Report to the Faculty Senate
University of Massachusetts Amherst

Proposals to Transform International and Intercultural Education in the College of Social & Behavioral Sciences

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SBS Report to the Faculty Senate

1. Overview

The College of Social and Behavioral Sciences has over the past several years been developing and implementing SBS Pathways, an educational philosophy that combines curriculum and advising to support student development and success. SBS Pathways educates and guides students to explore, plan, inventory, reflect on, and integrate their development throughout their college careers. SBS seeks with SBS Pathways to enhance the student educational experience by encouraging students to be reflective and intentional in choosing their paths through UMass and preparing for life beyond rather than adopting a check-the-box approach to their education. SBS Pathways guides students in building their portfolios of academic, co-curricular, experiential, and career/professional development experiences starting in their first year on campus and following them through graduation. As part of this effort, the faculty of the College of Social and Behavioral Sciences (SBS) proposes to enhance its approach to international and intercultural education by transforming the curriculum and advising focus in this area. These proposals are responsive to the University of Massachusetts strategic planning documents What Defines a UMass Amherst Education (April 2014), Phase III Unit Planning: Academic Year 2014-15, the Draft Internationalization Plan (April 5, 2015), and the Provost’s Focus on the Undergraduate Curriculum & Student Experience: Fall 2015.

The package of nine proposals submitted to the Faculty Senate reflect the judgment of the faculty of the College of Social and Behavioral Sciences that replacing the generic Global Education Requirement for the B.A. with international/intercultural requirements within the majors strengthens the educational experience of social and behavioral sciences students earning a B.A. at the University of Massachusetts Amherst. This inclusion within major degree requirements gives students increased options to fulfill their international and intercultural requirements by taking foreign language courses, taking topical courses across UMass Amherst, or studying abroad. SBS will guide students in making choices through the robust advising and mentoring program it has developed to support the implementation of SBS Pathways. The faculty and advisors in the SBS majors value and will strongly encourage foreign language study under these proposals.

Impact analysis suggests that even though students will continue to take foreign language and topical courses in other Colleges, the new proposals will cause some shifting of student credit hours across the Colleges. The new requirements would apply to incoming students in fall 2018, with current students graduating under the old requirements. SBS estimates the maximum (but unlikely) impacts per year after full implementation are:

- A reduction of 2,196 foreign language student credit hours (50% reduction on annual base of 4,392 under current requirements). For comparison, SBS analyzed the impact on student credit hours in foreign languages if SBS replaced its proposed international and intercultural requirements with a requirement similar to that of the College of Humanities and Fine Arts (HFA) and other B.A. programs on campus. Substituting the HFA foreign language requirement would also result in an approximately 50% reduction in language courses taken on campus compared to under the Global Education Requirement because many students would fulfill the requirement based on high school study or other criteria. Further, this substitution would not accomplish SBS Pathways curriculum and advising goals for international/intercultural education.
- A reduction of 1,054 student credit hours in topical courses in HFA (40% reduction on base of 2,635 under current requirements).

The total maximum (but unlikely) reduction of 3,250 student credit hours represents 15% of student credit hours taken by all UMass Amherst students in the HFA departments analyzed.
2. **The Proposals**

The faculty of SBS developed the package of nine proposals to transform international and intercultural education for the B.A. majors from 2013-2016. SBS submitted these proposals to the Faculty Senate in March 2016:

- **Proposal 2748**: Proposal to revise the Global Education Requirement for the B.A. unanimously approved by the SBS Undergraduate Curriculum Committee, made up of the Undergraduate Program Directors of all SBS majors.
  - End the current 15-credit Global Education Requirement for the B.A.
  - Under this current requirement, students choose from a menu of courses in foreign languages and topical areas from across the University to fulfill the requirement. In general, all students are required to take at least six college-level credits in a foreign language that begin at a level beyond their individual high school achievement. (See Appendix 1 for the current Global Education Requirement for the B.A.)
  - The three B.S. degrees in SBS (Landscape Architecture, Resource Economics, and Sustainable Community Development) do not have the Global Education Requirement. Their requirements are unaffected by the change outlined in Proposal 2748.

- **Proposals 2749-2756**: Major-by-major proposals for the new requirements that directly incorporate international and intercultural studies into the eight SBS B.A. majors, approved by the faculty of each major and by the SBS Undergraduate Curriculum Committee. These majors are Anthropology, Communication, Economics, Journalism, Legal Studies, Political Science, Social Thought & Political Economy, and Sociology.
  - Each major’s international and intercultural requirements are tailored to the major. The proposals have in common that they add credits to the major requirements (from 4-9 credits, with the exception of Social Thought & Political Economy, which proposes to reduce 3 credits from its previously higher number of major requirements compared to other B.A. programs). None of the B.A. proposals includes the creation of new courses in the eight SBS B.A. majors.
  - The major requirements allow students flexibility to fulfill the international/intercultural requirements by choosing among approved foreign language and topical courses from across the University, by studying abroad, and in some cases through completing minors, certificates, or secondary majors. The faculty and the advisors in the SBS majors will explain the merits of and strongly encourage foreign language courses. Students will continue to take many international and intercultural courses in addition to language courses from across campus as part of their major requirements.

See Appendix 2 for the text of all nine proposals, #2748-2756.

Upon approval, SBS will phase in the new curriculum over four years. The new curriculum will first apply to incoming students in fall 2018; current students will graduate under the Global Education Requirement for the B.A.


SBS is developing and implementing SBS Pathways, a program that combines curriculum and advising to support student development and success. SBS Pathways guides students to explore, plan, inventory, reflect on, and integrate their development throughout their college careers. It encourages students to develop their academic, co-curricular, experiential, and professional development experiences to build pathways through UMass and to their future
aspirations (see Figure 1). The curriculum and advising goals for students under SBS Pathways are:

- Students become more intentional in choosing academics, co-curricular activities, experiential opportunities, and professional development activities.
- Students recognize, document, and communicate the competencies they build at UMass Amherst.
- Students engage in and understand the importance of on-going reflection as a tool for growth and learning and as a means of integrating their SBS Pathways components.

See Appendix 3 for more detail on the SBS Pathways curriculum and advising goals.

**Figure 1: SBS Pathways**

The proposed changes in the international and intercultural curricula for the SBS B.A. majors are made in the context of the SBS Pathways program. The faculties of the B.A. majors have concluded that the current generic Global Education Requirement for the B.A. does not fulfill the curriculum and advising goals of SBS and its majors (see following section). They have concluded that the best choice to update and strengthen the education of social and behavioral sciences students at the University of Massachusetts Amherst is to incorporate international/intercultural requirements within the B.A. major and give students increased options to fulfill this requirement, supported by robust advising and mentoring.


The SBS Global Education Requirement for the B.A. was adopted in 1997. During the 2013-14 academic year, the SBS Instructional Innovation Council, made up of faculty from across the College, evaluated the current Global Education Requirement for the B.A. to determine whether it continues to meet the College’s curriculum, advising, and student development goals. The Council continued to support the goals of global education strongly. However, it identified several ways in which the current Global Education Requirement for the B.A. is not meeting its original goals and at the same time is creating barriers to students’ ability to select coursework that builds their own SBS Pathways, to study abroad, and to graduate on time (particularly for transfer students). The Council identified these shortcomings through discussions with faculty and advisors and through focus groups with students.

The major shortcomings of the Global Education Requirement identified are that it:
Inhibits Student Reflection and Exploration. The structure of the requirement encourages a “checkbox” approach in students rather than a reflective and intentional choice of courses, double majors and minors, certificates, internships, and study abroad/domestic exchange that build the student’s own SBS Pathways and competencies. Students take 36-39 credits in General Education requirements in addition to their major requirements. Adding 15 required Global Education requirements leaves relatively few credits remaining for personal exploration and professional preparation (e.g., internships).

Disadvantages Transfer Students. The current requirement constrains students’ choice and can be particularly acute for external and internal transfer students, potentially preventing timely graduation. Students who transfer into the College during their junior year (approximately 500 each year) are disadvantaged in completing their degrees on time.

Reduces Professional and Graduate School Preparation. Students prefer a broader choice of course and program opportunities that will better prepare them personally and professionally. These options may include technological proficiency, methods preparation, undergraduate research experience, and cross-cultural or international experience. These options are more readily applicable to a credential such as a certificate, minor, secondary major, or dual degree.

Negatively Impacts Graduation Rates. Completion of Global Education in its current form, particularly some language requirements, is difficult for many students due to course access; this adversely affects time to graduation and graduation rates.

Does Not Provide a Credential. Satisfying the Global Education requirement does not appear on the student’s transcript as do certificates and other credentials.

Does Not Support Holistic Advising. The College, and especially the SBS Advising Resource Center, expend significant resources administering the program. These resources, especially advising staff, would be more effectively deployed to advise students holistically in a manner that encourages students to take greater ownership over their educational experience by proactively choosing their own curricular and co-curricular SBS Pathways through the University.

During the 2014-15 academic year, the Instructional Innovation Council discussed alternatives to the Global Education Requirement that would better meet SBS curriculum and advising goals in order to support student success. At the same time, the SBS Associate Dean held meetings with the SBS departments to discuss transforming the Global Education Requirement.

5. Development of and Rationales for Proposals #2748-2756: International/Intercultural Education

In 2015-2016, the SBS Undergraduate Curriculum Committee (all Undergraduate Program Directors in SBS) developed Proposal #2748 to end the SBS Global Education Requirement for the B.A. The Undergraduate Program Directors and Undergraduate Curriculum Committees of the individual B.A. programs developed the department-by-department proposals #2749-2756 to change their B.A. degree requirements to incorporate international and intercultural courses taken across UMass Amherst directly into their tailored B.A. requirements. The faculty teaching in each department developed and approved the major level degree requirements (see Appendix 4 for curriculum development and approval processes in the departments). The SBS Undergraduate Curriculum Committee unanimously approved the package of nine proposals in late February 2016 (see Appendix 4 for details). With approval of Dean John Hird, the proposals were submitted to the Faculty Senate in March 2016.
For all eight B.A. majors, students can fulfill the new departmental level international and intercultural related requirements by taking foreign language courses, by selecting courses from a list of topical courses from across campus designated by their department, or by pursuing departmentally approved study abroad. Three majors also offer the opportunity to use a minor, certificate, or secondary major from a designated list to fulfill this requirement. (See Appendix 2 for details.) As discussed below, the proposals are responsive to the University of Massachusetts strategic planning documents What Defines a UMass Amherst Education (April 2014), Phase III Unit Planning: Academic Year 2014-15, the Draft Internationalization Plan (April 5, 2015), and the Provost’s Focus on the Undergraduate Curriculum & Student Experience: Fall 2015.

a. Major Rationales for New Proposals

The major rationales for the proposed transformation of the SBS Global Education Requirement for the B.A. into major based international and intercultural requirements are to:

- **Strengthen the international & intercultural focus/impact of the curriculum** by fostering a global ethic and intercultural competencies through major requirements that students can fulfill in their majors, across UMass Amherst Schools and Colleges, and through study abroad.

In discussing future developments, the University’s Draft Internationalization Plan (April 2015) noted, “We expect the discussion to deepen as the departments and programs within each of our Colleges and Schools returns to questions of curriculum and advising, subjects for continued planning attention in the Fall of 2015. This is where the greatest future impact is likely to emerge with respect to internationalization...” The SBS international & intercultural curriculum proposals accomplish this focus and impact by deepening the commitment to international and intercultural curriculum and advising by replacing the generic SBS B.A.-wide Global Education Requirement with department tailored curriculum and advising.

The SBS faculty has found that the generic Global Education Requirement for the B.A. is not serving SBS students well from a curricular perspective in developing international and intercultural competencies. Under the requirement, most students take a loosely related, or at worst unrelated, set of courses focused on a geographical area of the world. The requirement overlaps with the General Education requirement that became effective in 2002, and recently updated, that students have a course designated as “DG” on global diversity and a course designated as “DU” focused on United States diversity. Students are not allowed to double count these courses for their Global Education and General Education requirements. The requirement of six credits of language courses beyond high school competency is outdated in an era when students come to UMass Amherst with more extensive language coursework in high school and/or are international students. Finally, the requirement poses barriers to students engaging in education abroad, and poses particular difficulties for transfer students who often cannot graduate on time.

More important than addressing problems with the current Global Education Requirement, SBS saw an exciting opportunity to improve the international/intercultural focus of curricula across all the B.A. degrees through curriculum change. The faculties of the B.A. majors have addressed the areas of focus emphasized in the Phase III Unit Planning: Academic Year 2014-15 regarding internationalization in designing their curriculum change proposals. These areas focused on examining how global perspectives and knowledge are incorporated within department and program learning objectives and outcomes, and could include articulating desirable “global learning” outcomes such as how students are examining and addressing the
world’s most pressing and enduring issues and seeking to understand how their actions affect both local and global communities. As recognized in the planning document, the manner in which a major addresses diversity and internationalism is dependent upon the issues/foci most relevant to its discipline(s) and its specific goals for students’ experiences, learning, and preparation. The transformation from the generic SBS-level Global Education Requirement to department-based curriculum and related advising will strengthen the international and intercultural focus and impact of the SBS B.A. curricula. This change supports the already extensive and broad engagement of the courses in international and intercultural perspectives that is the hallmark of the B.A. majors. It is important to note that while the new requirements are degree based this does not translate to the requirements being for courses taught by the major or SBS.

- Provide flexibility to strengthen B.A. major requirements by allowing programs to design courses of study that enhance international and intercultural education, as well as other learning objectives. This approach also models for students that international and intercultural studies are integral to their chosen fields, rather than an adjunct to them.

Students in the B.A. majors currently must fulfill major requirements plus the 15-credit Global Education requirement. The 15 credits devoted to the Global Education Requirement have limited the ability of the B.A. departments to incorporate international and intercultural requirements directly into the major requirements and have limited their ability to restructure their majors to include coursework that addresses additional learning outcomes. In the context of transforming Global Education, the faculties of the B.A. majors have reviewed their entire curricula in order to incorporate opportunities to intensify the major experience, for example with additional requirements, more tiered requirements, or better defined theme and cluster routes within the major. These updates are included in the Change of Major Requirements proposals made by the departments.

- Support student agency and success through supporting SBS students in intentionally choosing academic, co-curricular, experiential learning, and career/professional development experiences that build their SBS Pathways to personal, career, and graduate school goals and facilitate student success.

