Proposal Of A New Undergraduate Or Graduate Program

This document should not exceed 3-5 pages in length.

1. Proposing College / School: College of Human Sciences
   Department: College of Human Sciences

2. Proposed Program Title: Global Studies in Human Sciences (GSHS)

3. CIP Code of Proposed Program: 19.9999
   4. Proposed Implementation Date: Fall 2013

5. Relationship of Proposed Program to the Auburn University Mission Statement and Strategic Plan:

   (Auburn University’s mission statement may be accessed at the following site: http://www.auburn.edu/administration/trustees/policymanual/vision_and_mission.html; Auburn University’s strategic plan may be accessed at the following site: http://com.auburn.edu/strategic_plan/)

   The proposed undergraduate program fits Auburn University’s central mission to “serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy.”

   Further, the proposed program addresses the University’s strategic goal of “elevating academics and enriching the undergraduate experience.” According to the Auburn University Strategic Plan, “improving educational outcomes is appropriately becoming an area of greater emphasis for all institutions. Global competitive forces serve to reinforce this trend. Auburn will build on our existing work that measures learning outcomes, strengthens teaching effectiveness, and enhances diversity. These efforts will include enhancing courses to ensure, for example, that students engage in problem-solving and critical writing, and gain an understanding of other cultures, the global forces making this an interdependent world, and the growing sustainability challenge. Courses will also take advantage of students’ readiness as digital learners to absorb computer-delivered content, and they will incorporate service and collaborative learning.”

   Finally, the proposed curriculum meets all of the criteria specified in the AU International Skills Taskforce (2009) as fundamental to a 21st century education. Specifically, “students graduating from Auburn University should possess skills necessary to operate in a global environment. In rank order skills should include: 1) understanding the history of different world views, 2) knowledge of current world events through critical analysis of information sources, 3) basic level of operation in a foreign language, 4) awareness of how one’s discipline functions in other cultures.

6. Expected Program Outcomes and Assessment Methods:

   (Expected outcomes must be stated clearly and must include student learning outcomes and an assessment plan for ascertaining the extent to which the expected outcomes are achieved and for designing improvements based on analysis of assessment results.)

   Outcome 1: Students will be able to identify and articulate the importance of a broad range of issues that have global significance in human sciences.
   Assessment Plan: During the first three years of the program, a global studies advisory board comprised of faculty, leaders and professionals in the global studies field will review all course materials, including syllabus, tests and other assignments to ensure that students are exposed to the most timely and critical issues in the field, including international nutrition, hunger and food insecurity, microloans and entrepreneurship, environmental sustainability, maternal and child health, education of women and girls, global markets, goods and services, humanitarian aid and social policy, and are internalizing the goals of the curriculum. This advisory board will also provide feedback on students’ knowledge by attending presentations (e.g., point-counterpoint presentation in GSHS 2000, final project presentation in GSHS 5000). Similarly, students will be exposed to a range of significant global studies topics in their
A seminar course, GSHS 3000. Their understanding of the issues can be assessed by analyzing the breadth and depth of questions they submit to the instructor for each speaker. Additionally, analyses of change in students' knowledge in specific areas will be assessed from the midterm to the final exam in selected courses. Finally, students will be administered the standardized Cultural Intelligence Test at specific points in the curriculum to demonstrate that they have, in fact, increased their cultural intelligence across four dimensions. This assessment provides students with a 12-page feedback report at each of the two assessment points on the four scales, as well as comparisons with worldwide norms, and reflection questions to guide interpretation of the feedback. Faculty receive a summary report that shows changes from time 1 to time 2.

Outcome 2: Students will be able to research and critically analyze information, and use that information to solve real-world problems relevant to human sciences.
Assessment Plan: Again, as with Outcome 1, the global studies advisory board will be invited to attend student presentations and to provide feedback to students in courses such as GSHS 2000 and 5000. An evaluation instrument will be developed for this purpose to track gaps in students' learning and for continuous improvement of the curriculum.

