Henry Limouze, UGEC Chair, presented an equally outstanding report representing the diligent work of the newly implemented UGEC. The committee has worked on and developed, inter alia, a General Education Assessment Plan essential to the accreditation process. Given the university wide importance of such, the UCAPC suggested that the report be presented to the Faculty Senate. The report and its attachments are available as follows:

[UGEC Report](#)

[Memo to Lead Faculty](#)

[Assessment Plan](#)

The UCAPC approved the start of MP 131 as a GE Program course during the Summer 2004. Previously, the course was approved by the General Education Implementation Committee (GEIC) for a start of Fall 2004.

Student Petitions Committee

As charged, the UCAPC approved the membership of the Student Petitions Committee now listed at the Faculty Senate Website.

Course Inventory and Modification Requests

Old Business:

CECS:

Approved Inventories: ISE 484 (previously tabled upon objection by the COSM, the COSM and the CECS met and resolved the issues concerning the proposed course -- objection withdrawn).

Tabled Inventories: EGR 101 (although the committee believed that the COSM and the CECS had resolved the issues concerning the proposed course, additional information presented at the committee meeting indicated that the Department of Mathematics raised additional concerns that need further consideration and cooperation).

CEHS:

Approved Inventories: EDE 200 (previously tabled because of program change requirements, the CEHS will be incrementally making program changes required by OBR and submit all program changes in the near future -- in the interim, current program students will be held harmless).

CECS:

Approved Inventories: EGR 130 (upon agreement of the CECS representative, the committee removed the "enrollment restriction of 8 students").

Returned Inventories: ISE 210 -- a proposal for a new GE course (in this case Area VI) must be submitted to the UGEC for review.

Approved Modifications: EE 458, ME 213, ME 313, ME 318, ME 370, ME 408, ME 432 (needed "Title for Student Record" so the committee entered "FLIGHT CONTROL SYSTEMS" upon agreement of the CECS representative), ME 444, ME 456, ME 478, ME 489, ISE 302, ISE 307, ISE 306, ISE 471, ISE 473, ISE 474.

COBA:

Approved Modifications: MGT 493, MGT 499.

COSM:

Approved Modifications: EH 461, PSY 110 (incorrect "Title for Student Record" so the committee entered "PSY: SCIENCE & PRACTICE" upon agreement of the COSM representatives)*, PSY 419.

* Note: PSY 110 is a GE Area VI course for the COSM -- "Title for catalog" change from "The Science of Behavior II" to "Psychology: Science and Behavior" is in line with OBR (UGEC approved).

COLA

Approved Inventories: COM 368, PLS 457, PLS 462, PLS 459, HST 440.

Returned Inventories: SOC 210 (information available to the committee indicated that this course proposal conflicts with SOC 210 that already exists), SOC 220 (since this course proposal is a follow up to the newly proposed 210, the committee believed that the COLA may wish to rethink the proposal of both 210 and 220).

Tabled Inventories: SPN 483 (although it seems that the intention is to cross list the course with the COBA IB 483 course, there was no cross listing indication and, in addition, the "Course Title", "Title for Student Record", and "Prerequisites" all differ from the existing IB 483 course).

Approved Modifications: REL 205, REL 206, ATH 241 (needed "Title for Student Record" --the committee entered "INTO TO BIO ANTH" upon agreement of the COLA representatives).

Returned Modifications: ART 401 (since "Independent Study" and "Internship" are quite different courses, the committee advises that 401 remain as "Independent Study" and that a Course Inventory be submitted for a new course in Art "Internship").

Program Changes

COLA: B.A. in Social Work

Because the proposal to allow either BIO 107 or BIO 111 to apply to the major is a GE Program matter, the committee could not approve. The college needs to submit the proposal to the UGEC.

