

SUBCOMMITTEE B – AGENDA

Via Zoom
April 21, 2022
1:30 p.m.

PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF SOCIAL SCIENCE

1. Request to change the requirements for the **Master of Arts** degree in **Youth Development** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.
 - a. Under the heading **Requirements for the Master of Arts Degree in Youth Development** replace the entire entry with the following:

The program is available only online and only under Plan B (without thesis). Each student's course of study must be developed and approved in consultation with the academic advisor. Each course is offered at least once every other year. The student must complete a total of 36 credits, of which 27 credits is course work required by The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

 1. All of the following core courses (27 credits):

Adolescents and Their Families	3
Consumers of Research	3
Foundations of Youth Development	3
Personnel and Program Management	3
Positive Youth Development in Community Settings	3
Program Design and Evaluation	3
Youth Development	3
Youth and Complex Social Systems	3
Youth Policy and Positive Youth Development	3
 2. Complete 9 credits of electives from the following:

Adolescent Health and Sexuality	3
Grant and Administration	3
Youth, Sports, and Society	3
Youth, Families, and Technology	3
Youth-Adult Partnerships	3
Youth Culture	3
Youth Mental Health	3

This enrollment will vary at each institution and may require a master's thesis, project, or practicum. At Michigan State University, students will fulfill this requirement by enrolling in course work approved by the student's academic advisor.
 3. Pass a final examination or evaluation.

Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University *Schedule of Courses* for current course schedule and other information.

Effective Fall 2023.

2. Request to establish a **Graduate Certificate in Early Childhood and Family Policy** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.
 - a. **Background Information:**

There is a growing regional employer demand and moderate national employer demand for bachelor's-, master's-, and doctoral-level early childhood policy professionals, according to the EAB Market Pulsecheck report. As shown in Appendix B of the EAB Market Pulsecheck report, although there are few job positions posted currently that are designated with a label of early childhood policy, there are many job titles and categories for those whose work advances policies for young children (i.e., case managers, service workers, or advocates for families; early childhood, preschool, Head Start, kindergarten, or elementary teachers; social workers; and early childhood or child care program managers, directors, principals, or specialists; program evaluators,

researchers). There is and will continue to be a high demand for the skill sets developed in this early childhood policy program (e.g., critical thinking regarding multi-culturally and multi-linguistically responsive practices and equitable child, family, and systemic outcomes; interviewing; survey creation, development, and analysis; communication of ideas to various audiences; application of research-based knowledge into practices; and policy evaluation, analysis, and preparation) even though precisely aligned job titles may not yet exist.

Through the Great Plains IDEA early childhood and family policy certificate program, students will participate in experiential learning opportunities and attend classes in an online setting that is primarily asynchronous with experiential learning opportunities imbedded; some synchronous opportunities will be optional (e.g., poster session of policy evaluations).

There are two target audiences: working professionals and full time students. To provide optimum flexibility for both groups, the courses will be offered in an 8-week session format with three credits offered per course for four courses, or 12 credits total. These shorter length courses will allow students to complete the early childhood certificate program in one academic year with two courses taken in the Fall and two courses taken in the Spring. Full time students could imbed this as part of a MS degree with ease. Competing programs to this Great Plains IDEA early childhood policy certificate program are not offered as flexibly, with only one of the five profiled offering online courses. All five of the profiled competing programs required 12 credits for completion of their programs, but their courses were offered in a 16-week session format. This flexibility is designed to engage students who are often marginalized, women and BIPOC students. Shorter sessions fit into the complex schedules of busy professionals and working parents. One important goal in recruiting these students is so our graduates reflect the communities for which they will develop equitable policy.

The certificate is appropriate for those with minimal background in policy and/or early education. However, the 12-credit certificate would provide advanced graduate study to extend a bachelor's degree in a variety of fields (e.g., early education/education, child development/human development, social work, political science) or could be integrated as a specialty within a master's degree offered by the partner institutions. For example, students who are enrolled in graduate programs in education, health, family studies, human services, social work and more who may be interested in a certificate as part of their program (MS). Two future extension ideas are to collaborate with the early childhood education bachelor's degree to create a non-teaching policy track or to include this certificate within the Family and Community Services master's degree.

Students around the nation have little opportunity to develop essential policy skills, including those that enable them to understand and use data, to think critically and outside the box, to advocate for constructive policies by using research, and to understand the nuances of the policymaking and implementation processes. Such learnings are best mastered through formal preparation programs, many of which have a field-based component.

The College of Social Science, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, University of Arizona, University of Kentucky, University of Mississippi, Iowa State University, University of Missouri, Texas Tech University, and the University of Nebraska.

