

SUBCOMMITTEE C – AGENDA

**Via Zoom**  
March 14, 2024  
1:30 p.m.

**PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES**

**COLLEGE OF ARTS AND LETTERS**

1. Request to change the requirements for the **Bachelor of Fine Arts** degree in **Art Education** in the Department of Art, Art History, and Design. The Teacher Education Council (TEC) will consider this request at its March 18, 2024 meeting.
  - a. Under the heading **Requirements for the Bachelor of Fine Arts Degree in Art Education** make the following changes:
    - (1) In item 1., replace paragraph two with the following:

The University's Tier II writing requirement for the Art Education major is met by completing Studio Art 411 and 412. Those courses are referenced in item 4. below.
    - (2) In item 3., make the following changes:
      - (a) Change the total credits from '24' to '15'.
      - (b) Delete the following courses:

|     |     |  |   |
|-----|-----|--|---|
| STA | 112 | Art and Design: Concepts and Practices | 3 |
| STA | 340 | Ceramics: Hand Building                | 3 |
| STA | 345 | Ceramics: Wheel Throwing               | 3 |
    - (3) Delete item 3. j.
    - (4) Reletter item 3. f., g., h., and i. to 3. g., h., i., and j.
    - (5) Add the following 3. f.:

One of the following courses (3 credits)

|     |     |                          |   |
|-----|-----|--------------------------|---|
| STA | 340 | Ceramics: Hand Building  | 3 |
| STA | 345 | Ceramics: Wheel Throwing | 3 |
    - (6) Replace item 4. with the following:

The following **Professional Education Courses** (37 credits):

|     |     |   |   |
|-----|-----|---|---|
| CEP | 240 | Introduction to Exceptional Learners                              | 3 |
| STA | 310 | Clinical Experience in Visual Arts Education I                    | 4 |
| STA | 410 | Clinical Experience in Visual Arts Education II                   | 3 |
| STA | 411 | Seminar in Visual Arts Education I (W)                            | 3 |
| STA | 412 | Seminar in Visual Arts Education II (W)                           | 3 |
| STA | 413 | Student Teaching Internship in Visual Arts Education              | 6 |
| TE  | 101 | Social Foundations of Justice and Equity in Education             | 3 |
| TE  | 102 | Pedagogy and Politics of Justice and Equity in Education          | 3 |
| TE  | 150 | Reflections on Learning   | 3 |
| TE  | 302 | Literacy and Adolescent Learners in School and Community Contexts | 3 |
| TE  | 341 | Teaching and Learning of (Bi)Multilingual Learners                | 3 |

2. Request to establish a **Minor in Screenwriting** in the Department of English. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its February 22, 2024 meeting.

a. **Background Information:**

Student demand for courses in screenwriting has been increasing. They have expressed an interest in a structured curriculum and a greater selection of advanced offerings. Some members of the faculty regularly offer independent study courses to meet this interest. To formalize this work, the Film Studies Program introduced FLM 484, an advanced special topics course in screenwriting for AY 23/24. With this course in place, we now have the core set of offerings for a minor in screenwriting.

MSU has a long history of producing successful screenwriters. We have strong student demand in screenwriting due, in part, to this history. Our list of Spartans in Hollywood includes several alumni with an active interest in maintaining ties to the university. A minor in screenwriting would fit as a supplement to the university's existing majors in Film Studies and Digital Storytelling. It would follow the format of our minors in Fiction Filmmaking and Documentary Filmmaking.

The minor will formalize existing strengths in this field and aligns with the College of Arts and Letters and university goals of enhancing the presence of the arts on campus.

b. **Academic Programs Catalog Text:**

The Minor in Screenwriting, which is administered by the Department of English, offers undergraduate students a foundation in the production of scripts for fiction films and television programs.

The minor is available as an elective to students who are enrolled in bachelor's degree programs at Michigan State University. With approval of the department and college that administers the student's degree program, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor's degree.

Students who are planning careers in writing for film and television should consider combining this minor with a major in Film Studies or Digital Storytelling.

Students who plan to complete the requirements of the minor should consult the undergraduate advisor in the Department of English or the Director of Film Studies in the Department of English.

**Admission**

Students considering the Minor in Screenwriting must have a minimum grade-point average of 2.0.

**Requirements for the Minor in Screenwriting**

|  |  |   | CREDITS |
|--|--|---|---------|
| Complete a minimum of 16 credits from the following: |  |   |         |
| 1.   | One of the following introductory courses in Film Studies (4 credits): |   |         |
|  | FLM 230  | Introduction to Film                            | 4       |
|  | FLM 260  | Introduction to Digital Film and Emergent Media | 4       |
| 2.   | All of the following core courses (9 credits):                         |   |         |
|  | FLM 334  | Introduction to Screenwriting (W)               | 3       |
|  | FLM 434  | Advanced Screenwriting (W)                      | 3       |
|  | FLM 484  | Advanced Topics in Screenwriting                | 3       |
| 3.   | At least one of the following courses (3 credits):                     |   |         |
|  | DS 202   | Writing for Digital Storytelling                | 3       |
|  | ENG 227  | Introduction to Playwriting                     | 3       |
|  | FLM 255  | Stars and Directors                             | 3       |
|  | FLM 300  | History of Film to Midcentury                   | 3       |
|  | FLM 301  | History of Film after Midcentury                | 3       |
|  | FLM 337  | Topics in Film Form                             | 3       |
|  | FLM 350  | National and Transnational Cinemas              | 3       |
|  | FLM 355  | Studies in Film Genres                          | 3       |
|  | FLM 380  | Classical Film and Media Theory                 | 3       |
|  | FLM 381  | Contemporary Film and Media Theory              | 3       |
|  | FLM 400  | Seminar in the History of Film (W)              | 3       |

|     |     |  |   |
|-----|-----|--|---|
| FLM | 450 | Studies in Ethnic Film   | 3 |
| FLM | 451 | Studies in Postcolonial Film   | 3 |
| FLM | 452 | Studies in Film, Gender, and Sexuality                                       | 3 |
| FLM | 460 | Seminar in Digital Film and Emergent Media (W)                               | 3 |
| FLM | 480 | Seminar in Film and Media Theory (W)   | 3 |
| FLM | 484 | Advanced Topics in Screenwriting<br>(may be repeated with a different topic) | 3 |
| FLM | 491 | Special Topics in Film Studies   | 3 |
| THR | 304 | Topics in Acting/Directing II  | 3 |
| THR | 350 | Plays as Film  | 3 |

Effective Fall 2024.

