

SUBCOMMITTEE C – AGENDA

Via Zoom
April 11, 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 Arts** degree in **English** in the Department of English. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

The concentrations in the Bachelor of Arts degree in English are noted on the student's academic record when the requirements for the degree have been completed.

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

(1) In item 3. a. (3), change the total credits from '3 or 4' to '3'.

(2) In item 3. a. (3), change the credits of 'ENG 413' from '4' to '3'.

(3) In item 3. a. (4) delete the following note:

If English 360, 450 or 460 is used to fulfill this requirement it may not be used to fulfill requirement 3. a. (2) below.

(4) In item 3. a. (5) delete the following course:

ENG	324	Readings in Epic	3
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(5) In item 3. a. (5) delete the following note:

If English 368 is used to fulfill this requirement it may not be used to fulfill requirement 3. a. (2).

(6) Following item 3. a. (8) add the following note:

Note: No single course may count more than once toward the requirements above.

(7) Under the **Creative Writing Concentration** make the following changes:

(a) In item 1., delete the following note:

ENG 320D replaces the literary history requirement in item 3. a. (2) above.

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

ENG	226	Introduction to Creative Writing	3
ENG	227	Introduction to Playwriting	3

Delete the following note:

One of these courses may be used to satisfy the requirement referenced in item 3. a. (6) above, as well as the requirements for the creative writing concentration.

(c) Change the requirement of 4. to 'One creative writing elective, drawn from the following, or an additional workshop above'.

(d) In item 4., add the following courses:

ENG	226	Introduction to Creative Writing	3
ENG	227	Introduction to Playwriting	3

(e) In item 5., add the following courses:

ENG	483	Seminar in Literary Editing and Publishing	3
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ENG 484E Creative Writing Capstone 3

- (8) Under the **Popular Culture Studies Concentration** make the following changes:
- (a) In item 2., delete the following note:
ENG 342 can be used to satisfy the requirement referenced in item 3. a. (6) above as well as this requirement.
- (b) In item 3. b., delete the following courses:
- | | | | |
|-----|-----|----------------------------------------|---|
| ENG | 314 | Readings in North American Literatures | 3 |
| ENG | 324 | Readings in Epic | 3 |
- (c) In item 4., delete the following note:
Either capstone experience may satisfy requirement 3. a. (7) above.

Effective Spring 2025.

2. Request to change the requirements for the **Disciplinary Teaching Minor in Arabic** that is available for secondary teacher certification in the Department of Linguistics, Languages, and Cultures. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **Arabic** make the following changes:

- (1) Replace item 3. with the following:
- All of the following courses (10 credits):
- | | | | |
|-----|-----|----------------------------------------------------------------------------|---|
| LLT | 307 | Methods in Second and Foreign Language Teaching | 3 |
| TE | 334 | Clinical Experiences in World Language Education I | 3 |
| TE | 435 | Seminar in World Language Education I | 3 |
| TE | 503 | Internship in Teaching Diverse Learners in
Additional Endorsement Areas | 1 |
- (2) Change the total credits from '22' to '27'.

Effective Fall 2024.

3. Request to change the requirements for the **Disciplinary Teaching Minor in Chinese** that is available for secondary teacher certification in the Department of Linguistics, Languages, and Cultures. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **Chinese** make the following changes:

- (1) In item 1. delete the following course:
- | | | | |
|----|-----|---------------------------------------------------------------|---|
| TE | 409 | Crafting Teaching Practice in the Secondary
Teaching Minor | 1 |
|----|-----|---------------------------------------------------------------|---|
- Add the following courses:
- | | | | |
|----|-----|----------------------------------------------------|---|
| TE | 334 | Clinical Experiences in World Language Education I | 3 |
| TE | 435 | Seminar in World Language Education I | 3 |
- (2) Change the total credits from '26' to '31'.

Effective Fall 2024.

4. Request to change the requirements for the **Disciplinary Teaching Minor in German** that is available for secondary teacher certification in the Department of Linguistics, Languages, and Cultures. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

a. Under the heading **German** make the following changes:

(1) In item 2., delete the following course:

TE	409	Crafting Teaching Practice in the Secondary Teaching Minor	1
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Add the following courses:

TE	334	Clinical Experiences in World Language Education I	3
TE	435	Seminar in World Language Education I	3

(2) Change the total credits from '23' to '28'.

Effective Fall 2024.

5. Request to change the requirements for the **Disciplinary Teaching Minor in Japanese** that is available for secondary teacher certification in the Department of Linguistics, Languages, and Cultures. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

a. Under the heading **Japanese**, make the following changes:

(1) In item 2., delete the following course:

TE	409	Crafting Teaching Practice in the Secondary Teaching Minor	1
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Add the following courses:

TE	334	Clinical Experiences in World Language Education I	3
TE	435	Seminar in World Language Education I	3

(2) Change the total credits from '24' to '29'.

Effective Fall 2024.

6. Request to establish a **Graduate Certificate in Second Language Studies** in the Department of Linguistics, Languages and Cultures. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its March 18, 2024 meeting.

a. **Background Information:**

Given the stability of the Second Language Studies (SLS) Doctoral Program in the Department of Linguistics, Languages, and Cultures and its trans disciplinary, adding a certificate option is a natural progression. The certificate would be expected to increase enrollments in our classes, and it would serve as an appealing gateway to a full degree. We are allowing broad participation as experience in second language studies is a broad qualification often sought after by those looking to fill new language-education positions and those looking to fill industry positions in language learning and testing research and materials development and design. The certificate will be related to MSU's Master of Arts in Foreign Language Teaching (MAFLT) Program's Foreign Language Teaching Certificate (FLTC); however, that certificate is only available online and focuses on classroom-based teaching. The Second Language Studies certificate focuses on second language acquisition, practice, and research and is in-person only. The certificate will also be related in some ways to the English Language Learner Education Graduate Certificate in the College of Education; however, that certificate focuses on contexts related to K-12 English language learners and is open only to doctoral students in the College of Education.

Offering the certificate program at MSU is because MSU is well known world-wide for its programming and research in second language studies. The Second Language Studies faculty have been asked if a certificate is available by graduate students at MSU in the past, and by MSU-external scholars who ask if they can participate in the program in ways other than joining the SLS degree program. The certificate would allow them to participate.

b. Academic Programs Catalog Text:

The Graduate Certificate in Second Language Studies, administered by the Department of Linguistics, Languages and Cultures, is designed to provide working professionals in applied linguistics or a related field or current graduate students at Michigan State University with materials and methodologies for researching their own practices, their program's practices, or external language-teaching programs' practices in second, additional, or multilingual language-teaching methods. The foci of the program is on applied linguistics and second language acquisition, exploration of the cognitive and social mechanisms underpinning second, additional, and multilingual language development, and how identities and ideologies, and educational language policies, practices, and assessment, affect teaching and learning. The program aids in the understanding of second language acquisition theory and places emphasis on including marginalized and underrepresented language learners and teachers in research on second, additional, and multilingual language learning and teaching.

Admission

Applicants must complete the Intent to Enroll form on the Second Language Studies Program's Web site at <https://sls.msu.edu/admissions/>.

Requirements for the Graduate Certificate in Second Language Studies

CREDITS

Students must complete 9 credits from the courses below with a minimum grade of 3.0 minimum in each course for it to count toward the certificate.

1. The following course (3 credits):

	LLT 860	Second Language Acquisition	3
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2. Complete two additional courses selected from the following courses (6 credits):

	LLT 807	Language Teaching Methods	3
	LLT 808	Assessment for Language Teaching and Research	3
	LLT 809	Teaching Second Language Reading and Writing	3
	LLT 821	Individual Differences in Second Language Acquisition	3
	LLT 822	Interlanguage Analysis	3
	LLT 823	Introduction to Corpus Linguistics in Second Language Studies	3
	LLT 841	Topics in Second/Foreign Language Learning and Teaching	3
	LLT 842	Teaching and Learning Vocabulary in Another Language	3
	LLT 856	Language Identity and Ideology in Multilingual Settings	3
	LLT 861	Advanced Topics in Second Language Acquisition	3
	LLT 862	Advanced Research in Second Language Acquisition	3
	LLT 864	Second Language Psycholinguistics	3
	LLT 870	Instructed Second Language Acquisition	3
	LLT 872	Research Methods for Language Teaching and Foreign/Second Language Learning	3
	LLT 873	Quantitative Research in Second Language Studies	3
	LLT 874	Qualitative Research in Second Language Studies	3
3. Demonstrate working knowledge on second language studies research methods and skills by turning in a paper from any of the courses taken toward the certificate to the Second Language Program Director during the final-exam week of the last semester in the certificate program. The Director will provide feedback to the student on the paper by the time course grades are due that semester, with the expectation that the student will use the feedback to revise and then send the paper to an appropriate venue for potential publication.

4. Complete an exit survey during the final-exam week of the last semester in the certificate program.

Effective Fall 2024.

7. Request to change the requirements for the **Doctor of Philosophy** degree in **Second Language Studies** in the Department of Linguistics, Languages and Cultures. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.
 - a. Under the heading **Admission** delete item 1. :
 1. The results of the Graduate Record Examination General Test.

Effective Fall 2024.

8. Request to change the name of the **Master of Arts** degree in **Teaching English to Speakers of Other Languages to Teaching English to Speakers of Other Languages and Applied Linguistics** in the Department of Linguistics, Languages, and Cultures.

No new students are to be admitted to the Master of Arts degree in Teaching English to Speakers of Other Languages effective Fall 2024. No students are to be readmitted to the Teaching English to Speakers of Other Languages effective Fall 2024. Effective Fall 2026, coding for the Master of Arts degree in Teaching English to Speakers of Other Languages will be discontinued and the program will no longer be available in the Department of Linguistics, Languages, and Cultures. Students admitted to the master's degree prior to Fall 2024 will be awarded a Master of Arts Degree in Teaching English to Speakers of Other Languages in the Department of Linguistics, Languages, and Cultures. Students admitted to the master's degree Fall 2024 and forward will be awarded a Master of Arts Degree in Teaching English to Speakers of Other Languages and Applied Linguistics in the Department of Linguistics, Languages, and Cultures.

9. Request to change the requirements for the **Master of Arts** degree in **Teaching English to Speakers of Other Languages and Applied Linguistics** in the Department of Linguistics, Languages, and Cultures. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **Requirements for the Master of Arts Degree in Teaching English to Speakers of Other Languages and Applied Linguistics** make the following changes:

1. Under the heading **Admission** make the following changes:

- a. In paragraph one, delete item 3.:

have the results of the Graduate Record Examination General Test forwarded to the university if the applicant is a native speaker of English.

