The effective date for new programs subject to Statewide Academic Program review is implemented in accordance with the Statewide Academic Program Review calendar.
TO: Faculty Senate

This report is prepared and distributed for the following purposes:

1. To report new academic programs, changes in academic programs, discontinuations of academic programs, new courses, permanent changes in courses, and deletions of courses.
2. To notify the initiating colleges, schools, and departments of approval by the University Committee on Curriculum of their requests for new academic programs, changes in academic programs, discontinuations of academic programs, new courses, permanent changes in courses, and deletions of courses. Any items not approved by the Faculty Senate will be reported to the appropriate college and department or school.
3. To provide information to members of the faculty in each department about academic programs and courses in all colleges, departments, and schools of the University.

Reports of the University Committee on Curriculum to the Faculty Senate are organized as follows:

PART I - NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES:
Organized by colleges in alphabetical order. For a given college, academic units are organized in alphabetical order. For a given academic unit, degrees, majors, and specializations are organized in alphabetical order.

PART II - NEW COURSES:
Organized by academic units in alphabetical order; All-University courses appear last. For a given academic unit, courses are organized according to the names associated with course subject codes, in alphabetical order. Courses with the same subject code are in numerical order.

PART III - COURSE CHANGES:
Organized by academic units in alphabetical order; All-University courses appear last. For a given academic unit, courses are organized according to the names associated with course subject codes, in alphabetical order. Courses with the same subject code are in numerical order.

Not all of the above categories, and not all of the colleges and academic units, will necessarily appear in any given Senate Report.

¹One or more of the abbreviations that follow may be included in a course entry:
P: = Prerequisite monitored in SIS
C: = Corequisite
R: = Restriction
RB: = Recommended background
SA: = Semester Alias
TO: Faculty Senate
FROM: University Committee on Curriculum
SUBJECT: New Academic Programs and Program Changes: New Courses and Course Changes

PART I - NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

1. Delete the curriculum and degree requirements for the Bachelor of Science degree in Technology Systems Management in the Department of Biosystems and Agricultural Engineering. The University Committee on Undergraduate Education (UCUE) provided consultative commentary to the Provost after considering this request at its December 3, 2015 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Undergraduate Education.

No new students are to be admitted to the program effective Spring 2011. No students are to be readmitted to the program effective Spring 2011. Effective Summer 2016, coding for the program will be discontinued and the program will no longer be available in the College of Agriculture and Natural Resources. Students who have not met the requirements for the Bachelor of Science degree in Technology Systems Management through the College of Agriculture and Natural Resources prior to Summer 2016 will have to change their major.

2. Change the requirements for the Master of Science degree in Packaging in the School of Packaging. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

   a. Under the heading Requirements for the Master of Science Degree in Packaging make the following changes:

      (1) Under the heading Additional Requirements for Plan A replace item 1. with the following:

          Packaging 825 and 860.

      (2) Under the heading Additional Requirements for Plan B replace item 1. with the following:

          Packaging 805, 815, and 825.

Effective Fall 2016.

3. Change the requirements for the Doctor of Philosophy degree in Packaging in the School of Packaging. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

   a. Under the heading Requirements for the Doctor of Philosophy Degree in Packaging make the following changes:

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

          PKG 992 Packaging Seminar 2

      Add the following course:

          PKG 860 Research Methods 3
(2) Replace item 4. with the following:

Complete a dissertation in one of the following areas of packaging: material science applications in packaging, food packaging, healthcare packaging, mass transport applications, dynamics and physical distribution aspects or human factors in packaging.

Effective Fall 2016.

**COLLEGE OF ARTS AND LETTERS**

1. Change the requirements for the **Minor in Fiction Filmmaking** in the Department of English.

a. Under the heading **Minor in Fiction Filmmaking** make the following changes:

(1) In item 1. change the credits of ‘FLM 335’ from ‘4’ to ‘3’.

(2) In item 3. delete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI 348</td>
<td>Advanced Lighting and Camera Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MI 352</td>
<td>Advanced Video Editing</td>
<td>3</td>
</tr>
</tbody>
</table>

Add the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI 440</td>
<td>Advanced Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>MI 441</td>
<td>Advanced Lighting and Camera Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Effective Fall 2016.

2. Establish a Linked **Bachelor of Arts Degree in Philosophy** and **Master of Arts Degree in Philosophy** in the Department of Philosophy. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its February 11, 2016 meeting. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

Per University policy:

A candidate for a Linked Bachelor's-Master's Degree from Michigan State University may request the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

a. Add the following statement in the Department of Philosophy:

**LINKED BACHELOR’S-MASTER’S DEGREE IN PHILOSOPHY**

**Bachelor of Arts Degree in Philosophy**

**Master of Arts Degree in Philosophy**

The department welcomes applications from Michigan State University undergraduate Philosophy majors who have attained at least junior status. Admission to the program requires a minimum grade-point average of 3.0 overall, 3.5 in philosophy, and a program of study approved by the Director of Undergraduate Programs and the Associate Chairperson at the time of admission. Admission to the Linked Bachelor’s-Master’s program allows the application of up to 9 credits toward the master’s program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. Credits applied to the Linked Bachelor’s-Master's program are not eligible to be applied to any other graduate degree program.

Effective Fall 2016.
3. Change the requirements for the **Graduate Specialization in Women's and Gender Studies** in the Program in Women, Gender and Social Justice. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

   a. Under the heading **Requirements for the Graduate Specialization in Women's and Gender Studies** make the following changes:

      (1) Change the total credits required for the specialization from ‘10’ to ‘12’.

      (2) Make the following changes in item 2.:

         (a) Change the total credits from ‘Six’ to ‘Nine’.

         (b) Delete the following course:

             ENG 431C Studies in Film and Gender   4

         (c) Add the following courses:

             ENG 448 Seminar in Gender and Literature   3
             FLM 452 Studies in Film, Gender, and Sexuality  3

         (d) Add the following note:

             Additional courses may be available to meet this requirement. Students should consult with the academic advisor.

   Effective Spring 2017.

**ELI BROAD COLLEGE OF BUSINESS**

1. Establish an **Entrepreneurship and Innovation Experiences Option** in The Eli Broad College of Business. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its January 28, 2016 meeting.

   a. **Background Information:**

      **History**

      The pursuit of a culture of entrepreneurship at MSU was initiated by Provost June Youatt in late spring 2014. Dr. Youatt envisioned an expansion of entrepreneurship education for undergraduates into one that would potentially include all MSU colleges and involve the undergraduate curriculum, co-curricular activities and experiential opportunities.

      A May 2014 “Entrepreneurship Roundup” included 45 attendees from nine colleges and other campus entities such as the MSU Libraries, MSU Alumni Association, MSU Innovation Center, University Advancement and the MSU Foundation. At the Roundup the Provost suggested that the group collaborate to create a white paper for her review by early fall. Throughout the summer of 2014, a dedicated committee of people across seven campus units met to design a proposal for undergraduate entrepreneurship.

      **Rationale**

      The white paper, titled “Creating a Culture of Entrepreneurship”, proposed that MSU create an integrative culture of entrepreneurship—a “multidimensional and multidisciplinary entrepreneurship ecosystem where success and inquiry become contagious….” The white paper proposed four initiatives to achieve the stated goals:

      1. **Entrepreneurship and Innovation Minor**: A University-level minor comprised of classes from multiple colleges.
      2. **A coordinated approach**: Focused on both curricular and experiential offerings, administered centrally, that brings together key resources from across the University.
3. Develop "E-options" in Entrepreneurship and Innovation: An entrepreneurship component available to any MSU undergraduate in any course for activity beyond the normal course requirements (subject to agreement between student and faculty member).

4. Establish Mentors: MSU advisors, alumni and others engaged in entrepreneurial work who could serve as student mentors.

This proposal addresses item 3 above.

Entrepreneurship and Innovation Experiences Options

The Entrepreneurship and Innovation Experiences Option (E and I) is modeled after the H-option that is available to students in the Honors College. Much like the H-option, the E and I Experiences Option will be listed on the transcript. It will also be open to all undergraduates. The committee (and Provost) noted that the white paper's concept of "E-option" would distinguish MSU in higher education since no other entrepreneurship programs at a major university appear to offer this unique curricular feature.

The Entrepreneurship and Innovation Experiences Option creates an alternative approach to learning, discovery and engagement for MSU undergraduates. The concept expands a student's academic platform and provides a valuable active learning component. It is consistent with President Simon's focus on the T-shaped graduate, providing an MSU experience that promotes broad learning outcomes and underscores the need for developing an entrepreneurial mindset. T-shaped graduates are not only deeply knowledgeable in major courses of study, but they also have a broad scope of knowledge by being active learners and boundary spanners. The Entrepreneurship and Innovation Experiences Option affords undergraduates the opportunity to add entrepreneurial content to courses already in the student's program, thus providing a flexible alternative for those interested in exploring entrepreneurial ideas beyond the normal course requirements. There are no specific courses designated for the E and I Experiences Option, and each qualifying activity is an independent, student-initiated, instructor-approved activity. Provost Youatt has endorsed the E and I Experiences Option concept as presented in the white paper.

Benefits and Impacts of the Entrepreneurship and Innovation Experiences Option

By its very nature, entrepreneurship must be practiced to be experienced, much like a sport or performance art. One simply cannot develop an "entrepreneurial mindset" unless they have experienced some aspect of entrepreneurship firsthand—outside of a classroom setting. [1]

The Entrepreneurship and Innovation Experiences Option is a significant element of the overall entrepreneurship and innovation curriculum at MSU. It is the piece that allows students to drill deeper into a particular area of inquiry (much like an Honors College option), but also creates, in a streamlined way, the ability to get out of the classroom and, in consultation with their instructor, experience one or more components of entrepreneurship.

Relationship Between the Minor and The Options Courses

Participating in the Options courses is distinct from the Minor in Entrepreneurship and Innovation. A student can enroll for an E and I Option while not in pursuit of the Minor.

Criteria for Options

A proposed Option will be directed by a faculty member with whom there is a periodic contact and consultation throughout the project. The Option should exhibit at least one, but preferably more than one, of the following characteristics:

1. **Innovativeness/Creativity:** Enhances a student’s ability to think creatively in order to develop a new product, service, or cause; employs a new process or methodology to develop a product, service, or cause; or applies a product, service or cause in some new context or new market.

2. **Proactive:** Enhances a student’s ability to assess an organization’s internal and external conditions and then develop strategies that either create or expand opportunities or eliminate or reduce threats.

3. **Opportunistic:** Enhances a student’s ability to identify and/or validate market and environmental trends, assess competition, and uncover market externalities to find opportunities for the organization or community to better achieve its goals.

4. **Customer Intimacy:** Enhances a student’s ability to identify customer or constituent problems, needs, and wants and engage potential customers or constituents in ways that enable them to gauge the value created for those customers or constituents.
5. Risk Mitigation: Enhances a student’s ability to assess an organization’s or community’s risk factors and develop strategies to mitigate that risk by leveraging resources to achieve its goals.

6. Value Creation: Enhances a student’s ability to design and produce a product, service, or social cause deemed valuable to some market or constituency.

7. Networking/Team Building: Enhances a student’s ability to engage individuals and communities to build social capital, alliances, teams, or communities around a common mission or cause; and/or be able to assess the strength, value, or capabilities of that social capital, alliance, team or community.

8. Assessment: Enhances a student’s ability to characterize and quantify the size of a market opportunity and/or describe the potential value of a solution to a target audience/market.

Criteria for Courses
None. An Entrepreneurship and Innovation Experiences Options project requires only the approval of the faculty instructor who is teaching the course. It can be done in any course except independent study projects or elective courses in the Minor in Entrepreneurship and Innovation, if the student is pursuing the Minor. In other words, if a student is pursuing the Minor, they cannot have an Option on a course that is part of their 15 credit-hour requirement for the Minor.

Target Audience
All undergraduates.

Prerequisites
None

Admission Requirements
None.

Procedures

The E and I Experiences Option Application
The Appendix contains a sample of the form that will be used to create the agreement between student and faculty about what extra work will qualify the student to earn an E and I Experiences Option for the course. It is expected that by the time this program becomes available, the paper-based form will be replaced with an online version that is electronically routed for approvals and archiving. The same form will be used by the faculty to certify that a student completed the required work.

Expectation
- Should require at least 20 hours to complete
- Should be committed within one week of the start of a semester
- It is up to the faculty member’s discretion when the work must be completed

Management
Over time, a robust set of guidelines and FAQs will be developed for faculty and student advisors since we expect to get many questions along the lines of “does this qualify?” For the 2016-2017 academic year, however, all approvals will be signed-off by the Director of Undergraduate Entrepreneurship (within 72 hours of receipt). This vigilance will ensure that the while the program is developing, consistency and quality assurance will apply across projects and across colleges. At the same time, a body of projects will be developed that can then be used as templates for other projects in the future.

Approval Process
The faculty member and the Director of Undergraduate Entrepreneurship will review the proposal before Initial agreement with the student.

The supervising faculty will evaluate the Option project. Then the faculty member will indicate in the Administrative Action Form System that the work was completed (a process identical to the manner in which a faculty member certifies that H-Option credit was earned). A description of this process, including some sample screen shots, is also included in the Appendix.
Implementation

Educational/Awareness/Informational Process for Faculty
Beginning with departments that are offering electives in the Entrepreneurship and Innovation Minor, the Director of Undergraduate Entrepreneurship will contact the Deans of those schools and ask them to identify a Faculty Advisor for their college. The Faculty Advisors will become the “point person” in a college for the E and I Programs. This person should be a faculty member with an interest in, or passion for, entrepreneurship and innovation. Ideally they will have started a company or have private sector experience. The Director of Undergraduate Entrepreneurship (DUE) will ensure that there is rich networking and cooperation among the Faculty Advisors in the colleges—both through periodic meetings and by using digital collaboration tools. This can be done with a Listserv, monthly meetings and regular communications. The information sharing among the Faculty Advisors and their collective experiences across colleges will form the basis for making enhancements and modifications to the program(s) in response to faculty and student input.

The DUE is available at any time to work with Faculty Advisors, to explain the program to non-participating departments and/or generally be a resource to ensure the orderly propagation and growth of the program. The Faculty Advisors will also serve as a rich source of feedback and suggestions that will help to shape the program going forward.