Outcome 3: Students will gain first-hand experience and be prepared for professional careers in the global studies field as it relates to human sciences.
Assessment Plan: Midterm and final evaluations of students participating in the 12 credit hour internship will provide quantitative and qualitative data on students' performance in professional settings. An assessment instrument will be developed for this purpose and will be analyzed each semester to determine whether internship supervisors believe our students are well-prepared for the job market. Information from these assessments will be used for continuous improvement of the program.

Outcome 4: Students will increase their abilities to function effectively in multicultural settings related to human sciences.
Assessment Plan: The Cultural Intelligence (CQ) assessment, developed by the Cultural Intelligence Center (http://www.culturalq.com/index.html) will be administered to students in their first GSHS course, GSHS 2000 and again in their capstone course, GSHS 5000) to determine whether they have improved their abilities to function effectively in multicultural settings. The Cultural Intelligence assessment is the only empirically based assessment of cultural intelligence and has been used widely to measure changes in students' intercultural capabilities so that they are better prepared to function effectively in today's highly diverse world. CQ Summary Reports can be used as documentation for continuous quality management of this major, as well as for review and accreditation purposes.

7. Degree Requirements (Including All Formal Options):
(For programs at the undergraduate level, please provide a curriculum model for the program as well as for each formal option.)

See attached.

8. Specific Admission and/or Continuation Requirements:

2.25 GPA.

9. Existing Courses and New Courses Required:

Existing Courses Required:
ENGL 1100 (3)
ENGL 1120 (3)
Core Literature (3)
Core Literature or Core Humanities (3)
MATH 1150 (4)
Core History (3)
Core History or Social Science (3)
Core Humanities; PHIL 1050, 1060, 1070, 1080 or 1090 (3)
CHEM 1010/1011 AND CHEM 1020/1021 OR BIOL 1000/1010 OR PHYS 1500/1510 (8)
ECON 2030 (3)
GEOG 1010 (3)
Core Fine Arts (3)
UNIV 4AA0 HS1 (0)
Foreign Language I AND II (8)
SUST 2000 (3)
10. Relationship of Proposed Program to Other Auburn University Programs:

(If "yes" for either item, please provide explanation in the space provided below.)

Will the program support or be supported by other program(s) at Auburn University? ☑ Yes ☐ No

Will this program replace any existing program(s), or specializations / options / concentrations within existing program(s) at Auburn University? ☐ Yes ☐ No

11. New or Additional Resources / Resource Shifting Required:

(If "yes" for any item, please provide explanation in the space provided below.)

Will additional faculty lines be required? ☐ Yes ☑ No

Will new or additional space (e.g.: laboratory or classroom) be required? ☑ Yes ☐ No

Will additional library resources be required? ☑ Yes ☐ No

Will additional GTA support be required? ☐ Yes ☑ No

Explanation of or provision for new or additional resources / explanation of program’s support or replacement of other programs:

This undergraduate major will be administered by the Dean’s Office in the College of Human Sciences and will draw on content relevant to human sciences (e.g., international nutrition, hunger and food insecurity, microfranchising and entrepreneurship, environmental sustainability, maternal and child health, education of women and girls, global markets, goods and services, humanitarian aid and social policy), as well as the faculty expertise of the three departments in the College: Consumer Affairs, Human Development and Family Studies, and Nutrition, Dietetics, and Hospitality Management. Each student enrolled in the major is expected to have a minor in one of the following areas: Human Development and Family Studies, Philanthropy and Non-Profit Studies, Hunger Studies, and the International Minor in Human Sciences, all of which are offered in the College of Human Sciences. The College of Business will provide the Business minor, as well as ECON 4300. The Academic Sustainability Program will provide the Sustainability Minor option for students as well as the SUST 2000 course. Further, the Department of Foreign Language will provide the two semester language sequence and the Department Political Science will provide POLI 3100. Letters of support from all units involved are attached to the final proposal, as well as a letter from Dr. Andrew Gillespie, Director, the Office of International Education who has agreed to collaborate with us to develop overseas internship agreements (see #10 above).