- b. In paragraph one, add the following new item 3.:

Take one of the tests of English language proficiency described below if the applicant's first language is not English.

- c. Delete paragraph three and replace with the following:

In addition, an international applicant whose first language is not English is required to have fulfilled the university's English language proficiency requirement. For international applicants and applicants whose first language is not English, submit English language test scores, with the test being an approved one from the Michigan State University Graduate School's list of English language tests for international students.

Students are generally admitted for fall semester only. Spring semester admissions decisions are made on a case-by-case basis.

Effective Fall 2024.

10. Request to change the requirements for the **Graduate Certificate in Nonprofit Leadership, Global Cultures, and Social Enterprise** in the Department of Religious Studies. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.

a. Under the heading **Admission** replace the entire entry with the following:

To be considered for admission to the Graduate Certificate in Nonprofit Leadership, Global Cultures, and Social Enterprise students must:

1. have a four-year bachelor's degree from a regionally or nationally accredited institution, or be a current advanced undergraduate student at a recognized institution.
2. have a cumulative undergraduate grade-point average of at least 3.0 in the last two years of undergraduate study. This requirement is waived for students currently pursuing a master's or doctoral degree program at MSU.
3. submit an admissions portfolio consisting of a statement of purpose/letter of intent, a resume or curriculum vitae, three letters of recommendation, copies of official university or college transcripts.
4. have an ACM minimum TOEFL score of 90 on the non-native language proficiency test if the student is an international applicant.

Effective Spring 2025.

11. Request to establish a **Minor in French Education** in the Department of Romance and Classical Studies. The Teacher Education Council (TEC) approved this request at its March 18, 2024 meeting. The University Committee on Undergraduate Education (UCUE) will consider this request at its March 28, 2024 meeting.

a. **Background Information:**

The forward-looking mission of the French and Francophone Studies Program is sensitive to the vital role that languages and cultural awareness play in preparing students to be future leaders in their fields and socially and globally responsible citizens. The French and Francophone Studies Program's mission is to help students advance their knowledge of the French language, and the cultural heritages and the literary traditions of France and the Francophone world and to lead students to develop complex reasoning skills, synthesize, integrate, and apply disciplinary knowledge to understand broader social, cross-cultural and interdisciplinary issues. The MSU French Education program connects the learning of the French language and cultures to the training necessary to become a passionate and competent French teacher. Its emphasis on interdisciplinary, cross-cultural, and immersion education allows students to creatively articulate meaningful links that they can share with their future students.

The College of Education is revising all education minors following a change at the State level which merged "elementary" and "secondary" education as "PK-12". As a result, we are eliminating our previous minor and creating a new French Education minor. The program combines the requirements for the French minor with the new PK-12 education courses required for a minor.

b. **Academic Programs Catalog Text:**

The Minor in French Education connects the learning of the French language and cultures to the training necessary to become a passionate and competent French teacher. Its emphasis on interdisciplinary, cross-cultural, and immersion education allows students to creatively articulate meaningful links that they can share with their future students.

This minor is available as an elective to students who are enrolled in bachelor's degree programs at Michigan State University other than the Bachelor of Arts Degree in French Education. 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 complete the requirements of the minor should consult the Department of Romance and Classical Studies and have their program of study approved in advance and in writing.

Requirements for the Minor in French Education

CREDITS

Students must complete 28 credits from the following:

1.	All of the following courses (21 credits):			
	FRN	310	Stepping into the 20 th Century and Beyond	3
	FRN	320	Exploring Diversity and Minorities in the Francosphere	3
	FRN	330	Progressing in French Pronunciation	3
	FRN	340	Connecting with the Literatures of the Francosphere (W)	3
	FRN	350	Connecting with the Cultures of the Francosphere (W)	3
	Two electives at the 400-level approved by the student's academic advisor			6
2.	All of the following courses (7 credits):			
	TE	334	Clinical Experiences in World Language Education I	3
	TE	435	Seminar in World Language Education I	3
	TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

Effective Fall 2024.

12. Request to establish a **Minor in Spanish Education** in the Department of Romance and Classical Studies. The Teacher Education Council (TEC) approved this request at its March 18, 2024 meeting. The University Committee on Undergraduate Education (UCUE) will consider this request at its March 28, 2024 meeting.

a. **Background Information:**

The Spanish language program fosters the study of the human experience as expressed in the language, dialects, literatures, and cultures of Spain, Mexico, Central and South America, and the Caribbean. Students have the opportunity to take courses across the curriculum or focus on a specific area of interest such as the Spanish language, the Literature of Spain, the Literature of Latin America and the Caribbean and Spanish Linguistics. The MSU Spanish Education program connects the learning of the Spanish language and cultures to the training necessary to become a passionate and competent Spanish teacher. Its emphasis on interdisciplinary, cross-cultural, and immersion education allows students to creatively articulate meaningful links that they can share with their future students.

The College of Education is revising all education minors following a change at the State level which merged "elementary" and "secondary" education as "PK-12". As a consequence, we are eliminating our previous minor and creating a new Spanish Education minor. The program combines the requirements for the Spanish minor with the new PK-12 education courses required for a minor.

b. **Academic Programs Catalog Text:**

The Minor in Spanish Education program connects the learning of the Spanish language and cultures to the training necessary to become a passionate and competent Spanish teacher. Its emphasis on interdisciplinary, cross-cultural, and immersion education allows students to creatively articulate meaningful links that they can share with their future students.

This minor is available as an elective to students who are enrolled in bachelor's degree programs at Michigan State University other than the Bachelor of Arts Degree in Spanish Education. 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 complete the requirements of the minor should consult the Department of Romance and Classical Studies and have their program of study approved in advance and in writing.

Requirements for the Minor in Spanish Education

CREDITS

1.	All of the following courses (21 credits):			
	SPN	310	Basic Spanish Grammar	3
	SPN	320	Cultural Readings and Composition (W)	3
	SPN	330	Phonetics and Pronunciation	3

	SPN	342	Media and Conversation	3
	SPN	350	Introduction to Reading Hispanic Literature (W)	3
			Two electives at the 400-level as approved by the student’s academic advisor	6
2.			All of the following courses (7 credits):	
	TE	334	Clinical Experiences in World Language Education I	3
	TE	435	Seminar in World Language Education I	3
	TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

Effective Fall 2024.

13. Request to establish an **Undergraduate Certificate** (Type 2) in **Translation** in the Department of Romance and Classical Studies. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its March 7, 2024 meeting.

a. **Background Information:**

Language study goes far beyond traditional philological models and modern-day students seek the added value that applied language practice offers to their fields of study and future professional goals. More than ever, a redesign of language curricula integrates topics such as language for special purposes and experiential learning opportunities. Translation is arguably the most sought-after skill due to its ubiquitous utility in the professional sphere. More than a word-for-word transfer of language, effective translation is a deliberate process that requires intercultural understanding and, typically, technical and lexical familiarity of a language set. This undergraduate certificate responds to the requests and needs of our students as they acquire the tools to thrive in a global community.

The number of undergraduate certificates in translation offered in Michigan is extremely limited; therefore, the opportunity exists to provide this training to a large population of students and residents of the state. The certificate codifies the skills learned and helps students to integrate them into the workplace. MSU’s brand combined with its strong tradition of language education and research, including the MSU Translation Center, provides a solid foundation to offer this certificate. This curricular addition enhances the student’s professional profile and their potential to reach future career goals.

b. **Academic Programs Catalog Text:**

The Undergraduate Certificate in Translation, which is administered by the Department of Romance and Classical Studies, provides specialized knowledge of translation through classroom instruction and experiential opportunities.

The undergraduate certificate 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 undergraduate certificate may also be used to satisfy the requirements for the bachelor’s degree.

Students who plan to complete the requirements of the undergraduate certificate should consult the undergraduate advisor in the Department of Romance and Classical Studies.

Admission

Students must meet the course prerequisites. Working professionals will need to demonstrate appropriate language proficiency or previous language education experience through an interview to be considered for admission.

Requirements for the Undergraduate Certificate in Translation

				CREDITS
			Students must complete 10 credits from the following:	
1.			The following foundational course (3 credits):	
	ROM	240	Fundamentals in Translation Theory and Practice	3
2.			Complete two courses from one of the following tracks (6 credits);	
	a.		French	
		FRN	420 French for Professional Uses	3
			A 400-level elective based on the student’s interest	3

- b. **Spanish**
 - SPN 452 Topics in Spanish Language I 3
 - A 400-level elective based on the student's interest 3
- 3. Complete the one of the following experiential learning experiences (1 credit):
 - 1. UGS 292 Experiential Learning in Undergraduate Studies 1
 - 2. An internship in the MSU Translation Center or similar internship experience (abroad, away, community, or virtual and the preparation of a portfolio.

Effective Fall 2024.

14. Request to change the requirements for the **Master of Arts** degree in **Rhetoric and Writing** in the Department of Writing, Rhetoric and American Cultures. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **Requirements for the Master of Arts Degree in Rhetoric and Writing** make the following changes:

- (1) Under **Requirements for Both Plan A and Plan B**, replace item 1. with the following:

All of the following courses (9 credits):

WRA	801	Introduction to Rhetoric and Writing	3
WRA	810	Writing, Composing, Designing, Making	3
WRA	880	Theories of Rhetoric and Writing	3

- (2) Under **Custom Emphasis** add the following courses:

WRA	828	Queer Rhetorics	3
WRA	842	Foundations in Experience Architecture	3

Effective Fall 2024.

15. Request to change the requirements for the **Doctor of Philosophy** degree in **Rhetoric and Writing** in the Department of Writing, Rhetoric and American Cultures. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **Requirements for the Doctor of Philosophy Degree in Rhetoric and Writing** replace the entire entry with the following:

The student must:

- 1. Complete a minimum of 27 credits of graduate course work. No more than 6 credits of 400-level course work will count toward the degree.
- 2. All of the following core courses (12 credits):

WRA	801	Introduction to Rhetoric and Writing	3
WRA	810	Writing, Composing, Designing, Making	3
WRA	870	Research Methodologies in Rhetoric and Writing	3
WRA	880	Theories of Rhetoric and Writing	3
- 3. Concentrations:
 - a. Complete at least three courses, a minimum of 9 credits, in one of the following concentrations:

Cultures, Identities, and Communities
 Leadership and Administration
 Writing Pedagogy and Learning
 Technical and Professional Communication

A list of courses eligible for each concentration is available from the program director. Courses used to fulfill core requirements may not be used to satisfy concentration requirements. Other concentrations may be approved the student's guidance committee.