Marketing Plan
The Director of Undergraduate Entrepreneurship and his staff, which will include a full-time marketing communications person, with guidance from the advisory committees described below, will be responsible for the implementation and promotion of the program. Specifically, they will:

- Develop and maintain a university-wide entrepreneurship portal at http://entrepreneurship.msu.edu.
- Visit faculty meetings to explain the program.
- Develop a one-page “flyer” that describes the elements of the program and its benefits for students.
- Be the first point of contact for Faculty Advisors in the colleges.
- Create a bi-weekly email so interested parties can be easily reached with new announcements and updates.
- The DUE will work with student groups, including the MSU Student Entrepreneurial Association http://www.msuea.org/ to promote the E and I Minor and E and I Experiences Option programs.
- A package of collateral material will be created for academic advisors, including an FAQ, to enable them to explain the E and I Minor and Option programs to their advisees.
- Will work in tandem with other campus units that support entrepreneurship such as the MSU Innovation Center, Spartan Innovations, The Hive, The Hatch, The Institute for Entrepreneurship and Innovation, and so forth.

Information for Academic Advisors
The Director of Undergraduate Academic Services in the Broad College of Business has offered their continuing assistance in making sure that the necessary (and clear) information regarding the process is communicated to academic advisors across campus.

Naming Conventions
- The formal name of this program is Entrepreneurship and Innovation Experiences Option Program. These may be abbreviated as “E and I Experiences Options” or “E and I Options”.
- While the offerings are Options, much like Honors college options, then can be referred to colloquially as “Entrepreneurship and Innovation Experiences”, E and I Experiences or entrepreneurship experiences.
- The formal name of the minor is the Minor in Entrepreneurship and Innovation.
Advisory Boards
Several advisory boards will be established to guide the overall efforts of the Director of Undergraduate Entrepreneurship. They will be:

Academic Advisory Board
Consisting chiefly of the Associate Deans for Undergraduate Affairs in the participating colleges (or their designees), this body will meet periodically to ensure that academic standards are met, learning outcomes are achieved and to guide the program(s) as modifications are made to policies, curriculum changes, new courses are added to the Minor and new colleges become participants. Additionally, this body will review, at least initially, E and I Options to ensure consistency, quality assurance and adherence to academic standards.

Community Advisory Board
Advisory Board consisting of other stakeholders such as investors, service providers, alumni, students, entrepreneurs and other members of the MSU entrepreneurship ecosystem such as representatives from Spartan Innovations.

The Business Model Canvas
While it is clear that the E and I Option program can permit just about any type of work that meets the guidelines and is approved by the necessary approvers, the Director of Undergraduate Entrepreneurship is providing the following strawman as a way to illuminate what would constitute an acceptable project and to provide a framework for consistency across projects and across colleges. The use of the Business Model Canvas (BMC) is recommended but not required.

The Business Model Canvas (BMC) is a simple construct that graphically describes all of the elements of a business model. It applies whether the idea is a product business, service business, profit, not-for-profit or social enterprise. It helps to confirm the sustainability of a concept. While the BMC won’t work for all Options projects, but it has been shown to be surprisingly versatile. For faculty who don’t know where to begin, it provides a useful framework.

Furthermore, since the “business language” of the BMC may be off-putting to some students, the BMC may be modified to a report format, and different syntax can be employed that might be more apropos for certain types of projects. For example, for a not-for-profit, the term “Revenue Streams” could be replaced by “Sources of Funding”.

An exemplary student project that would qualify as an E&I Option would have the following characteristics. It:

- Would meet the experiential dimension of a project
- Would require no fewer than 30 direct interviews with constituents
- Would require solid evidence of the 30 interviews. The work is in the engagement, not in the completion of the BMC, although the BMC summarizes the learning.
- Can help to place the emphasis on Innovation, rather than Entrepreneurship, when it’s strategic to do so.

The Director of Undergraduate Entrepreneurship could conduct boot camps for faculty on campus. This would have the indirect benefit of getting faculty members to think about the commercialization of their own innovations and research. The applicability of this tool has been soundly demonstrated by the National Science Foundation in their Innovation Corps program. It is already used in many of the programs at The Hive and The Hatch.

Exemplars
The following are semi-hypothetical but representative statements of work that are consistent with the vision for successful E and I Options.

Duncan is a student majoring in music composition who aspires to have a career as a composer on faculty at a major university or conservatory. He wants to launch a publishing company catering to college-level composers who need to publish their work and bring it to market. He was able to do an Option project in their MUS 400 Jazz arranging and composition class which allowed him to
research and identify the path to market for matching student compositions to music directors and other professionals looking for new music. They learned about the legal processes required for publishing and copyrighting music, how to launch a digital publishing company, and who the critical influencers are toward their ultimate success. This information was gotten through 30+ primary interviews and was documented in the Business Model Canvas.

Katie Jones is from the Traverse City area and is interested in environmental news about Northern Lower Michigan. The reduction in the number of reporters in newsrooms during the past 10 years has resulted in a decline in the amount of environmental reporting in Michigan. Her plan is to develop a non-profit website that will report environmental news about this section of Michigan. The site will publish original environmental news and features and will distribute that information to news outlets in Michigan as well as publishing it online. The work project will develop the basic site structure. The product will be the website itself. The site will have its basic structure and example content (articles, video and photographs) and will be evaluated by her Journalism instructor for content and structure. She hopes to continue to develop the site after graduation.

Chris Sorensen is an accounting major but with a passion about the maker movement. He wonders whether there’s an opportunity to develop a retail chain of maker spaces that cater to elementary and middle school-age kids. He hypothesizes that if the spaces were entertaining and engaging, there would be high demand. He also surmises that these “edu-tainment” spaces would develop STEM competency and interest among kids. He proposes an E&I Option to his accounting professor. In the execution of the project he interviews 30 people who would be stakeholders in the full launch of his idea (mostly parents, educators and landlords). He documents his 30 interviews and summarizes the results in the Business Model Canvas. He presents his findings to his instructor in a 15-minute PowerPoint presentation.

Gregg is a chemistry major. He developed an idea to use a novel type of chemistry to detect glucose levels in patients without requiring a finger prick. While he is not yet certain if the technology will pan out, he proposes to his biochemistry professor an E&I Option where he interviews 30 different people and is then able to describe what a potential business would look like, what its key success criteria might be and what major risks are present if he were to pursue his idea in a startup company.

b. **Academic Programs Catalog Text:**

An Entrepreneurship and Innovation Experiences [2] Option is a project consisting of independent and original work that builds on the content of a course in which a student is enrolled but extends the experience of that course beyond the typical scope and content. E and I Experiences Options allow undergraduates the opportunity to add entrepreneurial content to courses already in the student’s program, thus providing a flexible alternative for those interested in exploring entrepreneurial ideas beyond the normal course requirements. An E and I Experiences Option can be in any course in any discipline. Students propose the E and I Experiences Option to the faculty instructor of record for the course. E and I Experiences Option requests must be accompanied by the Application for Entrepreneurship and Innovation Experiences Option form. E and I Experiences Options that are approved and completed will be designated on the student’s transcript. For more information, students should contact the undergraduate advising office of their college.

Effective Fall 2016.

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[1] The foremost thought leader in entrepreneurship education, Steve Blank, admonishes his students to “get out of the building” as part of his curriculum.

[2] Although it is necessary to maintain the word “Experiences” when promoting the program, the word could be omitted in the catalog description.
2. Change the requirements for the Minor in Entrepreneurship and Innovation in the Eli Broad College of Business.

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

      (1) Change the entry text to the following:

          Students must maintain a 2.0 grade-point average in courses completed for the minor and complete 15 credits from the following, including two Entrepreneurship and Innovation Experiences Options.

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

          MKT  420  New Product Design and Development  3

      (3) Add the following item 3.:

          Completion of two Entrepreneurship and Innovation Experiences Options. An Entrepreneurship and Innovation Experiences Option (E and I) is a project consisting of independent and original work that builds on the content of a course in which a student is enrolled but extends the experience of that course beyond the typical scope and content. E and I Experiences Options allow undergraduates the opportunity to add entrepreneurial content to courses already in the student’s program, thus providing a flexible alternative for those interested in exploring entrepreneurial ideas beyond the normal course requirements. An E and I Experiences Option can be in any course in any discipline. Students propose the E and I Experiences Option to the faculty instructor of record for the course. E and I Experiences Option requests must be accompanied by the Application for Entrepreneurship and Innovation Experiences Option form. E and I Experiences Options that are approved and completed will be designated on the student’s transcript. For more information, students should contact the undergraduate advising office of their college.

   Effective Fall 2016.

3. Change the requirements for the Master of Business Administration: Program in Integrative Management degree in the Eli Broad College of Business. The University Committee on Graduate Studies (UCGS) approved this request at their March 14, 2016 meeting.

   a. Under the heading Admission make the following changes:

      (1) Replace item 4. with the following:

          Have strong scores on the Graduate Management Admission Test (GMAT) that reflect a general aptitude for graduate or meet experiential or advanced degree requirements. Other relevant indicators of academic success and significant managerial experience may also be considered.

      (2) Add items 6. and 7.:

          6. Have personal attributes such as demonstrated management potential and maturity, leadership qualities, intellectual curiosity, perseverance, and a drive to succeed.

          7. Successfully complete an interview where professional goals are articulated and how the program will contribute to personal success.

      (3) Replace paragraph three with the following:

          Prior to enrollment in the Master of Business Administration Program in Integrative Management, the student should have completed college-level courses in algebra and statistics and be proficient in word processing and spreadsheets.
b. Under the heading Requirements for the Master of Business Administration Degree in Integrative Management replace the entire entry with the following:

The student must complete 45 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIM 800</td>
<td>Managerial Skills</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 801</td>
<td>Organizational Analysis</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 802</td>
<td>Integrative Case Competition</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 803</td>
<td>Leadership Development</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 804</td>
<td>Strategic Vision</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 811</td>
<td>Financial Accounting Concepts</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 812</td>
<td>Managerial Accounting</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 813</td>
<td>Information Systems</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 814</td>
<td>Financial Statement Analysis</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 821</td>
<td>Managerial Economics</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 822</td>
<td>Macroeconomics for Managers</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 831</td>
<td>Legal Environment of Business</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 841</td>
<td>Corporate Finance</td>
<td>1 to 3</td>
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<td>PIM 842</td>
<td>Managerial Finance</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 850</td>
<td>Analysis and Decision Modeling</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 852</td>
<td>Negotiation</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 853</td>
<td>Human Resource Management</td>
<td>1 to 3</td>
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<tr>
<td>PIM 855</td>
<td>Strategic Management</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 862</td>
<td>Customer and Competitor Analysis</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 863</td>
<td>Marketing Systems</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 870</td>
<td>Supply Chain Management</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 871</td>
<td>Innovation of Products and Services</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 872</td>
<td>International Strategies</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 873A</td>
<td>Current Business Issues: Finance</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 873F</td>
<td>Current Business Issues: Management</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 874</td>
<td>The Global Marketplace</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 875</td>
<td>Supply Chain Management</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 876</td>
<td>Ethics in the Workplace</td>
<td>1 to 3</td>
</tr>
<tr>
<td>PIM 891</td>
<td>Special Topics in Business</td>
<td>1 to 3</td>
</tr>
</tbody>
</table>

Academic Standards

Students must maintain a cumulative grade-point average of 3.00 in order to graduate from the program. Any cumulative grade-point average less than 3.00 will be considered probationary status. The number of individual courses with grades below 3.0 is limited to no more than three. Students on probation for two or more semesters may be dismissed from the program.

Effective Fall 2016.

4. Change the requirements for the Master of Science degree in Supply Chain Management in the Department of Supply Chain Management. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

a. Under the heading Admission replace the first paragraph with the following:

To be considered for admission to the program, an applicant must:

1. submit an online application which includes a requirement to attach a resume and essays.
2. have an undergraduate degree with at least a 3.0 grade-point average. Official transcripts must be provided.
3. have a minimum of two years of professional supply chain work experience.
4. provide three individual recommendations from supervisors, coworkers, etc. regarding supply chain management work experience.
5. be prepared to provide Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE) scores. Qualified applicants with three or more years of supply chain work experience and a cumulative undergraduate grade-point average 3.0 are not required to submit either a GMAT or GRE score for admission consideration. Applicants may compensate for deficiencies in their background by providing a strong
score on the GMAT or GRE. Submitted GMAT or GRE scores must not be more than five
years old.

b. Under the heading **Requirements for the Master of Science Degree in Supply Chain
Management** make the following changes:

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 863</td>
<td>Negotiations</td>
<td>1 or 2</td>
</tr>
<tr>
<td>SCM 877</td>
<td>Supply Chain Management Information Technology</td>
<td>2</td>
</tr>
<tr>
<td>SCM 878</td>
<td>Logistics Systems Analysis</td>
<td>2</td>
</tr>
<tr>
<td>SCM 893</td>
<td>Operations Strategy</td>
<td>2</td>
</tr>
<tr>
<td>SCM 894</td>
<td>Supply Chain Inventory Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Add the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 887</td>
<td>Introduction to Packaging for Supply Chain</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>SCM 888</td>
<td>Food Safety in Supply Chain Management</td>
<td>1.5</td>
</tr>
<tr>
<td>SCM 889</td>
<td>Brand Protection for Supply Chain Managers</td>
<td>1.5</td>
</tr>
<tr>
<td>SCM 890</td>
<td>Independent Study</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Effective Fall 2016.