3. Request to establish a **Bachelor of Arts** degree in **Nonprofit Leadership, Religion, and Social Change** in the Department of Religious Studies. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its February 22, 2024 meeting.

a. **Background Information:**

The proposal for a new major in nonprofit leadership, religion, and social change originated from faculty members in the Department of Religious Studies as a natural development of their existing Nonprofit Leadership undergraduate concentration and current catalog of courses. The department also has a new master's and graduate certificate program in Nonprofit Leadership, Global Cultures, and Social Enterprise (GNL). The proposed bachelor's program is unique in relation to current MSU offerings and programs at other educational institutions in combining practical understanding of nonprofits (501c3 organizations), charitable work, and philanthropy with a distinctive emphasis on cultural knowledge in a global religious context. It expands on related course offerings within the College of Arts and Letters, and distinctly adds to current programs outside the College of Arts and Letters, specifically community sustainability courses and MSU's minor in entrepreneurship and innovation. The proposed major provides professional orientation and career specialization along with a sound humanities foundation. It provides students with the skills and knowledge necessary for success in public and nonprofit organizations. To be successful in non-profit organizations that work with people and communities, a knowledge of human religious cultures is essential. Practical skills and knowledge are skills a non-profit professional needs to navigate a global cultural world. By combining practical skills like grant making, grants evaluation, and intercultural competence with the College of Arts and Letters' traditional emphases on global cultures and arts, its course work activates humanistic studies by applying them to international and national nonprofit activities, charitable projects, philanthropic enterprises, NGOs, and civil society. It also includes course work in areas of personal development and well-being for the nonprofit professional, providing a program distinctive not only in Michigan, but also nationally.

At the undergraduate level, there is no other nonprofit major at MSU. MSU's commitment to DEI and ethics initiatives, along with the colleges' focus on a culture of care and providing professional pathways for humanities students. The Department of Religious Studies distinctive capacity to engage with and expand knowledge of nonprofits, philanthropy, charity, and service, as evidenced by its current undergraduate concentration and graduate programs, provides an ideal setting to develop an undergraduate major in nonprofit leadership and global cultural knowledge. Its programs offer students a foundational understanding of religious cultures, societies, and values that situate religion as a part of human culture and support skills in communicating effectively across cultures (intercultural competence). In religious studies, individuals are trained to work with one of the foundations of cultural diversity: religion, both in terms of diverse traditions as well as people's different perspectives on religion in modernity. With no advocacy for a specific stance on religion, the department's goal is to prepare students to recognize how religion operates in the world so that they can successfully formulate and manage projects with diverse colleagues. Such an approach, when combined with faculty already versed and experienced in the realms of nonprofits, charity, philanthropy, and social entrepreneurship, make the department an ideal home for a distinctive major that combines a humanistic education with a professional pathway for students interested in service and public engagement.

b. **Academic Programs Catalog Text:**

The Bachelor of Arts degree in Nonprofit Leadership, Religion, and Social Change will provide students the opportunity to develop deeper knowledge of national and international nonprofit organizations, NGOs, philanthropic enterprises, charitable actions, and careers in service

in the context of global cultural knowledge, religious engagements, and spiritual orientations. There are five areas of primary focus: (1) nonprofit, philanthropic, and charity governance, leadership, and legal structures; (2) NGOs, global civil society, and theories, methods, and examples of social change; (3) values, virtues, ethics, and justice in relation to global cultural and religious knowledge; (4) human, ecological, and societal flourishing in civil society, particularly in contexts that may be labeled as “religious” or “spiritual”; and (5) organizational innovation and leadership theory/practice in global religious and cultural contexts. Practical application, experiential learning, and social engagement are emphasized.

**Requirements for the Bachelor of Arts Degree in Nonprofit Leadership, Religion, and Social Change**

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Nonprofit Leadership, Religion, and Social Change.

The University's Tier II writing requirement for the Nonprofit Leadership, Religion, and Social Change major is met by completing Religious Studies 485 or 490 or 491 or 499. Those courses are referenced in item 3. e. below.

2. The requirements of the College of Arts and Letters for the Bachelor of Arts degree.
3. The following requirements for the major (minimum of 40 credits):

|   | CREDITS |
|---|---------|
| Foundations of Religious Studies (6 credits)  |         |
| a. One of the following courses (3 credits):  |         |
| REL 101 Exploring Religion  | 3       |
| REL 102 Exploring Spirituality  | 3       |
| REL 150 Exploring Biblical Literature   | 3       |
| REL 206 Spirituality, Belonging, and the Quest for Purpose  | 3       |
| REL 301 Methods and Theories in the Study of Religion   | 3       |
| b. One of the following courses in global religion (3 credits):   |         |
| REL 306 Native American Religions   | 3       |
| REL 308 Black Spirituality and Religion   | 3       |
| REL 310 Judaism   | 3       |
| REL 320 Christianity  | 3       |
| REL 325 East Asian Buddhism   | 3       |
| REL 330 Islam   | 3       |
| REL 335 East Asian Religions  | 3       |
| REL 340 Hinduism  | 3       |
| REL 350 Buddhism in South Asia  | 3       |
| REL 355 Southeast Asian Religions   | 3       |
| REL 360 African Religion  | 3       |
| REL 365 Evangelicalism in the U.S.  | 3       |
| REL 414 Jewish Identity (W)   | 3       |
| REL 420 Birth of Christianity (W)   | 3       |
| REL 425 Apocalypse Then and Now (W)   | 3       |
| REL 430 The Qur'an and Its Interpreters (W)   | 3       |
| REL 432 Modern Muslim Thought (W)   | 3       |
| REL 441 Devotional Hinduism (W)   | 3       |
| c. All of the following nonprofit leadership courses (15 credits):  |         |
| REL 185 Introduction to Religion and Nonprofits   | 3       |
| REL 207 Intercultural Competence, Religious Diversity, and Self-awareness   | 3       |
| REL 285 Introduction to Social Entrepreneurship and Religion  | 3       |
| REL 455 Introduction to Monitoring, Evaluation, and Learning for Nonprofits   | 3       |
| REL 485 Religion and Nonprofit Leadership (W)   | 3       |
| d. Nine credits from the following religious studies nonprofit courses, At least 3 credits must be at the 300 or 400 level. |         |
| REL 210 Religion and the Environment  | 3       |
| REL 250 Religion and the Arts   | 3       |