SBS, though the SBS Pathways initiative, is developing curriculum and advising structures that support student agency in planning and reflecting on their choices of academic, co-curricular, experiential learning, and career/professional development experiences throughout their college careers. The transformation of the international and intercultural curriculum from a college to department level requirements, supported by departmental advising, will facilitate students’ ability to plan their SBS Pathways effectively. The transformation from a generic college requirement to department-based requirements will in many majors release a small number of credits that can be used to pursue other on-campus credentials (e.g., minors, certificates, secondary majors, or dual degrees) in which the student is interested or to seek education abroad. The transformation thus supports student success in assembling their academic portfolios. It also supports student success by removing barriers to timely graduation under the current Global Education requirement related to course availability and that in some cases, particularly for transfer students, require credits in excess of 120 in order to meet graduation requirements.

b. SBS Approach to Foreign Language Study as Part of the B.A. Degree under New Requirements

The new proposed curricula would offer students the option to take foreign language courses to fulfill international/intercultural requirements under major requirements, replacing a requirement
under the SBS Global Education Requirement that students in the B.A. programs take at least six credits of a foreign language. The faculties of the SBS B.A. majors understand the important role that foreign language coursework beyond high school has for many students and through advising/mentoring will encourage foreign language study for these and for all students who are interested in foreign language study. This encouragement will begin early, through New Students Orientation advising and the First Year Seminars, particularly in the context of acquiring competencies needed for planned SBS Pathways such as study abroad, research, and professional development.

The Global Education Requirement’s current minimum of six credits of foreign language taken after high school differs significantly from the language requirement for other B.A. programs at the University of Massachusetts Amherst. In contrast, for example, the foreign language requirement of the College of Humanities and Fine Arts (HFA) for its primary majors (https://www.umass.edu/hfa/foreign-language-requirement) allows students to fulfil the requirement through high school study (four years in a single language or three years in one language and two years in another) and additional means. Under the HFA requirement, each year between 45% and 55% of the students who enter B.A. majors in HFA do so with their language requirement already completed¹ and are not required to take further language courses at UMass Amherst.

It is the judgment of the College and the faculty of its constituent departments that SBS B.A. students should be encouraged but not required to take foreign language courses at UMass Amherst. Alternative types of international and intercultural study may fulfill the educational needs and goals of students under the curriculum. SBS expects that a significant proportion of students will elect to continue language study beyond entry competency levels, while other students will not—both based on their thoughtfully planned SBS Pathways.

SBS reviewed the language requirements for admission, as well as for college and university graduation, for B.A. students at the 10 peer universities identified by UMass Amherst. Admission to the University of Massachusetts Amherst requires 2 years of the same foreign language in high school. SBS found that two of the 10 peers have the same foreign language requirements as those proposed by SBS:

- Rutgers, School of Arts and Sciences: admission requirement is 2 years of one language in high school, with no college or university language requirement for graduation.
- University of Maryland, College Park, College of Behavioral and Social Sciences: admission requirement is 2 years of one language in high school, with no college or university language requirement for graduation.

The other peers have a mix of requirements with several similar to that of the College of Humanities and Fine Arts at UMass Amherst (see Appendix 5 for details on admission and graduation requirements at peer institutions). In addition, several leading liberal arts colleges in the United States do not have language requirements. For example, in the Five Colleges, Amherst, Hampshire, and Smith Colleges do not have a foreign language requirement for graduation with a B.A. For admission, Amherst College recommends four years of a foreign language in high school, Hampshire recommends two years, and Smith recommends three years.

Some reviewers expressed concern that the proposals would threaten the quality of the SBS B.A. relative to other B.A.s on campus and across the country because foreign language study would be optional. However, the proposals would strengthen the quality of the SBS B.A. major by tailoring international/intercultural education to the majors and allowing students to pursue

¹ Percentage range reported by Sandra Pirrello, Assistant Dean, College of Humanities and Fine Arts by email on 11/22/16.
this education through defined options including foreign language. This approach to foreign
language study has been adopted by peers and by open curriculum colleges. As discussed in
the impact analysis below, SBS expects foreign language study on campus by SBS students
under the new curricula to be similar to that of B.A. students in other Colleges on campus that
allow students to satisfy foreign language requirements based on high school study and other
factors.

c. New Curricula Support Course Taking across Campus by SBS Students and Building
   of Their International/Intercultural Competencies

Some colleagues across campus have interpreted the proposed curriculum changes as a
wholesale substitution of courses taken within SBS majors for courses taken across campus. A
review of the proposals from the eight B.A. programs shows that this is not the case.

Incorporating international/intercultural study into the major requirements does not mean that
students will take all or even most of the courses needed to meet the requirement within the
major.

- SBS expects and encourages students to continue to take language and topical courses
  from across UMass Amherst to fulfill their international and intercultural requirements
  within the major, consistent with the SBS Pathways framework.

- The proposals for the changes in the B.A. curricula show that students will have the
  option of taking topical courses from a department curated list of international/
  intercultural courses to fulfill the requirement AND that these courses will be selected
  from across campus not only from the major and not only from SBS. (See Appendix 6
  for the SBS Master List of International and Intercultural courses across campus.)

- Many SBS students in the B.A. majors currently take their language courses at
  community colleges, either to ensure timely progress toward graduation or to study
  language at a somewhat slower pace. Under these proposals, students are more likely
to take their courses on campus, since they can select from a wider range of suitable
options.

In addition, under the new curricula the average SBS B.A. student will have approximately six
credits freed up to pursue their SBS Pathways as compared to their old major requirements plus
the Global Education Requirement. This will allow students to pursue minors, certificates,
secondary majors, community service learning courses, and electives across campus.

SBS has been investing heavily in advising resources using its Academic Advisor/Faculty
Mentor model to support student success and retention and to support the SBS Pathways
approach. SBS and the majors have put in place dedicated Academic Advisors and use Faculty
Mentors to support students in developing their SBS Pathways (see Appendix 7 for current
staffing information). SBS is also developing online resources for SBS Pathways (for example,
for Career and Professional Development see https://www.umass.edu/sbs/advising-sbs/career-
advising).

The new SBS curricula and advising are committed to supporting students in building
international/intercultural competencies. The faculties and advisors of the SBS B.A. majors
understand and support the study of languages as contributing to international/intercultural
education, to inquiry and research in the social and behavioral sciences, and to professional
and career development. The faculties and advisors of the majors and the SBS Exploratory
Track are committed to promoting language study to students as a part of their academic
programs. As a College, SBS is committed to collaborating with the College of Humanities and
Fine Arts to design and promote language study options as a part of SBS Pathways. SBS will
continue this effort with HFA leadership and faculty through the academic year 2017-2018 and
beyond as it prepares for the class entering in fall 2018, which will be the first class under SBS’s
new approach to international/intercultural education. (See Appendix 8 for more detail on SBS support of international/intercultural competencies.) SBS is at the forefront on internationalization; its students study abroad at high rates, supported by large scholarship programs; and SBS is actively developing new, affordable options for study abroad.

6. Proposals Approved by Faculty Senate Councils: Curriculum, Advising, & Impacts

In March 2016, the Rules Committee of the Faculty Senate assigned the SBS proposals to three councils for review. These councils conducted their reviews during the period April 2016 through April 2017. The Academic Matters Council unanimously approved the proposals as submitted in April 2016. The Academic Priorities Council approved the proposals subject to minor revisions in November 2016. The Program and Budget Council approved the proposals in March 2017 on a vote of 9 yes, 5 no, and 1 abstention. The three Councils made a Special Report to the Faculty Senate (Sen. Doc. No 17-059) in April 2017.

a. Curriculum and Advising Review: Academic Priorities Council

The Academic Priorities Council reviewed the SBS proposals in fall 2016. The Council asked SBS to explain in more detail the rationales for the changes, including the reasoning for making foreign language study an option but not a requirement under the new proposals. After review, the Council asked for two revisions in the proposals so that:

- If department-level international and intercultural requirements are fulfilled by study abroad, the study abroad must be departmentally approved.
- At least one course taken to fulfill the major’s international/intercultural requirement must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad.

The faculties of the SBS B.A. majors submitted revised proposals reflecting these changes to the Faculty Senate. On April 19, 2017, the Academic Priorities Council endorsed approval of the College proposals after the two requested changes were made to each of the eight departmental proposals.

b. Impact Analysis: Program & Budget Council

The review of the SBS proposals by the Program & Budget Council focused on student credit hour impacts in the College of Humanities and Fine Arts (HFA) and in the College of Social and Behavioral Sciences, as well as on how SBS would support language study for its students under the new proposals. A major concern was that the proposals would have a large impact on student credit hours in HFA, while increasing demand for student credit hours in SBS beyond what the College could accommodate. (See Appendix 9 for details of the impact analysis reports made by SBS to the Program and Budget Council.)

The SBS analysis of the student credit hours impacts emphasized that while international/intercultural education is incorporated into major requirements under the proposals, this does not mean that these requirements will only, or even to a large extent, be fulfilled by taking courses within the major or within SBS. The eight proposed B.A. programs vary to some degree reflecting differences in how departments have chosen to incorporate international and intercultural education into their curricula. SBS believes that variation is a strength of this approach, as opposed to a “one size fits all” college requirement. The proposals have in common that they allow students more choice to fulfill requirements by language courses; topical courses from a curated list from across campus; departmentally approved study abroad; or an approved minor, certificate, or secondary major. The proposals also have in common that they add credits to the major requirements (from 4-9 credits, with the exception of Social
Thought & Political Economy, which proposes to reduce 3 credits from its previously higher number of major requirements compared to other B.A. programs).

For the impact analysis, SBS estimated the overall possible universe of student credit hours in HFA that could be affected by the SBS Proposals (see Appendix 10 for details). SBS used major headcounts for the SBS B.A. majors in fall 2016 and the Global Education Requirement itself to estimate the number of student credit hours taken in HFA because of the requirement. This approach estimated that the universe of potentially affected student credit hours is 7,027, made up of 4,392 foreign language credit hours and 2,635 topical course credits (see Table 1).

Table 1. Overall Estimate of Maximum Reduction in Student Credit Hours (SCH) in HFA from Change in SBS International/Intercultural Requirements

<table>
<thead>
<tr>
<th></th>
<th>Annual SCH in HFA</th>
<th>Reduction in SCH in HFA</th>
<th>Basis of Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Courses</td>
<td>4,392</td>
<td>2,196</td>
<td>Annual SCH Based on 25% of SBS B.A. majors taking 6 credits Estimated Reduction of 50%</td>
</tr>
<tr>
<td>Topical Courses</td>
<td>2,635</td>
<td>1,054</td>
<td>Annual SCH Based on 25% of SBS B.A. majors taking 9 credits of topical courses, 40% of these SCH in HFA Estimated Reduction of 40%</td>
</tr>
<tr>
<td>Total</td>
<td>7,027</td>
<td>3,250</td>
<td></td>
</tr>
</tbody>
</table>

To assess the likely actual student credit hours that might be affected, SBS prepared estimates of changes in student credit hours taken by SBS B.A. students in HFA under the new proposals using several scenarios (see Appendix 11 for details). Under the proposals, SBS B.A. majors will have the option to take language courses to fulfill their international/intercultural requirements but will not be required to do so. The current Global Education Requirement is that students take a minimum of six credits of foreign language beyond high school levels. SBS expects a reduction in foreign language course taking under the new requirements as students have more ability to choose coursework that builds their SBS Pathways. Foreign language study is strongly supported by the faculty and advisors in the SBS B.A. majors, it fulfills major requirements of international/intercultural education, and it is important to the SBS Pathways being pursued by many students. SBS’s expectation is that the reduction in student credit hours will be in the mid-range between no reduction and a 100% reduction in course taking. If this reduction is 50%, the student credit hours affected out of the possible universe of 4,392 student credit hours is 2,196 (see Table 1).

SBS B.A. students will also have options to fulfill their international/intercultural requirement by taking topical courses from curated lists of courses from across UMass Amherst and within their major; completing an approved minor, certificate or secondary major; or completing a departmentally approved study abroad program. SBS expects some reduction in student credit hours in topical courses taken in HFA. However, SBS does not expect the reduction to be large because students will be pursuing this coursework in HFA to complete their major-based international/intercultural requirements and will add coursework as they pursue minors, certificates, and secondary majors. Further, students who have credits freed up under the change in requirements must still complete a total of 120 credits for graduation. Many SBS
students will continue to take courses that are currently being taken under the Global Education Requirement in HFA and elsewhere on campus because the courses build their SBS Pathways in area studies, certificates, or other areas of specialization. Using an estimate of a 40% reduction in topical course credit hours taken in HFA, the total affected student credit hours out of the possible universe of 2,635 student credit hours is 1,054 (see Table 1).

In this analysis, the total estimate of student credits hours reduced in HFA is 3,250. This estimate represents approximately 15% of the total of 21,842 student credit hours taken in 2015-2016 by all UMass Amherst students in the HFA departments analyzed (see Appendix Table 10.1 for universe of these credits). The estimate is a predicted maximum because students will need coursework in HFA to fulfill their international/intercultural requirements, with HFA courses well represented in the list of approved courses, and they will be taking HFA based coursework in pursuit of their SBS Pathways. In addition, the change in the SBS B.A. requirements presents an opportunity for HFA departments to attract more student credit hours from SBS majors who will have more latitude to construct their undergraduate academic portfolios through minors, certificates, secondary majors, and electives. The likely impact is fewer student credit hours affected than this estimate, and the actual impact could be small.

SBS also prepared estimates of changes in student credit hours taken by SBS students within SBS under the new proposals. The maximum impact estimate on HFA student credit hours affected presented above assumes that students will partially reduce their use of HFA courses because of the change in B.A. requirements by approximately 3000 credit hours, though the likely number is lower. SBS considered these possible scenarios for how students would use these credits:

- All credit hours move to courses in SBS. This scenario has very low probability because the majors are not restricting courses in international/intercultural education to courses within their majors or within SBS. In fact, these courses will generally be taken outside SBS. Students are expected to continue to take courses across campus, both to fulfill the international/intercultural requirements and to pursue other parts of their SBS Pathways academic programs. IF all 3000 student credit hours came back to SBS, it would be a major strain on SBS. However, the structure of the major requirements means SBS does not expect these credits to all come back to SBS. SBS plans to advise students to take courses outside the College, as at present.
- Some significant proportion of these credit hours move to SBS. If 50% of the credits that leave HFA eventually came to SBS, SBS could accommodate them with new seats in existing courses. Note that none of the B.A. proposals includes the creation of new courses in the eight majors. SBS does not expect 50% of the credits to come to SBS because international/intercultural courses are taken across campus and the new requirements give students increased flexibility to pursue additional academic interests such as minors, certificates, and secondary majors across campus.
- The student credit hours are spread broadly across campus as students pursue their SBS Pathways academic programs, with an increase in SBS student credit hours but in the range of 25% or less of the student credit hours that might leave HFA. SBS could accommodate this movement with seats in already established courses.