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

1. Establish a **Master of Arts degree in Strategic Communication** in the College of Communication Arts and Sciences. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

a. **Background Information:**

Few business sectors have seen as much change and disruption in the digital era as the
professional communication sector. The shift to digital technology means that traditional media,
such as film, newspaper and radio, are now created by new tools and distributed via direct-to-
audience systems that bypass the need to be contracted by major studios. Movies and television
shows can be produced on a laptop and sent directly to potential audiences on digital services like
YouTube. Musicians can record music in their basement with substantially better equipment than
Motown Records had in its prime and distribute that music through services such Bandcamp or
Spotify. Discrete and separate distribution networks that existed just 20 years ago have been
replaced by cross-media distribution systems like Apple’s iTunes Store and App Store that provide
one-stop shopping for almost every commercial media product from books to software. And these
changes go well beyond media industries. The way we communicate at work, with our friends and
even with our local businesses has changed. The move to the ‘paperless’ office has resulted in
tremendous growth in communication from email to video conferencing to distributed information
management systems. Friends around the world keep in touch effortlessly through communication
technologies like Facebook. Importantly, digital communication systems like Twitter, Instagram,
LinkedIn, Quora, Reddit, Uber, and many more have become the new frontier in entrepreneurship
as informational, entertainment and relational functions are simplified and moved onto the Internet
(see Table 1).

| Table 1. A Brief List of Communication-Function Start-Ups in the Last Decade |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Doodle                          | Skype           | Diigo           | Basecamp        |
| Facebook                        | Coursera        | Khan Academy    | Dropbox         |
| Instagram                       | Flickr          | Pinterest       | LinkedIn        |
| Myspace                         | Justin.tv       | Airbnb          | Quora           |
| Reddit                          | Pandora         | StumbleUpon     | Slideshare      |
| Snapchat                        | Scribd          | Vimeo           | Tumblr          |
| Twitter                         | Spotify         | YouTube         | Zynga           |
PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

There is every reason to believe the rapid pace of change in communication and the opportunities for entrepreneurship that technological change creates are likely to continue for a long time to come. Further experimentation and new digital communication technologies are inevitable. New digital communication technologies have and will create demands we did not even know we had.

For the field of communication, technological innovation cuts more deeply than just change in potential employers. New communication technologies demand new ways of strategizing about corporate communication across the board. A press release is no longer adequate in a world where messages battle for visibility in an increasingly segmented and crowded environment. Individuals can have as much audience reach as an established media company, meaning that a carefully crafted image campaign can be reframed in the national conversation by a small group of individuals with Internet skills and an opposing opinion. Corporations must be flexible enough to keep up with the explosion of communication options used by members of their target market, competitors, and employees. Should they use Twitter or Tumblr to reach Millennials? Can they do a sales meeting via Skype or would a different modality be better?

How does a communication professional who graduated ten or twenty years ago keep up in this new environment? How do they remain agile as everything they learned at university has changed so dramatically? No one foresaw these kinds of changes 20 years ago, so no one could have prepared students for the world they find themselves in, mid-career. And what about more recent graduates that did not attend an undergraduate program that emphasizes new digital communication? They will begin their careers significantly behind their peers. The new online Masters of Arts (MA) program by the College of Communication Arts and Sciences is designed to assist early and mid-career professionals in communication roles who need enhanced training in strategic digital communication.

Purpose: The online strategic communication program is designed to provide a broad understanding of the new digital communication environment for working professionals; to orient them to new ways of thinking about professional communication and help them thrive by understanding and taking advantage of the avalanche of opportunities that come from such an innovative, entrepreneurial and dynamic workplace. We plan to extend our leadership in communication education to offer a broad-ranging MA program that updates the thinking and skill sets of professionals for the 21st century communication eco-system. For recent graduates from institutions other than MSU, we will enhance the knowledge, skills, and abilities developed during their undergraduate studies by emphasizing application of those skills to the digital world. The program also presents an opportunity for students from overseas to earn an MA without the expense and overall challenges associated with leaving their home or job.

Competition profile: Currently, there are no traditional, online or hybrid master’s programs at Michigan State that cover this collection of topics and whose goal is to provide educational development to communications practitioners on the social impact and uses of new digital communication technologies. A small number of online or hybrid master’s programs have content that crosses over into the college’s core content area (e.g., AL 467 Development and Public Relations for Arts and Cultural Management; MGT 888 Communication Strategies for Business), but no program has more than one course that has some content in common with our MA. Further, any common content is clearly within areas traditionally covered by the college such as public relations, and communication.

A search for online communication MA programs using IPEDS CIP codes resulted in only one competing online MA programs in state, University of Michigan-Flint who offers an online MA in Applied Communication. The UM-Flint program lacks the digital content creation components that MSU offers. There are also a small number of programs nationally, mostly from non-peer institutions (see Table 2). Programs offered by peer institutions typically have a narrower focus than the proposed program. For example, Purdue’s online MA is limited to health communication. USC has an online MA program that focuses on communication management without a digital design or content creation component. Syracuse focuses on journalism, advertising and public relations.
The online MA program at Washington State is the most similar to ours. However, their program draws primarily from the state of Washington, which is not where we see our primary audience. While we will not be the first to offer this type of program online, with our internationally recognized leadership and innovative curriculum and delivery we will be a top-tier provider of this type of education.

The need for this MA program is clear-- the work world of mid-career communication professionals is changing rapidly and they need a way to update their skills. The college has the progressive and diverse faculty expertise necessary to offer a truly excellent program. A 70-year legacy as being the leading research college that studies communication from the neural level to interpersonal, group, organizational, and mass communication including the effects, public policy and economics of the media positions us well including being a leader in international development communication since the early 1960s. Our faculty expertise cuts across the entirety of the new digital eco-system.

The program is in line with the MSUs Bolder by Design principles. An online MA program “expands opportunities for where, when, and how students learn” by bringing expertise to those who are in need of updating to the new digital environment. It is often difficult for busy working professionals to pause their lives and careers to come to East Lansing. Online educational technology allows us to also reach out internationally. Potential partnership ideas include allowing Asian students to count MSU courses toward their MA degree at their universities, partnering on a co-administered graduate degree program, and student-faculty exchanges. With communication research dating back over 50 years, equivalent partnerships are possible in Africa, South and Central America, Australia, and Europe as well.

Importantly, an online graduate program that engages working professionals in dialogue about the evolving digital environment is an ideal mechanism for pioneering new types of research in the field of communication. Students are in an ideal position to both identify research questions and facilitate data collection in the business world. Because communication is, by its nature, ever-changing and ephemeral, students in the program would be in a unique position to assist MSU researchers in collecting the communication “lightning in the bottle”. Our professional students will be working daily at the center of what we are researching, allowing them to learn as they join in the research process. This is a currently untapped form of citizen science that MSU can pioneer.

Finally, an online MA program would support stewardship in terms of utilizing the talents and skills of the faculty and staff currently with the University to generate needed funding to support CAS’s core missions. More and more universities will enter the marketplace of electronically delivered communication education due to an identified demand for the subject matter. We are positioned to be the dominant player in this marketplace if we are able to take advantage of our first-mover vision in a rapidly growing economic sector. Atkinson & Stewart (2013) state that “information and communications technology, including hardware, software, telecommunications, and the Internet—has been, is and will likely remain, for the foreseeable future, the dominant driver of growth and innovation in the United States and throughout the global economy.” This is the new student base we are targeting.

Ultimately, the teaching, research, and engagement functions of this program expand culture of high performance at MSU by enriching each of the areas in MSU’s core mission. We will expand our impact in the growing area of online education, enhance our world-leading reputation in communication disciplines, open up new opportunities to do pioneering research and bring our expertise to a professional world that wants the perspective we bring to the new digital communication environment.
b. **Academic Programs Catalog Text:**

The Master of Arts degree in Strategic Communication is designed for working professionals seeking to enhance their knowledge and skills in the creation and management of digital communication including organizational messaging, news and information, fundamental communication processes, and new technologies. The program is available only online.

In addition to meeting the requirements of the university and of the College of Communication Arts and Sciences, students must meet the requirements specified below.

**Admission**

Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success. Such indications include a high level of academic performance, experience with educational technology, and consistency of professional goals with the objectives of the program.

To be considered for admission to the program, an applicant must:

1. have earned a bachelor’s degree from a recognized, accredited educational institution.
2. submit both departmental and university application forms.
3. present evidence of competency in English through TOEFL, IELTS, or MELAB scores if English is not the first language.
4. submit three of letters of recommendation.
5. submit official transcripts from all colleges and universities attended.
6. submit a resume.

**Requirements for the Master of Arts Degree in Strategic Communication**

The program is available only under Plan B (without thesis), and a total of 30 credits are required for the degree. The student must meet the requirements specified below.

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All of the following core courses (12 credits):</td>
<td></td>
</tr>
<tr>
<td>CAS 827 Digital Media Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CAS 829 Evaluation Techniques for Working Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CAS 838 Organizational Communication for Leaders and Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>CAS 842 Professional Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>2. All of the following courses (15 credits):</td>
<td></td>
</tr>
<tr>
<td>CAS 828 Persuasion Techniques for Working Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CAS 831 Digital Content Creation, Curation and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>CAS 832 Strategic Message Development</td>
<td>3</td>
</tr>
<tr>
<td>CAS 833 Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>CAS 835 Branding and Image Communication</td>
<td>3</td>
</tr>
<tr>
<td>3. The following capstone experience (3 credits):</td>
<td></td>
</tr>
<tr>
<td>CAS 844 Capstone/Practicum</td>
<td>3</td>
</tr>
<tr>
<td>4. Completion of a final examination or evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

Effective Fall 2016.
2. Change the requirements for the Minor in Documentary Production in the Department of Media and Information.

a. Under the heading Minor in Documentary Production make the following changes:

   (1) In item 2. under Audio/Video delete the following courses:

   - MI 341 Film Style Production for Cinema and Television 3
   - MI 348 Advanced Lighting and Camera Techniques 3
   - MI 352 Advanced Video Editing 3

   Add the following courses:

   - MI 341 Filmmaking II 3
   - MI 440 Advanced Video Editing 3
   - MI 441 Advanced Lighting and Camera Techniques 3

Effective Fall 2016.

3. Change the requirements for the Minor in Game Design and Development in the Department of Media and Information.

a. Under the heading Prerequisites make the following changes:

   (1) Under Media and Information Majors delete the following courses:

   - CAS 111 The Digital Image 2
   - MI 331 Introduction to Interactive Development 3

   Add the following courses:

   - CAS 117 Games and Interactivity 3
   - MI 231 Game and Interactive Media Development 3

b. Under the heading Minor in Game Design and Development make the following changes:

   (1) Under Media and Information Majors delete the following courses:

   - MI 359 Server-Side Web Development 3
   - MI 458 Project Management (W) 3

   Add the following courses:

   - MI 360 Media and Information Management 3
   - MI 449 Advanced Web Development and Database Management 3

Effective Fall 2016.
4. Change the name of the **Minor in Information and Communication Technology for Development** to **Minor in Information and Communication Technology and Development** in the Department of Media and Information.

   Effective Fall 2016.

5. Change the requirements for the **Minor in Information and Communication Technology for Development** in the Department of Media and Information.

   a. Under the heading **Minor in Information and Communication Technology and Development** make the following changes:

   (1) In item 1. delete the following courses:

   MI 359 Server-Side Web Development    3  
   MI 462 Social Computing (W)     3

   Add the following courses:

   MI 449 Advanced Web Development and Database Management     3
   MI 462 Social Media and Social Computing     3

   Effective Fall 2016.

6. Change the requirements for the **Linked Bachelor of Arts Degree in Media and Information** and **Master of Arts Degree in Media and Information** in the Department of Media and Information. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

   Per University policy:

   A candidate for a Linked Bachelor's-Master's Degree from Michigan State University may request the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

   a. Under the heading **LINKED BACHELOR’S-MASTER’S DEGREE IN MEDIA AND INFORMATION** replace the entire entry with the following:

   The department welcomes applications from Michigan State University undergraduates majoring in Media and Information with at least 86 credits. Admission applications must be made prior to the final semester as a Media and Information undergraduate. Admission to the program requires a minimum undergraduate grade-point average of 3.50, a statement of goals for the master’s degree, Graduate Record Examination scores, at least two letters of recommendation from faculty in the Department of Media and Information, and an approved program of study for the master’s degree at the time of admission. To enter the Human Computer Interaction concentration in the master’s program, applicants must have already completed MI 220, 250, 320, and 350 obtaining a grade of at least 3.0 in each of these courses. To enter the Media and Information Management concentration in the master's program, applicants must have already completed MI 302, 355, 360, and 452. The number of Media and Information majors admitted into the linked degree program will be limited by availability. Admission to the Linked Bachelor’s-Master's Program allows the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. No 400-level courses with a grade lower than 3.0 will count toward the master's degree. Credit obtained from 400-level pass-fail courses and internships will not count toward the degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

   Effective Fall 2016.
COLLEGE OF EDUCATION

1. Establish a Master of Arts degree in Applied Behavior Analysis 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 1, 2016 meeting.

a. Background Information:

The purpose of the Master of Arts degree in Applied Behavior Analysis (ABA) is to prepare students to be highly competent behavior analysts in educational settings, and explicitly to develop and deliver educational and behavioral programming to children with autism, intellectual, and neurodevelopmental disabilities. Recent independent and comprehensive reviews of the extant literature conclude that behavioral and educational interventions based on the principles of ABA represent approximately 90% of the evidence-based practices for individuals with autism spectrum disorders (ASD). Legislative mandates requiring the use of evidence-based practices and support from insurance companies in Michigan for delivering ABA to individuals with ASD have increased the urgency of behavioral and educational service providers to hire professionals with expertise in ABA. Such expertise is demonstrated at minimum with the Board Certified Behavior Analyst (BCBA) credential. Students who complete the Master of Arts degree in Applied Behavior Analysis at MSU will be eligible to take the exam to become BCBA's and will be able to address the approximate shortage of 800 certified professionals in the state of Michigan.

A critical 2015 metric identified by the Michigan Department of Health and Human Services related to serving individuals with autism in the state of Michigan is to increase the number of students enrolled in master's programs in ABA. In a recent report conducted by the ABA faculty at MSU, Plavnick, Fisher, and Ferreri (2015) reported that 132 of 351 behavioral service providers in Michigan who responded to a survey would be interested in applying to a master's program in ABA within the next 3 years. Although graduate certificate programs in ABA can also lead to individuals meeting the requirements for board certification, the training those individuals receive is not as comprehensive as that for students who complete a master's degree in ABA. In accordance with the high accreditation standards of the Association for Behavior Analysis International (ABAI) and the Behavior Analyst Certification Board requirements for course work and fieldwork experiences, a training program is proposed of very high quality to meet the needs of state agencies, consumers, and the governing organizations in ABA. Accreditation will be sought from the ABAI within five years, the first year of eligibility; at which time the program will be one of the 20 ABAI accredited programs in the world.

The proposed program is closely aligned to the current Graduate Certificate in Applied Behavior Analysis in special education at MSU. This has brought national attention to MSU in the ABA community and positions the University to offer an excellent Master of Arts degree program. Several doctoral level BCBA’s have been hired to the MSU faculty in the past 4 years, which increases our visibility in ABA and improves our ability to ensure the highest quality of training for students. The proposed program increases the interdisciplinary fields from which we can attract students. Most current students come from special education. There are no other programs at MSU that are similar to the proposed Master of Arts degree in Applied Behavior Analysis. Students in other units within the University have expressed interest in behavior analytic training and have indicated that they would be interested in completing a master's program in ABA if one were offered.