12. Potential Duplication of Other Programs in the State:

(If the program would overlap with or duplicate a similar offering at another institution in the state, articulate the program’s necessity and/or any differences from similar programs.)

Other universities in Alabama offer minors or certificates but not an undergraduate major.
13. Collaboration With Other Institutions:
(Indicate whether or not the proposed program will -- either immediately or in the future -- involve collaboration with other post-secondary institutions. If so, provide all relevant details.)

We have met with top administrators at Stenden University, Leeuwarden, Netherlands and plan to develop a collaborative agreement with that university and its campuses in South Africa, Thailand, Bali, and Dubai for internship placements in the areas of international protocol and diplomatic studies, humanitarian management, and community empowerment.

14. Distance Education:
(If Distance Education will be incorporated in the delivery of the proposed program, provide details of implementation, scope, etc.)

Distance education will not be utilized at this time unless existing courses required in this curriculum already are taught by distance education.
The need for global studies in the university curriculum has been addressed by global leaders, organizations, and universities. A few examples of these statements supporting the need for such a curriculum are provided below.

"We call on you [President Obama] to announce a major international education initiative designed explicitly to foster an America that knows, understands, and is able to communicate with the world, and to strengthen the relationships through which American people and the world’s people can relate to, interact with, and understand each other." (Johnsson, V.C. (Jan-Feb, 2009, p. 6). Memorandum to President Obama: Setting a New Tone in U.S. Foreign Relations. In International Education. NAFSA: Association for International Education.)

"Global Studies students are not only given the tools to understand the processes of globalization and their consequences, they are empowered to shape their world as the next generation of global leaders in business, education, government, and the non-profit sector." (UCLA International Institute undergraduate major and minor programs, http://www.international.ucla.edu/idps/globalstudies)

"Students...live in an increasingly globalized society. It is critical that they develop a fuller understanding of the variable nature of earth’s people and nations." (UNC-Chapel Hill Curriculum in Global Studies, http://global.unc.edu/globalstudies/)

"Global education advances global perspectives and prepares globally competent citizens. Global competency includes an appreciation of complexity, conflict management, the inevitability of change, and the interconnectedness between and among humans and their environment. Globally competent citizens know they have an impact on the world and that the world impacts them. They recognize their ability and responsibility to make choices that affect the future." (The Stanley Foundation, http://www.stanleyfoundation.org)

"Global education and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside of them, and increased worldwide communication capabilities all contribute to an imperative that responsible citizens understand global and international issues." (National Council on Social Studies, http://www.socialstudies.org/)

"With the rapidly increasing interconnections among all nations, particularly now, as we face global issues related to the ecosystem, nuclear weapons, terrorism, human rights, and scarce national resources, institutions of higher education need to embrace the global perspective of multicultural education if we are going to remain models of democratic societies in a pluralistic world and stay academically competitive in relation to the rest of the world." (Why Multicultural Education is More Important Now Than Ever: A Global Perspective, Gloria M. Ameny-Dixon, McNeese State University www.nationalforum.com/Electronic%20Journal%20Volumes/Ameny-Dixon%2C%20Gloria%20M.%20... )

Global education is the educational imperative of the 21st century. In a world increasingly marked by interconnectedness and interdependence among countries, cultures and commerce, we need students who can easily adapt to different environments, collaborate with diverse people and make a difference anywhere on the globe. Whether you want to be an activist or an accountant, a security guard or a software programmer, your profession increasingly is woven with the interests of those from afar...Many educators discuss the need to prepare students for such a world, but the reality is that education has been slow to respond to the forces of globalization; we still don’t know very much about each other. Business leaders have long recognized the need to cross borders and develop international understanding. Educators must catch up. (President J. Michael Adams, Farleigh Dickinson University, FDU Forum, Winter/Spring 2005) http://www.fdu.edu/newspubs/magazine/05ws/fiveyears.htm)

"Global studies majors are “global thinkers” in every sense. Drawing from fields as different as geography, music, political science, and ecology, they look at the connections between nations and peoples and the trends that shape our lives...And global studies majors don’t just think on a large scale. They may study how something like climate change can affect hundreds of nations, but they also consider its effects on their own backyard." (The College Board http://www.collegeboard.com/csearch/majors_careers/profiles/majors/30.2001.html)
16. Employment Opportunities:

(Provide specific examples of employment opportunities anticipated for graduates of the proposed program.)