Finally, SBS addressed the student credit hours impacts of an alternative foreign language requirement for SBS B.A. students. This alternative is for SBS to replace its current foreign language requirement with a foreign language requirement similar to that of HFA and other B.A. programs on campus. As discussed above, under the current Global Education Requirement SBS B.A. students are required to take at least six credits of language at UMass Amherst regardless of their prior levels of study or competency.
Adoption of the HFA requirement for SBS B.A. majors would result in an immediate reduction in language courses taken by these majors as compared to the Global Education Requirement. If SBS students have comparable levels of preparation to HFA entering majors, SBS expects that applying the HFA foreign language requirement to SBS B.A. students would result in approximately 50% of SBS students having met the language requirement before arriving at UMass Amherst. The 50% estimate is the midpoint of the range of 45%-55% of current HFA entering majors who have completed their language requirements before arriving at UMass Amherst. As estimated above, the universe of foreign language student credit hours that might possibly be affected by the SBS proposals is 4,392. Applying the HFA requirement would result in an immediate decrease in foreign language student credit hours of approximately 50% or 2,196 student credit hours, the same result SBS projects would occur under the SBS proposed requirements.

Substituting the HFA foreign language requirement for the proposed SBS requirements would result in no more foreign language student credit hours being taken than the SBS proposals, while having several detrimental effects. The first detrimental effect would be more restriction of students’ ability to choose coursework under SBS Pathways guidance. Adoption of an HFA type language requirement is antithetical to the SBS Pathways program approach to curriculum and advising. The second detrimental effect would be that implementation of an HFA type requirement would necessitate administrative effort to verify students’ background, diverting time and resources from advising within the SBS Pathways system.

SBS supports international/intercultural education and designed its proposals to support student education in this area. The alternative proposal of applying the HFA foreign language requirement as a replacement for the foreign language portion of the Global Education Requirement for the B.A. does not accomplish SBS’s educational goals and has several significant drawbacks.

c. Summary of Impacts

The SBS curriculum proposals will result in some changes in patterns of courses taken by SBS B.A. students across campus. SBS’s estimate of the maximum (but unlikely) impact on the College of Humanities and Fine Arts is a reduction of 3,250 student credit hours per year when the changes are fully phased in over a 4-year period. Based on data from the Office of Institutional Research, this maximum reduction would represent 14.9% of all student credit hours (21,842) taken by all UMass Amherst students in the HFA departments analyzed. Some of these credit hours will stay in HFA, others will come to SBS, and many will be spread across campus as students pursue their SBS Pathways. SBS and its majors have put in place the advising infrastructure and resources needed to fully support and guide students within the SBS Pathways model. SBS is committed to the promotion of foreign language studies as part of students’ SBS Pathways and will work collaboratively with HFA to design programs that engage students in foreign language study. The new proposals will result in an updated and strengthened curriculum for SBS B.A. students that is consistent with the SBS Pathways curriculum and advising goals.
Appendix 1: Current SBS Global Education Requirement for the B.A.

SBS College Global Education Requirement for the B.A. (from the University of Massachusetts Amherst Guide to Undergraduate Programs 2015-2016)

The College curriculum provides a framework for students to gain knowledge about individuals, societies, and cultures. All students in Anthropology, Communication, Economics, Journalism, Legal Studies, Political Science, Sociology, and Social Thought and Political Economy are required to satisfy the Global Education requirement, which will provide exposure to diverse cultural perspectives essential to the development of an understanding of society and oneself. Graduates who are more knowledgeable about society and its problems are better prepared to be intelligent and committed citizens of the Commonwealth and the world. There are four options for completion. All options require the completion of at least 15 credits. In general, all options require at least six college-level credits in a foreign language; foreign language coursework must begin at a level beyond high school achievement. Students must declare an option with a College adviser in the Social and Behavioral Sciences Advising Resource Center, at the time they declare a major in the College, by completing a “Requirement and Option Declaration Form.” The completed form must be submitted to the Social and Behavioral Sciences Advising Resource Center. Students who do not declare a Global Education option at the time they declare their major will have an option selected for them by the Assistant Dean. The option choice may be changed at any time, at the same office.

Notes on the Global Education Requirement

a. All credits earned to satisfy the Global Education requirement, except those credits earned to meet the Certificate Option (#4, below), must be in addition to credits earned to satisfy General Education and major requirements, and may not be graded on a Pass/Fail basis.

b. Students with documented learning disabilities that impaire language acquisition, and students who are certified by the Disability Services Office as having a significant hearing impairment that seriously limits the auditory reception of language, may substitute non-language courses for language courses. The course substitutions must be approved by the College’s Assistant Dean for Undergraduate Advising.

c. Whether foreign language courses are beyond high school achievement levels will be determined by university placement exams.

d. Credit earned through Advanced Placement, CLEP, an SAT II exam, or university foreign language testing may be applied to the Global Education requirement.

e. Double-major students will not be subject to the Global Education requirement if their primary major is in the College of Humanities and Fine Arts, the College of Natural Sciences, the College of Engineering, the Isenberg School of Management, the College of Information and Computer Sciences, the College of Nursing, or the College of Public Health and Health Sciences. Double-major students should consult with a Global Education adviser as early as possible in their studies.

1. **Foreign Language Option**: 15 credits of one foreign language beyond high school achievement levels.
2. **Regional Study Option:** Six credits of one foreign language starting at a level above current ability, as defined previously, and nine credits, in any combination of additional regional foreign language courses or approved courses taught in English which focus on the contemporary culture of the region of the world where the language studied is used. These nine credits may be chosen from courses in the language department, or in the departments of History, Economics, Anthropology, Political Science, or a related department. The regions, and their approved associated languages and courses, are listed below. The courses listed for this option focus on contemporary cultural understanding and are regularly offered. Experimental, special topics and Five College courses are not included in this list, but may be used to fulfill this requirement with the approval of the Assistant Dean. Additionally, all courses offered by the foreign language departments that are conducted in the foreign language may be applied to the regional study option as long as they are within the same regional area. (Even though these language courses are not individually listed, no special approval is required.)

See the lists of approved courses for each regional study option, below. [Note: this list is updated periodically. The SBS Advising Resource Center prepares a list of courses available each semester for use by advisors.]

3. **Individualized Regional or International Study Option:** Students can create a regional or international study option different from the choices listed above. This must include six credits of one foreign language starting at a level above current ability, as defined previously, and nine credits, in any combination of additional foreign language courses, or courses that focus on a region or country or on international topics. This option requires that the student create a plan of study and receive prior approval from the Associate Dean.

4. **Certificate or Minor Option:** Successful completion of a University of Massachusetts Amherst or Five College Area Studies or International Relations certificate program, or Modern European Studies Minor program that requires foreign language proficiency. Students may choose from the following certificate programs: African Studies Certificate, Asian and Asian American Studies Certificate, Latin American Studies Certificate, International Relations Certificate or Modern European Studies Minor.

**African Studies Region**

All language, literature or cultural courses conducted in Arabic, French or Portuguese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People  
Anthro 105 Language, Culture & Communication  
Anthro 106 Culture through Film  
Art Hist 324 Modern Art 1880-present  
Comm 212 Cultural Codes in Communication  
Comm 340 History of Film to 1950  
Comm 397VV - ST-Cinema From The African Diaspora  
Comp-Lit 121 Int'l Short Story  
Comp-Lit 122 Spiritual Autobiography  
Comp-Lit 131 Brave New World  
Comp-Lit 233 Fantasy & World Lit.  
Comp-Lit 355 Modern African Lit.
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Economic Theory
Econ 322 International Trade
Econ 366 Economic Development
Econ 367 Development Post-Independence Africa
English 144 World Literature
English 205 Intro to Post Colonial Studies
Educ 229 International Education
Educ 396E International Education
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
History 161 Hst-Africa Snc 1500
History 260 Power/ Violence in S. Africa
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership /Global Community (1 cr.)
Labor 190A Labor & a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsoilin 190C Cultural Entomology
Plsoilin 297 C Traditional Herbal Medicine (1 cr.)
Plsoilin 297J Clinical Herbalism (1 cr.)
Polisci 111 Comparative Politics
Polisci 121 World Politics
Polisci 252 Globalization, Gov.& World Order
Polisci 343 - 01 Gov&Pol East Africa
Polisci 351 International Security Policy
Polisci 356 International Law
Polisci 359 International Political Economics
Polisci 393A Nationalism, Ethnicity, Governance
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Asian Studies Region

All language, literature or cultural courses conducted in Chinese or Japanese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Asian St 397B Bridging Asian & Asian American
Chinese 136 Intro Chinese Cinema
Chinese 140 Chinese Script
Chinese 153 Chinese Literature: Poetry
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good & Evil, East/West
Comp-Lit 233 Fantasy & World Lit.
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 144 World Literature
English 205 Intro to Post Colonial Studies
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
History 247 Empire, Race, and the Philippines
History 269 The American War in Vietnam
History 291E Intro to S. Asia History & Culture
History 345 China In 19th Century
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural / Re-entry & ISP Project
Honors 495A Leadership /Global Community (1 cr.)
Japanese 135 Japanese Art & Culture
Japanese 144 Modern Literature in Japan
Japanese 197C Intro to Japanese Religions
Japanese 197M Study Abroad in Japan
Japanese 235 Performing Arts in Japan
Japanese 391S Women Writers of Japan
Japanese 392M Japan Buddhism & Arts
Labor 190A Labor & a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsoilin 190C Cultural Entomology
Plsoilin 297C Traditional Herbal Medicine (1 cr.)
Plsoilin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
PoliSci 356 International Law
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power
**Latin American Studies Region**

All language, literature or cultural courses conducted in Spanish or Portuguese, and the following courses taught in English.

Anthro 104 Culture, Soc. & People  
Anthro 105 Language, Culture Communication  
Anthro 106 Culture through Film  
Art Hist 324 Modern Art 1880-present  
Art-Hist 385 Great Themes in Art -Chicana  
Comm 212 Cultural Codes in Communication  
Comm 340 History of Film to 1950  
Comp-Lit 121 Int’l Short Story  
Comp-Lit 122 Spiritual Autobiography  
Comp-Lit 131 Brave New World  
Comp-Lit 233 Fantasy & World Lit.  
Econ 121 International Economics  
Econ 305 Marxian Economics  
Econ 308 Political Economy of the Environment  
Econ 321 International Monetary Theory  
Econ 322 International Trade  
Econ 366 Economic Development  
Educ 229 International Education  
English 144 World Literature  
English 205 Intro to Post Colonial Studies  
FoodSci 102 World Food Habits  
GeoSci 102 Human Landscape  
History 120 Latin Amer Civ: Colonial Period  
History 352 Topics: Latin American History  
History 354 History of Mexico  
Honors 291I International Issues  
Honors 295C Study Abroad (1 cr.)  
Honors 491G X Cultural/Re-entry & ISP Project  
Honors 495A Leadership/Global Community (1 cr.)  
Labor 190A labor & a Global Economy  
Linguist 101 People and their Language  
Music 150 Lively Arts  
Phil 336 Existential Philosophy  
Plioilin 190C Cultural Entomology  
Plioilin 297C Traditional Herbal Medicine (1cr)  
Plioilin 297J Clinical Herbalism (1 cr.)  
PoliSci 111 Comparative Politics  
PoliSci 121 World Politics  
PoliSci 245 Politics of English Speaking Crb  
Poli-Sci 253 International Environmental Policy  
Poli-Sci 356 International Law  
Poli-Sci 391E Rules of War  
Res-Econ 121 Hunger in a Global Economy  
Soc 360 Urban Sociology  
Wost 201 Gender and Difference, Critical Analyses
Middle Eastern Studies Region

All language, literature or cultural courses conducted in Arabic or Hebrew, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 Int’l Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Economic Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing the Holocaust
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Judaic 344 Film and Society in Israel
Judaic 350 Jewish Law and Society
Judaic 363 Negotiating Religion and State
Judaic 374 Culture and Immigration in Israel
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Plsoilin 190C Cultural Entomology
Plsoilin 297C Traditional Herbal Medicine (1cr)
Plsoilin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
Poli-Sci 253 International Environmental Policy
Poli-Sci 333 Gov’t & Politics of the Mid-East
Poli-Sci 356 International Law
Poli-sci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

**Northern European Studies Region**

All language, literature or cultural courses conducted in Dutch, German or Swedish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art-Hist 323 European Art 1780-1880
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good & Evil: East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing the Holocaust
Food-Sci 102 World Food Habits
Geo-Sci 102 Human Landscape
German 323 Modern German History
German 363 Witches/ Myth, Reality
German 372 Vienna 1890-1914
German 391G - German Studies Junior Seminar
History 101 Western Thought Since 1600
History 111 - Wrl&Ris Wst,1450-Prs
History 297K 20th Century Europe
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership/Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 363 Jewish Negotiate Religion/State
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plsoilin 190C Cultural Entomology
Plsoilin 297C Traditional Herbal Medicine (1 cr.)
Plsoilin 297J Clinical Herbalism (1 cr.)
Poli-Sci 111 Comparative Politics
Poli-Sci 121 World Politics
Poli-Sci 253 International Environmental Policy
Poli-Sci 356 International Law
Poli-sci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

**Eastern European Studies Region**

All language, literature or cultural courses conducted in Polish, Russian or Yiddish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Art-Hist 323 European Art 1780-1880
Art Hist 324 Modern Art 1880-present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good and Evil, East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Comp-Lit 393R Polish & Russian Writers
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing Holocaust
FoodSci 102 World Food Habits
GeoSci 102 Human Landscape
German 363 Witches/ Myth, Reality
History 101 West Thought Since 1600
History 111 Wrl & Rise West,1450-Prs
History 315 Tsarist Russia
History 393C 1000 Years Polish History
History 297K 20th Century Europe
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A LeadershipGlobal Community (one cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Judaic 363 Jewish Negotiate Religion/State
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plsolln 190C Cultural Entomology
Plsolln 297C Traditional Herbal Medicine (1cr)
Plsolln 297J Clinical Herbalism (1 cr.)
Poli-Sci 111 Comparative Politics
Poli-Sci 121 World Politics
PoliSci 253 International Environmental Policy
PoliSci 356 International Law
Polisci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Russian 197S Russian Songs
Russian 250 Russian Culture
Soc 360 Urban Sociology
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power

Southern European Studies Region

All language, literature or cultural courses conducted in French, Greek, Italian, Latin, Portuguese or Spanish, and the following courses taught in English.