|    |   |     |  |        |
|----|---|-----|--|--------|
|    | REL   | 305 | Spirituality, Peacebuilding, and Social Change                             | 3      |
|    | REL   | 311 | International Development and NGO Management                               | 3      |
|    | REL   | 385 | Religion, Health, and Healthcare   | 3      |
|    | REL   | 456 | Indigenous Environmental Stewardship, Ontologies, and Governance           | 3      |
|    | REL   | 457 | Indigenous Research Methodologies and Ethics                               | 3      |
| e. | Two of the following nonprofit courses from the following (6 credits):                        |     |  |        |
|    | AAAS  | 300 | Communities in Action  | 3      |
|    | AAAS  | 401 | Social Media and New Journalism  | 3      |
|    | ACM   | 461 | Financial Management and Planning of Arts, Cultural, and Museum Management | 3      |
|    | ACM   | 462 | Marketing and Public Relations in Arts, Cultural, and Museum Management    | 3      |
|    | ACM   | 465 | Leadership and Innovation for Arts, Cultural and Museum Management         | 3      |
|    | ACM   | 467 | Development and Fundraising for Arts, Cultural Management, and Museums     | 3      |
|    | CSUS  | 322 | Leadership for Community Sustainability                                    | 3      |
|    | CSUS  | 429 | Program Evaluation for Community Sustainability                            | 3      |
|    | CSUS  | 430 | Nonprofit Organizational Management for Community Sustainability           | 3      |
|    | CSUS  | 433 | Grant Writing and Fund Development   | 3      |
|    | WRA   | 260 | Writing, Rhetoric, Cultures, and Community                                 | 3      |
|    | WRA   | 331 | Writing in the Public Interest (W)   | 3      |
|    | WRA   | 337 | Writing and Public Policy  | 3      |
|    | WRA   | 401 | Rhetoric, Leadership, and Innovation                                       | 3      |
|    | WRA   | 441 | Social Justice as Rhetorical Practice                                      | 3      |
|    | WRA   | 453 | Grant and Proposal Writing   | 3      |
| f. | Complete 3 credits of Experiential Learning through one or more of the following experiences: |     |  |        |
|    | Study Away or Study Abroad  |     |  | 1 to 4 |
|    | REL   | 490 | Independent Study (W)  | 1 to 4 |
|    | REL   | 493 | Religious Studies Internship   | 1 to 4 |
|    | REL   | 499 | Senior Thesis or Project (W)   | 1 to 4 |

Effective Fall 2024.

### **ELI BROAD COLLEGE OF BUSINESS**

1. Request to change the requirements of the **Master of Science** degree in **Business Data Science and Analytics** in the Eli Broad College of Business. The University Committee on Graduate Studies (UCGS) will consider this request at its March 18, 2024 meeting.
  - a. Under the heading **Requirements for the Master of Science Degree in Business Data Science and Analytics** make the following changes:
    - (1) In item 1., delete the following courses:
 

|     |     |                               |   |
|-----|-----|-------------------------------|---|
| CSE | 881 | Data Mining                   | 3 |
| CSE | 891 | Selected Topics               | 3 |
| ITM | 882 | Analytics Practicum           | 3 |
| ITM | 893 | Business Analytics Internship | 3 |
| ITM | 888 | Capstone: Business Analytics  | 3 |

Add the following courses:

|     |      |  |   |
|-----|------|--|---|
| ACC | 822  | Information Systems Project Management | 1 |
| CSE | 801A | Introduction to Big Data Analysis      | 3 |
| CSE | 801B | Introduction to Data Mining            | 3 |
| CSE | 891  | Selected Topics                        | 1 |
| ITM | 843  | Career Management                      | 1 |
| ITM | 887  | Analytics Proseminar                   | 1 |
| ITM | 893  | Business Analytics Internship          | 1 |
| ITM | 888  | Capstone: Business Analytics           | 1 |
| MKT | 829  | Digital Marketing                      | 3 |

- (2) In item 1., in the note, delete 'ITM 882'.

Effective Fall 2024.

2. Request to change the requirements for the **Master of Science** degree in **Accounting** in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) will consider this request at its March 18, 2024 meeting.

*The concentrations in the Master of Science degree in Accounting are noted on the student's academic record when the requirements for the degree have been completed.*

- a. Under the heading **Requirements for the Master of Science Degree in Accounting**, make the following changes:

- (1) In item 2., under the **Public and Corporate Accounting** concentration, add the following course:

|     |     |   |   |
|-----|-----|---|---|
| ACC | 845 | Environmental, Social and Governance (ESG) Measurement and Disclosure | 3 |
|-----|-----|---|---|

- (2) In item 3., add 'transaction services' as an elective area.

Effective Fall 2024.

3. Request to change the requirements for the **Master of Science** degree in **Accounting and Data Analytics** in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) will consider this request at its March 18, 2024 meeting.

*The concentrations in the Master of Science degree in Accounting and Data Analytics are noted on the student's academic record when the requirements for the degree have been completed.*

- a. Under the heading **Requirements for the Master of Science Degree in Accounting and Data Analytics**, make the following change:

- (1) In item 2., under the **Managerial Analysis for Decision Making** concentration, Change the title of 'ACC 841' to 'Corporate Sustainability Strategy Development and Implementation'.

Effective Fall 2024.

4. Request to change the name of the **Graduate Certificate in Accounting for Management Decision Making to Managerial Analysis for Decision Making** in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) will consider this request at its March 18, 2024 meeting.