The proposal is available as follows:

[B.A. Social Work](#)

New Programs

COLA:

Approved: Certificate Program in Comparative Development

*The committee approved the proposal with the understanding that the Department of Urban Affairs and Geography and the Department of Economics would further consult with one another to consider minor modifications in program courses prior to submission to the Faculty Senate. The current proposal is available as follows:

[Certificate in Comparative Development](#)

Approved: Minor Program in Art History

The proposal is available as follows:

[Minor in Art History](#)

Approved: Honors Program in International Studies (previously reviewed and approved by the Honors Committee).

The proposal is available as follows:

[Honors in International Studies](#)

Academic Policy

Office of the Registrar

Fresh Start Program: the committee decided to begin its review of this matter at its next meeting.

Winter Quarter Meeting Schedule

The committee set its Winter Quarter meetings for January 12, February 16, and March 15. **All proposals from colleges must be submitted with the original plus 19 copies (*note 19 with the 2003-04 expansion of our committee*) at least 8 working days in advance of each UCAPC meeting.**

[UCAPC HOME](#)

WAC Committee Report to UCAPC
November 18, 2003

The WAC Committee met on November 5 to discuss the recommendations that were approved after the discussion of the report of the subcommittee to assess the effectiveness of the Writing Across the Curriculum (WAC) was discussed at the June 2 Faculty Senate meeting. Five of the seven recommendations were approved:

- **Recommendation One:** “The WAC committee and interested faculty and administrators should review the recommendations made in the External Review Committee report [1999] and the deans’ reports [summarized in the SAWAC report] and consider implementation where possible.”
- **Recommendation Three:** The administration should, through the Office of the Provost, ensure that WAC receives all syllabi for WI courses from every department and college each quarter, in a timely manner.
- **Recommendation Five:** Further investigation of the staffing of WI courses in GE is necessary. Use of part-time faculty and staff should be justified in terms of quality of instruction, not cost savings. At the very least, the percentage of part-time faculty teaching WI courses in GE should not exceed the percentage of part-time faculty teaching non-WI courses in GE.
- **Recommendation Six:** The WI requirement of 4 WI courses in GE and 2 in the major should be understood as a minimum requirement. There is no maximum limit on these courses. Similarly word counts should be understood as minimum requirements; achieving these word counts should not be taken as a sign of proficiency.
- **Recommendation Seven:** If Faculty Senate wishes to have an accurate record of WAC impact, a long-term plan for assessing WAC effectiveness on student writing should be developed and implemented. Such a plan should factor out variables in student preparedness and progress through their WI requirements and include significant follow-up after graduation. Given that the new GE, with its concomitant increase in contact hours and revision of all WI GE offerings, commences next academic year (2003/2004), this would be a good time to begin such serious and detailed assessment.

In discussing these five recommendations, the WAC Committee reached the following conclusions:

- Concerning SAWAC recommendation 1: The WAC Committee will continue seeking ways to build incentives for faculty teaching WI classes. Among the possibilities to be investigated are developing a WAC teaching award and promoting the inclusion of WI classes and materials as part of the evidence of teaching effectiveness within departmental bylaws. Another possibility is to create a program to which faculty might apply for a grant for developing WI courses.
- Concerning SAWAC recommendation 3: The Provost’s office has offered to send out a reminder to deans concerning the collection of syllabi before the WAC Coordinator sends out the request for syllabi for each quarter.
- Concerning SAWAC recommendation 5: One of the charges of the University General Education Committee (UGEC) is to investigate staffing of GE courses.

The WAC Coordinator, who is an ex-officio member of UGEC, can obtain the information from UGEC.

- Concerning SAWAC recommendation 6: Materials generated by the WAC office already describe the number of courses in these terms; with the increased number of WI courses available in the new GE, there will be more opportunities to draw attention to the fact that students may well have more than the minimum number of WI classes.
- Concerning SAWAC recommendation 7: UGEC will be concentrating on developing assessment measures for the new GE program, and the efforts of UGEC and WAC can be combined for assessing the WI portions of the program.