Students will earn this certificate from their home institution while also enrolling for courses at other participating institutions.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Early Childhood and Family Policy, which is administered by the Department of Human Development and Family Studies, is an online program that provides students opportunity to develop essential policy skills including understanding and using data to examine issues of equity, to advocate effectively for constructive policies by using research, and to understand the nuances of the policymaking and implementation processes.

This innovative program includes four 8-week courses that can be completed in two semesters. Courses are taught primarily asynchronously with some virtual sessions to enhance engagement. In addition, each course includes experiential learning opportunities to promote the development of skills necessary for success upon graduation and enhance the relevance and translation of course work to career. It is intended to meet the needs of individuals who seek introductory graduate training as well as those who have already earned a graduate degree, but who would benefit from academic study of early childhood and family policy.

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

Admission

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic advisor. Michigan State University students follow established University admission procedures.

Requirements for the Graduate Certificate in Early Childhood and Family Policy

CREDITS

The program is available only online. Each student's course of study must be developed and approved in consultation with the academic advisor. Course work required is through The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

Students must complete a minimum of 12 credits from the following:

All of the following courses:

History, Child Development and Equity	3
Examining Practices, Policies, and Key Issues	3
Theory, Analysis, and Research	3
Policy, Leadership, and Policy Advocacy	3

Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University Schedule of Courses for current course schedule and other information.

Effective Fall 2022.

3. Request to establish a **Graduate Certificate in Human Services Administration** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

- a. **Background Information:**

There is a demonstrated need for this certificate program, both for workers who want more training and for employers who are looking to fill administration and management positions. A market demand survey conducted by EAB Consulting in 2017 indicates that human services administrators/managers are in demand. In their review of open job descriptions, administrative and management skills were listed most frequently. The Bureau of Labor Statistics projects above average growth from 2014 to 2024, including 10% employment growth for social and community service managers. EAB indicated that integrating staff management and finance coursework into the curriculum will particularly help meet employer demand.

More recently, a 2021 market research analysis for an online human services administration certificate was conducted by Missouri Online at the University of Missouri System. National employer demand for occupations requiring a family and community services post-baccalaureate degree has increased overall from June 2015 to May 2021 (despite a 2.3% decrease in job postings last year), and it is projected that occupations relevant to this program will experience average growth across the next five years. In fact, employment projections suggest that the occupation "Social and Community Service Managers" will be the fastest growing occupation from this type of program in the next seven years (13.5% projected growth rate). The occupation group including "Community and Social Service Specialists" is projected to see employment growth of 11.6% in the next seven years. Related, the number of jobs related to human services administration is expected to grow both nationwide and regionally where GPI member institutions are located.

The 2021 analysis also included information regarding employment outcomes for students in similar programs. Of those who have graduated from a similar program, 46.38% transition to "other management occupations," 21.7% transition to "top executive" occupations, and 20.16% transition to the occupation category including "Community and Social Services Specialists." This means that the proposed certificate may have broad appeal and prepare students to work in a variety of leadership and administration roles.

There are two target populations for this program: (1) those who are already working in human services agencies who need administration and management skills, and (2) those who are in existing master's programs (for example, human development and family science, social work, public health, early childhood education, community development) who want to prepare for administrative careers. This certificate program may also tap into a population who desires additional training for career advancement but does not want to commit to an entire master's program.

The College of Social Science, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, Iowa State University, Kansas State University, University of Missouri, North Dakota State University, Texas Tech University, and the University of Nebraska.

Students will earn this certificate from their home institution while also enrolling for courses at other participating institutions.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Human Services Administration, which is administered by the Department of Human Development and Family Studies, is an online program that provides students with the skills and competencies needed to develop, implement, evaluation, and administer programs designed to enhance family and relationship health and well-being within non-profit or public settings. It is intended to meet the needs of individuals who seek introductory graduate training as well as those who have already earned a graduate degree but would benefit from academic study of human services administration in their current profession. The online format allows flexibility to accommodate both full-time students and working professionals.

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

Admission

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic advisor. Michigan State University students follow established University admission procedures.

Requirements for the Graduate Certificate in Human Services Administration

CREDITS

The program is available only online. Each student's course of study must be developed and approved in consultation with the academic advisor. Course work required is through The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

Students must complete a minimum of 12 credits from the following:

- | | | |
|----|--|---|
| 1. | All of the following courses (9 credits): | |
| | Grant Development and Management | 3 |
| | Program Administration and Management | 3 |
| | Program Design, Evaluation, and Implementation | 3 |
| 2. | One of the following courses (3 credits): | |
| | Resilience in Families | 3 |
| | Family Crisis Intervention | 3 |
| | Family Dynamics and Intervention | 3 |

Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University Schedule of Courses for current course schedule and other information.