No new students are to be admitted to the Graduate Certificate in Accounting for Management Decision Making effective Fall 2024. No students are to be readmitted to the Graduate Certificate in Accounting for Management Decision Making effective Fall 2024. Effective Fall 2026, coding for the Graduate Certificate in Accounting for Management Decision Making will be discontinued and the program will no longer be available in the Department of Accounting and Information Systems. Students admitted to the graduate certificate prior to Fall 2024 will be awarded a Graduate Certificate in Accounting for Management Decision Making in the Department of Accounting and Information Systems. Students admitted to the graduate certificate Fall 2024 and forward will be awarded a Graduate Certificate in Managerial Analysis for Decision Making in the Department of Accounting and Information Systems.

5. Request to change the requirements for the **Minor in Entrepreneurship and Innovation** in the Department of Management.

- a. Under the heading **Requirements for the Minor in Entrepreneurship and Innovation** make the following changes:

- (1) Replace the introductory text with the following:

Students must complete 15 credits in courses from the following list. A 2.0 grade-point average must be maintained in courses completed for the minor. Students must also complete two Entrepreneurship and Innovation Experiences.

- (2) In item 2., delete the following courses:

|      |     |  |   |
|------|-----|--|---|
| AL   | 300 | Starting Your Business in the Creative, Visual, and Theatre Arts | 2 |
| EAD  | 361 | Educational Reform and Policy Analysis                           | 3 |
| ESHP | 231 | Venture Launch   | 3 |
| HRT  | 407 | Horticulture Marketing   | 3 |
| LB   | 268 | The Business of Medicine   | 3 |
| PLS  | 302 | Urban Politics   | 3 |
| TE   | 201 | Current Issues in Education                                      | 3 |
| UP   | 201 | Introduction to Urban and Regional Planning                      | 4 |

Replace the note with the following:

Additional approved Entrepreneurship and Innovation elective courses are available at: <https://entrepreneurship.msu.edu/courses>.

- (3) Replace item 3. with the following:

Completion of two **Entrepreneurship and Innovation Experiences**. Students may complete this requirement by choosing from the options offered on the Burgess Institute for Entrepreneurship and Innovation Web site. See <https://entrepreneurship.msu.edu/academics/experiences>.

Effective Fall 2024.

## COMMUNICATION ARTS AND SCIENCES

1. Request to establish a **Minor in Digital Storytelling** in the School of Journalism. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its February 22, 2024 meeting.

- a. **Background Information:**

In Fall 2021, the School of Journalism in the College of Communication Arts and Sciences launched the bachelor's degree in Digital Storytelling. This new program was the result of a shift of faculty from the Department of Media and Information to the School of Journalism to leverage the expertise of the unified faculty, as well as the resources of WKAR, to benefit students with interests in television, film making, audio production and new media.

In the time since, the School has received regular inquiries from faculty and students across the university seeking opportunities to marry the digital media production skills of the Digital Storytelling program with the subject matter expertise of their core academic programs. Students already apply the production skills they develop throughout the Digital Storytelling curriculum to a wide variety of professional careers after graduation, including film, television, corporate communications, digital advertising, new media and other fields. Employers in these fields typically build teams that include members with a high level of production skills as well as members with deep subject expertise. The new minor in Digital Storytelling would create an opportunity for students in academic programs across the university to marry their subject expertise in areas such as advertising, business, public policy, the sciences, and more to the production skills that are the core of the Digital Storytelling program. Students in the Digital Storytelling major, meanwhile, would benefit from increased opportunities to work in collaborative teams with students from these other academic programs.

As of Fall 2023, there were approximately 25 students who had declared additional majors or second-degree programs in Digital Storytelling, further showing demand for students in various academic programs to add digital media production skills.

Digital Storytelling joined the Journalism bachelor's degree, which has roots to 1910 at the university, in the School of Journalism. The School of Journalism was one of the first journalism programs to be nationally accredited (1949), and one of the very few to be continuously accredited every six years since then by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). ACEJMC assesses programs based on eight core standards: Mission, Governance and Administration; Curriculum and Instruction; Assessment of Learning Outcomes; Diversity and Inclusiveness; Faculty; Student Services; Resources, Facilities and Equipment; and Professional and Public Service. More on these standards can be found at <http://www.acejmc.org/policies-process/accrediting-standards/>.

- b. **Academic Programs Catalog Text:**

The Minor in Digital Storytelling, which is administered by the School of Journalism, prepares students for a media-focused world and provides them with the tools and techniques needed for creative, entrepreneurial and analytical processes and production. Students gain the marketable skills necessary to pursue career paths in film, television, corporate communications, digital advertising, new media and other fields that use sound and image to entertain, inform and/or educate.

The minor is available as an elective to students enrolled in bachelor's degree programs at Michigan State University. With the approval of the department and college that administer the student's degree program, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor's degree.

Students who plan to apply to the program should consult the undergraduate advisor in the School of Journalism.

### **Requirements for the Minor in Digital Storytelling**

Complete 15 credits from the following:

|    |   |                            | CREDITS |
|----|---|----------------------------|---------|
| 1. | Both of the following Core courses (6 credits): |                            |         |
|    | CAS 112   | Story, Sound and Motion    | 3       |
|    | DS 113  | Story, Sound and Motion II | 3       |



