

Agenda

CALS Curriculum Committee Meeting
Tuesday, September 10, 2013, 12:00 p.m.
354 Agricultural Hall

___ Randy Jackson, Chr (2014) ___
___ Jeri Barak, (2014)
___ Bill Bland, (2014)

___ Kirsten Brown, (2016)
___ Jack Kloppenburg, (2015)
___ Ahna Skop, (2016)
___ Susan Smith, (2016)

___ James Steele (2016)
___ Masarah Van Eyck, (2015)

CALS Ex Officio:

Sarah Pfatteicher ___
Phil Gonsiska ___

CASI Ex Officio:

___ Liv Sandberg (non-voting)

Student Reps: ___

UP&S Office: ___ Susan Gisler
___ Andrea Sottile

MINUTES

May 28, 2013 Minutes

NEW BUSINESS

Overview charge/schedule

Strategic Planning re: Capacity Metrics

Proposal for an Undergraduate Certificate in Globalization and Development Economics (A A E)

Dept of Zoology wants to change the name of their graduate program to Integrative Biology – more info coming

OTHER ITEMS

Consistency between prerequisites for all CALS 699 courses

Note different prerequisites for CALS 699 courses:

Pre-Reqs: Cons inst

Pre-Reqs: Grad st & cons inst

Pre-Reqs: Sr st & cons inst (which is what the bulletin states)

Consistency with having a 691/692 course

Not all departments have 692 – can't offer 691 without also taking 692

Maximum of eight credits of 399 allowed regardless of different departments

MINUTES

CALS Curriculum Committee Meeting
Tuesday, May 28, 2013, 12:00PM
250 Agricultural Hall

Present: Pelegri, Kloppenburg, Bland; guest attending Smith, Asen and Frandias

Absent: Barak, Fadl, Hayslett, Mitchell

Motion to call meeting to order at 12:04 pm

Minutes

May 14 minutes approved Bland, Kloppenburg

Course Proposals

DAIRY SCI 234: Dairy Herd Management

Course “expands the overview of the Dairy Sci 233: Dairy Herd Management [approved last meeting by Cur Com] prerequisite. It will further serve as preparation for internships that are required for Dairy Sci Majors.

The committee would like to have a course discontinuation proposal for Dy Sci 302 before acting on this proposal.

This course has the same title as Dy Sci 433 (233). The committee suggests changing the title of this course to Dairy Herd Management II. The committee also suggested changing the title of Dy Sci 433 (234) to Dairy Herd Management I.

Motion made by Pelegri, 2nd by Kloppenburg to approve pending title change – adding II. Motion failed. Motion made to table request; sending back to Weigel.

DAIRY SCI 373: Animal Physiology

Course will be x-listed, require prerequisites and discontinue An Sci course. Course will provide students with an understanding of the anatomy, physiology, and function of various organ systems, as well as interactions between organ systems.

Issues raised by the Committee:

1. CompBio 404 still exists, even though it is no longer being taught. Some ways Dy Sci can deal with this: delete the crosslisting and/or ask CompBio to submit a Course Discontinuation Proposal
2. Small changes to language:

Pg. 3: Under “Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)” it says,

“This is a core course for the Animal Sciences and Dairy Science majors. It has been required for Animal Sciences majors for many years as Animal Sciences / Comparative Biosciences 404. That course was discontinued in spring 2010.”

The committee recommends changing this to,

This is a core course for the Animal Sciences and Dairy Science majors. A similar course, Animal Sciences / Comparative Biosciences 404, has been required for Animal Sciences majors for many years. Comparative Biosciences decided not to teach this course any more, effective Spring 2010.”

to reflect the facts that this is a new course proposal, and a course discontinuation proposal for Comp Bio 404 has not yet been submitted.

Pg. 3: Under “Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)”, it says

“As noted earlier, this course will be required for a Bachelor of Science degree in Animal Sciences or Dairy Science.”

The committee recommends changing this to

“As noted earlier, this course will be required for students with majors in Animal Sciences or Dairy Science.”

because Animal Sciences and Dairy Science are majors, not degrees.