Anthro 104 Culture, Soc. & People
Anthro 105 Language, Culture & Communication
Anthro 106 Culture through Film
Anthro 397ES Ethnography of Spain
Art-Hist 323 European Art 1780-1880
Art-Hist 324 Modern Art 1880-Present
Comm 212 Cultural Codes in Communication
Comm 340 History of Film to 1950
Comp-Lit 121 International Short Story
Comp-Lit 122 Spiritual Autobiography
Comp-Lit 131 Brave New World
Comp-Lit 141 Good and Evil, East & West
Comp-Lit 233 Fantasy & World Lit.
Comp-Lit 319 Representing Holocaust
Comp-Lit 350 French Film
Comp-Lit 381 Self-Reflective Avant-Garde Film
Comp-Lit 391D War Stories
Econ 121 International Economics
Econ 305 Marxian Economics
Econ 308 Political Economy of the Environment
Econ 321 International Monetary Theory
Econ 322 International Trade
Econ 366 Economic Development
Educ 229 International Education
Educ 396E International Education
English 319 Representing the Holocaust
Food-Sci 102 World Food Habits
French 350 French Film
Geo-Sci 102 Human Landscape
German 363 Witches/Myth, Reality
History 101 West Thought Since 1600
History 111 Wrl Rise of the West 1450-present
History 247 Empire, Race, and the Philippines
History 297K 20th Century Europe
Honors 291I International Issues
Honors 295C Study Abroad (1 cr.)
Honors 491G X Cultural/Re-entry & ISP Project
Honors 495A Leadership/Global Community (1 cr.)
Judaic 102 Jewish People II
Judaic 319 Representing the Holocaust
Labor 190A Labor in a Global Economy
Linguist 101 People and their Language
Music 150 Lively Arts
Phil 336 Existential Philosophy
Plsoilin 190C Cultural Entomology
Plsoilin 297C Traditional Herbal Medicine (1 cr)
Plsoilin 297J Clinical Herbalism (1 cr.)
PoliSci 111 Comparative Politics
PoliSci 121 World Politics
PoliSci 253 International Environmental Policy
PoliSci 356 International Law
Polisci 391E Rules of War
Res-Econ 121 Hunger in a Global Economy
Soc 360 Urban Sociology
Span 397PP Spanish Cinema
Wost 201 Gender and Difference, Critical Analyses
Wost 301 Theorizing Gender, Race, and Power
Appendix 2: Proposals #2748-2756 to Transform International & Intercultural Curriculum Requirements in Eight SBS B.A. Majors

The faculty of SBS submitted nine proposals to the Faculty Senate in March 2016:

- **Proposal 2748**: Proposal to revise the Global Education Requirement for the B.A. unanimously approved by the SBS Undergraduate Curriculum Committee, made up of the Undergraduate Program Directors of all SBS majors.
- **Proposals 2749-2756**: Major-by-major proposals for the new requirements that directly incorporate international and intercultural studies into the eight SBS B.A. majors, approved by the faculty of each major and by the SBS Undergraduate Curriculum Committee. These majors are Anthropology, Communication, Economics, Journalism, Legal Studies, Political Science, Social Thought & Political Economy, and Sociology.

Appendix Table 2.1 *An Overview of SBS BA Curriculum Proposals # 2749-2756* shows the proposed changes to the 8 majors that transform the College Global Education Requirement for the B.A. into major requirements related to international and intercultural education. The spreadsheet also shows additional strengthening of the major curricula undertaken by majors in conjunction with the new proposals. This table is followed by the text of the nine proposals as revised in response to the review of the Academic Priorities Council (APC) and approved by the Council in April 2017.
## Appendix Table 2.1: An Overview of SBS BA Curriculum Proposals #2749-2756

<table>
<thead>
<tr>
<th>SBS Majors</th>
<th>Current</th>
<th>B.A.</th>
<th>B.A. Curriculum Change Proposals</th>
<th>Common Features of Changes</th>
<th>Options That Can Be Used for Int/Interdisciplinary Req.</th>
<th>OR/CR Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Grad</td>
<td>New Major Credit Level</td>
<td>Major Req.</td>
<td>Needs Major Credit Level</td>
<td>Course from Dept Designated List (exclusive courses from chosen campus)</td>
</tr>
<tr>
<td>Anthropology</td>
<td>2749</td>
<td>34</td>
<td>42</td>
<td>All students must complete 8 credits (minimum) in courses tagged by Dept Cur Com as International or International OR 9 credits of language OR Study Abroad OR one of a list of approved courses.</td>
<td>6 credits (max) added, 9 credits assoc with Int/Intercultural</td>
<td>Yes, 9 credits (max), 3 courses approved</td>
</tr>
<tr>
<td>Economics</td>
<td>2751</td>
<td>43-07</td>
<td>50 (minimum)</td>
<td>Add 3 courses (8-12 credits) of courses tagged by Dept Cur Com as International or International OR language courses OR completed certificate programs OR Study Abroad</td>
<td>9 credits (max) added assoc with Int/Intercultural</td>
<td>Yes, 3 courses</td>
</tr>
<tr>
<td>Political Science</td>
<td>2754</td>
<td>34</td>
<td>46</td>
<td>Add 2 credits (minimum) for Global Knowledge Skill 1 option: global course from designated list, certificate from approved list, study abroad, language (3 courses), or individual path.</td>
<td>9 credits (max) added assoc with Int/Intercultural</td>
<td>Yes, 3 courses</td>
</tr>
<tr>
<td>Communication</td>
<td>2759</td>
<td>34 or 37</td>
<td>45 or 46</td>
<td>Add 9 credits (minimum) to come from a list of courses tagged by Dept Cur Com with strong intercultural/international content, in foreign language, or in study abroad. Any course used toward the major (Global component seminar, anthropology, be used toward any other 200- or above-level Communication requirements.</td>
<td>9 credits (max) added assoc with Int/Intercultural</td>
<td>Yes</td>
</tr>
<tr>
<td>Journalism</td>
<td>2752</td>
<td>22 (URM) or 13 (Additional Certification)</td>
<td>24 (minimum)</td>
<td>Add 10 (minimum) credits to JPMA major, one course (3-4 credits is diversity/international). Keep one of additional certificate of certificate in other major (does not need to be diversity/inter).</td>
<td>10 credits added, 5 (max) assoc with Int/Intercultural</td>
<td>Yes</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2753</td>
<td>14</td>
<td>17-47</td>
<td>Add credits. At least three courses must meet the Legal Studies Program approved list of global law and society courses, with at least two taken in the Legal Studies Program. However, students may request that two courses taken outside of Legal Studies as part of a study abroad program OR in foreign language be counted toward the required global law and society courses.</td>
<td>4 credits added, 3 credits (max) assoc with Int/Intercultural</td>
<td>Yes, with 3 in Legal Studies OR 2 in Legal Studies and 1 outside Legal Studies</td>
</tr>
<tr>
<td>EPPEC</td>
<td>2756</td>
<td>46</td>
<td>42 or more</td>
<td>Add requirement of taking an International and Intercultural education course of 4 credits in SOC. Student may instead fulfill requirement by taking a tagged course by the Dept Cur Com outside SOC in foreign language course, or any study abroad earning 2 or more credits. If requirement is fulfilled by these alternatives, student still need to take an additional SOC class for total of 44 credits.</td>
<td>4 credits added with 2 courses assoc with Int/Intercultural</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Proposal #2748—Change a College Requirement

Question
Describe the proposed requirements, including all course requirements or other means toward completion, as well as any admissions or continuation requirements.

Effective with the freshman class and transfers entering fall 20142015, there will be no college level requirements in SBS. The Global Education Requirement that currently applies to the 8 B.A. majors will end. At the same time, students in the 8 B.A. majors that were subject to the college requirement will become subject to new major requirements that incorporate international and intercultural education directly into the major. The new department major requirements apply for students with double majors as well.

The attached spreadsheet titled An Overview of SBS BA Curriculum Proposals Feb 2016 shows in detail the proposed changes to the 8 majors that relate to the transformation of the college requirement for global education into major requirements related to international and intercultural education. The spreadsheet also shows additional strengthening of the major curriculum undertaken by majors in conjunction with the transformation of global education.

The curriculum changes were developed by the 8 majors in collaboration with the SBS Undergraduate Curriculum Committee and are the subject of separate Change of Major Requirement submissions to the Faculty Senate. The new departmental level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by departmentally approved study abroad for all 8 majors. Three majors also offer the opportunity of using a minor or certificate from a designated list to fulfill this requirement. In all majors, the new requirements represent only a part of the major’s commitment to building competencies around international and intercultural education, which is woven throughout the curricula.

There will be no change in the curricula for students in the 3 B.S. majors. Due to high levels of required credits, B.S. majors in the college have never been subject to the Global Education Requirement. These majors do include international and intercultural learning objectives in their curricula.
Proposal #2749—Change in Major Requirements for Anthropology

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2749 in the UMass Course and Curriculum Management System.)

To graduate, students in the Anthropology major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 36 credits. After the proposed change, students in the Anthropology major will fulfill expanded major requirements totaling 42 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college-level Global Education Requirement will be ended for students in the Anthropology major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by departmentally approved study abroad. Students may also complete a minor or certificate from a designated department list to fulfill this requirement.

We are proposing further changes to the structure of the Anthropology major that are not related to international/intercultural education. We propose to increase the maximum credit hours below the 100-level (from 6 to 8), rather than taking 300-level courses in 3 out of the 4 anthropology subfields students will take a minimum of 15 credits at the 300-level or above; and a model based on ‘concentrations’ will replace the subfield breadth requirement. The current ‘doing’ (or hands-on) requirement will be replaced by a research methods sequence.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

1. A minimum of 42 credits (increase from 36 credits).
2. A maximum of 8 credits at the 190 level or below would count toward the major (increase from 6 credits).
3. A minimum of 15 credits at the 300 level or above (change from 3 out of 4 subfields at the 300 level or above).
4. A Research Methods Sequence (6 credits minimum). The sequence must include Anthropology 281 - Research Methods in Anthropology (which meets the University’s R2 Gen Ed Math Requirement) or an equivalent Statistics course approved by an Anthropology Advisor, plus an additional advanced research methods course, Anthropology Field School, or ISSR Research Methods Certificate (change from requirement of taking Anthropology 281 plus a “doing” course). The Department will identify all courses that qualify as an advanced research methods.
5. Anthropology 364 - Problems in Anthropology (meets the Junior Year Writing University Requirement) (no change).
6. Integrative Experience Requirement (no change).
7. Global and Intercultural Education Requirement (9 credits), which can be met through five options:
   - Anthropology Coursework Option: complete 9 credits of Anthropology or other courses tagged by the Anthropology Department as having intercultural and/or global content.
   - Language Option: complete nine credits in a non-English language.
   - Coursework + Language Option: complete a combination of 9 credits of the above (Coursework & non-English language).
   - Certificate/Minor Option: complete a Department-approved Certificate or Minor.
   - Departmentally Approved Study Abroad Option: complete 9 credits through an IPOS-approved semester-long study-abroad program.
   - At least one course taken to fulfill the Global and Intercultural Education Requirement must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad.

Question
Please provide the rationale for these revisions.

The College of Social and Behavioral Sciences has provided a rationale for transforming international and intercultural education in the B.A. majors from the college-level Global Education Requirement to departmental requirements. Please see document Rationale for...
Transformation of International & Intercultural Education in the College of Social & Behavioral Sciences (attached) for this overall rationale.

Within this framework, the Anthropology major has revised our requirements to meet a key learning goal that we have for all of our majors— we want anthropology students to gain advanced skills in appreciating and thinking critically about difference, whether it be in cultural background, language, religion, race, class, sexuality or gender. Rather than requiring 1 or 2 courses about intercultural topics or cultural diversity, we aim to have it woven throughout our curriculum. We do not want to simply showcase other parts of the world, but instead we aim to give students a critical cultural competency that will make attention to diversity a habit of mind. We strive for our majors to always be asking questions about how diversity is linked to structures of inequality and to emerge better able to interact productively in culturally diverse workplaces and communities here and abroad. The changes we propose to the Anthropology major will give our majors opportunities to appreciate diversity as an asset in our globalized world and to develop the skills and habits of mind to work across difference that we expect and aim to cultivate. Through these changes we allow anthropology majors flexibility to meet our new “Global and Intercultural Education Requirement” through 1 of 5 options: 9 credits of Anthropology or other courses that have intercultural or Global content, 9 credits in a non-English language, 9 credits in a combination of Anthropology or other courses + non-English language courses, through an approved certificate or minor, or through Study Abroad. This revision reflects the anthropology major’s strong commitment to diversity and building intercultural competency in a structured and rigorous yet flexible way. The changes will provide an integrated and in-depth level of intercultural and international education for anthropology majors.
Proposal #2750—Change in Major Requirements for Communication

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2748 in the UMass Course and Curriculum Management System.)

To graduate, students in the Communication major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 36/37 credits. After the proposed change, students in the Communication major will fulfill expanded major requirements totaling 45/48 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college-level Global Education Requirement will be ended for students in the Communication major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by departmentally approved study abroad.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

Requirements for students who entered UMass Amherst in Fall 2011 or later

Students directly admitted to the Communication major upon admission to the University must complete 48 credits of Communication requirements. Students who join the Communication major once they are on campus must complete 45 credits of Communication requirements. The following specific requirements apply to students entering UMass Amherst in the fall of 2017 or later.

1. "For first year and transfer students admitted directly into the major upon entering UMass in the Fall only, COMM 101: Communication—First Year Introduction (1 credit). This course raises the 45-credit requirement to 48 credits only for those students admitted directly to Communication in a Fall semester.
2. Junior Year Writing requirement. COMM 375: Writing as Communication (3 credits).
3. Three of the five courses that introduce Subject Areas (9 credits). Many COMM courses will have an *Introductory SUBJECT AREA* course as a prerequisite:
   COMM 118: Introduction to Interpersonal Communication and Culture
   COMM 121: Introduction to Media and Culture
   COMM 122: Introduction to Media Programming and Institutions
   COMM 125: Introduction to Rhetoric and Performance Studies
   COMM 140: Introduction to Film Studies
4. 6 COMM credits (no fewer than 2 courses) at the 300-level or above.
5. 6 COMM credits (no fewer than 2 courses) at the 400-level or above.
6. 12 more COMM credits at the 200-level or above. Any 300- and 400-level credits left over from the minimum of 6 required at both the 300- and 400-levels are counted here.
7. 3 courses (minimum of 9 credits total), in any combination, from any of the following sources:
I. A list of courses from inside and outside the department with a strong international/global component. A starting point for this list will be a subset of the current SBS Global Education list. Other courses may be approved by the student's Academic Advisor.

II. Foreign language courses.

III. Courses during any departmentally approved study abroad program: complete credits through an IFCP-approved study-abroad program.

IV. At least one course taken to fulfill the major's international/intercultural requirement must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad.