|    |  |      |  |   |
|----|--|------|--|---|
| 2. | Complete 9 credits from the following: |      |  |   |
|    | DS                                     | 202  | Writing for Digital Storytelling                 | 3 |
|    | DS                                     | 211  | Documentary Film History and Theory              | 3 |
|    | DS                                     | 241  | Filmmaking I: Basics of Film Production          | 3 |
|    | DS                                     | 242  | Multicam Production I                            | 3 |
|    | DS                                     | 243  | Audio Storytelling                               | 3 |
|    | DS                                     | 311  | Introduction to Documentary Filmmaking           | 3 |
|    | DS                                     | 341  | Filmmaking II: Creating Short Films              | 3 |
|    | DS                                     | 342  | Multicam Production II                           | 3 |
|    | DS                                     | 343  | Podcasting                                       | 3 |
|    | DS                                     | 344  | Sound Design for Storytelling                    | 3 |
|    | DS                                     | 351  | Producing for Cinema and Television              | 3 |
|    | DS                                     | 409  | Advanced Lighting and Camera Techniques          | 3 |
|    | DS                                     | 440  | Advanced Video Editing                           | 3 |
|    | DS                                     | 441  | Filmmaking III: Advanced Filmmaking Capstone (W) | 3 |
|    | DS                                     | 442A | Multicam Production for Arts (W)                 | 3 |
|    | DS                                     | 442B | Multicam Production for Sports (W)               | 3 |
|    | DS                                     | 442C | Multicam Production for News (W)                 | 3 |
|    | DS                                     | 443  | Advanced Audio Design (W)                        | 3 |
|    | JRN                                    | 212  | 2D Animation Storytelling                        | 3 |
|    | JRN                                    | 312  | Stop Motion Animation Storytelling (W)           | 3 |
|    | JRN                                    | 412  | Scoring for Moving Pictures                      | 3 |
|    | JRN                                    | 413  | 3D Animation Storytelling                        | 3 |

Effective Fall 2024.

### COLLEGE OF EDUCATION

1. Request to change the requirements for the **Master of Science** degree in **Athletic Training** in the Department of Kinesiology. The University Committee on Graduate Studies (UCGS) will consider this request at its March 18, 2024 meeting.

- a. Under the heading **Admission** make the following change:

- (1) In item 8. remove the following:

First Aid/CPR/AED (3 credits) or current professional rescuers certification card;  
 Medical Terminology (1 credit);

- b. Under the heading **Requirements for the Master of Science Degree in Athletic Training** make the following changes:

- (1) Change the total credits for the degree from '54' to '51'.

- (2) Delete the following course:

|     |     |                    |   |
|-----|-----|--------------------|---|
| KIN | 885 | Sport Biomechanics | 3 |
|-----|-----|--------------------|---|

Effective Fall 2024.

2. Request to change the requirements for the **Bachelor of Arts** degree in **Special Education** in the Department of Counseling, Educational Psychology and Special Education. The Teacher Education Council (TEC) will consider this request at its March 18, 2024 meeting.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Special Education**, make the following changes:

- (1) In item 2. c., in the **Grade Three through Grade Six** concentration, change item (3) to the following:

All of the following courses (18 credits):

|    |     |   |   |
|----|-----|---|---|
| TE | 204 | Engaging Elementary Learners in Science: Culture and Equity | 3 |
| TE | 332 | Science Curriculum for Upper Elementary Learners (3-6)      | 3 |
| TE | 340 | Teaching and Learning Elementary Science (PK-6)             | 3 |
| TE | 343 | Teaching and Learning Elementary                            | 3 |
| TE | 405 | Teaching Language and Literacy to Diverse Learners I (3-6)  | 3 |
| TE | 406 | Teaching Mathematics to Diverse Learners II (3-6)           | 3 |

(2) In item 2. d., in the **Learning Disabilities Area of Emphasis** concentration, make the following changes:

- (a) Change the credits of CEP 405 from '6' to '12'.
- (b) Delete item (2).

Effective Fall 2024.

3. Request to establish a **Master of Science** degree in **Integrated Secondary Science Education** in the Department of Teacher Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 19, 2024 meeting.

a. **Background Information:**

The Master of Science degree in Integrated Secondary Science Education is designed for students who have an undergraduate or graduate degree in a biological science, chemistry, earth science, environmental science, geology, or physics that wish to become state certified in secondary science education. This master's program aims to increase the number of certified secondary science education students coming from MSU to address a nationwide and statewide shortage of science educators. Currently, there are many institutions across the country that offer master's degree programs that also result in state certification. For example, the University of Michigan offers a four semester Master of Arts with secondary certification in many content areas. Although MSU does have methods to certify post-baccalaureate students, it currently accomplishes it through further undergraduate programming that does not result in additional degrees. This program will result in state certification for Integrated Science Secondary Education, as well as a Master's degree from MSU's College of Education (CoE). Through collaboration with MSU's College of Natural Science and the CoE Teacher Preparation Program, we have a strong history of training highly qualified science teachers.

b. **Academic Programs Catalog Text:**

The Master of Science degree in Integrated Secondary Science Education is designed for persons who want a broad background in biology, chemistry, earth and space science, and physics and to understand the interrelationships between these disciplines. This program is designed primarily for people who plan to teach science (life science, chemistry, earth and space science, or physics) in secondary schools.

#### **Admission**

To be admitted into the Master of Science Degree in Integrated Secondary Science Education students must:

- 1. have a bachelor's degree in biological science, chemistry, earth science, environmental science, geology, or physics;
- 2. have an undergraduate cumulative grade-point average of 2.50.

**Requirements for the Master of Science Degree in Integrated Secondary Science Education**

The program is available under Plan B (without thesis). The student must complete a total of 35 credits distributed as follows:

|    |   |   | CREDITS |
|----|---|---|---------|
| 1. | All the following courses (11 credits):                                       |   |         |
|    | ISE 801   | Laboratory Investigations in Secondary Education                        | 4       |
|    | ISE 821   | Integrated Science Research and Engineering                             | 3       |
|    | ISE 822   | Foundational Earth Systems for Secondary Science Education              | 4       |
| 2. | All of the following courses (24 credits):                                    |   |         |
|    | CEP 801   | Psychological Development: Learner Differences and Commonalities        | 3       |
|    | ISE 800   | Problems in Science or Mathematics for Teachers                         | 3       |
|    | TE 820  | Power and Pluralism in School Practice                                  | 3       |
|    | TE 825  | Diverse Learners and Learning Subject Matter                            | 3       |
|    | TE 846  | Accommodating Differences in Literacy Learners                          | 3       |
|    | TE 860  | Practice and Inquiry in Science Education                               | 3       |
|    | TE 861B   | Inquiry, Nature of Science, and Science Teaching                        | 3       |
|    | TE 894  | Laboratory and Field Experiences in Teaching, Curriculum, and Schooling | 3       |
| 3. | Acquire teaching experience as a graduate teaching assistant for 4 semesters. |   |         |

In addition to the requirements below, students will need to complete any necessary courses for state certification of the Integrated Science Secondary Education standards that they have not completed as part of their previous degree course work.