Motion made by Bland, 2nd by Kloppenburg approve request. Motion passed.

ZOOLOGY 486: New Methods in Environmental Toxicology

Course is an honors course, x-listed with no required prerequisites. Course augments programs both in Environmental Toxicology and Zoology.

The CALS Curriculum Committee had the following concerns about this proposal: ---We would like clarification about the overlap in content with Soil Science 631: Toxicants in the Environment: Sources, Distribution, Fate, & Effects. ---In Course Content, the proposal states, "Much of the material presented in lecture is research in progress or in manuscript or about to be published." As a result, we are concerned that a substantial portion of course content has not yet withstood the test of peer review. ---We feel that the course description is too informal. ---We are not convinced that the course meets Federal guidelines for the number of credits assigned. ---We are concerned about this statement in the course description: "The syllabus itself will evolve as the course progresses." As syllabus is essentially a contract with the students in the course. Contracts should not "evolve". ---There is no grading scale in the syllabus.

Other Business

BMOLCHEM 504: Human Biochemistry Laboratory

Course used for Capstone in Biology

Need to provide an updated syllabus to have on file; recommend put in syllabi list of topics – problem solving topics animal use, safety issues.

PHYSIOL 435: Human Physiology

Course used for Capstone in Biology

Motion made by Pelegri, 2nd by Kloppenburg to approve both courses counting under Biology Capstone Requirement if not used for Lab Requirement.

CALS Capstone Learning Experience Criteria

A CALS Capstone is a course in which students are required to integrate diverse bodies of knowledge to solve a problem or formulate a policy of societal importance with the intent of facilitating the transition to post-baccalaureate life.

A Capstone Experience should:

- Develop problem solving skills
- Expose student to multidisciplinary approach
- Develop teamwork and interpersonal skills, including the ability to communicate effectively to multiple audiences
- Develop skills in accessing and using information resources (e.g., electronic databases, library resources, national repositories)
- Address societal, economic, ethical, scientific, and professional issues
- Communicate and extend the capstone experience via written, oral, and/or multimedia reports by each student

The Capstone Experience will normally be completed during the student's final 2 or 3 semesters. The intent is to have the student utilize and integrate their undergraduate learning into a culminating, or capstone, experience. Students should consult with their departmental faculty advisors for specific information regarding this requirement. Where appropriate, students should submit a copy of the final project materials to the campus library (via Minds@UW or similar).

Meeting adjourned.

**CALS CURRICULUM COMMITTEE MEETING
DATES AND DEADLINES
2013-2014 ACADEMIC YEAR**

The CALS Curriculum Committee meets on the second and fourth Tuesday of each month. Online Course Proposals must be submitted at least three weeks prior to the meeting at which the action is requested. Requests submitted after the deadline will be held for action at the next meeting of the committee.

Meeting Date (2nd Tuesday) Strategic Planning	Meeting Date (4th Tuesday) Course Proposals	Deadline for submitted course proposals*
September 10, 2013	September 24, 2013	September 3
October 08, 2013 [#]	October 22, 2013	October 1
November 12, 2013	November 26, 2013	November 5
December 10, 2013	December 17, 2013	November 26
January 14, 2014	January 28, 2014	January 7
February 11, 2014 [#]	February 25, 2014	February 4
March 11, 2014	March 25, 2014	March 4
April 8, 2014	April 22, 2014	April 1
May 13, 2014	May 27, 2014	May 6

***If submitting two or more course proposals for review, please be prepared to submit completed proposals seven days prior to posted deadline. If we receive a large number of proposals, submission by the deadline does not necessarily guarantee a place on the agenda for the following meeting.**

#First meeting in October and February will be a joint meeting with the L&S Curriculum Committee. The submission deadline for the Oct. 8 meeting is Sept. 17. The submission deadline for the Feb. 11 meeting is Jan. 21.