Restrictions

- All major courses must be taken for a letter grade (not pass/fail) except for COMM 287P and 287F, which are only offered pass/fail.
- No more than 3 credits of COMM 395 Independent Study may be used toward the major.
- Although we encourage all Communication majors to pursue internships for elective credit, internship/practicum (UMASS 298Y) credits may not be counted toward the major. There are no exceptions.
- You must take a minimum of 21 credits within the Department of Communication at UMass Amherst to be eligible for graduation as a Communication major. A maximum of 24 credits taken at other schools or in other departments and programs at UMass Amherst may be counted toward the major. These courses must be directly related to the Communication major and must receive prior approval for major credit from a Communication professional advisor.
- A minimum GPA of 2.0 in the major is required for graduation.
- No more than 6 credits of Media Production courses may count for the major. Additional courses in Media Production may be taken as electives toward the 120 credits required for graduation.
- No more than 6 credits in any combination of Journalism, Public Relations, Advertising, or Marketing courses may count for the major. These classes are not offered by the Communication Department, prior approval by a Communication professional advisor is required. Note that starting in Fall 2014, Marketing 301 (from UMass Amherst or its equivalent as a transfer course) will no longer be accepted as fulfilling a requirement for the Communication major.
- Any course used toward the 3-course International/Global component cannot simultaneously be used toward any other 200- or above-level Communication requirements.
Proposal #2751—Change in Major Requirements for Economics

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2754 in the UMass Course and Curriculum Management System.)

To graduate, students in the Economics major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of a minimum of 44 credits. After the proposed change, students in the Economics major will fulfill expanded major requirements totaling 3 courses (9-12 credits) that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college level Global Education Requirement will be ended for students in the Economics major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by a departmentally approved study abroad. Students may also complete a certificate from a designated department list to fulfill this requirement.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

The new major requirements are:

Math 127, or 131, or Econ 151
Math 128, or 132, or Econ 152
Res-Econ 212, or Stats 240, or Stats 501, or Stats 515

Econ 103 Introduction to Microeconomics (ResEc 102)
Econ 104 Introduction to Macroeconomics
Econ 203 Intermediate Microeconomics (ResEc 202)
Econ 204 Intermediate Macroeconomics
Econ 397 W: Junior Year Writing

Integrative Experience
4 upper level economics courses, 3 credits each, 300 or higher
Option A: 2 additional upper level economics courses, 3 credits each, 300 or higher
Option B: Complete one of the following collateral field options:

- Any minor or certificate program or additional major
- Any combination of five courses in Isenberg School of Management, 3 credits each, numbered 300 or higher
- A group of five courses, 3 credits each, numbered 300 or higher, chosen by the student and approved by the Undergraduate Program Director in the Department of Economics prior to the student enrolling in the courses

In addition, students must complete an international/intercultural education requirement through one of the following methods:
1. **International/Intercultural Courses:** Any three courses, 3 credits each, from the College of Social & Behavioral Sciences list of international/intercultural courses.

2. **Language Courses:** 9 credits of a language.

3. **Combination of Language & International/Intercultural Courses:** A combination of 2 courses, 3 credits each, of a language and 1 international/intercultural course, 3 credits.

4. **Certificate Programs:** Complete one of these certificate programs that have an international or multicultural emphasis.
   - African Studies
   - Asian and Asian American Studies
   - International Agricultural Studies
   - International Relations
   - International Scholars Program
   - Interpreter Studies
   - Latin American, Caribbean, and Latino Studies
   - Middle-Eastern Studies
   - Russian, East European and Eurasian Studies

5. **Departmentally Approved Study Abroad:** Complete an IPC-approved Any study abroad program that transferred at least 9 credits to UMass.

6. At least one course taken to fulfill the major’s international/intercultural requirement must have an international focus (if a topical course) or be a foreign language, or be taken during a departmentally approved study abroad.

Commented [JC2]: Responds to APC revision #1. Concern that department approve study abroad.

Commented [JC3]: Responds to APC revision #2. APC concern was that a student could graduate without having an international course, language course, or study abroad experience.
Proposal #2752—Change in Major Requirements for Journalism

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2748 in the UMass Course and Curriculum Management System.)

To graduate, students in the Journalism major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 39 credits (24 Journalism credits, 15 minor/certificate/other major credits). After the proposed change, students in the Journalism major will fulfill expanded major requirements totaling 49 credits (34 Journalism credits, 15 minor/certificate/other major credits) that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college level Global Education Requirement will be ended for students in the Journalism major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by departmentally approved study abroad.

The major requirements will undergo additional changes not related to international/intercultural education. The number of required Journalism courses will increase from 8 to 11 plus 1-credit first year seminar.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies:

1. Journalism 191: Journalism Success (1 cr.)
2. Journalism 201: Intro to Journalism (4 cr.)
3. Journalism 300: News Writing and Reporting (4 cr.)
4. Journalism 201: Intro to Multimedia Reporting (4 cr.)
4.1. Journalism 400: Journalism Ethics (3 cr.)
5. One advanced writing/reporting course (4 cr.)

6. One Two multimedia/visual courses from the following menu (3 or 4 cr.):
   - Journalism 301: Intro to Multimedia Reporting
   - Journalism 353: Introduction to Visual Storytelling
   - Journalism 397G: Multimedia Reporting
   - Journalism 455: Web Design for Journalists
   - Journalism 395N: Broadcast News Reporting
   - Journalism 397DJ: Infographics and Data Reporting

Commented [JC1]: Responds to APC revision #1. Concern that department approve study abroad.

Commented [JC2]: Update in response to staffing changes in journalism.
• Journalism 495BP: Broadcast Performance
• Journalism 395N: Broadcast News Reporting

47. One concepts course from the following menu (3 or 4 cr.):
   • Journalism 320: History of American Journalism
   • Journalism 312: Journalism & Law
   • Journalism 345: Media Criticism
   • Journalism 491MI: Media, Technology and Culture

48. One diversity/international course from the following menu (3 or 4 cr.):
   • Journalism 310: Going Global: Changes in International Journalism
   • Journalism 225: Readings in Journalism (international focus)
   • Journalism 303M: African American Struggle and the Main Media
   • Journalism 407R: Covering Race
   • Journalism 337C: Community Journalism I
   • Journalism 337CJ: Community Journalism II
   • Departmentally approved study abroad. One course taken during an IPO-approved study abroad program is allowed.
   • One foreign language course at any level

240. Two Journalism electives (5 to 8 cr.)

1044. A minor/certificate/other major.
Proposal #2753—Change in Major Requirements for Legal Studies

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2748 in the UMass Course and Curriculum Management System.)

To graduate, students in the Legal Studies major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 33-35 credits. After the proposed change, students in the Legal Studies major will fulfill expanded major requirements totaling 37-47 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college level Global Education Requirement will be ended for students in the Legal Studies major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by a departmentally approved study abroad.

Two other changes will be made to the structure of the major. First, students will be required to take an additional liberal arts law-related course completed outside of the Legal Studies Program (which can be used to complete international and intercultural related requirements). Second, instead of the current requirement that students take 20 credits worth of Legal Studies classes, the new requirement states that students will take 7 Legal Studies courses (several of which can be used to complete international and intercultural related requirements).

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies:

1. Legal Studies 250, Introduction to Legal Studies (4 credits)
2. Legal Studies 450, Legal Research and Writing (Junior Writing Requirement; 3 credits)
3. Seven Legal Studies courses (200-400 level), including one integrative experience (IE) course (minimum 21 credits)
4. Three liberal arts law-related courses taken outside of the Legal Studies Program (minimum 9 credits).
5. Three of the courses used to satisfy requirements 3 and 4 must meet the Legal Studies Program approved list of global law and society courses. Recognizing the courses as having an international focus.

At least two of these courses must be taken in Legal Studies. The other course can be taken outside of Legal Studies as part of the approved list of law-related courses. In addition, students may request that up to two courses taken at a foreign university as part of an a departmentally approved study abroad program be applied toward the global law and society requirement. These credits must be completed through an IAP-approved study-abroad program.

Students may count up to two foreign language courses to satisfy the global law and society requirement in lieu of up to two global law and society courses taken in Legal Studies or taken outside of the department. However, students still must complete all other requirements of the major, including at least seven Legal Studies courses at the 200-400 level and three liberal arts law-related courses taken outside of the Legal Studies Program.

6. Students are encouraged to seek out secondary majors, minors, and certificates, but this will not be required of the major.

Total Credits: 37-47

Commented [JC1]: Responds to APC revision #1. Concern that department approve study abroad.

Commented [JC2]: Clarifies in responds to APC revision #2. APC concerns was that a student could graduate without having an international course. Language course, or study abroad experience.

Commented [JC3]: Responds to APC revision #3. Concern that department approve study abroad.
Proposal #2754—Change in Major Requirements for Political Science

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2748 in the UMass Course and Curriculum Management System.)

To graduate, students in the Political Science major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 36 credits. After the proposed change, students in the Political Science major will fulfill expanded major requirements totaling at least 45 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college level Global Education Requirement will be ended for students in the Political Science major.

The new major level international and intercultural related requirements can be fulfilled through a list of courses designated by the department, by foreign language courses, or by a departmentally approved study abroad. Students may also complete a minor or certificate from a designated department list to fulfill this requirement.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

The Department of Political Science requires majors to complete a minimum of 45 credits in Political Science, including the Junior Year Writing and Integrative Experience requirements. All courses counted toward the major must be taken for a letter grade, and no fewer than 6 of the 11 required Political Science courses must be taken within the UMass Amherst Department of Political Science. Students must maintain a minimum 2.0 GPA within the major as well as overall at the University in order to graduate.

Introductory Requirement
All Political Science majors must complete at least three courses (for students entering between 9/1/2013-9/3/2014) or 12 credits (for students entering after 9/1/2014) in 100-level Political Science courses, with one course/4 credits in each of the following categories.

Category 1. American Politics (101), Introduction to Constitutional Law (162) or Controversies in Public Policy (181)

Category 2. Comparative Politics (111) or World Politics (121)

Category 3. Introduction to Political Theory (171), American Political Thought (203), Ancient Political Thought (270), Modern Political Thought (271), or Power (273)

Upper-Level Requirement
Twenty four credits of Political Science upper-level courses (200-level or above) that carry three or more credits each, at least 12 of which must be 300-level or above. The Political Science Junior Year Writing course (399J) and the Integrative Experience course may be counted among these credits if Political Science is the student's primary major.

Not more than one of these courses can be an independent study course or a graded internship. Honors research, Honors project, and Honors thesis courses (498Y, 498P, 498T), other than POLISCI 499C and POLISCI 499D, are in addition to the 11-course requirement for the major and will not count toward the major requirements. POLISCI 499C and 499D, which are taught by Political Science Department faculty, will each count toward the upper-level major requirements.
Additionally, all students must complete a Global Education and Skills sequence of at least 9 credits. These credits are above and beyond coursework currently required for major (no double-counting). All of these credits must be taken for a letter grade, with a minimum grade of 2.0. With the exception of the 'Global Courses' path, the courses need not be taken within the Department. At least one course taken to fulfill the major’s Global Education and Skills requirement must have an international focus (of a topical course, be a foreign language, or be taken during a departmentally approved study abroad).

Options:

Students can fulfill Global Knowledge/Skills requirement by completing one of the following paths.

1. **Global Courses Path**: The Political Science major is designating certain Political Science courses as fulfilling 'Global' component. Students take three 'Global'-designated courses of their choice. There would not be double-counting of courses to fulfill this requirement.

2. **Certificate Path**: The Political Science major is designating certain global/internationally oriented certificate programs as satisfying 'Global'

   requirement. Students select one certificate program and complete it. Students must complete the Certificate in order to receive credit for this path.

3. **Departmentally Approved Study Abroad Path**: Students can fulfill the Global Knowledge/Skills requirement by completing 9 credits for a letter grade through an IPC-approved study abroad semester studying abroad for a semester and taking a minimum of nine credits worth of courses for a letter grade (they do NOT have to take Political Science courses to complete the requirement). Only the first 9 credits would be required to fulfill the Global Knowledge/Skills requirement.

4. **Language Path**: Students choose a foreign language (any foreign language would be acceptable) and complete sequence of at least 3 courses in that foreign language. All courses must be in same language. Students would start at current level of proficiency. Additionally, courses must cumulate to the extent feasible given existing course offerings: students must progress toward greater proficiency. For the purposes of the Global Education requirement students would not be able to test out using prior foreign language experience. (However, valid college-level foreign language courses taken at other institutions would count for this requirement. Additionally, students officially double-majoring or minor in a foreign language who had achieved the requisite credits would be given credit.)

5. **Individualized Global Knowledge and Skills Path**: An individualized program of study, comprised of 9 credits, designed by the student and approved in advance by (1) a faculty advisor and (2) the undergraduate program director. (On an individual basis with clear need, a faculty advisor and the undergraduate program director could approve such paths retroactively, to accommodate transfer students or other special cases.)
Proposal #2755—Change in Major Requirements for Social Thought & Political Economy

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

NOTE: All items marked * are selected by the student from a list of options generated each semester. To see this semester’s list, please consult http://www.umass.edu/stpec_academics/stpec_recommended_course_lists

Prerequisites:
One introductory social theory course*
One introductory political economy course*

Required courses:
1 upper-level course in each of the following 5 categories (15 credits total)
  Modern Social Theory and Social Movements*
  Political Economy*
  Women, Gender, Sexuality Studies and Queer Theory*
  History and Politics of Race in the U.S.*
  Non-Western Perspectives, Global South and Indigenous People*
1 History elective* (3 credits)
2-course Core Seminar sequence (8 credits total)
2-course Focus Seminar sequence (8 credits total)
Junior-Year Writing course (3 credits)
Internship (3 credits)
Integrative Experience course (3 credits)

Other requirements:

STPEC Global Education Portfolio, listing at least 8 courses taken that contribute to 1) knowledge about cultures and histories outside the United States and of indigenous and diasporic peoples within the U.S.; and 2) understandings of global economic circuits, systems of domination, and networks of resistance. Courses taken abroad to fulfill this requirement must be taken in a departmentally approved study abroad program. These credits must be completed through an IPO-approved study abroad program. At least one course taken to fulfill this requirement must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad program.

Commented [JC1]: Responds to APC revision #1. Concern that department approve study abroad.
Commented [JC2]: Responds to APC revision #2. APC concern was that a student could graduate without having an international course, language course, or study abroad experience.
Proposal #2756—Change in Major Requirements for Sociology

Question
Please describe your proposal.

The College of Social and Behavioral Sciences seeks to transform the international and intercultural education focus in our curriculum from the college-based Global Education Requirement for B.A. majors to an integrated theme that is incorporated directly into strengthened and updated B.A. major requirements. (See Proposal 2748 in the UMass Course and Curriculum Management System.)

To graduate, students in the Sociology major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 40 credits. After the proposed change, students in the Sociology major will fulfill expanded major requirements totaling 44 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current college-level Global Education Requirement will be ended for students in the Sociology major.

The four additional credits required will be fulfilled through a list of courses designated by the department, by foreign language courses, or by a departmentally approved study abroad.

Question
Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation of admissions policies.