University General Education Committee
Meeting of November 10, 2003

Present: Carl Brun (CoLA), Susan Carrafiello (Honors), Jeanne Fraker (UVC), David Green (Student), Lillie Howard (Provost), Daniel Ketcha (CoSM), Joe Law (WAC), Evan Osborne (RSCoB), David Reynolds (CECS), Tom Svobodny (CoSM), Henry Limouze (CoLA, Chair)

1. Distributed:

- Schedule grids for winter quarter
- Copies of the Senate charge
- Copies of the Provost's Request for Proposals for Faculty Professional Development for Implementation of the New GE Program
- The latest NCA Criteria for Accreditation

2. Faculty President Jack Dustin addressed the committee. He discussed the importance of GE implementation and assessment. Given the NCA visit in less than two years, the development of a GE assessment plan is our highest priority this year.

3. The committee discussed GE assessment. The committee decided to draft a memo to the Lead Faculty who had taken charge of each GE area in responding to the Provost's RFP for faculty professional development. The memo requests an assessment plan for each GE area by January 30, 2004. The committee will work with faculty to make sure all plans meet GE Learning Objectives and contain both direct and indirect measures of assessment, as well as qualitative and quantitative measurements. Attached to the memo will be the university's GE Learning Objectives and a copy of a response form faculty are to use in reporting their assessment plan.

4. The committee briefly discussed the GE webpage. Information describing the current GE program is available online, through the ROX menu.

5. The committee discussed the request from Associate Dean Nelson (CoLA) to permit MP 131, previously approved as a GE class for Fall 2004, to be taught as a GE class in Summer 2004. The committee decided to send this request to Dr. Tom Sav, chair of UCAPC, with a recommendation for approval.

Attachments: Memo to Lead Faculty
GE Area Assessment Response Form
GE Learning Objectives

Date: November 14, 2003

To: General Education Lead Faculty
Deans and Associate Deans

From: Henry Limouze, Chair, University General Education Committee

Subject: Assessment Plans for General Education

Since the summer, you have been working with General Education faculty in your area on projects designed to encourage the professional development of faculty and successfully implement the new General Education program. Goal four of the Provost's RFP asked you to "Develop an appropriate area assessment plan, using qualitative and quantitative measures of assessment, focused on student learning outcomes relative to the GE learning objectives."

The new University General Education Committee, formed on October 6, 2003 as the replacement for GEIC, is charged with developing assessment guidelines and implementing assessment of the General Education program. We see our role as complementary to yours, and we hope to work productively with you in putting together a university-wide GE assessment plan during the rest of this academic year.

To begin the process of coordinating, assembling, and reviewing the many segments of so large a process, **we ask each of you to forward to us a completed assessment plan for your particular area by Friday, January 30, 2004.** Please present your assessment plan on the attached form. To access an electronic version of this form, please go to the following web address:

<http://www.wright.edu/~henry.limouze/GEform.htm>

To be complete, each assessment plan should

- Transcribe the learning objectives for your GE area from the attached list
- Develop and define performance criteria for your GE area based on the learning objectives for that area.

Performance criteria will identify student performances in which your learning objectives can be observed. Thus, in an area in which the learning objective is that students "understand" multiple dimensions of some phenomenon, a performance criterion could be an essay in an exam or portfolio that requires students to "discuss and analyze" those dimensions. Normally, performance criteria will be embodied in typical class assignments.

- Specify assessment measures, which will include
 - o both direct and indirect measures of student performance

Direct measures include the direct examination or observation of student knowledge or skills in terms of learning outcomes. Indirect measures ascertain students' perceptions about the extent or value of learning experiences. Exams, portfolios, and simulations are examples of direct measures; surveys, interviews, and focus groups are indirect measures.

- o both quantitative and qualitative ways of assessing student learning

These terms refer to different ways any measure of student learning might be evaluated and reported. Qualitative evaluation studies data closely, for example, the work of selected individual students, evaluating its features discursively and weighing strengths and weaknesses in the context of the students' other work. Quantitative evaluation collates the results of relatively larger amounts of data, for example the results of a survey or the answers to marker questions on exams, and reports them numerically.