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Index 2010-11, employment opportunities exist in the following sectors related to human sciences:

- International Governing Agencies and Non-Governmental Organizations (e.g., United Nations)
- U.S. Government (e.g., Foreign Services, State Department, Department of Defense)
- International Service Agencies (e.g., Peace Corps, UNICEF, CARE, Red Cross, Save the Children)
- Global Justice Organizations (Human Rights Watch, Amnesty International)
- Faith-based Humanitarian Organizations (World Vision International, Catholic Relief Services)
Approvers

Marilyn L. Bristow
Department Chair / Head

Thomas
College / School Curriculum Committee

Susan
College / School Dean

Dean of the Graduate School (for Graduate Programs)

Assoc. Provost for Undergraduate Studies (for Undergraduate Programs)

Telephone:

Fax:

Contact Person:

E-Mail Address:
Possible Placements for Students with a Bachelor’s Degree in Global Studies

1. World Food Programme, Youth Outreach Coordinator, Private Partnerships Coordinator
2. Department of Defense (Civilian) – Teacher in DoD elementary and high schools, Children, Youth and Families Training Specialsday care teachers and directors, adolescent and family social services, health services, security services, and varying civil service positions in the Pentagon (postings on DOD website).
3. Department of Defense (Military)
4. CARE – Post-Bachelor’s internships, fellowships, and professional program staff in child and adolescent services
5. Education, General – teaching English as a second language in a wide variety of countries, with current emphasis on Asia; teaching in American schools overseas.
6. Peace Corp
7. USAID – Humanitarian Relief and International Development Workers/Coordinators
8. World Health Organization - Cross Cultural Trainer
9. Domestic and foreign employment in multinational companies such as IBM, CNN, BBC, Coca Cola, Nestle, Mercedes Benz, Hyundai, etc. who are looking for culturally intelligent graduates with experience beyond study abroad. Positions vary by company.
10. Faith-Based Organizations – professional mission staff in many underdeveloped nations, particularly in the Caribbean, Central America, and Africa.
11. Department of State – Foreign Services (not for new graduates but for individuals with at least a Bachelor’s degree and 5 years of experience).
12. Study Abroad Program Staff overseas – in Italy, for example, there are at least 120 American university programs and private study abroad companies, with many seeking Bachelor’s level housing directors, program and field trip coordinators.
13. Graduate School – for B.S. graduates who would like to obtain advanced credentials in global studies.
14. Customs/Immigration Officer
15. International Travel - Flight Attendant, Tour Guide, Travel Agent
16. University Study Abroad Advisor Colleges/Universities Study another language
17. UNESCO official Hospitals and Medical Centers Volunteer with local organizations.
18. Education Exchange employee International education companies

**International Business** - Subfields such as international marketing and international supply chain management require a deep and broad knowledge of the world.

**Economic Development** - Efforts to improve people’s economies must take account of the international forces that shape those economies.

**International Law** - As more goods and services cross national boundaries, the need to understand the world’s various legal systems and philosophies grows.

**International Philanthropic Work** - Much philanthropy today is dedicated to tackling global problems:
poverty, illiteracy, lack of human rights, lack of gender equality.

World Health - With so much of the world's population now on the move, any region's health problem can quickly become the world's health problem.

Environmental Management - Environmental problems do not respect national boundaries. Nor is international capital necessarily a good environmental citizen. Investment from abroad can cause environmental disruption.

Higher Education - Globalization is on the research frontier of many social sciences, including sociology, political science, geography, history, and environmental studies.