4. Pass a written comprehensive examination on the core courses and the area of concentration.
5. Pass a pre-dissertation examination consisting of an oral examination based on a written prospectus and a preliminary bibliography for the dissertation project.
6. Pass a final oral examination in defense of the dissertation.

Effective Fall 2024.

ELI BROAD COLLEGE OF BUSINESS

1. Request to establish a **Graduate Certificate in Accounting Foundations** in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its March 18, 2024 meeting.

a. **Background Information:**

Nationwide, accounting programs are facing declining enrollments. The same trend is apparent here at MSU in both the B.A. in Accounting program and in the on-premises M.S. in Accounting program that only takes students with an undergraduate degree in accounting or finance graduates with relevant accounting courses to apply. To offset this continuing loss of enrollment, we need to serve a broader population of students. Market research has indicated that there is interest in accounting from people from other backgrounds who want to develop accounting knowledge, skills and understanding to enhance their careers, as well as people seeking to make a career change. There are two specific reasons that this certificate is needed. First, this certificate will provide an opportunity for people from other backgrounds to develop basic accounting knowledge, skills and understanding to enhance their careers. Second, this certificate will provide the prerequisite accounting knowledge to prepare students for the M.S. in Accounting or M.S. in Accounting and Data Analytics program or continue taking other online graduate certificates in accounting offered. The university permits up to nine credits to transfer into graduate programs, and the Accounting Foundations graduate certificate can serve as a feeder to these two graduate programs.

The graduate certificate leverages the strengths of our accounting faculty and is consistent with the strategic initiatives of the college to enhance careers and lifelong learning through graduate programs. This online graduate certificate program will allow both working professionals and full-time students to enroll in graduate level course work and update their skills in a convenient format. It will also provide an alternative pathway for students seeking to meet the 150 Hour Rule to for the Certified Public Accountant (CPA) licensure. A certificate program provides the graduate with a transcript to authenticate their additional education and training to enhance their professional portfolio.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Accounting Foundations is designed to prepare students with basic accounting knowledge and provide essential tools and skills to understand accounting principles. The certificate is available online only.

Admission

Students:

1. must have a bachelor's degree from an accredited institution.
2. have a recommended minimum cumulative undergraduate grade-point average of 3.0.

Requirements for the Graduate Certificate in Accounting Foundations

				CREDITS
1.	Both of the following courses (6 credits):			
	ACC	870	Principles of Financial and Managerial Accounting	3
	ACC	872	Financial Reporting and Data Analysis	3
2.	Complete one of the following courses (3 credits):			
	ACC	871	Accounting Database Systems	3
	ACC	873	Principles of Federal Income Tax Accounting	3
	ACC	874	Performance Measurement and Control Systems	3

The program director can guide students regarding which course to choose depending upon the individual's interests and career goals.

Students are expected to maintain a minimum cumulative grade-point average of 3.0 in all courses in the certificate and a minimum 2.0 grade in each course for the course to count towards the certificate program.

Effective Fall 2024.

2. Request to delete the curriculum and degree requirements for the **Master of Science** degree in **Foodservice Business Management (Michael L. Minor)** in the School of Hospitality Business. The University Committee on Graduate Education (UCGS) provided consultative commentary to the Provost after considering this request. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2020. No students are to be readmitted to the program effective Fall 2020. Effective Summer 2022, coding for the program will be discontinued and the program will no longer be available in the School of Hospitality Business. Students who have not met the requirements for the Master of Science Degree in Foodservice Business Management through the School of Hospitality Business prior to Summer 2022 will have to change their major.

Note: This program has been in moratorium since Fall 2020.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1. Request to change the requirements for the **Bachelor of Science** degree in **Advertising Management** in the Department of Advertising and Public Relations.
 - a. Under the heading **Requirements for the Bachelor of Science Degree in Advertising Management** make the following changes:

- (1) In item 3. a. make the following changes:

- (a) Change the total credits from '31' to '36'.

- (b) Delete the following courses:

ADV	225	Basic Skills for Advertising Careers	3
CAS	110	Creative Thinking	3
PR	225	Writing for Public Relations	3

Add the following courses:

ADV	200	The World of Advertising	2
ADV	432	Advertising Innovations	3
ADV	482	Project Management for Advertising and Public Relations	3
PR	310	Diversity, Equity, and Inclusion in Public Relations and Advertising	3

(2) In item 3. b. make the following changes:

(a) Delete the following course:

ADV	432	Digital Media Planning and Buying	3
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Add the following courses:

ACC	201	Principles of Financial Accounting	3
or			
ACC	230	Survey of Accounting Concepts	3
ADV	401	Neuromarketing and Consumer Decisions	3
CAS	110	Creative Thinking	3
CAS	214	Social Media and Start-up	3
CSE	102	Algorithmic Thinking and Programming	3
EC	201	Introduction to Microeconomics	3
EC	202	Introduction to Macroeconomics	3
FI	320	Introduction to Finance	3
GBL	323	Introduction to Business Law	3
MKT	327	Introduction to Marketing	3
PKG	101	Principles of Packaging	3
PSY	101	Introductory Psychology	4
SCM	304	Survey of Supply Chain Management	3

(3) Delete item 3. c.

Effective Fall 2025.

2. Request to change the requirements for the **Bachelor of Arts** degree in **Games and Interactive Media** in the Department of Media and Information.

a. Under the heading **Requirements for the Bachelor of Arts Degree in Games and Interactive Media**, make the following changes:

(1) In item 1., replace paragraph two with the following:

The University's Tier II writing requirement for the Games and Interactive Media major is met by completing one of the following courses: Media and Information 402, 430, 447, 477, 482, 486, 495, or 498 . Those courses are referenced in item 3. below.

(2) In item 3. a. delete the following course:

CAS	116	Media Sketching and Graphics	3
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Add the following course:

MI	103	Practical Computing for Interactive Media	3
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(3) In item 3. b. add the following courses:

MI	111	Game Literacy	3
MI	320	Reasoning with Data	3

(4) In item 3. c. under **Game Design**, delete the following course:

MI	344	Sound Design for Cinema, Television and Games	3
----	-----	-----------------------------------------------	---

Add the following courses:

DS	344	Sound Design for Storytelling	3
MI	495	Game and Interactive Media Projects (W)	3

- (5) In item 3. c. under **Game Graphics and Animation**, add the following course:
- | | | | |
|----|-----|-----------------------------------------|---|
| MI | 495 | Game and Interactive Media Projects (W) | 3 |
|----|-----|-----------------------------------------|---|

- (6) In item 3. c. under **Game Development**, delete the following course:
- | | | | |
|----|-----|------------------------------------|---|
| MI | 484 | Building Innovative Interfaces (W) | 3 |
|----|-----|------------------------------------|---|

Add the following course:

MI	495	Game and Interactive Media Projects (W)	3
----	-----	-----------------------------------------	---

Effective Spring 2025.

3. Request to change the requirements for the **Bachelor of Arts** degree in **Information Science** in the Department of Media and Information.
- a. Under the heading **Requirements for the Bachelor of Arts Degree in Information Science** make the following changes:

- (1) In item c. under **Human-Centered Technologies** add the following course:
- | | | | |
|----|-----|-----------------------------|---|
| MI | 484 | Human Robot Interaction (W) | 3 |
|----|-----|-----------------------------|---|

- (2) In item c. under **Information and Society** add the following course:
- | | | | |
|----|-----|-----------------------------|---|
| MI | 484 | Human Robot Interaction (W) | 3 |
|----|-----|-----------------------------|---|

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

Media and Information (MI) Electives

Additional credits in department courses can be taken as electives. Special topics (MI 491) and internships (MI 493) are encouraged for experiential learning opportunities. Students interested in pursuing a minor should contact the Academic and Students Affairs Office in the College of Communication Arts and Sciences.

Effective Spring 2025.

COLLEGE OF EDUCATION

1. Request to change the name of the **Minor in Educational Studies** to **Education and Society** in the College of Education.

No new students are to be admitted to the Minor in Educational Studies effective Fall 2024. No students are to be readmitted to the Minor in Educational Studies effective Fall 2024. Effective Fall 2029, coding for the Minor in Educational Studies will be discontinued and the program will no longer be available in the College of Education. Students admitted to the minor prior to Fall 2024 will be awarded a Minor in Educational Studies in the College of Education. Students admitted to the minor Fall 2024 and forward will be awarded a Minor in Education and Society in the College of Education.

2. Request to change the requirements for the **Minor in Education and Society** in the College of Education.

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

- (1) In item 2., delete the following courses:
- | | | | |
|-----|-----|-----------------------------------------------------------------------------|---|
| CEP | 370 | Educating Students with Special Needs | 3 |
| CEP | 371 | Fundamentals of Conflict and Conflict Resolution
in Educational Settings | 3 |
| EAD | 362 | Student Culture and Higher Education | 3 |
| EAD | 363 | Diversity and Higher Education | 3 |

Add the following courses:

CEP	240	Diverse Learners in Multicultural Perspective	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3

Effective Fall 2024.

3. Request to establish a **Master of Arts** degree in **Clinical Mental Health Counseling** in the Department of Counseling, Educational Psychology, and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 19, 2024 meeting.

a. **Background Information:**

The mission of the Clinical Mental Health Counseling program is to prepare future clinical mental health counselors at the master's level to promote the effective delivery of mental health counseling services to families and individuals with emotional and/or substance abuse disorders. Through course work and clinical training, graduates will gain mastery on the skills, knowledge, and attitudes in mental health services provision to clients across a variety of clinical and community settings. The program is designed specifically with the standards of the national educational accreditation body, CACREP in mind, with the intention that the program will collect the necessary data to submit for formal accreditation. The curriculum is also aligned with the state and closely aligned with national counseling licensure requirements (note master's level counseling licensure is governed at the state level), thus, the program is designed to maximize the marketability of graduates. This program will be a 60-credit program in which 11 courses will overlap with our existing master's degree in rehabilitation counseling while 4 core clinical mental health counseling courses are being developed. This allows efficiency in teaching courses and expanding the richness of students in different disciplines in the counseling fields.

The creation of the Master of Arts degree in Clinical Mental Health Counseling program under the careful survey of the local as well as national demand for professional counselors, will address the mental health related issues and wellness of people with disabilities and without disabilities. As a profession and as educators training rehabilitation counselors to work with people with disabilities, there is the need to address/expand the skillset of counselors not only for working with people with disabilities on employment, independent living and community integration, which is what rehabilitation counseling's expertise is, but also the need to expand, in order to encompass the mental health aspect of the people when providing services.