Many institutions in Michigan offer graduate certificate programs in ABA. However, among Universities in Michigan, only Western Michigan University (WMU) offers a master’s in ABA. The program at WMU is housed in the Psychology department and places an emphasis on psychological services. The emphasis in the proposed program on educational services uniquely positions MSU as the only institution in the state to support the training of behavior analysts for educational settings.
b. Academic Programs Catalog Text:

The Master of Arts degree in Applied Behavior Analysis is designed for persons who plan to be involved in the delivery of behavioral services and interventions to public consumers. It provides the opportunity to develop in-depth knowledge and applied competence in the delivery of behavior analysis to improve the quality of life of consumers in various service settings.

The degree is relevant for persons interested in pursuing careers in behavior analysis that require the Board Certified Behavior Analyst (BCBA) credential. The program offers graduate-level coursework and supervised fieldwork in behavior analysis required by the Behavior Analyst Certification Board (BACB) to sit for the national Board Certification exam, which students complete independently. The program develops knowledge and competencies in the administration of behavior analysis beyond an undergraduate or graduate certificate program. It provides students with skills a BCBA requires, such as strong communication, analytical, and scientist-practitioner skills, as well as interpersonal skills that facilitate collaboration with and leadership of professional groups.

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

Admission

An applicant to the Master of Arts degree in Applied Behavior Analysis must:

1. submit both departmental and university application forms.
2. submit three letters of recommendation from person knowledgeable about the applicant’s academic potential to pursue graduate study and competence or potential to deliver applied behavior analysis services.
3. submit a statement of professional goals that clearly describe the applicant’s reasons for pursuing the master’s degree and the goals that the degree will help them attain.
4. have access to high-speed internet and the appropriate technologies.

Applications are reviewed by faculty who look for indications of a high probability of success. The following factors are significant in determining admission to the Master of Arts degree in Applied Behavior Analysis:

1. A grade-point average of 3.00 or higher in the last two years of undergraduate and all graduate courses.
2. Experience working with children and youth with disabilities in a school or camp or other experience with behavior analysis that is acceptable to the faculty.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English language proficiency for students for whom English is not a first language.
5. Submission of Graduate Record Examination (GRE) scores.

Admission to the program is competitive and subject to space availability. Not all students who meet the above requirements will be admitted. A student who, in the judgment of the faculty, has not completed the appropriate course work in exceptional children or behavior management may be required to complete such course work in addition to the requirements below. This collateral course work will not count towards degree requirements. Students will be admitted only during fall semester. Applications must be submitted by March 1st.
Requirements for the Master of Arts in Applied Behavior Analysis

The program is available under Plan A (with thesis). Students must complete a minimum of 37 credits from the following:

1. All of the following courses (21 credits):
   - CEP 845 Autism Spectrum Disorders: Assessment and Intervention (3 credits)
   - CEP 851 Concepts and Principles of Applied Behavior Analysis (3 credits)
   - CEP 852 Experimental Analysis of Behavior (3 credits)
   - CEP 853 Functional Behavior Assessment and Behavior Change (3 credits)
   - CEP 854 Ethics in Behavior Analysis (3 credits)
   - CEP 855 Verbal Behavior in Education (3 credits)
   - CEP 942 Single-case Experimental Designs for Intervention Research (3 credits)

2. Ten credits in the following course to be completed in three enrollments during the student’s first year in the program.
   - CEP 894F Practicum in Applied Behavior Analysis (10 credits)

3. The following course (6 credits):
   - CEP 899 Master’s Thesis Research (6 credits)

4. Complete a written report commensurate with publication requirements in Applied Behavior Analysis.

5. Successfully defend the thesis before a faculty committee.

Effective Fall 2016.

2. Establish a Graduate Certificate in Educational Psychology 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 1, 2016 meeting.

a. Background Information:

   The department has long offered masters-level courses on learning, development, and motivation in school and other settings, and core issues in educational psychology. These courses—particularly CEP 800 (Psychology of Learning in School and Other Settings), CEP 801 (Psychological Development: Learner Differences and Commonalities), and CEP 802 (Developing Positive Attitudes Toward Learning)—have provided master's students in the College of Education and other colleges opportunities to learn about learning, development, and motivation geared toward teachers and other professionals who support learning and development in their work. The courses, however, have not been packaged as a coherent sequence to provide students in various masters' programs a solid grounding in learning, development, and motivation. Students in the College of Education’s Master of Arts in Education (MAED) have taken CEP 800 or CEP 802 as elective courses—48 MAED students have taken one of the two courses over the past three years. The Department of Teacher Education’s Master of Arts in Teaching and Curriculum (MATC) has an informal concentration in Educational Psychology, for which students select a collection of 9 CEP courses, including CEP 800, 801, and 802. Fifty-four MATC students have taken either CEP 800 or CEP 802 over the past three years. Offering CEP 800, 801, and 802 as a graduate certificate will provide a more coherent set of courses for students in these programs seeking a grounding in educational psychology.

   The College of Education is a leader in educating teachers. Students look for the college to be innovative and cutting edge. The proposed certificate will offer a transcript-visible accomplishment for post-bachelor students who wish to gain background in educational psychology without pursuing a full graduate degree in it. Students who complete the Graduate Certificate in Educational Psychology will understand the psychological processes that underlie learning, as well as the practices that support these processes, the developmental mechanisms that lead to individual differences, and the impact of motivation on learning and development.

b. Academic Programs Catalog Text:

   The Graduate Certificate in Educational Psychology is designed to provide educators and non-educators with knowledge and perspectives on learning and development. By understanding the
psychological processes that underlie learning, as well as the practices that support these processes, the developmental mechanisms that lead to individual differences, and the impact of motivation, participants will gain deeper insight into the needs of developing learners. The certificate is available only online.

Admission

To be considered for admission to the Graduate Certificate in Educational Psychology an applicant must:

1. have completed a bachelor's degree.
2. submit the university application form and fee.
3. complete the Intent to Enroll form on the program Web site.
4. provide transcripts from all previous institutions of higher education.
5. complete a test of English language proficiency if English is not the first language.

Applications are reviewed by faculty who look for indications of a high probability of success.

Requirements for the Graduate Certificate in Educational Psychology

Students must complete the following courses (9 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 800</td>
<td>Psychology of Learning in School and Other Settings</td>
<td>3</td>
</tr>
<tr>
<td>CEP 801</td>
<td>Psychological Development: Learner Differences and Commonalities</td>
<td>3</td>
</tr>
<tr>
<td>CEP 802</td>
<td>Developing Positive Attitudes toward Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Effective Fall 2016.

3. Change the requirements for the Bachelor of Arts degree in Education in the Department of Teacher Education. The Teacher Education Council (TEC) approved this request at its March 14, 2016 meeting.

a. Add the following Admission to the Major statement:

To earn a Bachelor of Arts Degree in Education, students must apply and be admitted to the Teacher Certification Program administered by the Department of Teacher Education in the College of Education (refer to Admission to the Teacher Certification Program under Teacher Certification in the Department of Teacher Education section of this catalog). Information about admission requirements and the application process can be found at http://education.msu.edu/academics/undergraduate/apply-teacher-pre.asp.

b. Under the heading Requirements for the Bachelor of Arts Degree in Education make the following changes:

(1) In item 2. b. (4) change the note to the following:

This course is waived for students pursuing the Integrated Science Teaching Major. Integrated Science Education 301 is a prerequisite for Teacher Education 403 and must be completed with a minimum grade of 2.0 prior to enrollment in Teacher Education 403.

(2) In item 2. c. under One Disciplinary Major change the text to the following:

Students wishing to complete one or more of the following optional disciplinary teaching majors, in addition to the required teaching major, should refer to teacher certification options in the catalog sections for the colleges, departments, and schools that administer disciplinary majors that are available for teacher certification.

Effective Fall 2016.
4. Establish a **Graduate Specialization in K-12 English as a Second Language** in the Department of Teacher Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

   a. **Background Information:**

   The proposed K-12 English as a Second Language graduate specialization was initially precipitated by concerns from the Michigan Department of Education (MDE) that there is no fully online option of an English as a Second Language endorsement and specialization program for teachers from around the state. Michigan State University's current structure has face-to-face courses; thus, making it a hybrid program. Because English Language Learners are the fastest-growing population in the U.S., this program has the potential to tap not only a state, but a national market. Because the Master of Arts degree in Teaching and Curriculum (MATC) is fully online and the proposed graduate specialization can be taken fully online if desired, the specialization program can also serve practicing teachers working abroad with English Language Learners. Standards for the Michigan Department of Education English as a Second Language Endorsement can be found at: [http://www.michigan.gov/mde/0,4615,7-140-5683_6368-24835--,00.html](http://www.michigan.gov/mde/0,4615,7-140-5683_6368-24835--,00.html)

   The overriding objective of the K-12 English as a Second Language graduate specialization is that students will be able to teach English as a Second Language at the elementary and/or secondary level in a K-12 setting. The supporting objectives, in line with State of Michigan specialty standards, are that students will be able to (1) demonstrate an understanding of the nature of language; (2) describe present-day English with regards to grammar, phonology, the lexicon, and dialectal variation; (3) understand the differences between first and second language acquisition and differences between child and adult second language acquisition; (4) understand factors contributing to successful second language acquisition; understand socio-cultural variables in language use; (5) choose appropriate teaching techniques to meet a range of ESL teaching objectives; (6) evaluate, choose, and develop ESL materials for a range of K-12 ESL populations; (7) evaluate assessment measures for ESL students; and (8) teach ESL effectively.

   This program fits in well with the philosophy and goals of the Department of Teacher Education as enumerated in the newly-adopted mission statement. Those departmental goals that are particularly related to this program’s philosophy include: The Department of Teacher Education pays attention to the social context of schooling and, in particular, the multicultural dimensions of U.S. society. The Department sees educating teachers as one vital path to a more just and democratic society.

   The department mission statement, in line with the mission statement of MSU, emphasizes the importance of teaching and research. While doing good research is not necessarily a goal in a professional program, one can see that the program goals emphasize helping practicing teachers to understand research in order to help them make informed decisions and become critical consumers of methods and materials for ESL students. The department seeks to fit into MSU’s desire to be a global university and encourage its students to be globally-involved citizens. The ESL endorsement program for MATC students, by its nature, serves practicing teachers whose students come from all over the world. The program seeks to give its participants a view not only into English but also into differences among languages (and similarities). Such a program cannot help but give teachers a better understanding of groups and cultures beyond their own.

   b. **Academic Programs Catalog Text:**

   The Graduate Specialization in K-12 English as a Second Language, which is administered by the Department of Teacher Education in the College of Education, is designed for students who aspire to become endorsed to teach English as a Second Language at the elementary and/or secondary level in a K-12 setting.

   The graduate specialization is available to master’s students who are enrolled in the Master of Arts degree in Teaching and Curriculum, the Master of Arts degree in Education, and the Master of Arts degree in Special Education at Michigan State University. With the approval of the department and college that administers the student’s degree program, the courses that are used to satisfy the graduate specialization may also be used to satisfy the requirements for the master’s degree. The planned program of courses meets the content knowledge requirements set for by the Michigan Department of Education for the K-12 Endorsement in English as a Second Language (NS).
Requirements for the Graduate Specialization in K-12 English as a Second Language

CREDITS

Students must complete 23 credits from the following:

1. All of the following courses (8 credits):
   - LLT 846  English Structures and Functions  3
   - TE 892  ESL/FL Classroom Practices: K-12 Literacy Instruction  3
   - TE 896  ESL/FL Practicum: K-12  2

2. One of the following courses (3 credits):
   - TE 845  Language Diversity and Literacy Instruction and Assessment  3
   - TE 846  Accommodating Differences in Literacy Learners  3

3. One of the following courses (3 credits):
   - Elementary Certified Students
     - TE 843  Secondary Reading Assessment and Instruction  3
   - Secondary Certified Students
     - TE 842  Elementary Assessment and Instruction  3

Michigan Department of Education (MDE) requires whenever teachers add a K-12 endorsement, they must have reading course work for both levels of certification - elementary and secondary. It is assumed, to be in compliance with MDE standards for initial certification, that an elementary certified teacher has already had course work related to elementary reading and, likewise, secondary certified teachers have already had a course in cross-content secondary reading. To earn the K-12 endorsement, teachers need to add the reading course that would extend their certification to include the other level.

4. One of the following courses (3 credits):
   - FLT 807  Foreign Language Teaching Methods  3
   - LLT 807  Language Teaching Methods  3

5. One of the following courses (3 credits):
   - FLT 808  Assessment for Foreign Language Teaching  3
   - LLT 808  Assessment for Language Teaching and Research  3

6. One of the following courses (3 credits):
   - FLT 860  Foreign Language Acquisition  3
   - LLT 860  Second Language Acquisition  3

Effective Summer 2016.

COLLEGE OF HUMAN MEDICINE

1. Change the requirements for the Professional Program in Human Medicine leading to the Doctor of Medicine (M.D.) degree. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

a. Under the heading PROGRAM IN HUMAN MEDICINE make the following changes:

   (1) Delete the heading CURRICULUM and the section LEGACY PATHWAY that follows.

   (2) Change the heading SHARED DISCOVERY PATHWAY to SHARED DISCOVERY CURRICULUM and replace the first two paragraphs with the following:

   The College of Human Medicine’s Shared Discovery Curriculum is designed to be responsive to the health care needs of Michigan, the country, and in the educational best interests of diverse learners. The curriculum represents a significant departure from present educational models by emphasizing usefulness and experience as the motivating framework for adult medical education. It features the blending of pedagogy and action...
reverting back more than a century to the traditional medical education of the last 80 years.

The design of the curriculum is based on a set of guiding principles which are divided into two categories. The core principles are envisioned as the foundation to all learning within the curriculum. The critical additional principles are critical to the college’s vision and mission and should be reflected in the experiences of any graduate of our program.