Sociology majors usually begin the major with a 100-level course. The following 100-level courses are regularly offered:
- SOCIO 103 Social Problems
- SOCIO 105 Self, Society, and Interpersonal Relations
- SOCIO 106 Race, Gender, Class, and Ethnicity
- SOCIO 107 Contemporary American Society
- SOCIO 110 General Introduction to Sociology

All students must take the following four (4) courses:
- SOCIO 212 Statistics (also online Spring & Summer)
  (accepted courses include PSYCH 240, RES-ECON 211 or 212, STATISTIC 111 or 240)
- SOCIO 213 Data Collection and Analysis (also online Summer)
- SOCIO 301 Writing in Sociology
- SOCIO 302 Sociological Theories and Perspectives

It is expected that SOCIO 212 and 213 be taken during the sophomore year and SOCIO 302 during the junior or senior years.

Distribution Requirement
Take at least one course from each of the following areas (This applies to students entering the major after 5/31/2011):

CRIME, LAW, AND DEVIANCE
- SOCIO 241 Criminology (also online every session)
- SOCIO 242 Drugs & Society (online only)
- SOCIO 253M Intro to Human Rights
- SOCIO 323 Sociology of Law
- SOCIO 342 Deviance & Social Order
- SOCIO 343 Hate Crime in America
- SOCIO 344 Gender & Crime
- SOCIO 346 Communities & Crime
- SOCIO 347 Corporate Crime
- SOCIO 364 Sociology of Mental Health
SOCIOLO 391M Serial & Mass Murder (online only)
SOCIOLO 394F Crime & Forensics (online only)
SOCIOLO 392J Race & Policing (online only)
SOCIOLO 394S White Collar Crime (online only)
SOCIOLO 397D Delinquency & Juvenile Justice (online only)
SOCIOLO 395X Domestic Violence (online only)

CULTURE, ORGANIZATIONS, AND INSTITUTIONS
SOCIOLO 220 Sociology of American Culture
SOCIOLO 222 The Family
SOCIOLO 223 Work and Society
SOCIOLO 240 Sociology of Asian American Experience
SOCIOLO 287 Sexuality and Society
SOCIOLO 321 Sociology of Religion
SOCIOLO 322 Sociology of Education
SOCIOLO 325 Political Sociology
SOCIOLO 352 Media, Technology, and Sociology
SOCIOLO 353 Sociology of Medicine (also online Spring)
SOCIOLO 384 Sociology of Love
SOCIOLO 382 Sociology of Childhood
SOCIOLO 386 Complex Organizations

SOCIAL INEQUALITY AND DIVERSITY
SOCIOLO 224 Social Class and Inequality (also online Fall & Summer)
SOCIOLO 240 Sociology of Asian American Experience
SOCIOLO 244 Sociology of Immigration
SOCIOLO 245 Race and Society
SOCIOLO 383 Gender and Society
SOCIOLO 388 Introduction to Latin American Culture
SOCIOLO 328 Introduction to Social Work (also online Fall & Summer)
SOCIOLO 329 Social Movements

SOCIOLO 385 Radical Movements
SOCIOLO 386 Urban Sociology
SOCIOLO 389 Demography of Minority Groups
SOCIOLO 388 Gender and Family
SOCIOLO 388 Gender and Globalization

AND three (3) additional 200-level or above Sociology electives.

International and Intercultural Requirement
This requirement can be fulfilled through a foreign language course, a departmentally approved study abroad course that is part of an IPO approved study abroad program, or by completing one of the following sociology courses:

SOCIOLO 220 Contemporary American Society
SOCIOLO 240 Asian American Experience
SOCIOLO 244 Sociology of Immigration
SOCIOLO 261 Population Studies
SOCIOLO 262 Globalization and Inequalities
SOCIOLO 288 Introduction to Latin American Societies

SOCIOLO 321 Sociology of Religion
SOCIOLO 330 Asian Americans and Inequalities
SOCIOLO 334 Sociology of International Crises and Disasters
SOCIOLO 343 Hate Crime in America
SOCIOLO 360 Urban Sociology
SOCIOLO 388 Gender and Globalization
SOCIOLO 424 Sex Work in Global Perspective

If this requirement is fulfilled by a language course or departmentally approved study abroad, an additional Sociology course is required to attain a total of 44 credits in Sociology.

Across all the major requirements above, at least one course taken must have an international focus (if a topical course), be a foreign language, or be taken during a departmentally approved study abroad.
Appendix 3: SBS Pathways Curriculum & Advising Goals

SBS is developing and implementing SBS Pathways, a program that combines curriculum and advising to support student development and success. SBS Pathways guides students to explore, plan, inventory, and reflect and integrate on their development throughout their college careers. It encourages students to develop their academic, co-curricular, experiential, and professional development experiences to build pathways through UMass and to their future aspirations (see Figure 1).

**Figure 1: SBS Pathways**

The curriculum and advising goals for students under SBS Pathways are:

- **Students become more intentional choosing:**
  - Academics: major(s), General Education courses, electives, & certificates and minors
  - Co-curricular activities
  - Experiential opportunities
  - Professional development activities

- **Students recognize, document, and communicate the competencies they build at UMass Amherst:**
  - Teamwork
  - Written Communication
  - Interpersonal Communication
  - Leadership
  - Foreign Language Skills
  - Civic Engagement
  - Proficiency in Field of Study
  - Critical Thinking
  - Information Literacy
  - Creative Thinking & Intellectual Curiosity
  - Research & Technical Knowledge
  - Global/Intercultural Perspectives
  - Ethical Reasoning

- **Students engage in and understand the importance of on-going reflection as a tool for growth and learning and as a means of integrating their SBS Pathways components**
Appendix 4: Process Used by Faculty in SBS and Its Majors to Develop & Approve New B.A. Curriculum Structure

<table>
<thead>
<tr>
<th>Faculty Senate Prop #</th>
<th>SBS BA Major</th>
<th>How was the new set of major requirements developed?</th>
<th>How and when did the faculty of your department approve the new major requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2748</td>
<td>Revise SBS Global Education Requirement for the B.A.</td>
<td>In fall 2013, SBS began a process of evaluating the Global Education Requirement beginning with the work of the SBS Instructional Innovation Council. In its work through spring 2015, the Council identified several ways in which the current Global Education Requirement for the B.A. is not meeting its original goals regarding international and intercultural education and at the same time is creating barriers to students’ ability to select coursework that builds their own pathways, to study abroad, and to graduate on time (particularly for transfer students). In 2015-2016, the B.A. departments in collaboration with the SBS Undergraduate Curriculum Committee developed this proposal to replace the College level requirement with new requirements for international/intercultural study that are part of the B.A. degree requirements. The Undergraduate Curriculum Committee is made up of the Undergraduate Program Directors of the 11 majors in SBS (eight B.A. and three B.S. majors), the undergraduate director for the School of Public Policy, and the Executive Director of the SBS Advising Resource Center.</td>
<td>The SBS Undergraduate Curriculum Committee unanimously approved proposal 2748 (revise the SBS Global Education Requirement) and proposals 2749-2756 (revise the eight B.A. programs) by recorded email votes from February 18-25, 2016.</td>
</tr>
<tr>
<td>Faculty Senate Prop #</td>
<td>SBS BA Major</td>
<td>How was the new set of major requirements developed?</td>
<td>How and when did the faculty of your department approve the new major requirements?</td>
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<tr>
<td>2749</td>
<td>Anthropology</td>
<td>At the request of the College Undergraduate Dean, the Curriculum Committee in the Department of Anthropology initiated discussion to develop new degree requirements in our major to replace the College level Global Education Requirement. A proposal for a 9 credit Intercultural and International requirement was presented and discussed in the department in November 2015. This change was incorporated into a broader update of the Anthropology BA requirements and into improved advising tools. Pros and cons were discussed in a departmental meeting on Nov. 20, 2015. There were concerns voiced that the elimination of the Global Education Requirement would possibly lead to a decline in the offerings of foreign language courses because there would be less demand as Global Ed was phased out. There were concerns that even if the Department continued to approve of the Global Ed requirement, we would not be able to attract majors if we kept the requirement while other Departments offered the lower credit Intercultural International requirements. Our need to recruit majors made some faculty feel we had to present an alternative requirement to Global Ed similar to that of other departments. Given the centrality of cultural diversity to the curriculum in Anthropology, we did not anticipate difficulty offering the topical courses to fulfill a new Intercultural and International requirement. There was a concern that the change would possibly send a (confusing) message to students that International and Intercultural education was not as important for the preparation of SBS majors.</td>
<td>The new major requirements were voted on and approved at a Department meeting Feb. 24, 2016.</td>
</tr>
<tr>
<td>Faculty Senate Prop #</td>
<td>SBS BA Major</td>
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<tr>
<td>2750</td>
<td>Communication</td>
<td>The new major requirements were developed by the Undergraduate Studies Committee between October 2015 and January 2016.</td>
<td>The faculty of the department approved the new major requirements by an email vote of 10-2 with one abstention in the week of February 8, 2016.</td>
</tr>
<tr>
<td>2751</td>
<td>Economics</td>
<td>The development of the new department requirements, with changes to match the College's new requirements, was the work of the Department Undergraduate Committee. The changes were presented to the Faculty at a meeting and accepted without discussion or vote.</td>
<td>The Economics Department supports the College and major's new degree requirements. There was a general consensus at the faculty meeting where these were first presented to us. The faculty supported the proposal in an August 2017 straw poll by a vote of 9-0, with 2 abstentions and 15 not voting.</td>
</tr>
<tr>
<td>2752</td>
<td>Journalism</td>
<td>On Feb. 27, 2015, the faculty of the Journalism Department had a retreat, and unanimously voted to adopt new major requirements, pending approval by the Faculty Senate and the ability to opt-out of the Global Ed SBS requirements. The opt out of Global Education was not approved by the SBS College Curriculum Committee. The Journalism Curriculum Committee then developed a new proposal in Fall 2015 that incorporated international/intercultural requirements into the updated major requirements. The requirements were further updated to respond to Faculty Senate feedback and staffing constraints in April 2017.</td>
<td>The new proposed requirements were approved by the Journalism Faculty in February 2016. During a faculty meeting in April 2017, the Journalism faculty further discussed tweaking the proposed requirements due to staffing concerns. As a result, we eliminated Journalism 301 as a required course in a subsequent email vote.</td>
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<td>2753</td>
<td>Legal Studies</td>
<td>The Undergraduate Curriculum Committee in Legal Studies considered new degree requirements to replace the Global Education Requirement from September to November 2015.</td>
<td>The new major requirements were considered at a Legal Studies faculty meeting on November 18, 2015. The faculty voted on and unanimously approved the requirements at that meeting. These changes were announced to the Political Science faculty at a meeting on February 3, 2016.</td>
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<tr>
<td>2754</td>
<td>Political Science</td>
<td>For the political science major, the new requirements were developed primarily by the Undergraduate Studies Committee, but with extensive feedback from the faculty as a whole. In the Undergraduate Studies Committee, ideas were discussed at length (and further elaborated by email), and an initial proposal was developed. This initial proposal was then circulated to the entire faculty by email, and was presented for discussion and feedback at the department’s October 7, 2015 faculty meeting. At that meeting, the Undergraduate Studies Committee received extensive feedback from faculty on how to improve the proposal. Following the October 7, 2015 meeting, the Undergraduate Studies Committee held further discussions - in meetings and online - to work out improvements to the proposal consistent with the feedback received from the faculty. These discussions resulted in the development of a revised proposal incorporating faculty recommendations in January 2016.</td>
<td>The revised proposal was circulated to the full faculty prior to its February 3, 2016 faculty meeting. At the meeting, the proposal was discussed, and then subjected to a vote of the faculty. The proposal was approved by a consensus vote.</td>
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<td>2755</td>
<td>STPEC</td>
<td>The Undergraduate Curriculum Committee in Social Thought &amp; Political Economy (STPEC) considered new degree requirements to replace the Global Education Requirement from September to December 2015. To graduate, students in the Social Thought &amp; Political Economy major must currently fulfill the Global Education Requirement of 15 credits plus their major requirements of 46 credits. After the proposed changes, students in the Social Thought &amp; Political Economy major will fulfill major requirements totaling 43 credits that incorporate international and intercultural education directly into the major in a manner tailored to our discipline. The current College level Global Education Requirement will be ended for students in the Social Thought &amp; Political Economy major. To fulfill the new major-level international and intercultural related requirements, STPEC students will complete a portfolio listing at least 6 courses that contribute to 1) knowledge about cultures and histories outside the United States and of indigenous and diasporic peoples within the U.S.; and 2) understandings of global economic circulations, systems of domination, and networks of resistance. There will be no restriction on double-counting for courses that satisfy the STPEC major. Following the same rules already in place for major completion, students may further double-count one General Education course and one University Requirement. We will strongly encourage, but not require, students to study a foreign language. We anticipate that many students will assemble a portfolio of considerably more than 6 courses.</td>
<td>The new major requirements were considered at a faculty meeting on February 10, 2016. The faculty voted on and approved the requirements at that meeting.</td>
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<tr>
<td>Faculty Senate Prop #</td>
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<tr>
<td>2756</td>
<td>Sociology</td>
<td>This initial proposal was circulated to the entire faculty by email, and was presented for discussion and feedback at the department’s October 7, 2015 faculty meeting. At that meeting, the Undergraduate Studies Committee received extensive feedback from faculty on how to improve the proposal.</td>
<td>The proposal was put to a vote in a faculty meeting February 20, 2016. It was approved unanimously.</td>
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# Appendix 5: Foreign Language Requirements of Peer Institutions for Admission & Graduation