- Suggest a rotation for employing assessment measures and for measuring different outcomes and sub-areas within your area in such a way that all performance criteria are assessed and all assessment measures are implemented on a regular cycle (every three to five years)
- Specify how data in your area will be collected, evaluated, and acted upon. How will your area make improvements once your assessment plan is in place?

We encourage you to involve as many of your GE faculty in this process as possible. In particular, you may wish to include not only full-time faculty but any adjunct faculty responsible for teaching GE courses as well as graduate teaching assistants and students, who may have much to contribute.

Please let me know if any member of our committee or I can provide you with any assistance in this process. Thank you for your help.

c: Dr. David Hopkins, Provost
Dr. G. Thomas Sav, Chair, UCAPC
Dr. Jack Dustin, President, University Faculty

Attachments: General Education Learning Objectives
General Education Area Assessment Plan Response Form

UNIVERSITY GENERAL EDUCATION COMMITTEE

General Education Area Assessment Plan

Area _____

Lead Faculty _____

1. Transcribe the General Education Learning Objectives for your area. (See the attached GE Learning Objectives).

2. Based on these objectives, list the specific performance criteria that you expect to be able to assess in this area.

Performance criteria will identify student performances in which your learning objectives can be observed. Thus, in an area in which the learning objective is that students “understand” multiple dimensions of some phenomenon, a performance criterion could be an essay in an exam or portfolio that requires students to “discuss and analyze” those dimensions. Normally, performance criteria will be embodied in typical class assignments.

3. Specify the assessment measures you plan to use, processes that identify, collect, and prepare data that can be used to evaluate student achievement.

a) Specify one or more direct measure of student achievement

Direct measures include the direct examination or observation of student knowledge or skills in terms of learning outcomes. Exams, portfolios, and simulations are examples of direct measures.

b) Specify one or more indirect measures of student achievement

Indirect measures ascertain students' perceptions about the extent or value of learning experiences. Surveys, interviews, and focus groups are indirect measures.

c) Specify one or more qualitative evaluations of student achievement you will undertake
Qualitative evaluation studies data closely, for example, the work of selected individual students, evaluating its features discursively and weighing strengths and weaknesses in the context of the students' other work

d) Specify one or more quantitative evaluations of student achievement you will undertake
Quantitative evaluation collates the results of relatively larger amounts of data, for example the results of a survey or the answers to marker questions on exams, and reports them numerically

4. Assuming that each area will undertake assessment every year, describe how you plan to rotate the assessment of individual aspects of your area in such a way that all performance criteria are assessed and all assessment measures are implemented on a regular cycle (every three to five years). Guideline: each year every area of GE must assess at least two performance criteria and must use at least two assessment measures for each criterion assessed.

5. Describe how data will be collected, stored, reviewed, and evaluated. How will action (improvements to General Education) be recommended?

When you have finished with this form, please save it and print it. Return it to

Henry Limouze
Department of English
470 Millett

or email it to henry.limouze@wright.edu

This form is online at www.wright.edu/~henry.limouze/GEform.htm

To: College of Liberal Arts (COLA)
Curriculum Committee

From: Carl Brun, Chair
Social Work

Date: September 16, 2003

Re: Adding BIO 111 as meeting a pre-requisite to Social Work

Students must complete a formal application to become a major in the Department of Social Work. As stated in the 2003-2005 undergraduate catalog on page 148, one of the pre-requisite courses to become a major is "human biology". Biology 107 has been the WSU course that has been accepted to meet the human biology pre-requisite and is listed on p. 149 of the course catalog as a General Education requirement for the major under Area V.

The WSU Biology Department is offering a new course beginning Fall 2003 with the specific title, Human Biology, BIO 111. The syllabus for this course is attached. Since the new course, BIO 111 meets the content required for the social work major, I am asking that BIO 111 also be accepted as meeting the human biology pre-requisite to the major.