(3) Under the heading **SHARED DISCOVERY CURRICULUM**, subheading **Early Clinical Experience**, replace the last paragraph with the following:

immunizations and fever, upper respiratory tract infections, knee and back joint pain, blood pressure dysregulation, palpitations, health maintenance, introduction to evidence-based medicine, depression and anxiety, dyspnea, abdominal pain, dysuria, blood glucose dysregulation, dizziness, vertigo, disequilibrium, and syncpe.

Effective Fall 2016.

2. Establish a **Graduate Certificate** in **Leadership in Medicine for the Underserved** in the College of Human Medicine. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

   The **Graduate Certificate in Leadership in Medicine for the Underserved is a Type 2 graduate certificate and will appear on the transcript as “Graduate Certificate Program in Leadership in Medicine for the Underserved”**:

   a. **Background Information:**

   The proposed graduate certificate is rooted in the mission statement of the college and university, and commitment to its success is demonstrated by academic, administrative and faculty support. By emphasizing the responsibility of medical education to develop physicians who will care for the entire community, the College of Human Medicine developed this experiential learning program which focuses on providing care for underserved populations, working to improve healthcare delivery for these patients, understanding the public health system, learning how to advocate for change, and contributing to the community through service and research. An overarching theme of the curriculum is to understand how poverty, social justice and health status impact the populations served and the choices physicians make in providing an environment of care to meet these needs. Whether the patient is a homeless person in Flint, Michigan or farmer in Las Delicias, El Salvador, a physician needs to be able to examine and understand how the determinants of health and the health care system interact, and how health status is impacted by poverty, access to care, neighborhood conditions, safety, income inequality, vulnerability of underserved groups, and the role of social justice advocacy, eliminating health disparities, and equity.

   This certificate program is offered to students coming to the Flint Campus and is optional. Once committed however, the student will participate in required activities and didactics above and beyond the accepted professional program curriculum. Students will focus on the program objectives throughout the third and fourth years of medical school including: (1) identifying and understanding the relationship between health conditions and poverty; (2) knowing the conditions that illustrate disparities in health status and health care; (3) recognizing barriers to access for health care; (4) working effectively with immigrants and refugees in the community; (5) communicating successfully with individuals of all social classes, educational levels, and cultural backgrounds; (6) defining primary, secondary, and tertiary prevention and how each relates to socioeconomic factors in health care outcomes; (7) collaborating with other professionals such as social workers, dieticians, public health professionals, school officials to promote the welfare of people in underserved settings or who are members of vulnerable groups; and (8) integrating understanding of ethics as it applies to program development for the underserved.

   b. **Academic Programs Catalog Text:**

   The Graduate Certificate in Leadership in Medicine for the Underserved prepares physicians to address the needs of medically underserved and vulnerable populations of the United States and
abroad. The graduate certificate is available to students currently pursuing the Professional Program in Human Medicine leading to the Doctor of Medicine degree.

**Requirements for the Graduate Certificate in Leadership in Medicine for the Underserved**

Students must successfully complete the following:

1. Participation in 130 hours of didactic/experiential learning sessions during Block III of the professional program.
2. Participation in 88 self-directed volunteer hours during Block III and IV of the professional program.
3. Completion of the following courses during Block IV (12 credits):
   - HM 629 Leadership in Medicine for Underserved or Vulnerable Communities
   - HM 631 Advanced Leadership in Medicine for Underserved Or Vulnerable Communities

**CREDITS**

Effective Fall 2016.

3. Establish a Graduate Certificate in Leadership in Rural Medicine in the College of Human Medicine. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

The Graduate Certificate in Leadership in Rural Medicine is a Type 2 graduate certificate and will appear on the transcript as “Graduate Certificate Program in Leadership in Rural Medicine”.

**a. Background Information:**

Michigan is a predominantly rural state, with 75% of Michigan’s land mass designated as rural and 20% of the state’s population living in rural areas. Both in rural Michigan and rural America, there is a severe, disproportionate, and persistent shortage of physicians. As a leader in community-based medical education with a mission of social responsibility, Michigan State University’s College of Human Medicine is uniquely poised to address this disparity. The Leadership in Rural Medicine graduate certificate is designed to identify College of Human Medicine (CHM) students currently pursuing the Program in Human Medicine leading to the Doctor of Medicine degree who are interested in becoming rural physicians and to provide comprehensive and longitudinal training opportunities for those students in rural and remote areas. The certificate’s overriding educational goal is for students to develop the confidence, comfort, and professional and personal skills necessary to care for patients in rural and remote areas.

CHM currently has three established clinical communities located in rural counties—the Upper Peninsula Regional Campus, the Traverse City Regional Campus, and the Midland Regional Campus. Students accepted to the Graduate Certificate in Leadership in Rural Medicine will be assigned to one of these three clinical communities for the third and fourth year of training of their professional program. Students accepted to the Rural Community Health Program (R-CHP) will be placed in either the Traverse City or Midland Regional Campuses. Students accepted to the Rural Physician Program (RPP) will be assigned to the Upper Peninsula Regional Campus.

In addition to the main clinical community assignment, R-CHP students will have an identified rural educational site in a more remote part of the state. Students will spend at least 12 weeks of their clinical requirements in this more remote community. Students in the RPP will spend at least 12 weeks of their clinical requirements in various rural communities in the Upper Peninsula of Michigan.

This certificate program will be a voluntary option for MSU-CHM students assigned to these campuses. Once committed, the student will participate in required activities and didactics above and beyond the usual professional program curriculum. Components of the additional curriculum include:

**Preclinical:** Students will have an enhanced preclinical curriculum consisting of 16 contact hours featuring faculty and guest presenters introducing key concepts of rural medicine. Topics may include an overview of rural health care including policies, systems, and population-based care, special problems and approaches in rural health care, organization and management of rural care
systems, and life and practice in rural communities. In addition, students will spend 32 contact hours in an approved rural site following their 1st year of medical school. During this experience, students will work with a primary care physician and will receive an overview of the rural community and health care system.

**Clinical:** During Block III of the professional program, students will spend at least 12 weeks of clinical training within a rural educational community. Many of these weeks will be during core rotations, however graduate certificate students will also commit to using 8 weeks of elective time within a more remote rural community. These electives may occur during the student’s third or fourth year of training depending on the specific requirements of the assigned clinical community.

**Scholarly:** Students will complete a scholarly or research project related to their rural educational site. This project may be completed individually or in groups and should involve mentorship from the rural public health director or rural physicians. Upon completion, the project will be presented to the local community, to peer graduate certificate student groups and faculty, or to a statewide or national audience (presentation or publication) depending on the scope of project.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Leadership in Rural Medicine trains students to possess a special set of knowledge, skills and attitudes enabling them to better understand address the medical needs and provision of healthcare to individuals living in rural and remote communities. The graduate certificate is available to students currently pursuing the Professional Program in Human Medicine leading to the Doctor of Medicine degree.

**Requirements for the Graduate Certificate in Leadership in Rural Medicine**

Students must successfully complete the following:

1. Participation in 90% or more the additional didactic sessions during Block I and Block II years of the professional program.
2. Participation in the 32-hour preclinical experience in a rural community.
3. Completion of at least 12 weeks’ clinical experience in a rural or remote education setting during Block III of the professional program.
4. Completion of additional clinical experience in the rural community.
5. One of the following rural elective options (12 credits):
   a. Students in the Rural Physician Program (RPP):
      - FM 608 Family Practice Clerkship 6
      - HM 632 Rural Community Health 6
   b. Students in the Rural Community Health Program (R-CHP):
      - HM 632 Rural Community Health 6
      - HM 633 Advanced Rural Community Health 6
6. Completion of a scholarly presentation or publication.
7. Completion of portfolio or additional assignments as assigned by the student's advisor.

Effective Fall 2016.
1. Change the requirements for the Juris Doctor degree in the Michigan State University College of Law. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.

a. Under the heading Juris Doctor make the following changes:

(1) Replace the listing of required courses with the following:

1. All of the following courses:
   - LAW 500F Criminal Law 3
   - LAW 500Q Professional Responsibility 3
   - LAW 500G Property 4
   - LAW 500R Torts I 4
   - LAW 530A Civil Procedure 4
   - LAW 530B Contracts 4
   - LAW 530F Contract Negotiation 1
   - LAW 530J Advocacy 2
   - LAW 530K Foundations of Law 1
   - LAW 530S Constitutional Law and the Regulatory State 4

2. One of the following courses:
   - LAW 530D Research, Writing and Analysis 2
   - LAW 530E Research, Writing and Analysis: Intellectual Property Perspective 2
   - LAW 530N Research, Writing, and Analysis: Criminal Law Perspective 2
   - LAW 530Q Research, Writing and Analysis: Social Justice Perspectives 2

3. At least five of the following courses:
   - LAW 500M Business Enterprises 3 or 4
   - LAW 500N Constitutional Law II 4
   - LAW 500P Evidence 3 or 4
   - LAW 501A Basic Income Taxation A 2
   - LAW 501B Basic Income Taxation B 2 to 4
   - LAW 501K Basic Income Taxation 2 to 4
   - LAW 501D Trusts and Estates 3 to 4
   - LAW 501E Secured Transactions 2
   - LAW 501F Sales and Leases 3
   - LAW 501J Secured Transactions and Practice 3
   - LAW 501M Commercial Transactions Survey 3
   - LAW 525 Torts II 2 or 3
   - LAW 532 Administrative Law 2 or 3
   - LAW 550 Conflict of Laws 3
   - LAW 593D Remedies 2 to 3
   - LAW 616B Criminal Procedure: Investigation 3
   - LAW 616C Criminal Procedure: Adjudication 3

A student who completed 29 credits with a cumulative grade-point average of at least 3.50 may apply to the Associate Dean for Academic Affairs for a waiver of this requirement. The student must submit the application prior to completing 60 credits. In addition to the required courses, students must complete at least 6 credits in an experiential course and a paper that satisfies an upper-level writing requirement. A minimum 2.0 cumulative grade-point average must be earned to satisfy degree requirements.

Students take elective courses to gain a more generalized legal education, which may be used to fulfill the requirements for a certificate or concentration program. Complete information about concentrations can be found by visiting www.law.msu.edu. The following concentrations are available:

(2) In the Indigenous Law concentration change the title and credits of LAW 501D to Trusts and Estates, ’3 or 4’ credits.
(3) In the Trial Practice concentration delete the following course:

LAW 532 Administrative Law 3

Add the following courses:

LAW 616C Criminal Procedure: Adjudication 3
LAW 623J Trial Practice Institute: Trial Practicum 1

Effective Fall 2016.

COLLEGE OF NATURAL SCIENCE

1. Change the requirements for the Premedical Program in the College of Natural Science.

a. Under the heading Requirements for the Premedical Program make the following changes:

(1) In item 1. a. delete the following courses:

BS 110 Organisms and Populations 4
BS 111 Cells and Molecules 3
BS 111L Cell and Molecular Biology Laboratory 2

Add the following courses:

BS 161 Cell and Molecular Biology 3
BS 162 Organismal and Population Biology 3
BS 171 Cell and Molecular Biology Laboratory 2
BS 172 Organismal and Population Biology Laboratory 2

(2) Add the following item 1. e.:

A minimum of 3 credits in statistics.

(3) In item 2., replace paragraph two with the following:

Students who are enrolled in the Premedical Program (including Pre–Osteopathy, Pre–Podiatry, Pre–Pharmacy, and Pre–Physician's Assistant) in the College of Natural Science may complete an alternative track to Integrative Studies in Biological and Physical Sciences that consists of the following courses: Biological Science 161, 171, 162, and 172 and Chemistry 141. The completion of Biological Science 171 satisfies the laboratory requirement. Biological Science 161, 171, 162, and 172 and Chemistry 141 may be counted toward both the alternative track and the requirements for the premedical program referenced in item 1. a. above.

Effective Fall 2016.
2. Change the requirements for the Predental Program in the College of Natural Science.
   a. Under the heading Requirements for the Predental Program make the following changes:
      (1) In item 1. a. delete the following courses:
          BS 110 Organisms and Populations    4
          BS 111 Cells and Molecules     3
          BS 111L Cell and Molecular Biology Laboratory   2
      Add the following courses:
          BS 161 Cell and Molecular Biology     3
          BS 162 Organismal and Population Biology    3
          BS 171 Cell and Molecular Biology Laboratory   2
          BS 172 Organismal and Population Biology Laboratory  2
      (2) Replace item 1. c. with the following:
          3 credits in a biological science course in addition to Biological Science 161, 171, 162, and 172.
      (3) Add the following item 1. d.:
          A minimum of 3 credits in statistics.
      (4) In item 2., replace paragraph two with the following:
          Students who are enrolled in the Predental Program in the College of Natural Science may complete an alternative track to Integrative Studies in Biological and Physical Sciences that consists of the following courses: Biological Science 161, 171, 162, and 172. The completion of Biological Science 171 satisfies the laboratory requirement. Biological Science 161, 171, 162, and 172 and Chemistry 141 may be counted toward both the alternative track and the requirements for the predental program referenced in item 1. a. above.
      Effective Fall 2016.

3. Delete the curriculum and degree requirements for the Bachelor of Science degree in Diagnostic Molecular Science in the Biomedical Laboratory Diagnostics Program. The University Committee on Undergraduate Education (UCUE) provided consultative commentary to the Provost after considering this request at its December 3, 2015 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Undergraduate Education.

   No new students are to be admitted to the program effective Spring 2013. No students are to be readmitted to the program effective Spring 2013. Effective Fall 2015, coding for the program will be discontinued and the program will no longer be available in the Biomedical Laboratory Diagnostics Program. Students who have not met the requirements for the Bachelor of Science degree in Biomedical Laboratory Diagnostics Program through the College of Natural Science prior to Fall 2015 will have to change their major.
COLLEGE OF NURSING

1. Change the requirements for the Bachelor of Science in Nursing degree in Nursing in the College of Nursing.
   a. Under the heading Requirements for the Bachelor of Science in Nursing Degree in Nursing make the following changes:
      (1) In item 2. a. delete the following course:
           HNF 260 Principles of Human Nutrition  3
           Add the following course:
           HNF 150 Introduction to Human Nutrition  3
   b. Under the heading Admission to the Second Bachelor’s Degree Program make the following changes:
      (1) Delete the following course:
           HNF 260 Principles of Human Nutrition  3
           Add the following course:
           HNF 150 Introduction to Human Nutrition  3

Effective Fall 2016.