General Meeting Location: Agricultural Hall, 1450 Linden Drive, Room 250
Time: 12:00 – 1:30

October Joint CALS and L&S Meeting Location: Biochemical Sciences Building, Room 1220
Time: 12:00 — 2:30

February Joint CALS and L&S Meeting Location: Bascom Hall, Room 260
Time: 12:00 — 2:30

Committee Members: Ending	Department	Divisional Committee	Term
Randy Jackson, faculty (chair)	Agronomy	SS/BS/PS	2014
Jeri Barak, faculty	Plant Pathology	BS	2014
William (Bill) Bland, faculty	Soil Science	PS	2014
Kirsten Brown, academic staff	Horticulture		2016
Jack Kloppenburg, faculty	C & E Soc	SS	2015
Ahna Skop, faculty	Genetics	BS	2016
Susan Smith, faculty	Nutritional Sciences	BS	2016
Jim Steele, faculty	Food Science	BS/PS	2016
Masarah Van Eyck, academic staff	International Programs		2015
	CASI Ex Officio		
	Student Representative		
Phil Gonsiska	Assistant Dean, Ex Officio		

UP&S Office:

Susan Gisler, staff to committee
 Andrea Sottile, staff to committee

Updated: 9/5/2013

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Undergraduate Certificate in Globalization and Development Economics

1. Certificate Name and Academic home

- a. Globalization and Development Economics
- b. Department of Agricultural and Applied Economics (AAE), College of Agricultural and Life Sciences
- c. Faculty Director: Bradford L. Barham (AAE).
- d. Key Program Faculty, all in AAE: Jennifer Alix-Garcia; Bradford Barham; Jean-Paul Chavas; Ian Coxhead; Jeremy Foltz; Laura Schechter.

2. Intended timeline for implementation:

We hope to start enrolling students in the fall of 2014.

3. Supporting letters/memos from other academic units:

We are in the process of getting letters from Economics, International Business, the International Institute, Political Science, and Sociology. We are also getting letters of support at the college/school level from L&S as well as the Business School.

4. Governance

Governance of the certificate program will be managed by the AAE Executive Committee, which will appoint a director on a bi-annual basis. The AAE Curriculum Committee will review the organization and performance of the Certificate Program on an annual basis.

5. Purpose, Rationale, Justification

As international issues have become of greater interest among students and employers, new international certificate programs have been popping up across campus. While the existing certificate programs are all excellent, none of them emphasize economics. This is the gap we plan to fill. This certificate program will meet the demands of students who want to learn about and work on issues related to globalization and development economics.

AAE currently offers multiple courses related to development and globalization economics, with 50-100 students enrolling in each class. In the 2010-2011 and 2011-2012 academic years, AAE offered 7 distinct courses in development economics for a total of 13 course offerings. (On average each course is offered once per year.) The average number of students per course over those 13 course offerings is 78. This is evidence of the high demand for these classes. Many of the students in these classes tell us they

would like to deepen their study of these topics, evidence of the latent demand for the certificate.

In terms of academic training, this program would offer students the opportunity to take a coherent set of courses, which are designed to build analytical and thematic depth in the field of development economics.

The currently proposed certificate is part of a series of initiatives the AAE department has undertaken recently to both increase student numbers and improve learning outcomes of students. Part of the impetus for these changes has been the departure or retirement of some faculty and the hiring of other new faculty. These initiatives include an overhaul of the graduate-level core curriculum, two new environmental economics courses offered at the 200-level targeted to an audience of freshmen and sophomores, and a new CALS undergraduate certificate in Business.

There are sufficient resources for all of these endeavors. The overhaul of the graduate curriculum has already occurred, and involves a change in curriculum, but no additional courses need to be taught. One of the new 200-level courses is a renumbering and rethinking of the syllabus of a previous 300-level course, while the other new 200-level course is taught by a new faculty member who was hired by the WID. Both the CALS Business Certificate and the Globalization and Development Economics Certificate do not involve the teaching of new courses. Rather, they potentially involve slightly larger class sizes, for which we do have resources. If there are under 30 students enrolling in both certificates per year, which seems reasonable, our current faculty will be able to handle the extra advising and our current Undergraduate Student Services Coordinator will be able to handle the extra assessment. If more students enroll, the Undergraduate Student Services Coordinator could increase her current part-time status.