Within the College of Education, the Office of Rehabilitation and Disability Studies is the only one that provides a training program that produces master's level practitioners in counseling. The existent Master of Arts degree in Rehabilitation Counseling and doctoral program in Rehabilitation Counselor Education have undergone the accreditation process of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is one of the few accreditation bodies for counseling programs in the United States. CACREP covers eight specialty areas (see 2016 standards at <https://www.cacrep.org/for-programs/2016-cacrep-standards/>), which constitutes master's level, practitioner-oriented programs. Since these two programs are ranked at the top in the country, one under the specialty area in Rehabilitation Counseling, and the other the doctoral program in Rehabilitation Counselor Education, the department is familiar with the accreditation process and structure to create another counseling program that produces practicing counselors to meet the demand of the community and society. This clinical mental health counseling program will align with the CACREP's clinical mental health counseling specialty area, which is also aligned with and is recognized by the Michigan licensure requirement (<https://ars.apps.lara.state.mi.us/AdminCode/DownloadAdminCodeFile?FileName=R%20338.1751%20to%20R%20338.1781.pdf&ReturnHTML=True>).

The department has successfully hired a tenure-track faculty member for the clinical mental health counseling program, as well as clinical faculty who will assist with the setup of the clinical coordination for this program. While there are existent Clinical Mental Health Counseling programs in colleges in Michigan (e.g., Wayne State, Eastern, Western, Central and Oakland), a careful analysis of their programs shows that two of the programs take a generalist approach while the other three offer specialized courses and foci. Our program also takes the latter approach where we are building in current and future courses and electives to capitalize on the relevant expertise of our faculty in trauma-informed counseling, family, technology, behavior health/holistic health and

wellness and transition that align with the strategic plans of the College of Education and Michigan State University, as well as tap into existing strengths and resources of other Colleges and Departments (College of Human Medicine (Public Health), College of Nursing, and College of Social Sciences (Psychology, Social Work, Human Development and Family Studies).

b. **Academic Programs Catalog Text:**

The Master of Arts degree in Clinical Mental Health Counseling prepares future clinical mental health counselors to promote the effective delivery of mental health counseling services to families and individuals with emotional and/or substance abuse disorders. Through course work and clinical training, graduates will gain mastery in the skills, knowledge, and attitudes required for mental health services provision to clients across a variety of clinical and community settings.

In addition to meeting the requirements of the University and of the College of Education, students must meet the requirements specified below.

Admission

To be admitted into the Master of Arts Degree in Clinical Mental Health Counseling applicants must:

1. submit both the university application forms and applicable application fee. Individuals are admitted to the program once per year with enrollment starting in the Fall semester. The deadline to submit applications for admission is February 15th.

Consideration is given to the applicant's previous academic and professional experience. There should be a pattern of experience that supports the applicant's expressed desire to pursue advanced graduate studies in clinical mental health counseling. Appropriate evidence of such experience should be reflected in the applicant's letters of recommendation. The following are factors significant in determining admission to the program:

1. A bachelor's degree in an appropriate field from a recognized educational institution, with a grade point average of 3.0 (B) or better in the last two years of undergraduate study.
2. A written statement of academic goals and career objectives (1 to 2 pages single spaced) that describes the applicant's professional goals as they relate to the Master of Arts degree program in Clinical Mental Health Counseling.
3. Scores from the Graduate Record Examination General Test if the applicant's grade point average is less than 3.0.
4. Three letters of recommendation, with at least two from professors or employers regarding the applicant's academic capability and/or professional and personal qualifications.

The applicant is required to submit a departmental application form, as well as the university application form. Upon request for admission to the program, the departmental application form is mailed to the applicant with the university application form.

Requirements for the Master of Arts Degree in Clinical Mental Health Counseling

The program is available only under Plan B (without thesis). The student must complete a total of 60 credits distributed as follows:

		CREDITS
1.	Counseling Core. All of the following courses (15 credits):	
	CEP 861 Counseling Theories	3
	CEP 862 Individual Counseling and Helping Relationships	3
	CEP 864 Career Development	3
	CEP 874 Counseling Ethics	3
	CEP 878 Counseling and Group Work	3
2.	Clinical Mental Health Counseling Core. All of the following courses (12 credits):	
	CEP 839 Foundations of Clinical Mental Health Counseling	3
	CEP 849 Diagnosis and Psychopathology	3
	CEP 859 Crisis and Trauma Counseling	3
	CEP 875 Addiction Counseling	3
3.	Research and Evaluation. All of the following courses (6 credits):	
	CEP 822 Approaches to Educational Research	3
	CEP 877 Assessment in Counseling	3

4. **Foundations.** All of the following courses (6 credits):
CEP 891C Special Topics in Rehabilitation Counseling (Section: Development Across the Lifespan) 3
CEP 872 Social and Cultural Diversity in Disability 3
5. **Practicum and Internship.** All of the following courses (15 credits):
CEP 894A Practicum in Counseling 3
CEP 893A Internship in Counseling 12
6. **Electives** (6 credits):
Complete 6 credits of relevant master's level courses approved by program director and/or advisor.
7. Completion of a final evaluation.

Effective Fall 2024.

4. Request to change the requirements for the **Master of Arts** degree in **Special Education** in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) will consider this request at its April 15, 2024 meeting.

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

- (1) Under the heading **Learning Disabilities - Master of Arts** in item 2., delete the following course:

CEP 804A Literacy Instruction for Students with Mild Disabilities 3

Add the following course:

CEP 404 Literacy Interventions for Students with Disabilities 3

- (2) Under the heading **Learning Disabilities - Master of Arts with a Learning Disabilities Endorsement** make the following changes:

- (a) In item 1., delete the following course:

CEP 842 Content Area Instruction for Students with Mild Disabilities 3

Add the following course:

CEP 802A Reflective and Inquiry in Teaching Special Education I: Mild Impairments 3

- (b) In item 2. delete the following course:

CEP 802A Reflective and Inquiry in Teaching Special Education I: Mild Impairments 3

Add the following course:

CEP 842 Content Area Instruction for Students with Mild Disabilities 3

Effective Fall 2024.

5. Request to change the requirements for the **Minor in Coaching** in the Department of Kinesiology.

a. Under the heading **Requirements for the Minor in Coaching** make the following changes:

(1) In item 1., change delete the following course:

KIN	345	Sport and Exercise Psychology (W)	3
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Add the following course:

KIN	345	Exercise Psychology (W)	3
-----	-----	-------------------------	---

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

ANTR	350	Human Gross Anatomy for Pre-Health Professionals	3
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KIN	216	Applied Human Anatomy	3
-----	-----	-----------------------	---

Add the following courses:

ANTR	350	Human Gross Anatomy for Pre-Health Professionals	4
------	-----	--------------------------------------------------	---

KIN	216	Principles of Human Anatomy	3
-----	-----	-----------------------------	---

Effective Fall 2024.

6. Request to change the requirements for the **Bachelor of Science** degree in **Kinesiology** in the Department of Kinesiology.

a. Under the heading **Requirements for the Bachelor of Science Degree in Kinesiology** make the following changes:

(1) In item 1., replace paragraph three with the following:

The University's Tier II writing requirement for the Kinesiology major is met by completing Kinesiology 345 referenced in item 2. below.

(2) In item 2. b. delete the following course:

KIN	216	Applied Human Anatomy	3
-----	-----	-----------------------	---

Add the following course:

KIN	216	Principles of Human Anatomy	3
-----	-----	-----------------------------	---

(3) In item 2. c. delete the following course:

KIN	345	Sport and Exercise Psychology (W)	3
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Add the following course:

KIN	345	Exercise Psychology (W)	3
-----	-----	-------------------------	---

Effective Fall 2024.

7. Request to change the requirements for the **Bachelor of Arts** degree in **Elementary Education** in the Department of Teacher Education. The Teacher Education Council (TEC) will consider this request at its April 15, 2023 meeting.

The concentrations referenced in the Bachelor of Arts degree in Elementary Education are noted on the student's academic record when the requirements for the degree have been completed.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Elementary Education** replace item 2. d. with the following:

English as a Second Language (25 to 29 credits):

Completion of this requirement satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.

- (1) All of the following courses (16 credits):
- | | | | |
|-----|-----|-------------------------------------------------------------------------|---|
| LLT | 307 | Methods of Second and Foreign Language Teaching | 3 |
| LLT | 346 | Pedagogical English Grammar for English Teachers | 3 |
| TE | 101 | Social Foundations of Justice and Equity in Education | 3 |
| TE | 341 | Teaching and Learning of (Bi)Multilingual Learners | 3 |
| TE | 342 | Teaching Methods for (Bi)Multilingual Learners | 3 |
| TE | 503 | Internship in Teaching Diverse Learners in Additional Endorsement Areas | 1 |
- (2) One of the following courses (3 credits):
- | | | | |
|-----|-----|--------------------------------------|---|
| LLT | 361 | Second and Foreign Language Learning | 3 |
| LLT | 362 | Child Second Language Learning | 3 |
- (3) One of the following courses (3 credits):
- | | | | |
|----|------|------------------------------------------|---|
| TE | 301A | Children's Literacy Development PK-3 (W) | 3 |
| TE | 301B | Children's Literacy Development 3-6 (W) | 3 |
- (4) Complete either (a) or (b) and (c) (3 or 6 or 7 credits):
- | | | | | |
|-----|-----|-----|------------------------------------------------------|---|
| (a) | LLT | 322 | English as a Second Language Perspectives in Context | 3 |
| (b) | LIN | 200 | Introduction to Language | 3 |
| | or | | | |
| | LIN | 401 | Introduction to Linguistics | 4 |
| | and | | | |
| (c) | ANP | 420 | Language and Culture | 3 |
- (5) Proof of proficiency in an additional language equivalent to two semesters of study.

Effective Fall 2024.

8. Request to change the requirements for the **Teacher Certification Program** in the Department of Teacher Education. The Teacher Education Council (TEC) will consider this request at its April 15, 2024 meeting.