Thus, the following curriculum change is proposed:

Current Policy: BIO 107 must be taken to apply to the social work major.

Proposed new Policy: BIO 107 or BIO 111 must be taken to apply to the social work major.

I am available to answer any questions about this proposal at carl.brun@wright.edu or 775-2868.

CERTIFICATE PROGRAM PROPOSAL

I. Title of Program and College Responsible for Administering the Certificate

Certificate in Comparative Development
College of Liberal Arts
Department of Urban Affairs and Geography

II. Objectives

Need

All nations are experiencing significant change brought on by economic globalization, the growth of democratic systems, and the evolving information age. Metropolitan areas are trying to respond to these forces through new trade and workforce programs, strategic public-private partnerships, and sometimes significant redesign of government. For example, the International Development Council has created special training courses for professionals that address economic globalization issues such as brownfields, technology led development, and business retention and expansion. The U.S. Department of Housing and Urban Development strongly encouraged recipients of Community Planning and Development funds to adopt a performance measurement system. Performance measurement is a means of focusing government on outcomes rather than outputs. A final example is illustrated by the International City/County Management Association which created programs to link USA local administrators and political leaders with developing nations and former centrally controlled nations such as Bulgaria, Romania and Serbia.

This change calls for knowledge of political affairs, public administration, business, economics and intercultural communications. Currently, no academic program at Wright State brings these elements together in a global context.

The Certificate in Comparative Development

The Comparative Development Certificate provides core competencies in management and administrative principles, techniques for communicating vision and mission, and public sector strategies for organizing and implementing continuous improvement. Certificate courses engage students in studies that produce a basic knowledge of metropolitan development that is shaped by global events and local, national and international public and private institutions. Development is defined as metropolitan public sector policies, operations and programs that involve relations with other metropolitan areas worldwide. Relations may be government to government, or government to business. The certificate would be attractive to individuals working for the public sector, to individuals working with development organizations (private and public nonprofits), and to individuals who plan to work in the private sector positions involving relations with metropolitan governments.

The certificate coursework concerns basic principles of development, administration and evolving public-private partnerships and institutional change. Learning is enhanced by a combined research and internship course that requires students to apply their knowledge to current development projects in the region.

The certificate is designed to allow for students involved in international exchange programs to participate in courses taken abroad (please see Attachment 1). In turn, students from abroad may complete courses at Wright State University that apply towards a certificate at their home university.

Program Objectives

- Provide students interdisciplinary knowledge related to publicly guided development programs involving metropolitan areas worldwide;
- Develop analytical skills necessary for drafting strategies for metropolitan areas that respond to “sea” change driven by the information age and global economy; and
- Develop an understanding of communications across cultural and national boundaries.

Learning Objectives

- Learn how institutional structures such as government, citizenship, and business affect development practices;
- Compare and contrast political and social values and understand how differences in values impact administrative functions of planning, economic development, management and communications;
- Understand how economic globalization, technological change, demographic migration and immigration, expanding market economies, and increasing democracy are transforming urban regions;
- Analyze development practices of various metropolitan areas throughout the world to gain an understanding of best practices for improving governance;
- Learn how global economic change affects business management and public administration principles; and
- Become familiar with communication and management/administrative techniques for leading organizations and communities through economic and government change.

III. Program Description

The Certificate in Comparative Development is an interdisciplinary program focused on development related to economic globalization, technological change, new patterns of immigration and migration, and expanding market and democratic principles. Development concerns investments, programs, policies, innovations, and changes in public and private sectors. Students will gain an understanding of the intersection of the public and private sectors in a cross-national context.

The focus of the certificate is on the role of metropolitan regions as competitive global centers and the role of the public sector in developing quality living environments. The certificate provides core competencies in management and administrative principles, techniques for communicating vision and mission, and public sector strategies for organizing and implementing continuous improvement.