4. Request to change the name of the **Graduate Certificate** in **Youth Program Management and Evaluation** to **Youth Agency Management and Administration** in the Department of Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.

Students admitted to the Graduate Certificate prior to Fall 2023 will be awarded a Graduate Certificate in Youth Program Management and Evaluation.

Students admitted to the Graduate Certificate Fall 2023 and forward will be awarded a Graduate Certificate in Youth Agency Management and Administration.

Effective Fall 2023.

5. Request to change the requirements for the **Graduate Certificate** in **Youth Agency Management and Administration** in the Department of Human Development and Family Studies.

- a. Under the heading **Requirements for the Graduate Certificate in Youth Agency Management and Administration** replace the entire entry with the following:

The program is available totally online. The student must complete 12 credits of course work in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA).

1. All of the following core courses (9 credits):

Foundations of Youth Development	3
Personnel and Program Management	3
Program Design and Evaluation	3
2. Complete 3 credits of electives from the following courses:

Grant and Administration	3
Positive Youth Development in Community Settings	3
Youth and Complex Social Systems	3
Youth Mental Health	3
Youth Policy and Positive Youth Development	3

Effective Fall 2023.

6. Request to change the requirements for the **Graduate Certificate** in **Youth Development Specialist** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.

- a. Under the heading **Requirements for the Graduate Certificate in Youth Development Specialist** replace the entire entry with the following:

The program is available totally online. The student must complete 12 credits of course work in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA).

1. Two of the following Core Courses (6 credits)

Foundations of Youth Development	3
Youth Development	3
2. Complete 6 credits of electives from the following courses:

Adolescents and Their Families	3
Adolescent Health and Sexuality	3
Consumers of Research	3
Positive Youth Development in Community Settings	3
Youth, Sports, and Society	3
Youth, Families, and Technology	3
Youth-Adult Partnerships	3
Youth and Complex Social Systems	3
Youth Culture	3
Youth Policy and Positive Youth Development	3

Effective Fall 2023.

PART II - NEW COURSES AND CHANGES

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

- CSUS 824 Sustainable Development
~~Spring of odd years.~~ Spring of even years. 3(3-0) RB: Prior coursework in microeconomics and sociology
Measurement of social and economic welfare at national and local scales. Consumption and economic growth as welfare indicators. Theories of development, utility, and economic growth. Indicators of sustainable development. Environmental and social dimensions of human well-being.
SA: ACR 824
~~Effective Fall 2016~~ Effective Fall 2022
- CMP 828 Advanced Virtual Design and Construction
Fall of every year. ~~3(2-2)~~ 3(3-0) RB: Computer application background in architecture, civil and construction engineering R: Open to graduate students in the School of Planning, Design and Construction or approval of department.
~~Advanced mechanisms, applications, and practices of virtual design and construction (VDC) in the construction management using Building Information Modeling (BIM) technology.~~ Advanced mechanisms, applications, and practices of virtual design and construction (VDC) in construction management using Building Information Modeling (BIM) technology.
~~Effective Summer 2017~~ Effective Fall 2022

MSU COLLEGE OF LAW

- LAW 558V Health Law and Policy Seminar
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
NEW This seminar will provide an overview of the foundational concepts and principles in health law and policy while examining federal and state law and policy initiatives driving current health reform efforts.
Effective Fall 2022
- LAW 566U Water Law
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
NEW A survey of historic and current trends in water law, including the legal and policy debates driving recent water law reforms at the state and federal levels.
Effective Fall 2022
- LAW 572K Nonprofit and Tax-Exempt Organizations
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
NEW This class will examine the formation, governance, and operation of nonprofit, tax-exempt organizations, including examination of state and federal laws governing nonprofits, allowable activities such as fundraising, and limitations on activities like lobbying.
Effective Fall 2022
- LAW 580C Local Government Law
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
NEW This course introduces students to the legal world of local government. It explores sources of local power, the ecosystem in which local governments operate, and the varied roles of legal practitioners in the field.
Effective Fall 2022