Effective Fall 2024.

## **PART II - NEW COURSES AND CHANGES**

### **COLLEGE OF ARTS AND LETTERS**

|         |  |
|---------|--|
| STA 310 | Clinical Experience in Visual Arts Education I<br>Spring of every year. 4(1-6) P: TE 102 and TE 150 R: Not open to freshmen or sophomores.   |
| NEW     | Directed and evaluated clinical experience placement in the Saturday Morning Art program. Forming respectful relationships with students in the SmART classrooms and learning spaces. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas. Effective Fall Semester 2024                          |
| STA 371 | Art, Education and Society<br>Spring of every year. 3(3-0) P: {HA 101 and HA 102} and Completion of Tier I Writing Requirement<br>Visual theory, learning theory, and social theory in historical and cultural contexts.<br>Fieldwork and research-based written assignments.<br><u>DELETE COURSE</u><br>Effective Fall Semester 2024  |
| STA 410 | Clinical Experience in Visual Arts Education II<br>Fall of every year. 3(0-6) P: STA 310 R: Not open to freshmen or sophomores. C: STA 411 concurrently  |
| NEW     | Directed and evaluated placement in an elementary and/or secondary Visual Arts classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.<br><u>Request the use of the Pass-No Grade (P-N) system.</u><br>Effective Fall Semester 2024 |
| STA 411 | Seminar in Visual Arts Education I (W)<br>Fall of every year. 3(3-0) P: STA 310 R: Not open to freshmen or sophomores. C: STA 410 concurrently   |
| NEW     | Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the Visual Art curriculum at the elementary and secondary level (PreK-12). Review of Visual Arts curriculum. Methods for lesson and unit planning. Adapting the Visual Arts curriculum to learner diversity.<br>Effective Fall Semester 2024  |
| STA 412 | Seminar in Visual Arts Education II (W)<br>Spring of every year. 3(3-0) P: STA 410 and STA 411 R: Not open to freshmen or sophomores. C: STA 413 concurrently  |
| NEW     | Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on Visual Arts teaching and learning. Dilemmas surrounding Visual Arts teaching practice.<br>Effective Fall Semester 2024  |
| STA 413 | Student Teaching Internship in Visual Arts Education<br>Spring of every year. 6(0-25) P: STA 410 and STA 411 R: Not open to freshmen or sophomores. C: STA 412 concurrently  |
| NEW     | Directed and evaluated internship in an elementary and/or secondary Visual Arts classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.<br><u>Request the use of the Pass-No Grade (P-N) system.</u><br>Effective Fall Semester 2024                          |

PART II - NEW COURSES AND CHANGES – continued - 13  
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- STA 481      Art Experiences with Children and Youth I (W)  
Fall of every year. 5(1-8) P: (STA 371) and completion of Tier I writing requirement R: Open to juniors or seniors in the Department of Art and Art History.  
Art teaching in the Saturday Art Program. Emphasis on elementary experiences. Planning and writing art curriculum.  
DELETE COURSE  
Effective Fall Semester 2024
- STA 482      Art Experiences with Children and Youth II (W)  
Spring of every year. 5(1-8) P: (STA 371) and completion of Tier I writing requirement R: Open to juniors or seniors in the Department of Art and Art History.  
Art teaching in the Saturday Art Program. Emphasis on secondary experiences. Planning and writing art curriculum.  
DELETE COURSE  
Effective Fall Semester 2024
- ARB 291      Special Topics in Arabic Studies  
On Demand. 1 to 5 credits. A student may earn a maximum of 10 credits in all enrollments for this course. RB: Recommended background varies by topic and language of instruction.
- NEW            Topics in Arabic Studies. Topics vary. Course may be taught in Arabic or English, according to topic.  
Effective Fall Semester 2024
- REL 207      Intercultural Competence, Religious Diversity, and Self-awareness  
Fall of odd years. Spring of even years. 3(3-0)
- NEW            Enhance understandings of different global cultural systems, spiritualities, and community formations that could be called religious through meaningful and structured interactions to develop intercultural competence and interpersonal skills to engage others inclusively and respectfully, improve intercultural communication, and cultivate habits of self-reflection and self-awareness by exploring diversity.  
Effective Fall Semester 2024
- REL 305      Spirituality, Peacebuilding, and Social Change  
On Demand. 3(3-0)
- NEW            Exploration of the complex connection between religion, violence, and conflict resolution with a particular focus on global examples of spiritually inspired social movements, nonprofits, charities, philanthropies, and NGOs engaged in peacebuilding and social change connected to diversity, equity, and inclusivity.  
Effective Fall Semester 2024
- REL 311      International Development and NGO Management  
On Demand. 3(3-0)
- NEW            Looking to the future of NGOs in the international context, this course outlines international NGO management tools and approaches in relation to religious studies methodologies, develops skillsets in human resource and financial management systems with an emphasis on intercultural competence, helps students understand funding strategies and ways to measure impact, and enhances understanding of and engagement with key stakeholders during project implementation through the study of diversity.  
Effective Fall Semester 2024
- REL 455      Introduction to Monitoring, Evaluation, and Learning for Nonprofits  
On Demand. 3(3-0)
- NEW            Understand concepts, theories, and tools for Monitoring, Evaluation, and Learning in nonprofit settings by positioning the importance of cultural and religious identities, learning strategies and techniques for designing and implementing monitoring and evaluation plans, unpacking fundamentals of project learning tools and ethical guidelines for data collection and reporting with a focus on developing intercultural competence, and linking adaptive management strategies and strategic planning with Monitoring, Evaluation, and Learning.  
Effective Fall Semester 2024