COLLEGE OF SOCIAL SCIENCE

1. Change the requirements for the Master in Urban and Regional Planning degree in Urban and Regional Planning in the School of Planning, Design and Construction. The University Committee on Graduate Studies (UCGS) approved this request at its March 14, 2016 meeting.
   a. Under the heading Requirements for the Master in Urban and Regional Planning Degree with a Major in Urban and Regional Planning make the following changes:
      (1) Under the heading Requirements for Both Plan A and Plan B make the following changes:
          (a) Delete the following courses:
              UP 814 Applied Research Methods for Planning and Development  3
              UP 854 Economics of Planning and Development  3
              UP 892 Research Seminar in Planning and Construction Management  2
          (b) Add the following courses:
              UP 814 Applied Research Methods for Planning and Development  4
              UP 854 Economics of Planning and Development  4

Effective Fall 2016.
PART II - NEW COURSES

COLLEGE OF ARTS AND LETTERS

AL 300  Starting your Business in the Creative, Visual, and Theatre Arts
Summer of every year. 2(2-0) R: Open to undergraduate students in the College of Arts and Letters or approval of department. Not open to students with credit in MUS 496. Pursuing a career in arts such as theatre, film, dance, photography, and studio art. Business, financial, and marketing strategies for the individual artist.
Effective Summer 2016

BIOMEDICAL LABORATORY DIAGNOSTICS PROGRAM

BLD 872  Clinical Mass Spectrometry Laboratory
Summer of every year. 2(1-2) P: BLD 870 and BLD 871 or approval of department RB: One course in protein chemistry or concurrent enrollment in same. R: Open to graduate students. Sample preparation, instrument operation, data interpretation, and instrument maintenance as it relates to the clinical practice. Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 3 semesters after the end of the semester of enrollment.
Effective Summer 2016

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

CAS 214  Social Media and the Start-up
Spring of every year. Summer of every year. 3(3-0) Interdepartmental with Writing, Rhetoric and American Cultures. P: BUS 190 and CAS 114 R: Open to undergraduate students in the Entrepreneurship and Innovation Minor. Introduction to using digital spaces and social media to propel entrepreneurship ideas forward. Survey of how businesses and organizations’ websites, videos, podcasts, and social media presence brand products and organizations. Website, mobile and social media presence to promote entrepreneurial idea.
Effective Spring 2017

CAS 827  Digital Media Strategies
Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. Current issues and trends in digital multimedia technologies and applications, media planning, promotional media mix plans.
Effective Fall 2016

CAS 828  Persuasion Techniques for Working Professionals
Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. Application of scientific principles of persuasion and compliance gaining, persuasive message construction, audience response to persuasion attempts.
Effective Fall 2016

CAS 829  Evaluation Techniques for Working Professionals
Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. Basic communication evaluation methods, including the process of evaluation, basics of quantitative and qualitative research methods, understanding elementary data analysis, sampling/recruiting and reporting and disseminating results.
Effective Fall 2016
CAS 831  Digital Content Creation, Curation and Promotion  
Fall of every year. 3(3-0) R: Open to master’s students in the College of Communication Arts and Sciences. Approval of college; application required.  
Creation of content for digital media including current social media, digital journalism and interactive media, design principles, promotion of digital media.  
Effective Fall 2016

CAS 832  Strategic Message Development  
Spring of every year. 3(3-0) R: Open to master’s students in the College of Communication Arts and Sciences. Approval of college; application required.  
Designing effective corporate messages, conducting effective stakeholder analysis, setting outcome parameters, and engaging your audience.  
Effective Fall 2016

CAS 833  Crisis Communication  
Spring of every year. 3(3-0) R: Open to master’s students in the College of Communication Arts and Sciences. Approval of college; application required.  
Best practices for risk communication, public relations and reputation management, case studies of corporate crisis, crisis management plan development.  
Effective Fall 2016

CAS 835  Branding and Image Communication  
Spring of every year. 3(3-0) R: Open to master’s students in the College of Communication Arts and Sciences. Approval of college; application required.  
Branding to differentiate a product, service or company from its competitors, how brands are created, managed and grown, brand equity.  
Effective Fall 2016

CAS 838  Organizational Communication for Leaders & Entrepreneurs  
Spring of every year. 3(3-0) R: Open to master’s students in the College of Communication Arts and Sciences. Approval of college; application required.  
Fundamentals of organizational communication, organizational mission statement, leadership, building successful teams, facilitating meetings, and communicating innovation.  
Effective Fall 2016

CAS 842  Professional Communication Ethics  
Spring of every year. 3(3-0) R: Open to master’s students. Approval of college; application required.  
Ethical responsibilities for industry, community and personal standards. Foundational principles and modern applications of ethics in various communication media, organizational contexts, and across specific cultures and countries.  
Effective Fall 2016

CAS 844  Capstone/Practicum  
Spring of every year. 3(3-0) R: Open to master’s students. Approval of college; application required.  
A final group-based project designed to integrate program learning and demonstrate facility with digital communication.  
Effective Fall 2016

DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

CE 841  Traffic Flow Theory  
Spring of every year. 3(3-0)  
REINSTATEMENT  
Microscopic and macroscopic traffic flow models, Queueing theory. Gap acceptance. Simulation models for network analysis. Intelligent vehicle highway systems.  
Effective Fall 2016
PART II – NEW COURSES

CE 844  Highway and Traffic Safety
Fall of odd years. 3(3-0)
Effective Spring 2017

CE 847  Traffic Analysis and Control
Spring of odd years. 3(3-0) P: CE 444 RB: Graduate student in transportation engineering
REINSTATEMENT  Modern traffic control and traffic modeling using state-of-the-art algorithms and computer models. Practical implications.
Effective Fall 2017

CE 849  Transportation Research Methods
Spring of every year. 3(3-0)
REINSTATEMENT  Application and interpretation of quantitative methods and design of experiments for transportation research; ANOVA, non-parametric, discriminant analysis, factor analysis, multivariate regression, SPSS.
Effective Spring 2018

CE 850  Intelligent Transportation Systems (ITS)
Fall of odd years. 3(3-0) RB: Traffic and Transportation engineering
REINSTATEMENT  Technical and policy aspects emerging from the application of advanced technologies to transportation problems. Intelligent Transportation Systems (ITS) user services requirements, available and emerging technologies, case studies of ongoing operational tests, legal institutional and planning issues related to ITS development and deployment.
Effective Spring 2018

CE 851  Transportation and the Environment
Spring of even years. 3(3-0) RB: B.S. in Civil Engineering with emphasis on transportation or environmental engineering R: Open only to graduate students in the College of Engineering.
Effective Spring 2017

DEPARTMENT OF COMPUTATIONAL MATHEMATICS, SCIENCE AND ENGINEERING

CMSE 491  Selected Topics in Computational Mathematics, Science, and Engineering
Fall of every year. Spring of every year. 1 to 4 credits. A student may earn a maximum of 12 credits in all enrollments for this course. R: Approval of department.
Topics selected to supplement and enrich existing courses and lead to the development of new courses.
Effective Fall 2016

CMSE 499  Independent Study in Computational Mathematics, Science, and Engineering
Fall of every year. Spring of every year. 1 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Approval of department.
Supervised individual research or study in an area of computational or data science.
Effective Fall 2016

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

CEP 851  Concepts and Principles in Applied Behavior Analysis
Fall of every year. 3(3-0) RB: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education.
Fundamental elements, concepts and principles in applied behavior analysis.
Effective Fall 2016
CEP 852 Experimental Analysis of Behavior
Fall of every year. 3(3-0) RB: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education.
Basic behavioral processes and human and nonhuman learning with a focus on the experimental analysis of behavior.
Effective Fall 2016

CEP 853 Functional Behavior Assessment and Behavior Change
Fall of every year. 3(3-0) P: (CEP 845) and (CEP 851 or CEP 942) RB: Undergraduate training in behavior analysis, psychology, special education, or related field. R: Open to master's students in the Department of Counseling, Educational Psychology, and Special Education and open to graduate students in the Applied Behavior Analysis in Special Education Major.
Foundational knowledge and applied skills to administer behavioral assessments and interventions.
Effective Fall 2017

DEPARTMENT OF FOOD SCIENCE AND HUMAN NUTRITION

HNF 102 Dietary Supplements: Evidence vs Hype
Summer of every year. 3(3-0)
Effects of dietary supplements such as vitamins, herbs, performance enhancers and functional foods on health and performance. Evaluation of supplement safety and effectiveness. Laws and policies relative to health claims.
Effective Summer 2016

DEPARTMENT OF FORESTRY

FOR 875 R Programming for Data Sciences
Summer of every year. 3(3-0) Interdepartmental with Statistics and Probability.
Programming in R and use of associated open source tools. Addressing practical issues in documenting workflow, data management, and scientific computing.
Effective Summer 2017

DEPARTMENT OF GEOGRAPHY

GEO 235 Geography of Environment and Health
Spring of every year. 3(3-0)
Geographic patterns of global health and environmental inequalities; the built, physical and social environment; urban design; infectious and chronic diseases.
Effective Spring 2016

DEPARTMENT OF GEOLOGICAL SCIENCES

GLG 446 Ecosystems Modeling, Water and Food Security
Fall of every year. 3(3-0) R: Open to juniors or seniors or approval of department.
Impacts of climate variability and change on water availability, food security and global environmental change. Integrated models to identify adaption and mitigation strategies to such changes and to enhance the efficiency of natural resources use.
Effective Fall 2016
PART II – NEW COURSES

DEPARTMENT OF HISTORY

HST 294  History of Catholicism, Late Antiquity to the Present
Spring of odd years. 3(3-0) Interdepartmental with Religious Studies.
Roman Catholicism. Changing structures of administration, instruments of repression, and responses to and impact on social, cultural and political transformations. Missionary movements, orders and councils.
Effective Fall 2016

HST 411  European Jewish History
Spring of every year. 3(3-0)
REINSTATEMENT  European Jewry since medieval era. Napoleonic emancipation, Jewish liberalism, assimilation, Zionism, anti-Semitism, and recent issues.
Effective Fall 2016

DEPARTMENT OF INTEGRATIVE BIOLOGY

IBIO 150  Integrating Biology: From DNA to Populations
Fall of every year. Spring of every year. 3(3-0) P: ((MTH 103 or concurrently) or (MTH 110 or concurrently) or (MTH 112 or concurrently) or (MTH 116 or concurrently) or (MTH 124 or concurrently) or (MTH 132 or concurrently) or (LB 118 or concurrently) or (MTH 201 or concurrently) or (STT 200 or concurrently) or (STT 201 or concurrently)) or designated score on Mathematics Placement test. R: Not open to undergraduate students in the Department of Integrative Biology.
Examine biological systems across multiple levels of organization - spatial, temporal, taxonomic - using evolutionary biology as the common thread.
Effective Fall 2016

JAMES MADISON COLLEGE

MC 373C  Constitutionalism: Congress
Spring of odd years. 4(3-0) P: Completion of Tier I Writing Requirement RB: MC 271 R: Open to juniors or seniors in the James Madison College or approval of college.
REINSTATEMENT  Congress in American constitutional democracy. Origins and development of the legislative branch, constitutional issues, and legislative practice in Congress.
SA: MC 373, MC 374
Effective Fall 2016

COLLEGE OF MUSIC

MUS 869  Tonal Counterpoint
Fall of every year. Spring of every year. 2(2-0) R: Open to graduate students in the College of Music or approval of college.
Creative and analytical work with two-and three-part counterpoint in the style of J.S. Bach.
Effective Fall 2016
SCHOOL OF PACKAGING

PKG 825 Polymeric Packaging Materials  
Fall of every year. 4(3-2) RB: Graduate students with chemistry, physics, and mathematics backgrounds.  
Physical, mechanical and chemical properties of packaging polymers and multilayer structures; relationship between properties and performance of packaging materials and systems; processing of packaging plastics.  
Effective Fall 2016

PKG 860 Research Methods  
Fall of every year. 3(3-0) RB: General statistics.  
Principles and expectations for responsible conduct of research in packaging. Integrity of the research process, critical thinking, scientific methods, proposal writing, and scientific communications.  
Effective Fall 2016

PKG 880 Life Cycle Assessment: Background, Principles, Calculations, and Applications  
Spring of every even year. 3(2-2) RB: Graduate students with chemistry, physics and mathematics backgrounds.  
Determination of the environmental footprint of products, packages and systems during their entire life-cycle using life cycle assessment (LCA) methodology. Introduction to the theory and application of LCA.  
Effective Spring 2018

DEPARTMENT OF PLANT, SOIL AND MICROBIAL SCIENCES

CSS 143 Introduction to Soil Science  
Fall of every year. Spring of every year. 2(2-0) R: Open to agricultural technology students in the Institute of Agricultural Technology. Not open to students with credit in CSS 210.  
Soil and its impact on plant growth, plant and water relations, drainage, nutrients, soil as a resource, and erosion control techniques.  
Effective Fall 2016

DEPARTMENT OF PSYCHOLOGY

PSY 841 Evolutionary Psychology  
Spring of every even year. 3(3-0) R: Open to graduate students in the Department of Psychology or approval of department.  
The nature and causes of human social behavior and cognition. The evolution, function, strategic logic, and psychology of topics such as family and friendship, sexuality and romance, aggression and warfare, cooperation and conflict, politics, religion, and moral judgment.  
Effective Fall 2016

PSY 843 Stereotyping, Prejudice and Discrimination  
Spring of odd years. 3(3-0) R: Open to graduate students in the Department of Psychology or approval of department.  
Major theoretical perspectives and methodological issues surrounding the psychology of stereotyping, prejudice, and discrimination within modern society.  
Effective Fall 2016

DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

SCM 471 Advanced Supply Chain Project Management  
Fall of every year. Spring of every year. 2(2-0) P: SCM 372 R: Open to juniors or seniors in the Supply Chain Management Major.  
Project management concepts related to planning, execution, and control of projects in supply chain environments.  
Effective Fall 2015
PART II – NEW COURSES

SCM 887  Introduction to Packaging for Supply Chain
Fall of every year. Spring of every year. Summer of every year. 1.5 to 3 credits. P: SCM 870 R:
Open to master's students in the Supply Chain Management Major.
Overview of packaging materials, filling lines, and distribution dynamics related to supply
chain management.
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 Summer 2016