- LAW 631V Equitable Entrepreneurship and Innovation Law Clinic I
On Demand. 0 to 6 credits. RB: As with standard clinic practice, enrollment by application only. In addition to the standard clinic requirements of completion of the first year RWA courses (LAW 530Q, or LAW 530N, or LAW 530E, or LAW 530D, and LAW 530J) and eligibility for student practice under Michigan Court Rule 8.120, clinic faculty will give strong preference to selecting applicants for enrollment in the clinic who have coursework or experience demonstrating interest in public service, and who have completed or will be concurrently enrolled in recommended courses for Equitable Entrepreneurship and Innovation Law Clinic I: (1) Business Enterprises (500M); (2) either Professional Responsibility (500Q), or Lawyer Regulation and Ethics in a Technology-Driven World 537J); and (3) one or more of Patent Law(533K), Intellectual Property Survey(535D), Patent Application Preparations(533J), Trademark and Unfair Competition Law(533N), Copyright Law(533B), or Licensing IP(533F). In addition, coursework or experience demonstrating interest in public interest is strongly recommended. R: Open to Law students in the MSU College of Law. Approval of college; application required.
- NEW The Equitable Entrepreneurship and Innovation Law Clinic offers students opportunities to practice entrepreneurial and intellectual property law. Students represent clients and pursue systemic advocacy through activities including counseling, research, transactional analysis and drafting, and outreach.
Effective Fall 2022
- LAW 631W Equitable Entrepreneurship and Innovation Law Clinic II
On Demand. 0 to 6 credits. RB: As with standard clinic practice, enrollment by application only. In addition to the standard clinic requirements of completion of the first year RWA courses (LAW 530Q, or LAW 530N, or LAW 530E, or LAW 530D, and LAW 530J) and eligibility for student practice under Michigan Court Rule 8.120, clinic faculty will give strong preference to selecting applicants for enrollment in the clinic who have coursework or experience demonstrating interest in public service, and who have completed or will be concurrently enrolled in recommended courses for Equitable Entrepreneurship and Innovation Law Clinic I: (1) Business Enterprises (500M); (2) either Professional Responsibility (500Q), or Lawyer Regulation and Ethics in a Technology-Driven World 537J); and (3) one or more of Patent Law(533K), Intellectual Property Survey(535D), Patent Application Preparations(533J), Trademark and Unfair Competition Law(533N), Copyright Law(533B), or Licensing IP(533F). In addition, coursework or experience demonstrat R: Open to Law students in the MSU College of Law. Approval of college; application required.
- NEW The Equitable Entrepreneurship and Innovation Law Clinic offers students opportunities to practice entrepreneurial and intellectual property law. Students represent clients and pursue systemic advocacy through activities including counseling, research, transactional analysis and drafting, and outreach.
Effective Fall 2022

OFFICE OF THE PROVOST

- UGS 102 ~~Froehman Seminar Abroad~~
~~First-Year Seminar Abroad~~
Fall of every year. Spring of every year. Summer of every year. ~~2 to 3 credits. 2 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to freshmen or approval of department; application required. R: Open to freshmen or approval of department; application required. A student may earn a maximum of 10 credits. A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.~~
~~Introduction to scholarship and inquiry in global and international contexts. Special interdisciplinary-based topics focused to develop intercultural abilities and deepen understanding of global problems. Field trips required. Introduction to scholarship and inquiry in global and international contexts. Special interdisciplinary-based topics focused on developing analytical thinking, problem solving skills and a deeper understanding of global issues, including diversity, equity and inclusion. Field trips required.~~
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
~~Effective Fall 2016~~ Effective Spring 2023

UGS 103

~~Frochman Seminar Away~~
~~First-Year Seminar Away~~

~~Fall of every year. 1 to 3 credits. 1 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to freshmen or approval of department; application required.~~
R: Open to freshmen or approval of department; application required. A student may earn a maximum of 10 credits. A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.

~~Introduction to scholarship and academic inquiry in an intensive experiential learning context. Special disciplinary based topics focused to engage the interests of new students in an off-campus domestic setting appropriate to the topic of study. Field trips required.~~
Introduction to scholarship and academic inquiry in a U.S. National context. Special disciplinary-based topics focused to engage the interests of new students in developing analytical thinking, effective citizenship, and a deeper understanding of U.S. Issues, including diversity, equity and inclusion. Field trips required.

~~Request the use of ET-Extension to postpone grading.~~

~~The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.~~

~~Effective Fall 2016~~ Effective Spring 2023

UGS 110

~~People, Places, and Purpose~~
~~First-Year Seminar~~

~~Fall of every year. Spring of every year. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. R: Open to freshmen.~~ R: Open to freshmen. A student may earn a maximum of 10 credits. A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.

~~Developing effective intercultural and interpersonal skills, analytical and critical thinking in the university experience, identifying campus resources, and determining one's academic and professional goals.~~ Developing skills, dispositions, and gaining knowledge that enables a successful transition to college; identifying and engaging individually relevant strategies and resources and creating plans for academic success, social engagement, and health and wellness in college.