6. Curriculum

The certificate would require 5 courses (approximately 15 credits). In order to declare the Certificate, the student must have successfully completed AAE 215, Econ 101, or a comparable introductory economics course to expose students to the vocabulary and concepts of the economy. AP credit may also be used to satisfy this requirement. In the core, students take two (of three) courses that provide an overview to development economics (the role of markets in the economic development of nations and their people). The 3-course electives requirement allows students to tailor their remaining courses to their particular (topical or geographical) interests within the broad field of development economics, choosing at least one course with an AAE focus, and one from another disciplinary perspective. All of the courses listed below are approved, offered regularly, and unambiguously identifiable in a DARS audit. These courses may be taken in any order. (For courses which are cross-listed, the departments with which they are cross-listed are included in parentheses.)

- a. Core AAE courses: 373 (Intl St) or 374 (Intl St); 474 (Econ) – **Students must take AAE 474 and one additional course from this section.**

- b. Elective AAE Courses: 319; 350 (Agronomy, Inter-Ag, Nutr Sci); 373 (Intl St or 374 (Intl St); 462 (Econ, Intl Bus); 473 (Econ); 477 (Econ); 567 (Econ) – **Students must take one course from this section.**
- c. Elective Non-AAE Courses: **Students must take one course from this section.**
 - i. Economics: 364, 464, 467, 475.
 - ii. International Business: 200, 445 (Finance).
 - iii. Political Science: 312, 371, 376
 - iv. Sociology: 380 (C&E Soc, Pop Hlth), 540 (C&E Soc, Envir St), 630 (C&E Soc)
Students must take the one remaining course from any of those listed above in a, b or c.

All departments whose courses are listed above have provided a memo stating that they have space and will communicate with us about any changes in their course offerings. We are also providing memos from L&S and the Business School.

7. **Overlap Limits**

A student may combine this certificate with any other certificate and/or major. However, students with a major in Agricultural & Applied Economics or a major in Economics may count no more than two courses toward both their major requirements and the requirements for the Certificate in Globalization and Development Economics.

8. **Assessment and Program Review**

The major learning goals of the Certificate in Globalization and Development Economics are to help students in the certificate program build a solid foundation of analytic skills that will enable them to better understand the challenges created by world poverty. They will better understand how economics can be used to develop policies to address the problems of poverty and the impact of globalization on growth and development. More specifically, learning goals include understanding and being able to explain:

1. The fundamental distinction between economic growth and economic development.
2. The impact of globalization on growth and development.
3. The main results from the empirical growth literature
4. Why market-oriented reforms often spawn strong resistance.
5. The distinction between income inequality and poverty.
6. The complex relationship between population growth and economic growth.
7. The concept of investment in human capital and its contribution to growth.
8. The bi-directional nature of improved health and economic growth.
9. The major types of investment for growth and what influences their efficiency.
10. The implications of foreign investment for a nation's economy.
11. The causes and consequences of financial panics.

12. The controversies surrounding foreign aid including its motivations and impacts.
13. The issues in the debate about food self-sufficiency and food security.
14. The various forms of land tenure in developing countries and the effect of property rights on incentives in agriculture.
15. The fundamental concept of comparative advantage as the basis for gains from trade, as well as its major implications.
16. The causes and cures of Dutch disease, which has turned many a commodity boom into a development disaster.
17. The premises, objectives, and policy instruments defining import substitution as a strategy for industrialization.
18. The main features of an outward-looking export-led strategy of industrialization.
19. Evaluate the argument that many of the problems facing developing countries today are legacies of the colonial era
20. Discuss the importance of institutions like property rights and economic mobility in economic development
21. Identify the impacts of labor migration on developing countries
22. Define remittances and explain their impacts on development
23. Articulate an argument for why child labor and gender discrimination limit economic development
24. Describe the environmental challenges posed by economic development
25. Discuss how Randomized Control Trials can be used to evaluate development policies and discuss their limitations

Assessment of the program will be conducted by the AAE Curriculum Committee. In order to evaluate student learning, the Committee will use course-embedded assessment in the one required core course, AAE 474. Students will demonstrate their learning through reaction papers, assignments and exams. The Committee will also use the student comments from course evaluations of the courses offered in the Certificate, as well as the evaluation themselves.