- a. Under the heading **REQUIREMENTS FOR TEACHER CERTIFICATION** make the following changes:

- (1) Add the following section above the **Course Requirements for Elementary Teacher Certification**:

Course Requirements for Birth to Kindergarten Certification

- a. All of the following courses (53 credits):
- | | | | |
|------|------|----------------------------------------|---|
| CEP | 240 | Introduction to Exceptional Learners | 3 |
| CEP | 351 | Special Education Law and Policies | 3 |
| HDFS | 211 | Child Growth and Development | 3 |
| HDFS | 320 | Interaction with Children in Groups | 3 |
| HDFS | 320L | Interaction with Children – Laboratory | 1 |
| HDFS | 321 | Curriculum for Children (W) | 3 |
| HDFS | 321L | Curriculum for Children – Laboratory | 1 |

HDFS	322	Infant Development and Program Planning	3
HDFS	322L	Interaction and Curriculum for Infants and Toddlers - Laboratory	2
HDFS	421	Assessment of the Young Child	3
HDFS	424	Student Teaching in an Early Childhood Program	6
HDFS	449	Special Needs Children and Their Families	3
HDFS	449L	Children with Special Needs and Their Families Laboratory	1
HDFS	473	Administration of Early Childhood Programs	3
TE	301A	Children's Literacy Development PK-3 (W)	3
TE	330	Science Curriculum for Young Learners (PK-3)	3
TE	341	Teaching and Learning of (Bi)Multilingual Learners	3
TE	405A	Teaching Literacy to Diverse Learners (PK-3)	3
TE	406A	Teaching Mathematics to Diverse Learners I (PK-3)	3

- (2) In the section **Course Requirements for Elementary Teacher Certification** replace the *GPA Standards* statement with the following:

All elementary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All elementary candidates must have a grade point average of 2.0 or above.

- (3) In the section **Course Requirements for Elementary Teacher Certification** replace item d. with the following:

English as a Second Language (25 to 29 credits):

Completion of this requirement satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.

- (1) All of the following courses (16 credits):
- | | | | |
|-----|-----|----------------------------------------------------------------------------|---|
| LLT | 307 | Methods of Second and Foreign Language
Teaching | 3 |
| LLT | 346 | Pedagogical English Grammar for English
Teachers | 3 |
| TE | 101 | Social Foundations of Justice and Equity
in Education | 3 |
| TE | 341 | Teaching and Learning of (Bi)Multilingual
Learners | 3 |
| TE | 342 | Teaching Methods for (Bi)Multilingual
Learners | 3 |
| TE | 503 | Internship in Teaching Diverse Learners in
Additional Endorsement Areas | 1 |
- (2) One of the following courses (3 credits):
- | | | | |
|-----|-----|--------------------------------------|---|
| LLT | 361 | Second and Foreign Language Learning | 3 |
| LLT | 362 | Child Second Language Learning | 3 |
- (3) One of the following courses (3 credits):
- | | | | |
|----|------|----------------------------------------------------------------------|---|
| TE | 301A | Children's Literacy Development PK-3 (W) | 3 |
| TE | 301B | Children's Literacy Development 3-6 (W) | 3 |
| TE | 302 | Literacy and Adolescent Learners in School
and Community Contexts | 3 |
- (4) Complete either (a) or (b) and (c) (3 or 6 or 7 credits):
- | | | | | |
|-----|-----|-----|---------------------------------------------------------|---|
| (a) | LLT | 322 | English as a Second Language
Perspectives in Context | 3 |
| (b) | LIN | 200 | Introduction to Language | 3 |
| | or | | | |
| | LIN | 401 | Introduction to Linguistics | 4 |
| | and | | | |
| (c) | ANP | 420 | Language and Culture | 3 |
- (5) Proof of proficiency in an additional language equivalent to two semesters of study.

- (4) In the section **Course Requirements for Secondary Teacher Certification** replace the *GPA Standards* statement with the following:

All secondary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All secondary candidates must have a grade point average of 2.0 or above.

- (5) In the section **Course Requirements for Secondary Teacher Certification**, under item c. **Optional Teaching Endorsements**, remove the following:

Biology
Chemistry
Earth Science
Physics

- (6) In the section **Course Requirements for PK-12 Teacher Certification** replace the *GPA Standards* statement with the following:

All secondary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All secondary candidates must have a grade point average of 2.0 or above.

- (7) In the section **Course Requirements for PK-12 Teacher Certification**, under item c. **Optional Teaching Endorsements**, remove the following:

Biology
Chemistry
Earth Science
Economics
Geography
Physics
Political Science

Effective Fall 2024.

PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

- ENG 320D Methodologies of Literary History: History and Theory of Creative Writing
Fall of every year. 3(3-0) ~~P: (ENG 210 or ENG 211H) and (ENG 223 or ENG 226 or ENG 228 or ENG 229 or ENG 227)~~ P: (ENG 210 or ENG 211H or ENG 226) and ((ENG 223 or concurrently) or (ENG 228 or concurrently) or (ENG 229 or concurrently) or (ENG 227 or concurrently)) ~~R: Open to undergraduate students in the English Major and open to undergraduate students in the Creative Writing Minor.~~ R: Open to undergraduate students in the Creative Writing Minor and open to undergraduate students in the English Major.
Reflection on the theories and practices of literary history, as seen through the specific lens of creative writing.
Effective Spring Semester 2025
- ENG 493 English Internship
Fall of every year. Spring of every year. ~~4 to 3 credits.~~ 1 to 4 credits. A student may earn a maximum of 8 credits in all enrollments for this course. P: Completion of Tier I Writing Requirement RB: 15 credits of English. ~~R: Open to juniors or seniors in the Department of English or in the English Major.~~ R: Open to juniors or seniors in the Department of English.
Supervised pre-professional field experience in English.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2024
- LLT 408 Assessment for Language Teaching and Research
Spring of every year. 3(3-0) RB: (LLT 307 or concurrently) or prior/concurrent course work on second/additional language teaching methods for any World Language R: Not open to graduate students. Not open to students with credit in LLT 808.
- NEW Classroom diagnostic and achievement assessment for second, additional, heritage, and multi-language learning. Reliability and validity of language tests. Alternative assessment methods. Standardized and performance-based testing. Program-level assessment. Measuring language proficiency for research.
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.
Effective Fall Semester 2024
- LLT 808 Assessment for Language Teaching and Research
Spring of every year. 3(3-0) RB: LLT 807 ~~R: Open to graduate students in the Second Language Studies major or in the Teaching English to Speakers of Other Languages major or approval of department.~~ R: Open to graduate students in the Second Language Studies Major and open to graduate students in the Teaching English to Speakers of Other Languages Major or approval of department. Not open to students with credit in LLT 408.
~~Classroom diagnostic and achievement assessment. Reliability and validity of language tests. Alternative assessment methods. Standardized and performance based testing. Program level assessment. Measuring language proficiency for research.~~ Classroom diagnostic and achievement assessment for second, additional, heritage, and multi-language learning. Reliability and validity of language tests. Alternative assessment methods. Standardized and performance-based testing. Program-level assessment. Measuring language proficiency for research.
SA: ENG 808
Effective Spring Semester 2025
- GNL 820 Philanthropy and Nonprofit Organizations
On Demand. 2(2-0)
- NEW An overview of the historical, conceptual, and applied aspects of philanthropy and nonprofit organizations and management in civil society, as well as their implications for research and practice.
Effective Spring Semester 2025

ROM 240	Fundamentals in Translation Theory and Practice Fall of every year. Spring of every year. 3(3-0) RB: 300-level/3rd-year proficiency in target language (i.e. French or Spanish) R: Approval of department.
NEW	Introduction to Translation Studies and to the different types of translation practices. Effective Fall Semester 2024
THR 315	Drafting for Theatre Spring of every year. 3(2-2) <u>A student may earn a maximum of 6 credits in all enrollments for this course.</u> P: THR 244 RB: THR 111 <u>Methods and development of techniques used in theatrical drafting. Introduction to the principles of hand and CAD drafting for theatre including terminology, best practices and fundamentals, scale and dimension drawings, sections, ground plans, auxiliary views and reproduction processes.</u> Effective Fall Semester 2024
WRA 801	Introduction to Rhetoric and Writing Fall of every year. 3(3-0) R: Open to graduate students in the Rhetoric and Writing Major or approval of department.
NEW	Introduction to rhetoric and writing as a discipline. Exploration of practices, scholarship, and histories related to rhetoric and writing studies. Development of priorities and goals for work in the graduate program and in the field. Review of program expectations and milestones. Effective Fall Semester 2024
WRA 810	Writing, Composing, Designing, Making Fall of every year. 3 credits. 3(3-0) R: Open to graduate professional students in the Department of Writing, Rhetoric and American Cultures. R: Open to students in the Rhetoric and Writing Major. <u>Practices of writing, composing, designing, and making primarily digital texts. Practice informed by current topics in and theories of professional and technical writing, cultural rhetorics, including critical making and multimodal composing.</u> Practices of writing, composing, designing, and making primarily digital texts. Practice informed by current topics in and theories of technical and professional communication and cultural rhetorics, including critical making and multimodal composing. Effective Fall Semester 2024
WRA 828	Queer Rhetorics Fall of odd years. 3(3-0) R: Open to students in the Rhetoric and Writing Major.
NEW	History of queer theory and its roots in LGBT and gender/women's studies. Analysis of queer arguments and exploration of ways queer arguments/arguments about queer issues have been circulated and to what end. Examination of issues including community, kinship, literacy, resistance, and coalition to explore different facets of queer rhetoric/theory through a variety of disciplines, activist organizations/organizers, pedagogies, and pop culture. Effective Fall Semester 2024
WRA 842	Foundations in Experience Architecture Spring of even years. 3(3-0) R: Open to students in the Rhetoric and Writing Major.
NEW	Exploration of theoretical foundations, methodologies, methods and tools, principles, and practices of user-centered design as applied to user experience. Focus on usability, findability, accessibility, and ethics in relation to information architecture, interaction design, and service design across time and space. Effective Fall Semester 2024