- REL 456 Indigenous Environmental Stewardship, Ontologies, and Governance  
On Demand. 3(3-0)
- NEW Focusing largely on Potawatomi, Ojibwe, and Ottawa ecological knowledge, stories, teachings, spiritualities, and approaches for environmental governance in conversation with Indigenous nations/peoples from across the Earth, this course provides an intergenerational survey of Indigenous nations' and citizens' relationships with their local environments, with a specific focus on their respective worldviews, understandings of obligations to other-than-humans (e.g., plants and animals), and approaches towards stewardship (of waterways and lands).  
Effective Fall Semester 2024
- REL 457 Indigenous Research Methodologies and Ethics  
On Demand. 3(3-0)
- NEW Exploring a variety of research methodologies from specific Native communities around the world, this course presents core concepts in critical Indigenous studies and demonstrates how to implement ethical practices into any research design or collaborative partnership model, particularly in nonprofit settings.  
Effective Fall Semester 2024

### **ELI BROAD COLLEGE OF BUSINESS**

- ACC 841 ~~The Role of Accounting in Strategy Implementation~~ Corporate Sustainability Strategy Development and Implementation  
Spring of every year. 1 to 3 credits. P: (MBA 812 or ACC 341) and (MGT 409 or (MBA 850 or concurrently)) R: Open to master's students in the Accounting Major or approval of department.  
~~Strategic management control systems and accounting data supporting the design, implementation, monitoring, and continuous assessment of business strategies. Emerging risks and opportunities are also evaluated.~~ A case-based course that examines the role of accounting in the development and implementation of corporate sustainability strategies. Topics include shareholder, stakeholder, and regulatory governance; the challenge of designing decision useful DEI metrics that reflect corporate strategy; the risks and benefits of strategic choices regarding carbon offsets, internal carbon prices, carbon capture, and greenwashing; effecting change in corporate and consumer cultures; and the social justice effects of corporate decisions.  
Effective Fall Semester 2024
- ACC 845 Environmental, Social and Governance (ESG) Measurement and Disclosure  
Spring of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. R: Open to master's students in the Accounting Major. Approval of department.
- NEW Introduction to stakeholder vs shareholder theory and the elements of useful disclosures and quality non-financial metrics. Coverage of domestic and international reporting requirements, carbon accounting, renewable energy credits, carbon offsets, and the current state of domestic and international privacy and data security regulations. Investigation into the challenges of developing relevant environmental equity and social justice performance metrics. Course content provides a foundation to pursue ESG-related certifications.  
Effective Spring Semester 2025
- ESHF 170 ~~Startup: Business Model Development~~ Business Model Design and Prototyping  
~~Fall of every year. Spring of every year. Summer of every year. Fall of every year. Spring of every year.~~ 3(3-0)  
Moving new concepts from idea to prototype in support of developing market value.  
SA: BUS 170  
Effective Fall Semester 2024

- ESHP 190 ~~The Art of Starting~~ Intro to Entrepreneurship  
~~Spring of every year.~~ Fall of every year. Spring of every year. 3(3-0) RB: Interest in entrepreneurship.  
Aspects of the entrepreneurial experience. The entrepreneurial mindset and the venture creation process. Foundation for getting a venture started, and understanding of what it takes to be an entrepreneur.  
SA: BUS 190  
Effective Fall Semester 2024
- ESHP 230 The Entrepreneurial Mindset  
~~Summer of every year.~~ Fall of every year. Spring of every year. ~~3(2-0)~~ 3(3-0) P: ESHP 190  
Components of entrepreneurship mindset. Steps in venture creation and idea generation. Methods for opportunity analysis and voice of consumer.  
SA: BUS 230, MKT 230  
Effective Fall Semester 2024
- ESHP 231 Venture Launch  
Fall of every year. Summer of every year. 3(2-0) P: ESHP 230 or approval of department  
Creating a minimum viable product. Market testing. Building a basic business model. Developing and executing a launch plan.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
SA: MKT 231, BUS 231  
DELETE COURSE  
Effective Fall Semester 2024
- ESHP 480 ~~Entrepreneurship Capstone Experience~~ Innovation in Action  
Fall of every year. Spring of every year. 3(3-0) ~~P: ESHP 190 or MGT 352 or CAS 114 or approval of department~~ P: ESHP 190 or CAS 114 or approval of department R: Open to students in the Entrepreneurship and Innovation Minor.  
~~Entrepreneurship and business development projects. Defining marketing intangibles. Defining scope of work. Engagement management. Preparing deliverables for entrepreneurial firms. Working with entrepreneurs to solve real problems ranging from initial visioning and planning to grow to size.~~ Entrepreneurship and innovation development projects. Defining scope of work and preparing deliverables for entrepreneurial and innovation initiatives. Working with innovators to solve real world problems. Application required.  
~~SA: MSC 480, MKT 480~~ SA: MKT 480, MSC 480  
Effective Fall Semester 2024
- MGT 352 Entrepreneurship: New Venture Process  
~~Spring of every year.~~ Fall of every year. 3(3-0) ~~P: ACC 202 or ACC 230~~ P: (ACC 202 or ACC 230) and ESHP 190 ~~R: Open to juniors or seniors in the Eli Broad College of Business and The Eli Broad Graduate School of Management or in the Retail Management Minor and not open to students in the School of Hospitality Business.~~ R: Open to juniors or seniors.  
Becoming an entrepreneur. Developing successful business ideas. Moving from an idea to an entrepreneurial firm. Managing and growing an entrepreneurial firm.  
Effective Fall Semester 2024

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

- UX 800      User Research and Design  
Fall of every year. Spring of every year. 3(3-0) R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
History and overview of user research and user experience as a profession. Methods for understanding the needs and experiences of potential users of new technologies, and translating those into realistic design ideas, suggestions, and requirements that can serve as a basis for the creation of new technologies. Low-fidelity prototyping, gathering initial user feedback, and iterating on design ideas.  
Effective Fall Semester 2024
- UX 802      Current Topics in UX  
On Demand. 3(3-0) R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Cultural, technological, and design evolution of UX/UI. Critical examination of empirical research concerning social impacts of UX/UI. Focus on special issues and considerations related to new user interface modalities and application areas.  
Effective Fall Semester 2024
- UX 805      Quantitative Analysis and Insights for UX  
Fall of every year. 3(3-0) P: UX 800 or concurrently R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Appropriate statistical models for UX research questions. Bivariate and multivariate techniques including various types of regression models to investigate and answer research questions in the field UX and communicate these quantitative results to both technical and nontechnical audiences. Data cleaning and manipulation.  
Effective Fall Semester 2024
- UX 810      Social Science for Design  
Fall of every year. 3(3-0) P: UX 800 or concurrently R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Social science theories and concepts important for designing systems and user interfaces that people will be able to use efficiently, effectively and enjoyably.  
Effective Fall Semester 2024
- UX 815      Programming Fundamentals for UX  
Spring of every year. 3(3-0) P: UX 800 or concurrently R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Fundamentals of programming in a team environment. Basic foundations in how to write computer programs, work with others to program computers, and move beyond simple programs to large-scale, professional software development.  
Effective Fall Semester 2024
- UX 820      Usability Evaluation  
Spring of every year. 3(3-0) P: UX 800 or concurrently R: ~~Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Plan, conduct, analyze, and report on usability evaluations of technology interfaces, products and applications, using methods that incorporate human participants and methods that do not.  
Effective Fall Semester 2024