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<th>Peer</th>
<th>Language Requirement for Admission</th>
<th>Admissions Website</th>
<th>Language Requirement for Graduation</th>
<th>Requirements Website</th>
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<tbody>
<tr>
<td>Indiana University--Bloomington</td>
<td>4 credits (semesters) of world languages</td>
<td><a href="https://admissions.indiana.edu/apply/freshman/step-one.html">https://admissions.indiana.edu/apply/freshman/step-one.html</a></td>
<td>4 semesters (complete a foreign language through the second semester of the second year). Can test out by placement test that puts student into third year level. Cannot simply use years of language in high school.</td>
<td><a href="http://bulletins.iu.edu/iub/college/2010-2011/degree-requirements/fundamental-skills/foreign-lang.shtml">http://bulletins.iu.edu/iub/college/2010-2011/degree-requirements/fundamental-skills/foreign-lang.shtml</a></td>
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| Iowa State University   | 2 years of a single world language | [http://catalog.iastate.edu/collegeofliberalartsandsciences/](http://catalog.iastate.edu/collegeofliberalartsandsciences/) | WORLD LANGUAGE REQUIREMENT  
The faculty of the College of Liberal Arts and Sciences believes that undergraduate students should acquire elementary practical experience in a second language, should be introduced to the theoretical study of language structure, and should begin to develop an understanding of a second culture through study of that culture’s language. Students meet this expectation by satisfying a graduation requirement equivalent to the first year of university-level study in one world language.  
Students may meet this requirement through several pathways: completing three or more years of high-school world language study in a single language, presenting the equivalent academic record or certification of proficiency in American Sign Language, earning college credit for two semesters of a single world language, passing the exam for credit at the 102 level, receiving a passing grade in a 102 world language course, receiving a passing grade in a world language course at the 200-level or higher, being a native speaker of a language other than English and passing English 150 and 250 with a grade of C- or better, completing a major in any world language, or earning a passing grade in SPAN 097 Accelerated Spanish Review. | [http://catalog.iastate.edu/collegeofliberalartsandsciences/](http://catalog.iastate.edu/collegeofliberalartsandsciences/) |
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<td>Rutgers, The State University</td>
<td>Some schools do not require any. Arts &amp; Sciences requires 2 years of one language</td>
<td><a href="http://admissions.rutgers.edu/applynow/moreforfirstyearapplicants/EntranceRequirements.aspx#3">http://admissions.rutgers.edu/applynow/moreforfirstyearapplicants/EntranceRequirements.aspx#3</a></td>
<td>No language requirement beyond 2 years of one language in high school. (Verified by email from Assistant Dean Garth Peterson 7-25-16.)</td>
<td><a href="http://sasundergrad.rutgers.edu/academics/requirements/core">http://sasundergrad.rutgers.edu/academics/requirements/core</a></td>
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<tr>
<td>Stony Brook University</td>
<td>Admission requirements, typically have 2-3 years of a foreign language. Entry Skills: As part of the Diversified Education Curriculum (D.E.C.), all students in the College of Arts and Sciences, the College of Business, the School of Marine and Atmospheric Sciences, and the School of Journalism are expected to show basic competence in mathematics, writing, a foreign language, and American history. Students directly admitted to the majors in the College of Engineering and Applied Sciences must show basic competence in mathematics and writing. The Skills should in many cases be satisfied upon entry to Stony Brook. However, since completion of Skills is required for graduation, several courses satisfy the Skills. In addition to the notes indicated below, this Bulletin contains a comprehensive summary of courses that satisfy Skills and D.E.C. Note that not all courses are offered each semester. Students should refer to <a href="http://www.stonybrook.edu/solarsystem">www.stonybrook.edu/solarsystem</a> for accurate course offerings each semester.</td>
<td><a href="http://sb.cc.stonybrook.edu/bulletin/2016/spring/policiesandregulations/degree_requirements/entryskills.php">http://sb.cc.stonybrook.edu/bulletin/2016/spring/policiesandregulations/degree_requirements/entryskills.php</a></td>
<td>Diversified Education Curriculum has Entry Skills Requirements, which can be satisfied at entry to Stony Brook or can be attained while at Stony Brook. All entering students who have not demonstrated basic foreign language proficiency are urged to complete this requirement early in their academic careers. Students achieve foreign language proficiency at Stony Brook in one of the following ways: Enrolling in and passing with a letter grade of C or higher the second semester of an elementary foreign language course numbered 101 or 112, or enrolling in and passing a foreign language course certified as Skill 3; Obtaining equivalent transfer credit for the second-semester introductory or higher level foreign language course, passed with a grade of C or higher; Passing a Stony Brook Challenge examination for a foreign language course numbered 101 or 112 or higher.</td>
<td><a href="http://sb.cc.stonybrook.edu/bulletin/2016/spring/policiesandregulations/degree_requirements/entryskills.php">http://sb.cc.stonybrook.edu/bulletin/2016/spring/policiesandregulations/degree_requirements/entryskills.php</a></td>
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</table>
1. A Regents examination score of 85 or higher prior to Fall 2011; 2. A Stony Brook Foreign Language Placement exam score allowing enrollment in an intermediate-level language course (numbered 200 or above); 3. A score of 530 or higher on the SAT II in a foreign language; 4. A score of 3 or higher on a foreign language or literature AP exam; 5. If students have at least two years of formal language study at a secondary school or university where the primary language of instruction is other than English, then transcripts from the institution may be submitted to demonstrate foreign language proficiency.
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<td>University of California, Santa Barbara</td>
<td>Two years required, three years recommended.</td>
<td><a href="http://admissions.sa.ucsb.edu/applying/freshman/eligibility">http://admissions.sa.ucsb.edu/applying/freshman/eligibility</a></td>
<td>Foreign Language (College of Letters and Science only). Objective: To display basic familiarity with a written and/or spoken foreign language appropriate to the discipline. The foreign language requirement may be satisfied in one of the following four ways: 1. By completing foreign language level 3 (third quarter) at UCSB or its equivalent at another college or university. Students fulfilling Area B with this method will require 184 overall units to fulfill degree requirements. 2. By achieving a score of 3 or higher on the College Board Advanced Placement Examination in a foreign language, or by earning a score of 5 or higher on a higher level International Baccalaureate Exam in a foreign language, or by earning one of the following minimum scores on the Foreign Language SAT Subject Examination: Chinese with Listening—570; French/French with Listening—590; German/German with Listening—570; Modern Hebrew—500; Italian—570; Japanese with Listening—570; Korean with Listening —550; Latin—580; Spanish/Spanish with Listening—570. 3. By completing the third year of one language in high school with a grade-point average for third-year language of at least C. 4. By passing a UCSB foreign language placement examination at the appropriate level.</td>
<td><a href="https://my.sa.ucsb.edu/catalog/Curriculum/UndergraduateEducation/GeneralSubjectAreaRequirements.aspx">https://my.sa.ucsb.edu/catalog/Curriculum/UndergraduateEducation/GeneralSubjectAreaRequirements.aspx</a></td>
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<td>University of Colorado, Boulder</td>
<td>Arts &amp; Sciences: 3 years of a single foreign language</td>
<td><a href="http://www.colorado.edu/catalog/2016-17/content/minimum-academic-preparation-standards-maps">http://www.colorado.edu/catalog/2016-17/content/minimum-academic-preparation-standards-maps</a></td>
<td>All students are required to demonstrate, while in high school, third-level proficiency in a single modern or classical foreign language. Students who have not met this requirement at the time of matriculation will have a MAPS deficiency. They may make up the deficiency only by passing an appropriate third-semester college course or by passing a CU-Boulder-approved proficiency examination. Students who take approved CU-Boulder coursework to fulfill this requirement must take the course for a letter grade and receive a passing grade of D- or higher. Students who are under the core curriculum, but not subject to MAPS, must complete the foreign language requirement to meet degree requirements. Questions about placement should be referred to the appropriate foreign language department. The goal of the language requirement is to encourage students to confront the structure, formal and semantic, of another language, significant and difficult works in that language, and one or more aspects of the culture lived in that language. This enables students to understand their own language and culture better, analyze texts more clearly and effectively, and appreciate more vividly the dangers and limitations of using a translated document. The language requirement is a general education requirement and so concentrates on reading. In some languages, other abilities may be emphasized as well. Understanding what it means to read a significant text in its original language is essential for general education according to the standards of this university.</td>
<td><a href="http://www.colorado.edu/artsandsciences/student-resources/core-curriculum/foreign-language">http://www.colorado.edu/artsandsciences/student-resources/core-curriculum/foreign-language</a></td>
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<td>University of Connecticut, Storrs</td>
<td>2 years of a single foreign language (3 years strongly recommended)</td>
<td><a href="http://admissions.uconn.edu/content/freshman">http://admissions.uconn.edu/content/freshman</a></td>
<td>Applies to all Bachelor's degrees: Second Language Competency A student meets the minimum requirement if admitted to the University with three years of a single foreign language in high school, or the equivalent. When the years of study have been split between high school and earlier grades, the requirement is met if the student has successfully completed the third-year high school level course. With anything less than that, the student must pass the second semester course in the first year sequence of college level study in a single language.</td>
<td><a href="http://catalog.uconn.edu/general-education/#SLCom">http://catalog.uconn.edu/general-education/#SLCom</a></td>
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<tr>
<td>University of Delaware</td>
<td>2 years of the same language required, 4 years of the same recommended.</td>
<td><a href="http://www.udel.edu/apply/undergraduate-admissions/first-year-students/admissions-requirements/">http://www.udel.edu/apply/undergraduate-admissions/first-year-students/admissions-requirements/</a></td>
<td>College of Arts and Sciences requirements: Foreign Language, B.A.: (minimum grade D-), 0-12 credits. Completion of the intermediate-level course (107 or 112 or 202) in an ancient or modern language. The number of credits needed and initial placement will depend on the number of years of high school study of foreign language. Students with four or more years of high school work in a single foreign language, or who have gained proficiency in a foreign language by other means, may attempt to fulfill the requirement in that language by taking an exemption examination through the Foreign Languages and Literatures Department.</td>
<td><a href="http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=KEY_652&amp;ACYEAR=2016-2017">http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=KEY_652&amp;ACYEAR=2016-2017</a></td>
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| University of Maryland, College Park | 2 years of a foreign language | https://www.admissions.umd.edu/apply/freshman.php | College of Behavioral and Social Sciences: No language requirement. Verified by email from Christie Cradock, Director of Advising for CB&SS. "The College of Behavioral and Social Sciences at UMD does not have a language requirement. An individual major can have a language requirement or language option as part of their requirements but as a college we do not. Our counterparts in the College of Arts and Humanities at UMD does have a language requirement."
(Do have General Education requirements for university as a whole http://www.gened.umd.edu/documents/GeneralEducationSummaryChart.pdf ) | NA                    |
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<td>University of Oregon</td>
<td>Second language—2 years. The UO offers several options for meeting the second-language requirement. High School and College Credit Options. Options for Meeting the Requirement. Applicants must demonstrate proficiency by one of these methods: 1. Two years of the same second language in high school with a grade of C- or better, P (pass), or S (satisfactory); or 2. A grade of C- or better in the third year of high school-level second language study; or 3. Two college terms of the same second language with a grade of C- or better, P (pass), or S (satisfactory); or 4. Proficiency test (for example, SAT Subject Test or BYU Foreign Language Assessment); or 5. One of the alternate options listed below. Alternate Proficiency-based Assessment Options. Pass the Standards-based Measurement of Proficiency (STAMP) test with a score of at least novice-high. Demonstrate proficiency of at least novice-high on the ACTFL scale in American Sign Language (ASL). Pass ACTFL Oral Proficiency Interview with a score of at least novice-high. Satisfactory performance (grade of pass at 101 and 102 course level) on a Brigham Young Foreign Language Assessment. Score of 500 or higher on an SAT Foreign Language Subject Test. Score of 2 or higher on an Advanced Placement Foreign Language Test. Score of 4 or higher on an International Baccalaureate Standard Level Foreign Language Exam. Score of 40 or higher on a CLEP Foreign Language Exam. Satisfactory performance on a college second-language departmental challenge exam. Education satisfactorily completed through 7th grade in school or country where English was not the language of instruction. Satisfactory performance on additional tests (such as SLIP) administered according to accepted district policy, with the approval of the UO course approval working group. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe.</td>
<td><a href="https://admissions.uoregon.edu/requirements">https://admissions.uoregon.edu/requirements</a></td>
<td>Bachelor of Arts Requirements The bachelor of arts (BA) degree requires proficiency in a second language. The second-language requirement may be met in one of the following ways: 1. Completion of at least the third term, second year of a second-language course taught in the language, with a grade of C– or better or P; 2. Satisfactory completion of an examination administered by the appropriate language department, showing language proficiency equivalent to that attained at the end of two years of college study; 3. For students whose native language is not English: providing official high school or official college transcripts to the Office of the Registrar as evidence of formal training in the native language and completion of WR 121 and either WR 122 or WR 123 with grades of C– or better or P.</td>
<td><a href="http://uocatalog.uoregon.edu/admissionto">http://uocatalog.uoregon.edu/admissionto</a> graduation/bachelorrequirements/</td>
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### Appendix 6: SBS Master List of International & Intercultural Courses

**Topical Courses (Foreign Language Courses Not Listed Here)**

March 2017

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HFA  History 131 Middle Eastern History 1300 - Present
HFA  History 181 History of Western Sci/Tech II
HFA  History 241 The Irish Experience
HFA  History 247 Empire, Race & the Philippines
HFA  History 250 Intro South Asian History & Culture
HFA  History 253 Asian-Pacific American History
HFA  History 260 Power/Violence in S. Africa
HFA  History 269 The American War in Vietnam
HFA  History 305 Renaissance and Reformation Europe
HFA  History 316 History of the U.S.S.R.
HFA  History 317 The Russian Revolution
HFA  History 322 France Since 1789
HFA  History 345 China in the 19th Century
HFA  History 346 Twentieth-Century China
HFA  History 347 Traditional Japan
HFA  History 354 History of Mexico
HFA  History 359 Modern Brazil
HFA  History 387 The Holocaust
HFA  History 391S Spanish Civil War
HFA  History 392E The U.S. in Latin America
HFA  History 393EH Intellectual Origins of Colonialism
HFA  History 394RI Comparative Revolutions/Modern Era
HFA  History 394TI Mongol and Turkish Empires
HFA  History 397GEH Global Environmental History
HFA  History 397GS Global History of Sport
HFA  History 397LA Environmental History of Latin America
HFA  History 397PRH Power and Resistance in Latin America
HFA  History 397ST Sci/Tech/War in 20th Cen. US/Europe
HFA  History 491J History of Modern China
HFA  History 497NH Nazi Germany
HFA  Italian 297K Food, History & Cultural Identity in Italy
HFA  Italian 297P The Culture of Italian Comics
HFA  Italian 350 Italian Film
HFA  Italian 397L Regional Lit and Culture in Italy
HFA  Italian 397MD Italy and the Mediterranean
HFA  Italian 497DF Divas: Icons in Italian Film
HFA  Japanese 135 Japanese Art & Culture
HFA  Japanese 143 Literature Classical and Medieval
HFA  Japanese 144 Japan Lit-Modern
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<td>Sociol 360 Urban Sociology</td>
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<td>SustComm 125 Global Cities &amp; Global Issues</td>
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### Appendix 7: SBS Academic Advising and Faculty Mentoring Structure