Public Health - Many American health problems have their origins abroad and are the product of globalization processes.

Social Services - As America's immigrant population grows, coping with social needs involves understanding the cultures of the immigrants.

Community Relations Director, Diplomatic Officer, United Nations Worker, Legislative Aide, personnel Manager, Customs Inspector, FBI/CIA Agent, Security Adviser

*Information was obtained from the Occupational Outlook Handbook 2010-11, organization/agency websites, and personal experience based on extant student placements.
**UNIVERSITY CORE CURRICULUM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1100 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1120 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Core Literature</td>
<td>3</td>
</tr>
<tr>
<td>Core Literature* or Core Humanities</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1150 Pre-Calculus Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Core History</td>
<td>3</td>
</tr>
<tr>
<td>Core History* or Social Science</td>
<td>3</td>
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</tbody>
</table>

**Human Sciences Core (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>CAHS 2000 Global Consumer Culture</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 2000 Marriage and Family in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>NTRI 2000 Nutrition and Health</td>
<td>3</td>
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</tbody>
</table>

**Required Major Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>GSHE 2000 Introduction to GSHE</td>
<td>3</td>
</tr>
<tr>
<td>CAHS 2700 Non-profit Studies</td>
<td>3</td>
</tr>
<tr>
<td>HUSC 2000 Hunger: Causes, Conseq. and Respon.</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 4680 Family in Cross Cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>NTRI 4500 Food and Culture</td>
<td>2</td>
</tr>
<tr>
<td>GSHE 3000 GSHE Lecture Series</td>
<td>1</td>
</tr>
<tr>
<td>GSHE 4920 Global Studies Internship**</td>
<td>12</td>
</tr>
<tr>
<td>GSHE 5000 GSHE Capstone</td>
<td>3</td>
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</table>

**Core Humanities:** PHIL 1050, 1060, 1070, 1080  
**OR** PHIL 1090

**CHEM 1010/1011 AND CHEM 1020/1021 OR**

**BIOL 1000 AND BIOL 1010 OR**

**PHYS 1500 AND PHYS 1510**

**ECON 2030 Principles of Macroeconomics**

**GEOG 1010 Global Geography**

**Core Fine Arts**

**UNIV 4AA0 HS1 Undergraduate Graduation**  
0 Semester

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language I</td>
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</tr>
<tr>
<td>Foreign Language II</td>
<td>4</td>
</tr>
<tr>
<td>SUST 2000 Introduction to Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>POLI 3100 Introduction to World Affairs*** OR</td>
<td>3</td>
</tr>
<tr>
<td>ECON 4300 International Economics***</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Electives**  
7-9 Semester

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*Must have a History sequence and at least one Literature course or a Literature sequence and at least one History course.*

**Internship placement must have global/international focus.**

***Strongly suggest students take both of these courses and use one for free elective credit. POLI 3100 is only offered during summer terms and requires a prerequisite of POLI 1090.***

Students enrolled in the Honors Program may take equivalent honors courses.

Refer to curriculum model on back page for footnotes.

All Human Sciences majors are required to have a laptop computer. Please refer to the CHS website for specifications.