- WRA 870 Research Methodologies in Rhetoric and Writing
Spring of every year. 3(3-0) ~~R: Open to doctoral students in the Rhetoric and Writing major and open to master's students in the Critical Studies in Literacy and Pedagogy major and open to master's students in the Digital Rhetoric and Professional Writing major.~~ R: Open to students in the Rhetoric and Writing Major.
~~Exploration of inquiry approaches in rhetoric and writing. Discussion of methodologies, theoretical foundations, methods and tools, and project design.~~ Exploration of inquiry approaches in rhetoric and writing and its subdisciplines. Discussion of research methodologies, theoretical foundations, methods and tools, ethical issues related to conducting research, researcher positionality, and project design practices.
SA: AL 870
Effective Fall Semester 2024
- WRA 880 Theories of Rhetoric and Writing
Spring of every year. 3(3-0) R: Open to students in the Rhetoric and Writing Major.
NEW Major themes and theories of rhetoric and their impact on rhetoric and writing studies, including but not limited to critical theory, composition studies, cultural rhetorics, cultural studies, digital rhetoric, experience architecture, and technical communication.
Effective Fall Semester 2024
- WRA 882 Contemporary Theories of Rhetoric
Spring of every year. 3(3-0) R: Open to graduate students or master's students or doctoral students in the Department of English or in the Professional Writing Major or in the Rhetoric and Writing Major.
Modern, postmodern, and contemporary rhetoric theories and their impact on writing and writing instruction. Cultural studies, critical theory, feminist discourse theory, rhetorical ethics, visual rhetoric, digital and media theory.
SA: AL 882
DELETE COURSE
Effective Fall Semester 2024
- WRA 885 Research Colloquium
Fall of every year. 3(3-0) R: Open to doctoral students in the Rhetoric and Writing major.
Professional development seminar focused on developing research skills, designing research projects, and preparing publications and conference presentations.
SA: AL 885
DELETE COURSE
Effective Fall Semester 2024
- WRA 886 Master's Research Colloquium
Fall of every year. 3(3-0) R: Open to master's students in the Department of Writing, Rhetoric and American Cultures. Approval of department.
Professional development seminar focused on developing research skills, designing research projects, and preparing publications, conference presentations, and other professional materials unique to master's students.
DELETE COURSE
Effective Fall Semester 2024

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

- ADV 200 The World of Advertising
Fall of every year. Spring of every year. Summer of every year. 2(2-0) R: Open to undergraduate students.
NEW Introduction to the role of advertising in business and commerce. Historical evolution, impact on culture and society, creative and placement processes, the future of advertising.
Effective Fall Semester 2025

- ADV 205 ~~Principles of Advertising~~ Foundations of Advertising
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
~~Principles and practices of advertising in relation to economics, societies, and mass communication. Theories, principles and practices of advertising. Account planning; research and creative processes; media channels; preparing written business communications for advertising; using typical software applications.~~
Effective Fall Semester 2025
- ADV 225 Basic Skills for Advertising Careers
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
Theory and practice of preparing written business communications for advertising and utilizing typical software applications.
DELETE COURSE
Effective Fall Semester 2025
- ADV 431 ~~Monitoring and Measuring Social Media of Brands~~ Social Media Listening
Fall of every year. Spring of every year. 3(3-0) ~~R: Open to students in the Department of Advertising and Public Relations or in the Department of Communication or in the Sports Business Management Minor. R: Open to undergraduate students in the Department of Advertising and Public Relations or in the Department of Communication.~~
Social media monitoring and analysis for businesses and brands including advanced keyword building and search techniques. Discovering business insights through social media listening and applying insights through a social media response plan.
Effective Fall Semester 2025
- ADV 432 ~~Digital Media Planning and Buying~~ Advertising Innovations
~~Fall of every year. Fall of every year. Spring of every year. 3(3-0) P: ADV 205 and MKT 327 P: ADV 205 R: Open to students in the Department of Advertising and Public Relations.~~
~~Media planning and buying for web-based business applications. Budget building, media mix recommendations, performance analysis, and support for business decisions. Emerging media technologies and data analytics systems; audience selection, content delivery, channel selection, data collection, interpretation and application to persuasion.~~
Effective Fall Semester 2025
- ADV 433 ~~Internet Video Promotion Strategy~~ Social Media Video Strategy
Spring of every year. 3(3-0) ~~P: ADV 205 and MKT 327~~
Promotional video production focusing on brands or companies. Use of metrics and analytical tools to determine impact of promotional video. Video distribution strategies.
Effective Fall Semester 2025
- ADV 445 ~~Programmatic Media Buying~~ Programmatic Advertising
Fall of every year. Spring of every year. 3(3-0) P: ADV 350 R: Open to students in the Department of Advertising and Public Relations.
Background, processes, and applications of how online advertising and public relations campaigns are planned, booked, optimized, and validated using programmatic tools. Developments and trends in programmatic advertising platform tests and entries into mainstream media channels. Targeted offers, messages, content or ads across paid, owned and earned channels.
Effective Fall Semester 2025
- ADV 456 ~~Interactive Advertising Strategy~~ Interactive Advertising
Fall of every year. Spring of every year. 3(3-0) P: ADV 330 or ADV 350 R: Open to students in the Department of Advertising and Public Relations.
Theory and practice of interactive advertising, e-commerce, Internet advertising, online sales promotion, online public relations, virtual communities, and Internet research. Role of strategy in implementing interactive solutions.
Effective Fall Semester 2025

PART II - NEW COURSES AND CHANGES – continued - 25
April 11, 2024

ADV 482	Project Management for Advertising & PR Fall of every year. Spring of every year. 3(3-0) R: Open to undergraduate students in the College of Communication Arts and Sciences or in the Department of Advertising and Public Relations or in the Advertising Management major.
NEW	Introduction to project management with a focus on projects typically found in the fields of advertising and public relations. Study and practice the fundamentals of managing a variety of projects from planning events to creating promotional materials. Effective Fall Semester 2025
MI 103	Practical Computing for Interactive Media Fall of every year. Spring of every year. 3(2-2) R: Open to undergraduate students in the Department of Media and Information.
NEW	Introduction to topics in computer literacy and digital media creation. Work with modern technology ranging from smartphones to extended reality. Inner workings of today's technology and key strategies for troubleshooting issues with hardware and software to prepare for a career in interactive media creation. Effective Fall Semester 2024
MI 111	Game Literacy Fall of every year. Spring of every year. 3(3-0) R: Open to undergraduate students in the Games and Interactive Media major.
NEW	Exploration of games past and present. Experience games from a professional perspective (rather than as consumer). Develop experience with games as a medium. Origins of major inflection points in gaming. Hands-on engagement with gaming as a medium of artistic expression. Effective Fall Semester 2024
MI 247	Three-Dimensional Graphics and Design Fall of every year. Spring of every year. Summer of every year. 3(2-2) P: (CAS 116) or (STA 110 and STA 113) or (CAS 205 or CAS 206 or CAS 207) R: Open to students in the Department of Media and Information or in the Game Design and Development Minor or in the Computer Science Major or in the Graphic Design Major or in the Bachelor of Fine Arts in Studio Art or in the Studio Art Major. R: Open to students in the Department of Media and Information. Principles of 3D computer graphics applied in cinema, games, illustration, design and sculpture. Use of 3D software to create and manipulate synthetic objects, materials, lights, and cameras. SA: TC 247 Effective Fall Semester 2024
MI 330	Game Level Design Spring of every year. <u>Fall of every year.</u> 3(2-2) P: MI 230 RB: MI 231 or MI 247 R: Open to undergraduate students in the Department of Media and Information. Exploration of concepts in the planning, implementation, and testing of spaces and environments for games and interactive media. Effective Fall Semester 2024
MI 472	Digital Business and Commerce Spring of every year. 3(3-0) P: (MI 349 or MI 361) and completion of Tier I writing requirement P: Completion of Tier I Writing Requirement R: Open to juniors or seniors or graduate students in the Department of Media and Information. R: Open to juniors or seniors or graduate students in the Department of Media and Information or in the Entrepreneurship and Innovation Minor. Technologies, business models, and organizational and social implications of electronic commerce. Strategies for designing, managing and marketing in digital commerce contexts. SA: TC 462C, TC 472 Effective Fall Semester 2024

- MI 495 Game & Interactive Media Projects (W)
Fall of every year. Spring of every year. 3(2-2) P: (CAS 117) and (MI 227 or MI 230 or MI 247) R:
Open to undergraduate students in the Games and Interactive Media major and not open to
undergraduate students in the Game Design and Development Minor.
- NEW Experience game production in a team setting. Understand the production cycle (including
specification, design, prototyping, implementation, testing, and documentation). Plan and
manage game design, development, and production tasks. Discuss and experience
professionalism, ethics, and communication. Develop presentation methods.
Effective Fall Semester 2024

COLLEGE OF EDUCATION

- CEP 811 Adapting Innovative Technologies to Education
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. Summer of every
year. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.
Application of instructional principles and methods to educational problems in the K-12
classroom. Development of technological applications which are interactive, multisensory,
and innovative.
Effective Summer Semester 2025
- CEP 812 Applying Educational Technology to Issues of Practice
~~Fall of every year. Spring of every year. Summer of every year.~~ Spring of every year. Summer of
every year. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course.
Applications of technology in K-12 settings. Identification, implementation, and evaluation
of technology-based solutions to educational issues in school settings.
Effective Spring Semester 2025
- CEP 813 Electronic Assessment for Teaching and Learning
~~Fall of every year.~~ Fall of every year. Summer of every year. 3(3-0)
Foundational theories of assessment. Critical examination of methods (e.g., portfolios,
rubrics, surveys, tests, self-evaluations), and digital tools that allow educators to gather
information, analyze it, and make informed pedagogical choices. Design of assessments
for learning, as learning and of learning, especially in digital contexts.
Effective Summer Semester 2025
- CEP 815 Technology and Leadership
~~Fall of every year. Spring of every year. Summer of every year.~~ Summer of every year. 3(3-0)-~~RB:~~
CEP 810 and CEP 811 and CEP 812 ~~RB: (CEP 810 and CEP 811 and CEP 812) and CEP 810 and~~
CEP 811 and CEP 812
Professional development strategies. Project management, planning and evaluation.
Relationship building. Ethical and social implications of technology integration.
Effective Spring Semester 2025
- CEP 820 Teaching and Learning Online
~~Fall of every year. Spring of every year. Summer of every year.~~ Spring of every year. Summer of
every year. 3(3-0)
Strategies, frameworks, models, and theories related to online teaching and learning
applied to design and implementation of online learning experiences.
Effective Spring Semester 2025
- CEP 822 Approaches to Educational Research
~~Fall of every year. Summer of every year.~~ Fall of every year. Spring of every year. Summer of every
year. 3(3-0)
Alternative methods of educational research. Identifying researchable problems in
education and developing a research proposal. Applications of descriptive and inferential
statistics for analyzing and critiquing published studies.
Effective Spring Semester 2025