The Committee will annually review the number of students applying for the Certificate and the number of students requesting course exceptions and substitutions. The Committee will conduct exit interviews with students who have completed the Certificate to evaluate the success of the program and determine if curricular changes are needed. The exit interview will be sent to students electronically, and they will have an option to reply by email or discuss in person with the Undergraduate Student Services Coordinator. A draft of the exit interview is included at the end of this document.

AAE understands that the certificate program would need a formal review five years after its introduction. After that, there would be periodic reviews at a frequency to be determined in part by the efficacy of the program at the five year point and concerns raised during the review.

9. Admission requirements

For admittance to the Certificate in Globalization and Development Economics, students must be enrolled undergraduates at the University of Wisconsin-Madison and must have successfully completed AAE 215 or Econ 101, or the equivalent (this would include transfer credit or AP credit). Students will declare the Certificate to be reviewed by the department of AAE and then it will be routed through 116 Ag Hall for posting to the student's record.

10. Enrollment, Progress, and Certificate Completion

We anticipate that there will be approximately 10 students per year enrolling in the certificate program. This is around 5% of the students enrolled in AAE 373, 374, 474 and the other AAE electives in each year. For example, AAE 374 and 474 average 60 students per year. AAE 350, one of the elective courses, has several hundred students each time it is taught.

The core courses of AAE 373, 374, and 474 currently tend to have 5-20 spots open each time they are taught. If we find that this certificate increases enrollments by a lot, we have access to teaching assistants and could potentially increase enrollments in the core courses. Professors are available to offer all of the courses at least once per year. We could potentially offer one of the classes twice per year if the demand is high enough. This might be in summer or as a temporary base overload assignment to faculty from our own or other units (this latter policy limitation is currently under review as part of the Educational Innovation Initiative). AAE 373 has been offered less regularly recently because of professorial leaves and temporary governance assignments. By 2013, offering it annually will again be feasible.

None of these courses rely on the certificate to be held. Their current enrollments are sufficiently large to sustain their value to students. So, if enrollments in the certificate program are lower than we expect, this will not be problematic for our department. Once the certificate program is established, we would expect to have 10 students complete the Certificate each year.

11. Advising and Exceptions/Substitutions

Primary advising for the certificate program will be handled by the Certificate Faculty Director and the AAE Undergraduate Student Services Coordinator. As we anticipate 10 students per year will declare the Certificate, the advising load should not increase substantially. If the number of students declaring the Certificate is larger than anticipated, the Undergraduate Student Services Coordinator is currently part-time and could increase her appointment to handle more students. Students in the Certificate will meet with the AAE Undergraduate Students Services Coordinator for advising. The coordinator will review the students' DARS to evaluate whether the Certificate will hinder the student's time to degree.

For AAE and Econ majors, the Development Certificate program will align readily with their requirements. More than 2/3 of AAE's certificate courses in globalization and

international development are currently cross-listed with economics. The certificate will also provide a path for AAE majors to demonstrate their curricular emphasis on development economics, since the AAE concentrations are not transcriptable.

The requirements of this certificate will also align nicely with Community and Environmental Sociology, Environmental Studies, International Business, International Studies (especially the “Politics and Policy in the Global Economy” track), Political Science, Social Welfare/Work, Sociology, and the various Area Studies majors. Many of the students who currently take the proposed core classes are majors in these different departments. Students from these fields, with an interest in issues related to poverty, wealth, and well-being, would do well to bolster their understanding of the role of the economy in shaping the issues and activities of their chosen field. This certificate will also serve as an alternative to a second major for those students interested in economic development who don't have the space in their studies to complete a full AAE major.