October 2012
Global Studies in Human Sciences (GS HS) Proposed Curriculum Model

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>CAHS 2000 Global Consumer Culture</td>
<td>3 NTRI 2000 Nutrition and Health</td>
</tr>
<tr>
<td>ENGL 1100 English Composition I</td>
<td>3 ENGL 1120 English Composition II</td>
</tr>
<tr>
<td>SUST 2000 Introduction to Sustainability</td>
<td>3 HDFS 2000 Marriage and Family in a Global Context</td>
</tr>
<tr>
<td>HISTORY History Core</td>
<td>3 Core History* or Core Social Science***</td>
</tr>
<tr>
<td>HUMANITIES Core Humanities**</td>
<td>3 MATH 1150 Pre-Calculus Algebra &amp; Trigonometry</td>
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**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Core Science sequence¹</td>
<td>Core Science sequence¹</td>
</tr>
<tr>
<td>LITERATURE Literature Core</td>
<td>4 Core Literature* or Core Humanities**</td>
</tr>
<tr>
<td>FINE ARTS Fine Arts Core</td>
<td>3 GEOG 1010 Global Geography</td>
</tr>
<tr>
<td>HUSC 2000 Hunger: Causes, Conseq. and Respon.</td>
<td>3 Minor Course(s)</td>
</tr>
<tr>
<td>GSHS 2000 Introduction to GSHS</td>
<td>3 ECON 2030 Principles of Macroeconomics</td>
</tr>
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**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language II</td>
<td>Foreign Language II</td>
</tr>
<tr>
<td>CAHS 2700 Non-Profit Studies</td>
<td>4 GSHS 3000 GSHS Lecture Series</td>
</tr>
<tr>
<td>Minor Course(s)</td>
<td>3 NTRI 4500 Food and Culture</td>
</tr>
<tr>
<td>Free Electives</td>
<td>4 Minor Course(s)</td>
</tr>
<tr>
<td></td>
<td>17 ECON 4300 International Economics****</td>
</tr>
<tr>
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<td>16</td>
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</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
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<tbody>
<tr>
<td>GSHS 4020 Global Studies Internship²</td>
<td>12 GSHS 5000 GSHS Capstone</td>
</tr>
<tr>
<td></td>
<td>12 Minor Course</td>
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<td></td>
<td>6 Free Electives</td>
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<tr>
<td></td>
<td>3 HDFS 4680 Family in Cross Cultural Perspective</td>
</tr>
<tr>
<td></td>
<td>3 UNIV4AA0 HS1 Undergraduate Graduation²</td>
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</table>

Total: 120 Semester Hours

¹Due to capacity issues, students might not be able to enroll in foreign language sequence during the academic year and might be required to take these courses at Auburn during the summer or at another approved institution.

Literature options: ENGL 2200 and 2210 or 2230 and 2240 or 2250 and 2260

*Must have a History sequence and at least one Literature course OR a Literature sequence and at least one History course.

**Humanities options: PHIL 1040, 1050, 1060, 1070, 1080 or PHIL 1090

History options: HIST 1010 and 1020 or 1210 and 1220

***Social Science options: ANTH 1000, GEOG 1010, POLI 1050, POLI 1090, PSYC 2010, SOCY 1000, UNIV 2710, UNIV 2720

Fine Arts options: ARCH 2600, ARTS 1710, 1720, 1730, MUSI 2730, RTVF 2350, THEA 2010

All Human Sciences majors are required to have a laptop. Please refer to the CHS website for specifications.

****May take POLI 3100 which is only offered in the summer terms and requires a prerequisite of POLI 1090.

Note: Students enrolled in the Honors Program may take equivalent honors courses.

1 Must choose from: CHEM 1010/1011 AND CHEM 1020/1021 OR BIOL 1000 AND BIOL 1010 OR PHYS 1500 AND PHYS 1510

2 Internship placement must have global/international focus. Internship may be completed in the summer semester.

3 Seniors must register for UNIV 4AA0-HS1 the term they plan to graduate (non-credit class for clearing graduation).
Hello Susan,

Thank you for calling today. Based on our conversation and the written materials you sent me, and given the long-term timing of the start of your new undergraduate degree program in Global Studies in Human Sciences, I am happy to approve your listing of SUST 2000 as a required supporting course, and your listing of the Minor in Sustainability Studies as an option in the program.

Good luck with your program, and I look forward to working with your students.

Sincerely,
Nanette

Nanette E. Chadwick, PhD.

Director of Academic Sustainability Programs, Office of Undergraduate Studies
Associate Professor, Department of Biological Sciences
101 Rouse Life Sciences Building
Auburn University, Auburn, AL 36849-5407 USA
Email: chadwick@auburn.edu
http://www.auburn.edu/academic/provost/undergrad_studies/academic_sustainability/
http://www.auburn.edu/academic/cosam/faculty/biology/chadwick/website/
Susan, sure, we're more than happy to have Econ 4300 included in your new Global Studies degree program.