IV. Admissions Requirements

To be admitted in the certificate program students need to meet the following qualifications:

- Junior or senior standing;
- Completion of Area II, III and IV general education requirements;
- Concentration or major study area in public administration, political science, business or communication;
- Foreign language proficiency of 202 level or greater; and
- 3.0 grade point average.

V. Program Requirements

Students are required to complete 23 hours of coursework. Eleven hours are required courses and twelve hours are selected to meet student career goals. For students studying abroad, or for other special cases, course equivalencies may be considered.

Required Courses (11 credit hours)

URS 200 (4 hours) Growth and Change in Urban Society. Description: An interdisciplinary view of growth and change in urban societies around the globe. Case studies illustrate how urbanization, technology development and the administrative state intertwine and affect economic and population growth and change.

URS 423 (4 hours) Issues in Urban Administration: Comparative Public Administration. Description: Explores issues and topics related to the administration of urban nonprofit organizations, community development agencies, and local governments. *Comparative Public Administration* is one of several courses listed as URS 423. *Comparative Public Administration* focuses on public sector involvement in metropolitan development in the USA and around the world. Students compare public administration in a cross section of industrial-democratic nations (e.g. USA, Germany and Sweden), new industrial-centrally controlled nations (e.g. China) and nations transforming both their economies and governance (Bulgaria and Romania). Special emphasis is placed on economic globalization.

URS 490 (3 hours) Special Topics: Comparative Development. Advanced study in selected topics in urban studies. Topics may include new developments in methodology or various subfields of the discipline. *Comparative Development* is the special topic of this course. Students complete a 100 hour internship with a

development organization in the region. In addition, students complete a research paper comparing development practices in the region (learned through the internship and classes) with development practices of a metropolitan area in another nation (learned through research and contacts provided by the University Center for International Education). The final requirement of the course is met when students present the results of their paper in a student symposium comprised of students in the certificate program, faculty, UCIE, and internship hosts.

Selected Courses (12 credit hours, but at least 4 credit hours must be an EC course)

COM 457 (4 credit hours) Intercultural Communication Study of communications in intercultural environments. Emphasis on research and theory to better understand the complexity of intercultural communication interactions.

EC 310 (4 credit hours) The Global Economy Explores how the global economic environment affects business decisions and how these decisions affect the economy of host and source countries. Analyzes the impact of international trade, foreign direct investment, and global monetary systems. Prerequisite: EC 204 and 205 or equivalent.

EC 330 (4 credit hours) Urban Economic Problems and Prospects Analysis of economic processes that influence urban economic conditions, population movements, economic problems facing metropolitan areas, and alternative problem-solving techniques.

EC 435 (4 credit hours) Comparative Capitalist Institutions Compares economic institutions of industrialized countries including newly industrialized countries (NICs). Addresses such issues as industrial relations, role of state, methods of corporate finance, and social safety nets. Prerequisite: EC 204 and 205 or permission of instructor.

EC 440 (4 credit hours) Regional Economic Growth and Change Regional economic analysis in a policy and planning context. Interdisciplinary approach to analyze the economics of location, inter-regional trade, regional development, urban regions, and growth strategies.

EC 444 (4 credit hours) Problems of Economic Development and Transition This course explores the problems of economic development in the third world and in economies in transition from socialism. Topics include hunger, unemployment, environmental degradation, privatization, gender and ethnicity. Prerequisite: EC 204 and 205 or permission of instructor.

IB 201 (4 credit hours) Introduction to International Business and Trade Survey of international business and trade functions and processes. The course is designed to familiarize individuals with the fundamental principles and practices of international trade management. Open only to non-business majors.

MGT 485 (4 credit hours) International Management Studies fundamental concepts of international management and examines cultural, institutional, behavioral, and management systems and their operation in the international sphere. Prerequisite: MGT 304.

PLS 360 (4 hours) Politics of Developing Nations Comparative analysis of various problems, particularly political, confronting developing nations in nation building and development.