PART II - NEW COURSES AND CHANGES – continued - 27
April 11, 2024

- CEP 839 Foundations of Clinical Mental Health Counseling
Fall of every year. 3(3-0) R: Open to master's students.
NEW Introduction and overview of the profession of clinical mental health counseling. The course covers history, legislation, philosophical foundations, roles and functions, professional identity, professional organizations, credentials, and general practice.
Effective Fall Semester 2024
- CEP 849 Diagnosis and Psychopathology
Spring of every year. 3(3-0) P: CEP 839 and CEP 861 and HDFS 810 and CEP 874 and CEP 877 R: Open to master's students.
Etiology and nomenclature of mental, behavioral and neurodevelopmental disorders, with emphasis on differential diagnosis, diagnostic classification systems, and cultural and developmental implications for treatment planning in mental health counseling.
Effective Spring Semester 2025
- CEP 859 Crisis and Trauma Counseling
Spring of every year. 3(3-0) P: CEP 839 and CEP 861 and HDFS 810 and CEP 874 and CEP 877 RB: Students should have an undergraduate degree and should be in human services majors. R: Open to master's students.
Crisis and trauma counseling guided by accreditation standards to train licensable master's level clinical mental health counselors. Theory, contextual factors, crises and trauma in mental health settings, best practices, ethics and law, resilience and self-care.
Effective Spring Semester 2025
- CEP 875 Addiction Counseling
Spring of every year. 3(3-0) P: CEP 839 and CEP 861 and HDFS 810 and CEP 874 and CEP 877 RB: Students should have an undergraduate degree with a human service-related major R: Open to master's students.
Etiology, theories and models, classification, cultural and developmental implications for treatment of different addiction disorders in the mental health counseling context. Evidence-based interventions, legal, and ethical issues will be covered.
Effective Spring Semester 2025
- CEP 877 ~~Assessment in Rehabilitation~~ Assessment in Counseling
Fall of every year. 3(3-0) ~~RB: CEP 870~~ RB: Human services master's level students R: Open to master's students.
~~Advanced assessment techniques and strategies for rehabilitation settings.~~ Advanced assessment techniques and strategies for rehabilitation counseling and clinical mental health counseling settings.
Effective Fall Semester 2024
- CEP 893A ~~Rehabilitation Counseling Internship~~ Internship in Counseling
Fall of every year. Spring of every year. Summer of every year. 1 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. ~~P: CEP 870 and CEP 861 and CEP 862 and CEP 874 and CEP 878 and CEP 894A~~ P: (CEP 861 and CEP 862 and CEP 874 and CEP 878 and CEP 894A and CEP 877 and CEP 839 and CEP 849 and CEP 859 and CEP 875) or (CEP 861 and CEP 862 and CEP 874 and CEP 878 and CEP 894A and CEP 877 and CEP 864 and CEP 873) ~~RB: CEP 894A~~ R: Open to master's students in the Rehabilitation Counseling Major. R: Open to master's students.
~~Community-based rehabilitation counseling internship.~~ Community-based counseling internship for students in the Rehabilitation Counseling MA and Clinical Mental Health Counseling MA programs.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2024

- CEP 894A ~~Rehabilitation Counseling Practicum~~ Practicum in Counseling
Fall of every year. Summer of every year. 3(2-1) ~~P: CEP 870 and CEP 861 and CEP 862 and CEP 874 and CEP 878~~ P: CEP 861 and CEP 862 and CEP 874 and CEP 878 R: ~~Open to master's students in the Rehabilitation Counseling Major.~~ R: Open to master's students.
~~Community-based rehabilitation counseling practicum.~~ Community-based counseling practicum for students in the Rehabilitation Counseling MA and Clinical Mental Health Counseling MA programs.
Effective Fall Semester 2024
- KIN 125 First Aid and Personal Safety
Fall of every year. Spring of every year. Summer of every year. 3(3-0)
REINSTATEMENT Knowledge and application of first aid concepts relating to respiratory and cardiopulmonary disorders, shock, wounds, burns, fractures, drug poisoning, childbirth, litigation. Preventing trauma by recognizing and avoiding safety hazards.
SA: PES 125
Effective Fall Semester 2024
- KIN 180 Philosophy of Yoga & Meditation
Fall of every year. Spring of every year. Summer of every year. 2(2-0)
Practice of self-observation and inner inquiry through the intellectual and practical study of the 8 limbs of yoga and meditation. The basic and practical philosophy of yoga.
Effective Spring Semester 2025
- KIN 181 Foundations of Yoga Instruction
Fall of every year. Spring of every year. Summer of every year. 2(2-0)
Application and the physical practice of instructing yoga.
Effective Spring Semester 2025
- KIN 210 Principles of Exercise Physiology
Fall of every year. Spring of every year. 3(2-2) R: Open to students in the Kinesiology major and open to students in the Health Promotion Minor and open to students in the Coaching Minor.
Basic principles, concepts, and issues surrounding exercise physiology with a focus on cardiovascular, respiratory, musculoskeletal, and metabolic systems.
SA: KIN 121
Effective Fall Semester 2024
- KIN 216 ~~Applied Human Anatomy~~ Principles of Human Anatomy
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~R: Open to undergraduate students in the Athletic Training Major or in the Kinesiology major or in the Coaching Minor.~~ R: Open to students in the Coaching Minor and open to students in the Kinesiology major.
Structural anatomy of the human body. Interrelationships of structure, function, and human movement.
SA: PES 216
Effective Fall Semester 2024
- KIN 217 ~~Applied Human Anatomy Laboratory~~ Principles of Human Anatomy Laboratory
Fall of every year. Spring of every year. 1(0-3) P: KIN 216 or ANTR 350 ~~R: Open to students in the Athletic Training major or in the Kinesiology major.~~ R: Open to students in the Kinesiology major.
Major bones, muscles, nerves, vessels, and organs of the human body. Articulations, muscle origins, muscle insertions, and prime moving actions.
SA: PES 217
Effective Fall Semester 2024
- KIN 220 Principles of Sports Medicine
Fall of every year. Spring of every year. 3(2-2) R: Open to students in the Kinesiology major and open to students in the Coaching Minor. Not open to students with credit in KIN 320.
Basic principles, concepts, and issues surrounding sports medicine with a focus on trauma prevention, initial prehospital assessment and care, and professional aspects of healthcare.
Effective Fall Semester 2024

- KIN 240 Principles of Biobehavioral Health
Fall of every year. Spring of every year. 3(2-2) R: Open to students in the Kinesiology major and open to students in the Health Promotion Minor.
Basic principles, concepts, and issues surrounding the interaction among biological, behavioral, psychological, sociocultural, and environmental variables that influence health.
SA: KIN 173
Effective Fall Semester 2024
- KIN 471 Critical Appraisal for Evidence-Based Practice in Kinesiology
Fall of odd years. 3(3-0) R: Open to seniors or graduate students in the Department of Kinesiology.
NEW Development of critical appraisal skills, focusing on research designs and statistical analyses, for evaluating randomized controlled trials and meta-analyses to be used as the basis of professional and clinical practice.
Effective Fall Semester 2024
- KIN 492 Internship: Non-Physiologically Based
Fall of every year. Spring of every year. Summer of every year. ~~3 to 6 credits.~~ 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. P: KIN 190 and KIN 240 or approval of department R: Not open to freshmen. Approval of department.
Professional internship in kinesiology under faculty supervision. Students are involved in community and corporate internships not including physiological testing of patients/clients.
Effective Fall Semester 2024
- KIN 493 Internship: Physiologically Based
Fall of every year. Spring of every year. Summer of every year. ~~3 to 6 credits.~~ 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. P: KIN 190 and KIN 210 or approval of department RB: Completion of one of the physiologically based cognates. R: Not open to freshmen. Approval of department.
Professional internship in kinesiology under faculty supervision. Students are involved in clinical, rehabilitation, and corporate programs.
Effective Fall Semester 2024
- KIN 873 Advanced Research Methods in Kinesiology: Transparency, Openness, Replication
Fall of even years. 3(3-0) R: Open to doctoral students in the Kinesiology Major.
NEW Sources of bias and inferential errors in the research process. Questionable research practices. Bias-susceptible methodological practices in Kinesiology. Steps to improve replicability, openness, and transparency in conducting and reporting research.
Effective Fall Semester 2025
- KIN 897 Project in Kinesiology
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. Spring of every year. Summer of every year. 1 to 4 credits. A student may earn a maximum of 4 credits in all enrollments for this course. ~~R: Open only to master's students in the Department of Kinesiology.~~ R: Open to master's students in the Department of Kinesiology. A student may earn a maximum of 4 credits
Project experience under the guidance and supervision of MSU faculty. Development of products such as technical reports, instructional media, or curriculum materials to address an educationally significant problem. Capstone experience option in master's degree program.
Request the use of the Pass-No Grade (P-N) system.
SA: PES 897
Effective Fall Semester 2024

- KIN 899 Master's Thesis Research
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. ~~RB: KIN 871-R: Open to graduate students in the Department of Kinesiology.~~ R: Open to graduate students in the Department of Kinesiology. A student may earn a maximum of 6 credits
Master's thesis research.
Request the use of the Pass-No Grade (P-N) system.
SA: PES 899
Effective Fall Semester 2024
- KIN 995 Research Practicum in Kinesiology
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. ~~R: Open only to doctoral students in the College of Education. Approval of department.~~ R: Open to doctoral students in the Department of Kinesiology. A student may earn a maximum of 3 credits
Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.
Request the use of the Pass-No Grade (P-N) system.
SA: PES 995
Effective Fall Semester 2024
- TE 202 Engaging Elementary Learners with Mathematics
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. Spring of every year. 3(3-1) 3(3-0) P: MTH 204 P: TE 101
Math curriculum standards for grades PK-6. Building positive math identities in diverse learners. Eliciting children's mathematical thinking. Pedagogical practices for small- and whole-group math activities.
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.
Effective Fall Semester 2024
- TE 204 Engaging Elementary Learners in Science: Culture and Equity
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. 3(3-1) 3(3-0) P: TE 101 RB: Completion of an ISB and ISB laboratory or ISP and ISP laboratory course.
Science curriculum standards for grades 3-6. Culture and equity in science. Eliciting children and community interests and resources. Building positive science identities for diverse learners in classrooms.
Effective Fall Semester 2024
- TE 301A Children's Literacy Development PK-3 (W)
Fall of every year. Spring of every year. Summer of every year. ~~3(3-1) 3(3-0) P: (TE 102) and completion of Tier I writing requirement~~ P: (TE 101) and completion of Tier I writing requirement ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~ R: Open to students.
Children's development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2024
- TE 301B Children's Literacy Development 3-6 (W)
Fall of every year. Spring of every year. Summer of every year. ~~3(3-1) 3(3-0) P: (TE 102) and completion of Tier I writing requirement~~ P: (TE 101) and completion of Tier I writing requirement ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~ R: Open to students.
Children's development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2024