~~Request the use of ET-Extension to postpone grading.~~

~~The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.~~

~~Effective Fall 2017~~ Effective Spring 2023

~~UGS 101~~
~~UGS 201~~

~~Big Ideas Seminar~~

~~Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. 1 to 4 credits. A student may earn a maximum of 3 credits in all enrollments for this course. A student may earn a maximum of 4 credits in all enrollments for this course. R: Open to freshmen and open to sophomores.~~ R: Open to freshmen or sophomores and open to sophomores. A student may earn a maximum of 10 credits. A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.

~~Introduction to inquiry, research, and scholarship of complex issues. Special topics designed to engage new students' interests in the academic life of the university.~~

Introduction to inquiry, research, and scholarship of complex issues. Special topics designed to engage new students' interests and advance their ability to consider complex topics, dialogue with diverse others, and use evidence to support opinions.

~~Request the use of ET-Extension to postpone grading.~~

~~The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.~~

~~Effective Fall 2017~~ Effective Spring 2023

UGS 210	Second-Year Seminar Fall of every year. Spring of every year. 1 to 3 credits. R: Not open to freshmen or seniors. A student may earn a maximum of 10 credits. A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.
NEW	Self-reflection and focused exploration of issues related to the second-year of college. Consideration of one's personal identity, career possibilities, academic and social engagement, college involvement. Design of pathways to achieving academic and career aspirations. Planning a fulfilling college experience. <u>Request the use of ET-Extension to postpone grading.</u> <u>The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.</u> Effective Spring 2023
UGS 250	Career and Professional Development Fall of every year. Spring of every year. 1 to 3 credits. P: Completion of Tier I Writing Requirement R: Open to sophomores or juniors.
NEW	Connection between academic majors, professional skills, and careers. Development of skills needed to identify, obtain, and maintain a fulfilling career. Engagement with employers, alumni, and professional organizations. <u>Request the use of ET-Extension to postpone grading.</u> <u>The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.</u> Effective Spring 2023
UGS 292	Experiential Learning in Undergraduate Studies On Demand. 1 to 6 credits. R: Open to freshmen or sophomores or juniors or approval of department.
NEW	Supervised high impact educational experiences for early career undergraduate students <u>Request the use of ET-Extension to postpone grading.</u> <u>The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.</u> Effective Spring 2023

COLLEGE OF SOCIAL SCIENCE

GEO 480	Senior Seminar (W) <u>Seminar in Geography, Environment, and Spatial Sciences (W)</u> Fall of every year. 3(3-0) P: Completion of Tier I Writing Requirement <u>RB: For undergraduate students with a major or minor in the Department of Geography, Environment, and Spatial Sciences</u> R: Open to seniors in the Geography Major or in the Geography Minor. History, philosophy, and methodology of the geographic discipline as it has evolved within academic and social contexts. <u>Professional development, history, philosophy, and methodology in geography, environment, and spatial sciences</u> Effective Fall 2017 <u>Effective Spring 2023</u>
HDFS 809	Personnel and Program Management Fall of every year. 3(3-0) R: Open to graduate students.
NEW	Development, administration, and management of youth programs and youth-serving organizations. Special focus on the roles and responsibilities of administrators and managers. Effective Fall 2023
HDFS 815	Youth, Families, and Technology Summer of odd years. 3(3-0) R: Open to graduate students.
NEW	The role of technology to foster positive youth development and productive family life. Relationships among youth, families, and technology. Basic technical skills of using social media, starting a personal blog, making a video clip, and creating personal websites. The application of technology in the development of policy for national and international youth advocacy. Effective Fall 2023

HDFS 816	Youth, Sports, and Society
	Summer of even years. 3(3-0) R: Open to graduate students.
NEW	The impact of sport on youth, family, social engagement, and community development. Analysis of sports as a context of individuals' lifelong development. Examination of sport-related policies. Positive youth development through sports. Effects of sports on gender, racial, ethnic, and other identity development. Effective Fall 2023
PSY 867	Nature and Practice of Cognitive Science
	Spring of every year. 3(3-0) Interdepartmental with Computer Science and Engineering and Integrative Biology and Linguistics and Philosophy. RB: Undergraduate course work in behavioral biology, cognitive psychology, philosophy, linguistics, or artificial intelligence.
REINSTATEMENT	Survey of how different disciplines explore the cognitive processes underlying intelligent behavior. SA: ZOL 867 Effective Fall 2022