- UX 825 Visual Design Fundamentals  
Summer of every year. 3(3-0) P: UX 800 or concurrently ~~R: Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Visual design software and processes, including aesthetics of typography, color, and iconography for user interfaces.  
Effective Summer Semester 2024
- UX 830 Design for Interactivity  
Summer of every year. 3(3-0) P: UX 800 or concurrently ~~R: Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Process of designing and implementing interactive computing systems.  
Effective Fall Semester 2024
- UX 835 Accessibility and Design  
Summer of every year. 3(3-0) P: UX 800 or concurrently ~~R: Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Designing, developing, and evaluating inclusive technologies for all individuals with different human abilities and disabilities.  
Effective Fall Semester 2024
- UX 840 UX and Society  
Summer of every year. 3(3-0) P: UX 800 or concurrently ~~R: Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Develop core understanding and analysis techniques of dominant theories that situate technology in society across fields of Human Computer Interaction, Science & Technology Studies and Computer Supported Cooperative Work.  
Effective Fall Semester 2024
- UX 898 UX Capstone  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~R: Open to master's students in the Department of Media and Information. Approval of department.~~ R: Open to master's students in the User Experience Major.  
Conduct team-based capstone project from initial idea through high-fidelity prototype. Navigating project management, team-building, and budgeting in the context of UX design and research. Portfolio development.  
Effective Fall Semester 2024

### **COLLEGE OF EDUCATION**

- CEP 349 Behavior Management in Special Education  
Spring of every year. 3(3-1) ~~P: CEP 240~~ P: CEP 240 and CEP 339 and CEP 351 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.  
Management practices for behavior problems and disorders. Applied behavior analysis, social skills acquisition through cooperative learning and cooperative discipline. Focus on problem-solving and peer collaboration.  
SA: CEP 449  
Effective Fall Semester 2024

- CEP 405 Internship in Teaching Special Education  
Fall of every year. Spring of every year. 6(2-24) A student may earn a maximum of 12 credits in all enrollments for this course. P: CEP 351 and CEP 301 and CEP 339 and CEP 349 ~~R: Open to undergraduate students in the Special Education-Learning Disabilities Major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major. C: CEP 401 concurrently or CEP 402 concurrently or CEP 403 concurrently  
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.  
Request the use of the Pass-No Grade (P-N) system.  
SA: CEP 502A  
Effective Fall Semester 2024
- KIN 833 ~~Lower Body Therapeutic Interventions~~ Therapeutic Interventions I  
Fall of every year. 3(2-2) P: KIN 800 and KIN 801 and KIN 802 R: Open to students in the Athletic Training Major.  
Development, implementation, and evaluation of treatment plans. Therapeutic modalities and rehabilitation interventions for treating lower body injuries and general health conditions. Evidence-based approaches to therapeutic interventions.  
Effective Fall Semester 2024
- KIN 837 ~~Upper Body Therapeutic Interventions~~ Therapeutic Interventions II  
Spring of every year. 3(2-2) P: KIN 832 and KIN 833 and KIN 834 R: Open to students in the Athletic Training Major.  
Evidence-based approach to development, implementation, and evaluation. Treatment plans using therapeutic modalities and rehabilitation interventions in the treatment of upper body injuries and general medical conditions.  
Effective Fall Semester 2024
- TE 438 Teaching High School Psychology  
Fall of every year. 3(3-0) P: PSY 101 and PSY 235 and PSY 238 R: Not open to freshmen or sophomores and open to students in the Secondary Teacher Certification Program (Admitted). Not open to students with credit in TE 409.
- NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the high school psychology curriculum. Review curricular frameworks and debates within the field. Methods for lesson and unit planning. Adapting the psychology curriculum to learner diversity.  
Effective Fall Semester 2025

### COLLEGE OF MUSIC

- MUS 163 ~~Class Instruction in Clarinet~~ Woodwind Methods  
Fall of every year. Spring of every year. ~~4(0-2)~~ 2(1-2) P: MUS 177 R: Open to undergraduate students in the Music Education Major.  
~~Techniques for playing and teaching clarinet.~~ Study of woodwind instruments; attention to characteristic tone production, playing techniques, and effective beginning wind pedagogy/instrumental ensemble instruction.  
Effective Fall Semester 2024
- MUS 165 ~~Class Instruction in High Brass Instruments~~ Brass Methods  
~~Fall of every year.~~ Fall of every year. Spring of every year. ~~4(0-2)~~ 2(1-2) P: MUS 177 R: Open to undergraduate students in the Music Education Major.  
~~Techniques for playing and teaching trumpet and horn.~~ Study of brass instruments; attention to characteristic tone production, playing techniques, and effective beginning wind pedagogy/instrumental ensemble instruction.  
Effective Fall Semester 2024

MUS 166 ~~Class Instruction in Low Brass Instruments~~ Survey of Wind Instruments  
~~Fall of every year. Spring of every year. Fall of every year. 1(0-2) 2(1-2)~~ P: MUS 177 R: Open to  
undergraduate students in the Music Education Major.  
~~Techniques for playing and teaching trombone, euphonium, and tuba. Overview of wind~~  
instruments; introduction to characteristic tone production, playing techniques, and  
effective beginning wind pedagogy.  
Effective Fall Semester 2024