The certificate will not hinder time to degree for those students who are majors in AAE, ABM, C&E Sociology, Economics, International Business, International Studies, Political Science, and Sociology. The 5 course requirement, the potential to take up to 6 credits outside of AAE, and the fact that so many of the courses listed are cross-listed would make it an uncommon issue. All students declaring the Certificate will have to meet with the AAE Undergraduate Coordinator to go over their academic plan and ensure that they will be able to complete the Certificate in a timely manner. At the end of this document we attach four sample four-year plans for students enrolling in this certificate with majors in AAE, Community and Environmental Sociology, International Studies, and Political Science.

Exceptions and substitutions will be approved by the Certificate Director and the SPAC form will be filled out by the Undergraduate Student Services Coordinator. The additional workload should not be a problem for any of the parties involved. The goal of the program is to have no more than 10% of the students require an exception in order to complete the certificate. Looking at trends in the actual number of students requesting exceptions will be part of our assessment plan.

12. Enrollment of University Special Students

We do not plan to make special students eligible for the certificate.

13. Resources and Ongoing Commitment

The primary resources will be the Faculty Program Director and the Undergraduate Advisor. We anticipate a small increase in their workload, and this will be accommodated with existing departmental staffing resources. Faculty and teaching assistants teaching the core and elective courses may experience a slight increase in demands from students enrolled in the Certificate program. That will be monitored, and if it becomes a significant concern, then AAE will seek additional staffing resources (e.g., graduate

student assistantship) to help ease some of the 'office hour' time and networking assistance being sought by the students.

Appendix 1: Exit Interview

Certificate in Globalization and Development Economics

Exit Interview

1. In what year of undergraduate study did you declare a Certificate in Globalization and Development Economics? Include years you attended college somewhere else.

First year Second year Third year Fourth year or later

2. Why did you choose a Certificate in Globalization and Development Economics?

3. Please indicate your Major(s) and any other Certificates:

4. For the core course AAE 474:

- a. The course helped me understand how economics can be used to develop policies to address the problems of poverty and the impact of globalization on growth and development.

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

- b. This course improved my ability to evaluate economic arguments and/or policy proposals

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

5. For the core courses AAE 373 or AAE 374 (Please note which course you took as part of the core requirement):

a. The course helped me understand how economics can be used to develop policies to address the problems of poverty and the impact of globalization on growth and development.

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

b. This course improved my ability to evaluate economic arguments and/or policy proposals

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

6. Please rate the Globalization and Development Economics Certificate. Overall, how do you rate:

	Excellent	Very Good	Good	Fair	Poor
a. The overall quality of the courses you took for the Development Economics Certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The quality of instruction in Development Economics Certificate courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The availability of advising for the certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The quality of advising you received for the certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Do you have plans for graduate study?

_____ **Yes** **No** _____

- a. No plans for graduate study
- b. Plan to go to a graduate program
Within the next three years
- c. Uncertain of future plans for graduate study
-

8. Have you found employment following graduation? Yes No

If yes,

8a. Please describe where you will be working and what you will be doing:

8b. Do you feel your Certificate in Globalization and Development Economics helped you secure employment?

A lot Somewhat A little Not at all

9. What were the best and worst aspects of the Globalization and Development Economics Certificate Program?

Appendix 2: Sample Four-Year Plans

Certificate in Globalization & Development Economics and AAE Major - Sample Four-Year Plan