VI. Program Quality

The certificate is designed to give students a broad view of global change in metropolitan areas (URS 200), and then to build on this knowledge in other core and elective courses. Student learning is applied through a modified internship (Department internships are 200 hours) and research project (URS 490). Students (completing the certificate), faculty and host agencies participate in a student symposium presenting the results of their internship/research. The range of electives (200, 300 and 400 level courses) allows students to enhance their major studies and gain specific knowledge of development in a global market place.

VII. Student Performance

Students are expected to earn a grade of “C” or better for all courses comprising the certificate.

VIII. Curriculum Coordination

The Certificate in Comparative Development has been reviewed by Political Science, Communication and Business/Economics (please see Attachment 2). All three units and Urban Affairs & Geography are partners in the Regional Educational Network between the European Union and the United States that created the impetus for this certificate. The University Center for International Education also encouraged and supports the certificate (please see Attachment 3). Finally, as per bylaws, Department faculty approved the certificate.

IX. Resource Coordination

No new courses have been added; therefore, no additional resources are required.

X. Program Staffing

The certificate does not require additional courses or staffing. Students use electives or add courses to complete the program. Staffing comprises those assigned to teach the courses listed in the certificate by their departments in any given year.

Proposal for New Minor in Art History

- I. **Title.** Art History Minor, College of Liberal Arts, Department of Art and Art History
- II. **Objectives.** The objective of the art history minor is to provide students with an understanding of the human and cultural values embodied in works of art through the ages as well as with an appreciation of the formal language utilized by artists. Students will also become aware of the disciplinary methodology and conventions.
- III. **Description.** The minor in art history will benefit students majoring in any liberal arts discipline with a historical component, including history, classics, philosophy, religion, international studies, liberal studies, political science, anthropology, women's studies, modern languages, music history, theatre studies and English. Students minoring in art history will gain a sense of the overall evolution of the history of art as well as in-depth knowledge of several periods in the history of art and will learn the critical and analytical techniques used by art historians.
- IV. **Admission.** Admission to the program requires a GPA of at least 2.0 and completion of ENG 101 and ENG 102 in the general education program.
- V. **Requirements.** Art 211, 212, 213 and 5 upper level art history elective classes from the list below. 32 credit hours. Course numbers may be repeated for credit if the courses have different topics.

Art 211. Art History I. Painting and sculpture before A.D. 1150. Introduces the basic concepts of visual and stylistic analysis and a historical survey of paintings and sculpture in the Western world from prehistoric to medieval times. 4 credit hours

Art 212. Art History II. Painting and sculpture from 1150 to 1850. Historical survey of painting and sculpture in the Western world from late medieval times to the dawn of the modern era. Prerequisite: Art 211 or permission of instructor. 4 credit hours

Art 213. Art History III. Painting and sculpture since 1850. Historical survey of modern painting and sculpture in the Western world. Prerequisite: Art 212 or permission of instructor. 4 credit hours

Art 397. Introduction to Museum Studies. Examination of the history, purposes, and literature of museums and galleries. Various aspects of gallery management such as planning, organizing, and installing exhibitions. Prerequisite: ART 211, 212 and 213. 4 credit hours

Art 401-1 to 4 Independent Study in Art History. Intensive individual work with faculty supervision in art history. 4 credit hours

Art 404-1 to 4 Studies in Art History. Provides opportunities to explore problems and approaches to art and art history and includes cross-period and interdisciplinary studies. Prerequisite: ART 213 or permission of instructor. 4 credit hours

Art 409. Art Theory and Criticism. Historical surveys and intensive studies of art theory and criticism. Prerequisite: ART 213 or permission of instructor. 4 credit hours

Art 410. Studies in American Art. General surveys and intensive studies of periods, major movements, and artists of the time. Prerequisite: ART 213 or permission of instructor. Prerequisite: ART 213 or permission of instructor. 4 credit hours

Art 411. Studies in Ancient and Classical Art. (Also listed as CLS 340) General surveys and intensive studies of the period, major movements, and artists of the time. Prerequisite: ART 211 or permission of the instructor. 4 credit hours