- TE 330 Science Curriculum for Young Learners (PK-3)
~~Fall of every year. Spring of every year. Summer of every year.~~ Spring of every year. 3(3-2) 3(3-0) P: TE 101 RB: Completion of an ISB and ISB laboratory or ISP and ISP laboratory course. ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~ R: Open to students in the Special Education-Learning Disabilities Major or in the Elementary Teacher Certification Program (Admitted).
Science curriculum standards for grades PK-3. Instructional materials and approaches for supporting science learning.
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.
Effective Fall Semester 2024
- TE 331 Social Studies for Young Learners (PK-3)
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. 3(3-2) 3(3-0) P: TE 101 R: ~~Open to students in the Elementary Teacher Certification Program (Admitted).~~ Open to students in the Special Education-Learning Disabilities Major or in the Elementary Teacher Certification Program (Admitted).
History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.
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.
Effective Fall Semester 2024
- TE 332 Science Curriculum for Upper Elementary Learners (3-6)
~~Fall of every year. Spring of every year. Summer of every year.~~ Spring of every year. 3(3-2) 3(3-0) P: TE 204 RB: Completion of ISB, ISP and ISB/ISP laboratory courses ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~ R: Open to students in the Special Education-Learning Disabilities Major or in the Elementary Teacher Certification Program (Admitted).
Science curriculum standards for grades 3-6. Instructional materials and approaches for supporting science learning.
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.
Effective Fall Semester 2024
- TE 333 Social Studies for Upper Elementary Learners (3-6)
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. 3(3-2) 3(3-0) P: TE 101 R: ~~Open to students in the Elementary Teacher Certification Program (Admitted).~~ Open to students in the Special Education-Learning Disabilities Major or in the Elementary Teacher Certification Program (Admitted).
History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing 3-6 social studies content, including Michigan, United States, and Global Studies.
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.
Effective Fall Semester 2024

- TE 340 Teaching and Learning of Elementary Science (PK-6)
~~Fall of every year. Spring of every year. Summer of every year.~~ Spring of every year. 3(3-1) 3(3-0) P: TE 330 or TE 332 RB: Completion of an ISP or ISB course or ISP or ISP laboratory course
Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
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.
Effective Fall Semester 2024
- TE 341 Teaching and Learning of (Bi)Multilingual Learners
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~P: (TE 101) and completion of Tier I writing requirement~~
Social and psychological language theoretical perspectives, principles, and fundamental approaches for the teaching and learning of (bi)multilingual learners. Historical background, current policies, sociocultural dimensions, and classroom implications of (bi)multilingualism.
Effective Fall Semester 2024
- TE 342 Teaching Methods for (Bi)multilingual Learners
Fall of every year. Spring of every year. Summer of every year. ~~3(3-1) 3(3-0) P: (TE 341 and LLT 307) and completion of Tier I writing requirement~~ P: (TE 341) and completion of Tier I writing requirement RB: Documented experience learning a second language equivalent to two semesters' worth of college-level study in order to gain an understanding and appreciation of the processes of learning an additional language. ~~R: Open to students in the Teaching English to Speakers of Other Languages Disciplinary Teaching Minor. R: Open to students.~~
Pedagogical principles based on research of language development in bi/multilingual students in the K-12 system. Methods of standards-based curricular and instructional design. Issues of assessment for (bi)multilingual learners.
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.
Effective Fall Semester 2024
- TE 343 Teaching and Learning of Elementary Social Studies (PK-6)
~~Fall of every year. Spring of every year. Summer of every year.~~ Fall of every year. 3(3-1) 3(3-0) P: TE 331 or TE 333
Equitable social studies instruction in grades pK-6. Lesson planning, assessment, teaching, and learning in grades PK-6 social studies.
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.
Effective Fall Semester 2024
- TE 348 Reading and Responding to Children's Literature
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~P: Completion of Tier I Writing Requirement~~
Literary understanding and genres in reading and teaching children's literature. Critical and theoretical perspectives in evaluating children's literature. Children's responses to literature. Literary, social, and pedagogical issues in the study of children's literature.
Effective Fall Semester 2024

- TE 403A Teaching of Science to Diverse Learners PK-3
~~Fall of every year. Spring of every year.~~ Fall of every year. ~~3(3-2)~~ 3(3-0) P: TE 330
Engaging diverse learners in grades PK-3 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
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.
Effective Fall Semester 2024
- TE 403B Teaching of Science to Diverse Learners 3-6
~~Fall of every year. Spring of every year.~~ Fall of every year. ~~3(3-2)~~ 3(3-0) P: TE 332
Engaging diverse learners in grades 3-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
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.
Effective Fall Semester 2024
- TE 404A Teaching of Social Studies to Diverse Learners PK-3 (W)
~~Fall of every year. Spring of every year.~~ Spring of every year. ~~3(3-2)~~ 3(3-0) P: (TE 331) and completion of Tier I writing requirement
Teaching social studies to diverse learners at the elementary level (PK-3). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
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.
Effective Fall Semester 2024
- TE 404B Teaching of Social Studies to Diverse Learners 3-6 (W)
~~Fall of every year. Spring of every year.~~ Spring of every year. ~~3(3-2)~~ 3(3-0) P: (TE 333) and completion of Tier I writing requirement
Teaching social studies to diverse learners at the elementary level (3-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
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.
Effective Fall Semester 2024
- TE 405 Teaching Literacy to Diverse Learners I (3-6)
~~Fall of every year. Spring of every year.~~ Fall of every year. ~~3(3-2)~~ 3(3-0) P: ~~TE 304B~~ P: (TE 202 or MTH 202) and (TE 301 or TE 301B)
Teaching language and literacy to diverse learners in grades 3-6. Literacy learning environments. Culturally responsive practices in literacy. Literacy curriculum design and assessment. Teaching motivation and engagement, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, composition, and speaking and listening in grades 3-6.
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.
Effective Fall Semester 2024

- TE 405A Teaching Literacy to Diverse Learners (PK-3)
~~Fall of every year. Spring of every year.~~ Fall of every year. 3(3-2) 3(3-0) P: TE 301A P: (MTH 202 or TE 202) and (TE 301 or TE 301A) R: Open to students in the Elementary Teacher Certification Program (Admitted).
Teaching language and literacy to diverse learners in early elementary Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, print concepts, phonological awareness, phonics, spelling, word recognition, morphology, syntax, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary classrooms.
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.
Effective Fall Semester 2024
- TE 405B Teaching Literacy to Diverse Learners II (PK-3)
~~Fall of every year. Spring of every year.~~ Spring of every year. 3(3-2) 3(3-0) P: TE 405A R: Open to students in the Elementary Teacher Certification Program (Admitted).
Teaching language and literacy to diverse learners in the early elementary grades. Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, phonics, spelling, word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary grades classrooms.
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.
Effective Fall Semester 2024
- TE 405C Teaching Literacy to Diverse Learners II (3-6)
~~Fall of every year. Spring of every year.~~ Spring of every year. 3(3-2) 3(3-0) P: TE 405
Equitable literacy instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in 3-6 literacy.
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.
Effective Fall Semester 2024
- TE 406 Teaching Mathematics to Diverse Learners I (3-6)
~~Fall of every year. Spring of every year.~~ Spring of every year. 3(3-2) 3(3-0) P: TE 202 P: (MTH 202 or TE 202) and TE 405
Building mathematical relationships with diverse learners in Grades 3-6. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of whole numbers and operations and fractions, decimals, and operations. Teacher's roles, including professional, intellectual, and sociopolitical responsibilities.
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.
Effective Fall Semester 2024

- TE 406A Teaching Mathematics to Diverse Learners I (PK3)
~~Fall of every year. Spring of every year. Spring of every year. 3(3-2) 3(3-0) P: TE 202 P: (MTH 202 or TE 202) and TE 405A~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Building mathematical relationships with diverse learners in grades PK-3. Planning mathematics lessons. Designing and using formative and summative assessment in mathematics. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of counting, whole number, and operations.
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.
Effective Fall Semester 2024
- TE 406B Teaching Mathematics to Diverse Learners II (PK-3)
~~Fall of every year. Spring of every year. Fall of every year. 3(3-2) 3(3-0) P: TE 406A R: Open to students in the Elementary Teacher Certification Program (Admitted). R: Open to students.~~
Building positive mathematical identities in diverse learners in grades PK-3. Planning series of mathematics lessons. Pedagogical practices for small- and whole-group activities. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of attribution and fractions.
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.
Effective Fall Semester 2024
- TE 406C Teaching Mathematics to Diverse Learners II (3-6)
~~Fall of every year. Spring of every year. Fall of every year. 3(3-2) 3(3-0) P: TE 406~~
Equitable mathematics instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in grades 3-6 mathematics.
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.
Effective Fall Semester 2024
- TE 471 Justice and Equity Seminar III
~~Fall of every year. Spring of every year. Summer of every year. Fall of every year. Spring of every year. 1(1-0) P: TE 102~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall Semester 2024
- TE 472 Justice and Equity Seminar IV
~~Fall of every year. Spring of every year. Summer of every year. Fall of every year. Spring of every year. 1(1-0) P: TE 102~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall Semester 2024
- TE 482 PK-3 Internship II
Spring of every year. ~~3 to 6 credits. 6(6-0)~~ R: Open to students in the Elementary Teacher Certification Program (Admitted). C: TE 404A concurrently and TE 405B concurrently
Directed and evaluated internship in PK3 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2024

TE 484 3-6 Internship I
Fall of every year. ~~3 to 6 credits. 3(3-0)~~ R: Open to students in the Elementary Teacher Certification Program (Admitted). C: TE 406C concurrently and TE 403B concurrently
Directed and evaluated internship in 3-6 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2024

COLLEGE OF MUSIC

MUS 151J Voice: Jazz
Fall of every year. Spring of every year. 1 to 2 credits. A student may earn a maximum of 8 credits in all enrollments for this course. R: Open to students in the College of Music.
REINSTATEMENT Private instruction in voice.
Effective Fall Semester 2024

MUS 463 ~~Methods and Materials of Elementary Music~~ Music in Early Childhood
Fall of every year. Spring of every year. 3(3-0) RB: Upper-level undergraduate students in B-K teacher certification programs; Students in PK-3 teacher certification programs; students in family studies and related programs. R: Not open to students in the College of Music.
How children learn music from early childhood to grade three. Rationale, pedagogy, strategies and skills for integrating music and movement in care and education settings serving children ages birth-8 years old (3rd grade).
Effective Fall Semester 2024