Year	Fall Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits	Spring Semester Sample Courses	Credits	Spring Semester Actual Courses	Credits
1	Math 211 or 221 Comm-A Chemistry First-Year Seminar	5 3 4-5 1 13-14			Comm-B AAE 215 or Econ 101 ¹ CALS Science Humanities Elective Elective	3 3-4 3 3 3 15-16		
2	Econ 102 Statistics CALS Biological Science Ethnic Studies AAE Concentration	3 3 3 3 3 15			Econ 301 Certificate Core ² CALS Biological Science International Studies Elective	4 3 3 3 3 16		
3	AAE Concentration Econ 302 Certificate Core Elective	3 4 3 6 16			AAE Concentration Certificate Elective ² CALS Science Elective	6 3 3 3 15		
4	AAE Concentration CALS Science Certificate Elective Electives	3 3 3 6 15			AAE Capstone Certificate Elective Electives	3 3 9 15		

University General Education and CALS Requirements

AAE Requirements

Certificate in Globalization & Development Economics Requirements

¹ Can be used to satisfy QR-B requirement

² Can be used to satisfy AAE concentration requirements

Certificate in Globalization & Development Economics and Community & Environmental Sociology Major - Sample Four-Year Plan

Year	Fall Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits	Spring Semester Sample Courses	Credits	Spring Semester Actual Courses	Credits
1	C&E SOC 140 COMM-A Chemistry 108 First-Year Seminar Elective	3 3 5 1 3 15			Ethnic Studies CALS Science C&E SOC Elective QR-A Elective	3 3 3 3 3 15		
2	C&E SOC 357 (or 358) C&E SOC Elective AAE 215 or Econ 101 ³ CALS Biological Science Elective	3 3 3-4 3 3 15-16			C&E SOC Elective CALS Biological Science Certificate Core Humanities Elective Additional Electives	3 3 3 3 3 15		
3	C&E SOC 360 (or 359) C&E SOC Elective Certificate Core Humanities Elective CALS Science	4 3 3 3 3 16			C&E SOC 475 Certificate Elective International Studies Electives	3 3 3 6 15		
4	C&E SOC 500 Certificate Elective COMM-B Electives	3 3 3-4 6 15-16			Certificate Elective Electives	3 12 15		

University General Education and CALS Requirements

Community & Environmental Sociology Requirements

Certificate in Globalization & Development Economics Requirements

³ Can be used to satisfy QR-B

Certificate in Globalization & Development Economics and International Studies Major - Sample Four-Year Plan

Year	Fall Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits	Spring Semester Sample Courses	Credits	Spring Semester Actual Courses	Credits
1	Int'l Studies 101 Comm-A Foreign Language QR-A	4 3 4 3-4 14-15			Ethnic Studies Econ 101 (QR-B) Foreign Language Natural Sciences Int'l Studies - Elective	3 4 3 3 3 16		
2	Econ 102 Foreign Language Comm-B Certificate Core ⁴	3 4 3-4 3 13-14			Int'l Studies – Area Studies ⁵ Breadth – Literature Int'l Studies Issues/Electives Foreign Language	4 3 3 4 16		
3	Int'l Studies-Track Core Int'l Studies Issues/Electives Breadth - Literature Foreign Language Certificate Elective ⁴	3 3 3 4 3 16			Int'l Studies-Track Core ⁵ Natural Sciences Certificate Core Breadth – Humanities Int'l Studies Issues/Electives	3 3-4 3 3 3 15-16		
4	Int'l Studies Issues/Electives Natural Sciences Certificate Elective Elective	6 3 3 3 15			Int'l Studies Issues/Electives Natural Sciences Certificate Elective Elective	6 3 3 3 15		

University General Education and L&S Requirements

International Studies Requirements

Certificate in Globalizations & Development Economics Requirements

⁴ Can be used to satisfy Int'l Studies Issues or elective requirement

⁵ Can be used to satisfy Social Sciences breadth requirement

Certificate in Globalization & Development Economics and Political Science Major - Sample Four-Year Plan