SCM 888  Food Safety in Supply Chain Management
Fall of every year. Spring of every year. Summer of every year. 1.5 to 3 credits. P: SCM 870 R:
Open to master's students in the Supply Chain Management Major.
Understanding of food safety requirements, challenges and the key considerations for
managing food safety in supply chains.
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 Summer 2016

SCM 889  Brand Protection for Supply Chain Managers
Fall of every year. Spring of every year. Summer of every year. 1.5 to 3 credits. P: SCM 870 R:
Open to master's students in the Supply Chain Management Major.
Introduction to general issues related to product counterfeiting and how the problem
affects supply chain professionals. Foundational principles of brand protection activities
as carried out through the supply chain functions of brand owners.
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 Summer 2016

DEPARTMENT OF TEACHER EDUCATION

TE 820  Power and Pluralism in School Practice
Spring of odd years. 3(3-0)
REINSTATEMENT  Connections between schools and diversity, inequality, and power in society. Genesis and
consequences of school policies for diverse learners.
Effective Summer 2016

PROGRAM IN WOMEN, GENDER AND SOCIAL JUSTICE

WS 897  Seminar in Feminist Theories, Epistemologies, and Pedagogy
Spring of odd years. 3(3-0) Interdepartmental with English and Philosophy and Sociology and
Teacher Education.
Foundational knowledge, theory, epistemology, and pedagogy in women's and gender
studies from a multi-disciplinary, global perspective.
Effective Spring 2017
PART III – COURSE CHANGES

DEPARTMENT OF COMMUNITY SUSTAINABILITY

CSUS 260  Land and Environmental Issues in Law and Policy
Fall of odd years. Traverse City 3(3-0)
SA: ESA 225
DELETE COURSE
Effective Spring 2016

CSUS 276  Sustaining Our National Parks and Recreation Lands
Fall of every year. Spring of every year. 3(3-0)
SA: PRR 210, PRR 211
Effective Fall 2014 Effective Spring 2016

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

CEP 844  Applied Behavior Analysis I
Applied Behavior Analysis for Teachers
Fall of every year. 3(3-0) R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education and open to lifelong graduate students in the College of Education.
Concepts, principles, techniques, strategies, interventions, applications and research within the field of Applied Behavior Analysis (ABA). History of ABA. Data collection, measurement, design, analysis. Functional analysis. Ethical guidelines.
Effective Fall 2013 Effective Fall 2016

CEP 854  Applied Behavior Analysis II
Ethics in Behavior Analysis
Fall of every year. Spring of every year. 3(3-0) P: CEP 844 and CEP 845 R: Open to graduate students in the Department of Counseling, Educational Psychology, and Special Education and open to lifelong graduate students in the College of Education.
Advanced topics in applied behavior analysis with an emphasis on developing behaviorally-based educational programs for students with disabilities. Advanced topics in applied behavior analysis with an emphasis on the Professional and Ethical Compliance Code for Behavior Analysts outlined by the Behavior Analyst Certification Board.
Effective Fall 2013 Effective Fall 2016

COLLEGE OF EDUCATION

ED 800  Concepts of Educational Inquiry
Fall of every year. Spring of every year. Summer of every year. 3(3-0) R: Open to graduate students in the Education major. R: Open to master’s students in the Education Major.
Concepts of inquiry in education addressing problems of theory and practice in teaching and learning, administration, and leadership. Philosophical, psychological, biological, historical, biographical, ethnographic concepts of educational inquiry considered methodologically. Roles of information and communications technologies in inquiry. Applications of inquiry to educational practices.
Effective Fall 2008 Effective Fall 2016
ED 870  
Capstone Seminar  
Fall of every year. Spring of every year. Summer of every year. 3(3-0)  
R: Open only to students in the Master of Arts in Education. Approval of college.  
R: Open only to students in the Education Major. Approval of college.  
Reflection and synthesis of learning experiences in online master’s program. Creation and exhibition of electronic portfolio on the Web. Participation in online discussion groups.  
Effective Summer 2003 Effective Fall 2016

DEPARTMENT OF ENGLISH

FLM 435B  
Creating the Fiction Film II  
Creating the Fiction Film II (W)  
Spring of every year. 3(3-1) Interdepartmental with Media and Information. P: FLM 435A  
P: (FLM 435A or approval of department) and Completion of Tier I Writing Requirement  
R: Approval of department.  
Finishing a short film, including fine editing, color correction, sound design, and foley work.  
Developing web promotion, marketing strategies, and distribution.  
SA: ENG 435B  
Effective Summer 2016 Effective Fall 2016

DEPARTMENT OF ENTOMOLOGY

ENT 460  
Medical Entomology  
Spring of odd years. 3(2-2)  
P: ENT 404 or MMG 201 or MMG 301 or approval of department  
R: Open to juniors and open to seniors and open to graduate students.  
Transmission and management of infectious diseases involving insects and acarines.  
Effective Fall 2013 Effective Spring 2016

DEPARTMENT OF FISHERIES AND WILDLIFE

FW 364  
Ecological Problem Solving  
Fall of every year. Spring of every year. 3(2-2)  
P: ((MTH 124 or concurrently) or (MTH 132 or concurrently) or (LB 118 or concurrently)) and (STT 224 or STT 231 or STT 421) and (ZOL 355 or BE 230)  
P: ((MTH 124 or concurrently) or (MTH 132 or concurrently) or (LB 118 or concurrently)) and (STT 224 or STT 231 or STT 421) and (IBIO 355 or BE 230)  
Application of ecological concepts and models to problems in natural resource and ecosystem management.  
Effective Fall 2014 Effective Fall 2016

FW 413  
Wildlife Research and Management Techniques  
Fall of every year. 3(1-6) 3(2-3)  
P: (FW 101L or FW 238) and completion of Tier I writing requirement  
Field techniques used in collecting, analyzing, and communicating data on wild animal populations and their habitats. Field trips required.  
Effective Fall 2014 Effective Fall 2016

FW 414  
Aquatic Ecosystem Management  
Fall of every year. 3(3-0)  
P: (ZOL 355) and completion of Tier I writing requirement  
P: (IBIO 355) and completion of Tier I writing requirement  
Management of aquatic habitats and populations for ecological and socioeconomic objectives; human impacts on aquatic ecosystems. Field trips required. Management of aquatic habitats and populations for ecological and socioeconomic objectives; human impacts on aquatic ecosystems.  
Effective Fall 2014 Effective Fall 2016
FW 434  Human Dimensions of Fisheries and Wildlife Management (W)
Fall of every year.  Spring of every year.  3(2-2) P: (ZOL 355) and completion of Tier I writing requirement P: (IBIO 355) and completion of Tier I writing requirement  R: Open to juniors or seniors or approval of department.
  Sociological implications of public policy and planning processes in fisheries and wildlife management.
Effective Fall 2014 Effective Fall 2016

FW 479  Fisheries Management
Spring of every year.  3(2-2) P: ZOL 355 and (FW 364 or concurrently) or approval of department  P: IBIO 355 and (FW 364 or concurrently) or approval of department
  Quantitative analysis of fish populations.  Case study of ecological interactions linking fish to aquatic ecosystems and the challenge of balancing multiple human values in managing fisheries resources.  Field trips required. Quantitative analysis of fish populations.  Case study of ecological interactions linking fish to aquatic ecosystems and the challenge of balancing multiple human values in managing fisheries resources.
Effective Fall 2014 Effective Fall 2016

FW 885  Leadership in Natural Resources and Environmental Management
Fall of even years. Fall of odd years.  3(3-0) Interdepartmental with Agricultural Economics and Forestry, Interdepartmental with Forestry
  Theory and practice of leadership in natural resource and environmental management. Integration across disciplinary and jurisdictional divisions.
Effective Fall 2010 Effective Fall 2016

DEPARTMENT OF FORESTRY

FOR 999  Doctoral Dissertation Research
Fall of every year. Spring of every year. Summer of every year.  1 to 24 credits. A student may earn a maximum of 24 credits in all enrollments for this course. A student may earn a maximum of 36 credits in all enrollments for this course.  R: Open to doctoral students in the College of Agriculture and Natural Resources or in the Department of Forestry or in the Forestry Major. Approval of department; application required.
  Doctoral dissertation research.
  Request the use of the Pass-No Grade (P-N) system.
Effective Summer 2014 Effective Spring 2016

DEPARTMENT OF HORTICULTURE

HRT 215  Horticulture Industries Seminar
Fall of every year.  1(1-0) RB: Interest or experience in the 'green industries'. R: Open to students in the Institute of Agricultural Technology. Not open to students with credit in HRT 207.  
  Horticulture operations, products, services and marketing practices. Personal and professional development, career opportunities.
  SA: HRT 064
DELETE COURSE
Effective Spring 2016

HRT 391  Special Topics
Fall of every year. Spring of every year.  1 to 2 credits. A student may earn a maximum of 9 credits in all enrollments for this course.
  Specific topics in horticulture of current interest and importance. Possible field trips. Offered half of semester.
DELETE COURSE
Effective Spring 2016
HRT 419  Landscape Design Practicum  
Fall of every year. 2 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P: HRT 111 or HRT 311 R: Approval of department; application required.  
Application of landscape design theory and practice to landscape development projects. 
Client interaction, site visits and design, plan development, and construction and management specifications. Residential, commercial and public landscape projects.  
DELETE COURSE  
Effective Spring 2016

COLLEGE OF HUMAN MEDICINE

HM 822  Introduction to Core Disciplines of Public Health for Medical Students  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) RB: Medical students with interest in public health  
R: Open to students in the College of Human Medicine or approval of college.  
Introduction to philosophy and concepts of discipline of public health and its relationship to clinical medicine. History and development of the profession; ethical, legal and political considerations.  
Request the use of the Pass-No Grade (P-N) system.  
The work for the course must be completed and the final grade reported within 2 semesters after the end of the semester of enrollment.  
Effective Summer 2015 Effective Summer 2016

HM 823  Medical Partners in Public Health: Special Seminars  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: HM 822 RB: Medical students with interest in public health  
R: Open to students in the College of Human Medicine or approval of college.  
Analysis, discussion, and application of key public health competencies in the community setting.  
Request the use of the Pass-No Grade (P-N) system.  
The work for the course must be completed and the final grade reported within 2 semesters after the end of the semester of enrollment.  
Effective Summer 2015 Effective Summer 2016

DEPARTMENT OF MATHEMATICS

MTH 920  Functional Analysis I  
Functional Analysis  
Spring of every year. 3(3-0) RB: MTH 828 R: Open to graduate students in the College of Natural Science or approval of department.  
Effective Fall 1998 Effective Fall 2016
MTH 921  Functional Analysis II  
Operator Theory  
Fall of even years. 3(3-0) RB: MTH 829 and MTH 920 R: Open to doctoral students in the College of Natural Science or approval of department.  
Topological vector spaces, convexity, Krein-Milman theorem, Banach algebras, operators on Banach spaces, spectral theorem, C*-algebras. Introduction to operator and spectral theory. Topics include Banach algebras, bounded and unbounded operators on Banach spaces, spectral theory for normal operators on a Hilbert space, C*-algebras, Schatten-von Neumann classes, the theory of Fredholm operators, semigroup theory.  
Effective Fall 1998 Effective Fall 2016

MTH 928  Real Analysis II  
Fall of every year, Spring of odd years. 3(3-0) RB: MTH 828 R: Open to doctoral students in the College of Natural Science or approval of department.  
Effective Fall 1997 Effective Spring 2017

MTH 929  Complex Analysis II  
Spring of every year. Spring of even years. 3(3-0) RB: MTH 828 and MTH 829 R: Open to doctoral students in the College of Natural Science or approval of department.  
Effective Fall 1995 Effective Spring 2018

MTH 940  Applied Analysis I  
Topics in Partial Differential Equations for Applied Math  
Fall of every year. Fall of odd years. 3(3-0) RB: MTH 828 R: Open to doctoral students in the College of Natural Science or approval of department.  
Sobolev spaces, trace theorem, imbedding theorems, sectorial forms. Linear elliptic boundary and eigenvalue problems. Partial differential equation techniques for applied mathematics, including, bifurcation theory, partial differential equations as dynamical systems, boundary layers, asymptotic analysis, matched asymptotic and singular perturbations, and homogenization.  
Effective Fall 1995 Effective Fall 2016

MTH 941  Applied Analysis II  
Linear and Nonlinear Parabolic Equations  
Spring of every year. Spring of even years. 3(3-0) RB: MTH 940 R: Open to doctoral students in the College of Natural Science or approval of department.  
Fixed point theorems. Variational methods. Applications to nonlinear integral and elliptic differential equations. Semigroup theory. Evolution equations with a comparison principle, including parabolic equations and Hamilton-Jacobi-Bellman equations, with an emphasis on existence and uniqueness of both classical and weak solutions. Linear and nonlinear cases, including quasi-linear parabolic equations related to geometric flows.  
Effective Fall 1995 Effective Spring 2018
MTH 942 Foundations of Applied Mathematics I
Regularity for Second Order Elliptic Equations
Fall of every year. Fall of even years. 3(3-0) RB: MTH 848 and MTH 849 R: Open to doctoral
students in the College of Natural Science or approval of department.
Modeling in classical applied mathematics. Newtonian and continuum mechanics. Special
mathematical techniques. Review of classical regularity results, such as Schauder theory
and L-p theory. Elliptic equations with coefficients of low regularity (bounded and
measurable) and nonlinear elliptic equations. The Harnack inequality and Holder regularity
in the context of both weak solutions of divergence form equations and viscosity solutions
of equations in non-divergence form. Higher regularity and applications to minimization
problems.
Effective Fall 1995 Effective Fall 2016

MTH 943 Foundations of Applied Mathematics II
Hyperbolic and Dispersive Equations
Spring of every year. Spring of odd years. 3(3-0) RB: MTH 942 R: Open to doctoral students in the
College of Natural Science. Approval of department.
Continuation of MTH 942. Classical and modern techniques for higher dimensional
hyperbolic and dispersive partial differential equations. Space-time integral estimates,
including the classical Strichartz estimate for Schrodinger, Klein-Gordon, and Wave
equations, and modern (multi)linear estimates using Fourier, physical-space, and
microlocal techniques.
Effective Fall 1995 Effective Spring 2017