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<th>College of Social &amp; Behavioral Sciences</th>
<th>Academic Advisor--Faculty Mentor Structure, August 2017*</th>
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<tbody>
<tr>
<td></td>
<td>*Some positions have multiple responsibilities and are not 100% advising</td>
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<td><strong>SBS Dean's Office</strong></td>
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<tr>
<td>Associate Dean for Education &amp; Student Development</td>
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<tr>
<td>Director of Academic Engagement &amp; Student Success (50% time)</td>
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<tr>
<td>Director of Academic Fellows Program (50% time)</td>
<td>Tenure Track Faculty</td>
</tr>
<tr>
<td>Director of Diversity Advancement (some undergrad time)</td>
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<td>Asst Dean &amp; Executive Director of SBS ARC</td>
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<td>Prof Staff</td>
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<tr>
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<tr>
<td>Peer Advisors</td>
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</tr>
<tr>
<td>Director of Undergrad Career &amp; Prof Development</td>
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</tr>
<tr>
<td>Asst Director of Career Planning</td>
<td>Prof Staff</td>
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<td>Department</td>
<td>Position</td>
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<td>Graduate Assistant</td>
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<td>Faculty Mentors Program</td>
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<td>Use SSC for Scheduling</td>
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<td>Faculty Are Mentors</td>
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<tr>
<td>Faculty Research Asst Program</td>
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</tr>
<tr>
<td>Peers but Not for Advising</td>
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</tr>
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<td>Use AppointmentPlus for Scheduling</td>
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<tr>
<td>Journalism</td>
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<td>Faculty Are Mentors</td>
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<tr>
<td>Peer Advisors</td>
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<td>Use AppointmentPlus for Scheduling</td>
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</tr>
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<td>Landscape Architecture &amp; Regional Planning (LARP)</td>
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<td>Use AppointmentPlus for Scheduling</td>
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Appendix 8: SBS Support of International/Intercultural Competencies through SBS Pathways & New Curricula

Advising in the SBS majors and Exploratory Track supports students in planning, inventorying, reflecting on, and integrating their experiences around international/intercultural competencies in the following ways:

- Major advisors and SBS Advising Resource Center (ARC) advising staff encourage students to study a foreign language and pursue their international academic interests, e.g. completing the International Relations Certificate or the Latin American, Caribbean and Latino Studies Certificate or minor, minoring in Middle Eastern Studies, etc.
- Major advisors and SBS ARC advising staff encourage students to participate in a study abroad or domestic exchange programs.
- Major advisors and SBS ARC advising staff encourage students to pursue co-curricular, experiential, and professional opportunities related to international/intercultural competency, e.g., cultural clubs & groups, service learning, and volunteer or internship experiences in diverse communities or abroad.
- The SBS Pathways Portfolio provides exploration, planning, and reflection exercises geared towards building student interests in international/intercultural academic and co-curricular plans.
- The SBS Pathways Portfolio includes a competencies self-assessment that requires students to consider the ways they are building international/intercultural competencies.
- The SBS Advising site is building a web-based tool called SBS Career Explorer that guides students in understanding how alumni of SBS and others have put together academic, co-curricular, and professional development/work experiences that enrich their lives and careers. The tool:
  - Links to multiple resources in the departments, College, and University that students can use to build their own pathways.
  - Emphasizes ways of building international/intercultural experiences by highlighting opportunities in:
    - Coursework, including secondary majors, certificates, and minors.
    - Co-curricular activities.
    - Experiential learning.
    - Internships and other professional development activities.
Appendix 9: History of Impact Analysis Reports from SBS to the Program & Budget Council of the Faculty Senate, September 2016—February 2017

The Program & Budget Council reviewed the SBS proposals between September 2016 and March 2017. On October 26, 2016, SBS sent the Program and Budget Council a report titled “Further Rationale and Response for Transformation of International & Intercultural Education in SBS” that presented the rationale of SBS and its majors for changing its requirements and an estimate of the student credit hour impacts of the proposed changes. SBS presented a subsequent document to the Program and Budget Council dated 12-6-2016. This document repeated and underscored the rationale for the proposed changes and presented further analysis of student credit hour impacts, incorporating data provided by the Chancellor’s Office and the Office of Institutional Research and data developed by SBS.

At its meeting on December 14, 2016, the Program Subcommittee requested that SBS provide an Addendum to the 12-6-2016 report. The Program Subcommittee requested that the Addendum address:

- Effect on student credit hour needs in SBS and ability of SBS to meet any new teaching needs, as well as how proposals continue to support course taking across campus.
- How SBS Advising Resources support SBS Pathways and how SBS and SBS majors will support/encourage language study and acquisition. SBS was also asked to detail how SBS will collaborate with HFA on language programs.

SBS presented this addendum titled “Addendum to Rationale and Impact Analyses” to the Program Subcommittee on 2-2-2017.
Appendix 10: Methodology for Estimating Total Possible Universe of Student Credit Hours That Could Be Affected in HFA

SBS used two methods to estimate the overall possible universe of student credits hours in HFA that could be affected by the SBS Proposals. Appendix Box 10.1 shows that using Method 1, Historical Enrollment Data for 2015-16, that the possible universe of student credit hours that could be affected per year is 7,661. This overestimates the overall universe, however, because it includes student credit hours taken by SBS students that are not due to the Global Education Requirement (see Background Section below for details). Appendix Box 10.1 also shows that using Method 2, SBS B.A. Majors and the Global Education Requirement, SBS estimates that the universe of potentially affected student credit hours is 7,027, made up of 4,392 foreign language credit hours and 2,635 topical course credits (see background section for methodology and sensitivity analysis). Due to the overestimation with Method 1, SBS used the Method 2 estimate of the possible universe in its analysis.

Appendix Box 10.1. Overall Possible Universe of Student Credit Hours (SCH) Affected in HFA

**Method 1:** Historical Enrollment Data for 2015-16

SBS Enrollment in HFA Language Departments: 7,661 SCH

**Method 2:** SBS B.A. Majors & Global Education Requirements

Annual Foreign Language SCH: 4,392 SCH

*Based on 25% of SBS B.A. majors taking 6 credits*

Annual Topical Courses SCH in HFA: 2,635 SCH

*Based on 25% of SBS B.A. majors taking 9 credits of topical courses, 40% of these SCH in HFA*

Total: 7,027 SCH

**Estimate Used:** 7,027 SCH

Background Section: Methodology for Estimating Possible Universe of Student Credit Hours Affected in HFA

**Method 1: Historical Enrollment Data**

Enrollment data can be used to define the total universe of student credit hours that may be affected. This requires defining coursework that was taken to fulfill the Global Education Requirement. As part of its approach to analyzing this impact, the Program and Budget Council requested that the Chancellor’s Office provide it with historical enrollment data on student credit
hours taken by SBS students in HFA. The Chancellor’s Office and the Office of Institutional
Research (OIR) provided 3 tables for the fall 2015-spring 2016 academic year:

1. OIR Table 1, labeled “Student Credit Hours Taken by Undergraduate Students in
Languages”: breakdown of student credit hours taken in HFA “language” departments by
all students by the School/College of their primary majors. For analysis of the Global
Education Requirement, this is an overestimate of the potential universe of credit hours
affected in SBS because it includes coursework in areas such as Classics and
Comparative Literature, which are largely General Education courses (no double
counting is allowed between General Education and Global Education Requirements).

2. OIR Table 2, same table as OIR Table 1 but shows breakdown of student credit hours
across SBS primary majors.

3. OIR Table 3 (included below as Appendix Table 10.1), labeled “Student Credit Hours
Taken by Undergraduate Students in the Languages”: Student credit hours taken in HFA
departments that “teach languages”. The table footnote says:
   Bryan Harvey Note: The third tab excludes all of Comp Lit, as well as the rubrics
   “Classics,” “Judaic Studies,” “Middle Eastern Studies,” “Languages, Literatures
   and Cultures,” and “Spanish – Student Teaching.” This leaves only the rubrics
   through which languages are offered, although there may still be some literature
   and/or culture courses included. My own guess is that almost all of those are
   consumed by language majors.

   OIR Table 3 overestimates the potential universe of credit hours affected by the SBS
proposals because it includes all coursework taken by SBS students in the included
departments regardless of whether the courses are taken to fulfill the Global Education
Requirement.

OIR Table 3 shows the total universe of possible student credit hours affected in the included
departments to be 7,661 per year. Data from OIR Table 3, although an overestimate for the
reasons noted above, are the closest of the OIR tables to the total student credit hours that
could be affected by the new requirements proposed by SBS.

Method 2: Estimate Total Student Credit Hours Based on SBS B.A. Majors and Global
Education Requirement

Estimates of the total universe of student credit hours that may be affected can be estimated
using major headcount numbers and the Global Education Requirements themselves. Appendix
Table 10.2 shows this analysis using fall 2016 enrollment data and based on the assumption
that under the Global Education Requirement in any given year, one-quarter of all SBS B.A.
students are taking 6 credits of foreign languages in HFA and 9 credits of topical courses, some
proportion of which are in HFA. Given these assumptions and specifically assuming that 30%
of the topical courses are being taken in HFA, the total universe of student credit hours that might
be affected by the change in the requirements is 6,368 (4,392 in foreign languages and 1,976 in
topical courses). Assuming that 40% of the topical courses are being taken in HFA, the total
universe of student credit hours that might be affected by the change in the requirements is
7,027 (4,392 in foreign languages and 2,635 in topical courses). SBS used the 40% estimate in
its further impact analysis.
### Appendix Table 10.1: OIR Table 3

**Student Credit Hours Taken by Undergraduate Students in the Language Rubric Departments**

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<th>School/College of Student's Primary Major</th>
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<td>-</td>
<td>1</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>30</td>
<td>-</td>
<td>13</td>
<td>47</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
<td>36</td>
<td>108</td>
<td>214</td>
<td>32</td>
<td>-</td>
</tr>
<tr>
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<td>32</td>
<td>14</td>
<td>43</td>
<td>74</td>
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<tr>
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<td>28</td>
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<td>4</td>
<td>36</td>
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</tr>
<tr>
<td></td>
<td>400</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>18</td>
<td>47</td>
<td>110</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,797</td>
<td>638</td>
<td>3,784</td>
<td>7,061</td>
<td>82</td>
<td>343</td>
</tr>
</tbody>
</table>

*Bryan Harvey note: The third tab excludes all of Comp Lit, as well as the rubrics “Classics,” “Judaic Studies,” “Middle Eastern Studies,” “Languages, Literatures and Cultures,” and “Spanish – Student Teaching.” This leaves only the rubrics through which languages are offered, although there may still be some literature and/or culture courses included. My own guess is that almost all of those are consumed by language majors.*
Appendix Table 10.2: Potential Universe of Student Credit Hours Affected in HFA Based on SBS B.A. Majors and Global Education Requirement

<table>
<thead>
<tr>
<th>SBS Primary Major Enrollment (Sept 2016 OIR Data)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBS Primary Majors Declared in B.A. &amp; B.S. Programs</td>
<td>3360</td>
</tr>
<tr>
<td>In B.A. Majors</td>
<td>2928</td>
</tr>
<tr>
<td>In B.S. Majors</td>
<td>432</td>
</tr>
</tbody>
</table>

### Universe of Potential Foreign Language Credit Hours Affected

SBS Global Ed requires language beyond High School attainment.

Projections are maximums because some primary SBS B.A. majors will need to fulfill language requirement if secondary major is in HFA and some students take language off campus.

If 25% of Primary BA Majors are Taking 6 Credits of Language in a Given Year

(732 Students Per Year)

<table>
<thead>
<tr>
<th>Student Credit Hours</th>
<th>Total Universe of Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students*6 Credits)</td>
<td>4392</td>
</tr>
</tbody>
</table>

### Universe of Potential Topical Courses Affected

If 25% of Primary BA Majors are Taking 9 Credits of Topical Courses on Global Education List in a Given Year

(732 Students Per Year)

<table>
<thead>
<tr>
<th>Student Credit Hours</th>
<th>Total Universe of Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students*9 Credits)</td>
<td>6588</td>
</tr>
</tbody>
</table>

| If 20% are taken in HFA | 1318       |
| If 30% are taken in HFA | 1976       |
| If 40% are taken in HFA | 2635       |
| If 50% are taken in HFA | 3294       |
| If 60% are taken in HFA | 3953       |

### Total HFA Impact (Language Plus Topical Courses)

If 20% of topical courses are taken in HFA | 5710       |
If 30% of topical courses are taken in HFA | 6368       |
If 40% of topical courses are taken in HFA | 7027       |
If 50% of topical courses are taken in HFA | 7686       |
If 60% of topical courses are taken in HFA | 8345       |
Appendix 11: Methodology for Estimating Actual Change in Student Credit Hours in HFA

Change in Student Credit Hours Related to Foreign Language Requirements

SBS B.A. majors will have the option to take language courses to fulfill their international/intercultural requirements but will not be required to do so. The current Global Education Requirement is that students take a minimum of 6 credits of foreign language beyond entry achievement levels. Appendix Table 11.1 (column 1, blue shading) presents all possible reductions in language credits taken by SBS B.A. students from no reduction to a 100% reduction. These numbers reflect the difference after 4 years and overestimate the effect at UMass Amherst because students with a secondary major in Humanities and Fine Arts (141 students as of 10/26/16) will still be required to meet that College’s language requirements. It is also an overestimate because some students take language courses off campus.

SBS expects a reduction in foreign language course taking under the new requirements as students have more ability to choose coursework that builds their SBS Pathways. Foreign language study is very strongly supported by the SBS B.A. departments, it fulfills major requirements of international/intercultural education, and it is important to the SBS Pathways being pursued by many students. SBS’s expectation is that the reduction in student credit hours will be in the mid-range. If this reduction is 50%, the student credit hours affected is 2,196.

Projected Changes in Topical Course Requirements in HFA

SBS B.A. students will also have options to fulfill their international/intercultural requirement by taking topical courses from curated lists of courses from across UMass Amherst and within their major; completing an approved minor, certificate, or secondary major; or completing a departmentally approved study abroad. Appendix Table 11.1 (row 1, orange shading) presents all possible reductions from no reduction to a 100% reduction in topical course credits taken by SBS B.A. students in HFA, assuming that 40% of these topical courses are taken in HFA.

SBS expects some reduction in student credit hours in topical courses taken in HFA. However, SBS does not expect the reduction to be large because students will be pursuing coursework in HFA to complete their major-based international/intercultural requirements and will add coursework as they pursue secondary majors and certificates. In other words, first, students who do not take foreign language credits will be required to take topical course requirements to fulfill their international/intercultural requirements. Second, students who have credits freed up under the change in requirements must still complete a total of 120 credits for graduation. Many SBS students will continue to take courses that they currently take under the Global Education Requirement in HFA and elsewhere on campus, even if they are not required to do so because the courses build their SBS Pathways in area studies, certificates, or other areas of specialization. Using an estimate of a 40% reduction in topical course credit hours taken in HFA, the total affected student credit hours is 1,054.
Appendix Table 11.1. Potential Impact of New SBS International/Intercultural Requirements on HFA Student Credit Hours in Languages and Topical Courses

<table>
<thead>
<tr>
<th>Potential Reduction (Proportion)</th>
<th>0.0</th>
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<th>0.2</th>
<th>0.3</th>
<th>0.4</th>
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<th>0.6</th>
<th>0.7</th>
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<th>0.9</th>
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</thead>
<tbody>
<tr>
<td>Language Courses--Potential Universe of Student Credit Hours Affected</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Topical Courses--Potential Universe of Student Credit Hours Affected</td>
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