Year	Fall Semester Sample Courses	Credits	Fall Semester Actual Courses	Credits	Spring Semester Sample Courses	Credits	Spring Semester Actual Courses	Credits
1	Political Science-Int. Relat. ⁶ Comm-A Foreign Language QR-A	3-4 3 4 3-4 13-15			Ethnic Studies AAE 215 or Econ 101(QR-B) ⁶ Foreign Language Natural Sciences Political Science-Theory	3 3-4 4 3 3-4 16-18		
2	Political Science-Am Gov't Foreign Language Comm-B Certificate Core	3-4 4 3-4 3 13-15			Political Science-Comp Gov't ⁶ Breadth – Literature Political Science Electives Foreign Language	3-4 3 3-4 4 13-15		
3	Breadth - Literature Political Science Electives ⁶ Certificate Elective Natural Sciences Electives	3 3-4 3 3 3 15-16			Political Science Electives Natural Sciences Certificate Core Breadth – Humanities Electives	3-4 3 3 3 3 15-16		
4	Political Science Electives Certificate Elective Breadth – Humanities Electives	6-8 3 3 3 15-17			Political Science Electives Natural Sciences Certificate Elective Electives	3-4 3 3 6 15-16		

University General Education and L&S Requirements

Political Science Requirements

Certificate in Globalizations & Development Economics Requirements

⁶ Can be used to satisfy Social Science Breadth

Executive Summary

Proposed Name Change for Zoology Graduate Program

August 28, 2013 - BioDeans Meeting – 4345 Grainger Hall

Note: Full documents are available upon request.

Proposed action: Changing the name of the Department of Zoology's graduate program from "Zoology" to an acceptable moniker that accurately reflects the program, its trainers, and students.

Timeline: Queries to existing graduates students were collected in the Summer, 2013. A draft memo was circulated to major stakeholders August 6, 2013, with preference given to the names "Biological Science" or "Biology". A follow up email on August 15, 2013, based on initial feedback from some respondents, asked for consideration of the names "Integrative Biology" or "Integrated Biology". Not all recipients have responded, but some who did voiced concerns over "Biology" or "Biological Science", but all found "Integrative Biology" acceptable.

Recipients

Department Chairs

Don Waller, Chair, Botany, Gary Weismer, Chair, Communication Sciences and Disorders, Patricia Devine, Chair, Psychology, Maria Lepowsky, Chair, Anthropology, Ronald Schultz, Chair, Pathobiological Science, Gordon Mitchell, Chair, Comparative Biosciences, Dan Schaefer, Chair, Animal Sciences, Michael Culbertson, Chair, Genetics, William Karasov, Chair, Forest and Wildlife Ecology, David Hogg, Chair, Entomology

College/School/Institute Representatives

Rick Moss, Associate Dean, SMPH, CALS leadership (Deans VandeBoasch, Pfatteicher), Associate Dean, CALS, Paul Robbins, Director, Nelson Institute, Dale Bjorling, Associate Dean, SVM, L&S leadership (Deans Scholz and Wilcots, Elaine Klein)

Response of existing students: Current graduate students were polled (43/50 students responded). 42 students (98%) support the name change (one individual does not).

Rationale

- The proposed names more accurately reflects the activities of the program faculty and the training offered. The name Zoology strictly refers to animals.
- The proposed names more accurately reflects the program curriculum. Graduate seminars and 300+ level courses in the department no longer focus exclusively on animal biology but incorporate and in some cases emphasize plant biology, soil, nutrient cycling, and other non-animal related topics in biology.
- Changing the program name from "Zoology" will strengthen our ability to recruit top students. Most are more attracted by the proposed names than "Zoology"
- The name "Zoology" is often misunderstood. The popular response is "Oh, you study zoos? Neat!"
- Changing the program name from Zoology to one of the proposed names is consistent with changes at peer institutions (e.g., UC-Berkeley; Amer. Soc. of Zoology is now called "Society for Comparative and Integrative Biology")
- Changing the program name from Zoology to one of the proposed names will provide training opportunities for faculty outside our department. Unlike the name Zoology,

Action requested from BioDeans: Official letters/emails of support will be solicited from relevant units once a final name has been chosen.

Proposed effective date: The proposed effective date upon which all currently and subsequently enrolled students will receive a graduate degree in Biological Sciences is **Spring semester 2014**. In-course students will be permitted to complete the program under the name of the program when they were admitted if they make a request to do so.