SCHOOL OF PACKAGING

PKG 330 Package Graphics
Packaging for Fast-Moving Consumer Goods
Fall of every year. 3(3-0) P: PKG 221 P: PKG 315 and PKG 322 and PKG 323 R: Open to
sophomores or juniors or seniors in the School of Packaging. R: Open to juniors or seniors or
graduate students in the School of Packaging.
Position and importance of package graphics and structure in consumer packaging and
marketing. Printing and decoration methods and technologies for paper, plastic and other
materials. Preparation, production, application and economics of package graphics
operations. Package graphics and structure in fast-moving consumer goods packaging
and marketing. Consumer experience, printing and decoration. Preparation, production,
and economics of packaging graphics.
SA: PKG 330
Effective Fall 2014 Effective Fall 2016

PKG 460 Distribution Packaging and Performance Testing
Spring of every year. 3(2-2) P: PKG 410 R: Open to sophomores or juniors or seniors or graduate
students in the School of Packaging.
Interrelationships between packaging and distribution systems. Transportation, material
handling, warehousing. Logistics and management systems. Performance testing and
industry practices. Package container design and testing.
DELETE COURSE
Effective Fall 2016

PKG 826 Principles of Scholarship: Integrity, Ethics and Research
Fall of every year. 2(2-0) Interdepartmental with Agriculture and Natural Resources.
Principles, considerations, expectations and culture of professional scholarship.
Request the use of the Pass-No Grade (P-N) system.
DELETE COURSE
Effective Fall 2016
PKG 827  Polymeric Packaging Materials  
Fall of every year. 3(3-0) RB: PKG 323 or PKG 801  
Physical and chemical properties of polymeric materials and structures used in packaging.  
Relationship of properties to performance.  
SA: PKG 825  
DELETE COURSE  
Effective Fall 2016

PKG 828  Processing and Applications of Packaging Plastics  
Spring of every year. 3(3-0)  
DELETE COURSE  
Effective Fall 2016

PKG 829  Packaging Plastics Laboratory  
Fall of every year. 1(0-2) Not open to students with credit in PKG 825.  
Structure versus property relationships and plastics processing.  
DELETE COURSE  
Effective Fall 2016

DEPARTMENT OF PHYSICS AND ASTRONOMY

PHY 321  Classical Mechanics I  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: (PHY 184 or PHY 184B or PHY 294H or LB 274) and ((PHY 215 or concurrently) or (PHY 215B or concurrently)) and ((MTH 234 or concurrently) or (MTH 254H or concurrently) or (LB 220 or concurrently)) P: ((PHY 215 or concurrently) or (PHY 215B or concurrently)) and ((MTH 235 or concurrently) or (MTH 340 or concurrently) or (MTH 347H or concurrently))  
Effective Fall 2013 Effective Spring 2017

PHY 390  Physics Journal Seminar  
Fall of every year. Spring of every year. 1(3-0) P: Completion of Tier I Writing Requirement R: Open to juniors or seniors in the Lyman Briggs College or in the Department of Physics and Astronomy.  
Written and oral reports on selected articles in the current literature. Critique of presentations by peers.  
DELETE COURSE  
Effective Fall 2016

PHY 431  Optics I  
Fall of every year. 3(2-3) P: (PHY 192 or LB 274) and (PHY 184 or PHY 184B or PHY 294H) and ((MTH 235 or concurrently) or (MTH 255H or concurrently)) and Completion of Tier I Writing Requirement P: (((PHY 184 or PHY 184B or PHY 294H) and PHY 192) or LB 274) and (((MTH 235 or concurrently) or (MTH 340 or concurrently) or (MTH 347H or concurrently)) and completion of Tier I writing requirement)  
Lenses, aberrations, apertures, and stops. Diffraction, interferometry, spectroscopy, fiber optics.  
Effective Fall 2013 Effective Spring 2017

PHY 471  Quantum Physics I  
Fall of every year. 3(3-0) P: (PHY 215 or PHY 215B) and (PHY 321 or concurrently) and (MTH 235 or MTH 255H or LB 220) P: (PHY 215 or PHY 215B) and (PHY 321 or concurrently) and (MTH 235 or MTH 340 or MTH 347H)  
Schroedinger equation, hydrogen atom, harmonic oscillator, and other one-dimensional systems.  
Effective Fall 2013 Effective Spring 2017
**PHY 490**

**Senior Thesis**

**Physics Senior Thesis**

Fall of every year. Spring of every year. Summer of every year. 1 to 4 credits. A student may earn a maximum of 5 credits in all enrollments for this course. P: (PHY 390) and completion of Tier I writing requirement P: (PHY 471) and completion of Tier I writing requirement R: Open to seniors in the Department of Physics and Astronomy. Approval of department.

- Design, carry out, and analyze an original experiment or computation. A written and oral report is required.
- Request the use of ET-Extension to postpone grading.
- The work for the course must be completed and the final grade reported within 3 semesters after the end of the semester of enrollment.

**Effective Fall 2013**  
**Effective Spring 2017**

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**DEPARTMENT OF PLANNING, DESIGN AND CONSTRUCTION**

**CMP 423**

Construction Project Management

Fall of every year. Spring of every year. 3(3-0) P: CMP 385 and (CMP 311 or concurrently) and (CMP 415 or concurrently) P: CMP 385 and CMP 311 and (CMP 415 or concurrently) R: Open to seniors in the Construction Management Major or in the Civil Engineering Major or approval of department.

- Construction management principles and practices. Project planning and controls.
- Students are preparing for and taking a certification exam.
- SA: BCM 423

**Effective Fall 2013**  
**Effective Fall 2016**

**UP 814**

Applied Research Methods for Planning and Development

Spring of every year. 3(3-2) 4(3-2) Interdepartmental with Geography RB: UP 813 RB: UP 801 R: Open only to graduate students in the Urban and Regional Planning major or Public Administration major or Geography major.

- Techniques in urban and regional planning analysis. Forecasting models. Methods of urban project evaluation.

**Effective Summer 2005**  
**Effective Fall 2016**

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**DEPARTMENT OF PLANT PATHOLOGY**

**PLP 101**

Current Issues and Frontiers in Plant Pathology

Fall of every year. 1(1-0)

- Basic principles of plant disease and plant pathogens. Current topics and future opportunities in the discipline of plant pathology.

**DELETE COURSE**

**Effective Spring 2016**

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**DEPARTMENT OF PLANT, SOIL AND MICROBIAL SCIENCES**

**CSS 135**

Crop Scouting and Investigation

Spring of every year. **Summer of every year**. 3(4-0) Interdepartmental with Horticulture. P: CSS 101 or HRT 203 RB: CSS 101L R: Open to undergraduate students or agricultural technology students.


**Effective Spring 2016**
CSS 202L World of Turf Lab
Fall of every year. Summer of every year. 1(0-2) P: CSS 202 or concurrently Not open to students with credit in CSS 232.
Effective Spring 2014 Effective Summer 2016

CSS 292 Management of Turfgrass Weeds
Fall of every year. 3(2-2) P: CSS 232 RB: PLB 105
Chemical, biological, and cultural methods of managing cool- and warm-season turfgrass weeds. Environmental considerations in weed management.
DELETE COURSE
Effective Spring 2016

CSS 493 Professional Internship in Crop and Soil Sciences
Fall of every year. Spring of every year. Summer of every year. 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P: Completion of Tier I writing requirement. P: Completion of Tier I Writing Requirement R: Approval of department; application required. R: Approval of department; application required. A student may earn a maximum of 6 credits in all enrollments for any or all of these courses: ABM 493, ANR 493, ANS 493, CMP 493, CSS 493, CSUS 493, EEP 493, FIM 493, FSC 493, FW 493, HRT 493, PKG 493, and PLP 493.
Supervised professional experiences in agencies and businesses related to crop and soil sciences and environmental soil sciences. Supervised professional experiences in crop and soil sciences.
Request the use of the Pass-No Grade (P-N) system.
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 Spring 2014 Effective Summer 2016

DEPARTMENT OF PSYCHOLOGY

PSY 382 Internship in Psychology
Summer of every year. 3 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. P: PSY 101 R: Approval of department; application required.
Internship employing knowledge and skills acquired in psychology courses.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2014 Effective Summer 2016

PSY 840 Group Processes
Spring of odd years. 3(3-0) RB: 15 credits in the social sciences. R: Open only to graduate students in the Psychology major or approval of department.
Contemporary theory and research dealing with the individual in a group context.
SA: PSY 842C
DELETE COURSE
Effective Fall 2016
DEPARTMENT OF SUPPLY CHAIN MANAGEMENT

SCM 479  
**Advanced Topics in Supply Chain Management**
Supply Chain Cost Management
Fall of every year. Spring of every year. 2(2-0) P: (SCM 371 or concurrently) and ((SCM 372 or concurrently) and (SCM 373 or concurrently)) P: SCM 371 R: Open to juniors or seniors in the Supply Chain Management Major.
Advanced aspects of supply continuity and supply risk, advanced project management, environmentally friendly manufacturing, total quality management, supply chain metrics, electronic markets, relationship management, interfaces with research and development, innovation, and markets. Topics vary. Pricing and cost management basics, cost models, parametric cost modeling, process mapping for cost management, total cost of ownership, target costing for purchased materials, value analysis and value engineering, using cost analysis to support purchase negotiations, current trends in cost management.
SA: MSC 479 
Effective Spring 2013 Effective Fall 2015

SCM 848  
**Analysis of Supply Markets and Suppliers**
Fall of every year. Spring of every year. Summer of every year. 2(2-0) P: SCM 870 R: Open to graduate students in the Supply Chain Management major. Approval of department. R: Open to master's students in the Supply Chain Management Major.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
SA: MSC 848  
Effective Summer 2011 Effective Summer 2016

SCM 870  
**Introduction to Supply Chain Management I**
Spring of every year. Summer of every year. 3(3-0) R: Open to master's students in the Supply Chain Management Major. R: Open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management or approval of department.
Integrated view of procurement, operations, and logistics management. Management of the flow of products from raw material sourcing and acquisition through delivery to the final customer.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
SA: MSC 870  
Effective Summer 2011 Effective Fall 2016

SCM 871  
**Applied Data Analysis**
Fall of every year. Spring of every year. Summer of every year. 3(3-0) R: Open to master's students in the Supply Chain Management Major.
Quantitative and statistical methods for decision making. Hypothesis testing, regression and correlation analysis, forecasting, linear programming, decision analysis, and project management.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
SA: MSC 871  
Effective Summer 2011 Effective Summer 2016
SCM 872  Distribution Fulfillment  
**Fall of every year, Spring of every year, Summer of every year.** 2(2-0) P: SCM 870 R: Open to
master's students in the Supply Chain Management Major.  
Management of the firm's value-creation process from product development through order
receipt and delivery to consumer. Alternative approaches to developing customer value
and the role of the demand and supply chain in providing it.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester
after the end of the semester of enrollment.  
SA: MSC 872  
**Effective Summer 2011 Effective Summer 2016**

SCM 874  Total Quality Management and Lean Enterprise  
**Fall of every year, Spring of every year, Summer of every year.** 3(3-0) P: SCM 870 R: Open to
master's students in the Supply Chain Management Major.  
Total quality management and lean enterprise principles, practices, and techniques.  
Implementation of quality and lean enterprise improvement programs. Relationship to
manufacturing and competitive strategies.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester
after the end of the semester of enrollment.  
SA: MSC 874  
**Effective Summer 2011 Effective Summer 2016**

SCM 875  Manufacturing Planning and Control  
**Fall of every year, Spring of every year, Summer of every year.** 2(2-0) P: SCM 870 R: Open to
master's students in the Supply Chain Management Major.  
Planning and control functions required to match supply and demand in a manufacturing
firm. Tools and methods for planning production and the resources and capacity needed
to support production. Role of information and information systems in planning and
control. Coordination of plans across organizations supply chain.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester
after the end of the semester of enrollment.  
SA: MSC 875  
**Effective Summer 2011 Effective Summer 2016**

SCM 876  Logistics Operations Methods and Systems  
**Fall of every year, Spring of every year, Summer of every year.** 2(2-0) P: SCM 872 or SCM 835 P:
SCM 870 R: Open to master's students in the Supply Chain Management Major.  
Micro-analysis of logistics and transportation services including customer service and
order fulfillment, distribution operations, purchasing or operation of transportation services,
third-party logistics providers, and network design.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester
after the end of the semester of enrollment.  
SA: MSC 876  
**Effective Summer 2011 Effective Summer 2016**

SCM 879  Supply Chain Management-Strategy and Applications  
**Fall of every year, Spring of every year, Summer of every year.** 3(3-0) P: SCM 870 RB: 15 credits
in MS Supply Chain Management R: Open to master's students in the Supply Chain Management
Major.  
Analysis and solution of supply chain management cases and simulations. Teamwork,
communication, and job skills. Situations involving purchasing, manufacturing, logistics
and transportation as an integrated supply chain.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester
after the end of the semester of enrollment.  
SA: MSC 879  
**Effective Summer 2011 Effective Summer 2016**
SCM 882  Supply Chain Management Field Study  
Fall of every year. Spring of every year. Summer of every year. 5 credits. P: SCM 879 P: SCM 870  
RB: Completion of 24 credits of Master of Science in Supply Chain Management program. R: Open  
to master's students in the Supply Chain Management Major.  
Practical application of course material to a problem or situation in the student's  
organization.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 2  
semesters after the end of the semester of enrollment.  
SA: MSC 882  
Effective Fall 2009 Effective Summer 2016

SCM 883  Technology and Product Innovation Management  
Fall of every year. Spring of every year. Summer of every year. 2(2-0) P: SCM 874 P: SCM 870 R:  
Open to master's students in the Supply Chain Management Major.  
Management of technology and product development for high technology firms. Creating  
new product ideas, designing high technology products, managing cross-functional teams,  
developing and implementing marketing plans, interpreting marketing data, sales  
forecasting for new products, testing new products, assessing competitive dynamics, and  
coping with uncertain environmental forces.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester  
after the end of the semester of enrollment.  
SA: MSC 883  
Effective Summer 2011 Effective Summer 2016

SCM 886  Strategic Sourcing  
Fall of every year. Spring of every year. Summer of every year. 2(2-0) P: SCM 870 R: Open to  
master's students in the Supply Chain Management Major.  
Fundamentals of strategic sourcing and supply chain management. Integration and  
coordination of product innovation, sourcing, manufacturing, distribution, and logistics for  
global competitiveness.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester  
after the end of the semester of enrollment.  
SA: MSC 886  
Effective Summer 2011 Effective Summer 2016