- Michael

Dr. Michael Stern
Chair, Dept of Economics
Auburn University

Good Afternoon Dr. Stern,
The College of Human Sciences is in the process of proposing a new undergraduate degree program, Global Studies in Human Sciences. As a part of the degree program, the degree development committee recommended taking ECON 4300 as a required supporting course. The students will be required to take the appropriate prerequisite as a part of the university core. My reason for contacting you is to request your approval to list the course as a part of the curriculum model. I will be happy to share the complete proposed degree program curriculum if you desire to review it. Thank you for your consideration of this request. I look forward to hearing back from you before sending the proposal to the University Curriculum Committee.

Regards,
Susan Hubbard

Dr. Susan Hubbard
Associate Dean and Professor
College of Human Sciences
266 Spidle Hall
Auburn, AL 36849
334-844-4790 (phone)
334-844-3749 (fax)
Hi Susan:

I sought the input and wise counsel of our colleague Dan LaRocque, and he and I are in total agreement that my department participate in your program. I mentioned to Dan the fact that we offer POLI 3100 only in the summer, which enables us to accommodate your students. I quote from Dan’s reply to my inquiry: “I would be in strong support of this as the course [POLI 3100] is only offered in the summer and we have a similar requirement that students in this major take the required language courses in summer only.”

Thanks and good luck.

Gerry

Gerard S. Gryski
Curtis O. Liles Professor
Chair, Political Science

7082 Haley Center
Auburn University
Auburn, AL 36849-5208

Phone: 334-844-9644
FAX: 334-844-5348

e-mail: nyyanks@auburn.edu

Good Afternoon Dr. Gryski,
The College of Human Sciences is in the process of proposing a new undergraduate degree program, Global Studies in Human Sciences. As a part of the degree program, the degree development committee recommended taking POLI 3100 as a required supporting course. My reason for contacting you is to request your approval to list the course as a part of the curriculum model. I will be happy to share the complete proposed degree program curriculum if you desire to review it. Thank you for your consideration of this request. I look forward to hearing back from you before sending the proposal to the University Curriculum Committee.

Regards,
Susan Hubbard
MEMORANDUM OF UNDERSTANDING

Dear Susan Hubbard,

The Department of Foreign Languages and Literatures will support your initiative for an International Studies major in the College of Human Sciences.

As I understand it, students pursuing an International Studies major in the College of Human Sciences will be required to take a two semester sequence of a foreign language for a total of 8 credit hours, which would consist of Elementary and /or Intermediate level courses in the language areas available in the Department of Foreign Languages. Because these typically have limited capacity to handle more enrollment during the Fall/Spring semesters, students in your major program would be required to complete the foreign language requirement through courses taken during the Summer term either on campus or during an AU faculty-led program abroad.

We will want to monitor enrollments in these courses. If demand for course-seats increases beyond our current availability, however, I will have to give priority registration to FLL students and cannot promise additional seats will be created without assistance from your program.

I'm happy to discuss this further at your convenience. I look forward to working with you in this new program.

Best wishes,

Lourdes Betanzos

Cc: Daniel Larocque, CLA Associate Dean of Academic Affairs and Constance Relihan, Associate Provost for Undergraduate Studies
To: June Henton, Dean, Human Sciences
    Susan Hubbard, Assoc. Dean

From: Andy Gillespie, Assistant Provost,
      Office of International Programs

Re: New Global major in Human Sciences

June and Susan,

The Office of International Programs supports your efforts to create a globally focused academic major in your College. This major will serve as a new dimension of offerings within Human Sciences and will attract those students wishing to work with organizations and in regions around the world where real contributions can be made to the human condition. I do not see any conflicts with existing programs, and I hope you can successfully launch this program for Auburn students in the near future. It is a nice addition to our portfolio of offerings.

[Signature]