Art 412. Studies in Medieval Art General surveys and intensive studies of the period, major movements, and artists of the time. Prerequisite: ART 211 or permission of instructor. 4 credit hours

Art 413. Studies in Renaissance Art. General surveys and intensive studies of the period, major movements, and artist of the time. Prerequisite: ART 212 or permission of instructor. 4 credit hours

Art 414. Studies in Baroque Art. General surveys and intensive studies of the period, major movements, and artists of the time. Prerequisite: ART 212 or permission of instructor. 4 credit hours

Art 415. Studies in Nineteenth-Century Art. General surveys and intensive studies of the period, major movements, and artists of the time. Prerequisite: ART 213 or permission of instructor. 4 credit hours

Art 416. Studies in Twentieth-Century Art. General surveys and intensive studies of the period, major movements, and artists of the time. Prerequisite: ART 213 or permission of instructor. 4 credit hours

Art 417. Studies in Non-Western Art. General surveys and intensive studies of periods, major movements, and artists in non-Western art. Prerequisite: ART 211 or permission of instructor. 4 credit hours

- VI. **Program Quality.** The art history minor begins with the 3 course survey of the history of art, which provides a context for the upper level courses on the various periods and styles in art which follow. The introductory sequence is also the place in the curriculum where students become familiar with the language of art, its terms and concepts. Understanding of the artistic language is a critical building block for the material in upper level courses, and appreciation of the manner in which artists utilize and manipulate form to produce content is one of the objectives of the art history minor. In upper level courses students will focus on understanding the human and cultural values embodied in the art they study as well as on becoming acquainted with the methodology of the discipline.
- VII. **Student Performance.** Students will be required to pass the writing intensive portion of at least 2 upper level art history classes. At least a 2.0 GPA will be required to graduate with an art history minor.

- VIII. **Curriculum Coordination.** The proposed art history minor will provide opportunities for students from many departments to take a series of courses related to their majors. It should not impact the scheduling or resources of other departments, as the department of Art and Art History already coordinates related course offerings with departments such as Philosophy and Classics.
- IX. **Resource Coordination.** Because the art history minor would utilize courses already taught, there should be no additional resources needed.
- X. **Program Staffing.** No additional program staffing required. Program teachers:
- Dr. Linda Caron, Professor and Chair, Department of Art and Art History, full time
 - Dr. Carol Nathanson, Associate Professor, Department of Art and Art History, full time
 - Various full time faculty from departments of Classics and Philosophy, who will continue to teach courses cross-listed with the art department.
 - Various adjunct faculty, who will continue to be hired to teach occasional courses in area of expertise

The Honors Program in International Studies enables superior and highly motivated students to engage in an in-depth study of International Studies topics of interest to them and to develop their scholarly abilities in this interdisciplinary field of study.

- 1) To enter the honors program in International Studies, a student must be an International Studies major, be a junior or senior with at least 40 credit hours completed towards the International Studies major, have a cumulative grade point average of 3.0 overall and 3.5 in the major, and apply to the Director of the International Studies Program for admission no later than the beginning of his/her senior year.
- 2) Candidates for International Studies Honors must complete a departmental honors seminar in any discipline in which s/he has had significant coursework (i.e.: History, Modern Languages, Political Science, etc). For example, students who have had significant coursework in Political Science must complete the Model United Nations Seminar or a comparable limited enrollment advanced course. Students with significant coursework in History would complete HST 400, those with concentrations in Anthropology would take ATH 492, and so on. The student must earn an A or B in the departmental honors seminar and fulfill the writing requirement. If the student fails to meet this grading requirement, s/he will not graduate with honors in International Studies, but can still count the departmental honors course toward her/his International Studies major if completed with a minimum grade of C.
- 3) Candidates who complete these requirements and the eight-course Honors Program requirement (described on page 17 of the 2001-2003 undergraduate catalogue) may earn the designation "University Honors Scholar" upon graduation. Interested students should contact the University Honors Program for more information.