1. Request to change the requirements for the Minor in Jewish Studies in the College of Arts and Letters.

   a. Under the heading Requirements for the Minor in Jewish Studies make the following changes:
      
      (1) Under the heading History add the following course:
           
           HST 411 European Jewish History 3

      (2) Under the heading Religious Studies add the following course:
           
           REL 414 Jewish Identity (W) 3

      (3) Add the following option:
           
           Students majoring in a College of Social Science major may complete the following set of requirements in fulfillment of the minor requirements in lieu of the requirements above. Students who plan to complete these requirements should consult an undergraduate advisor in the College of Social Science. The requirements may meet the College of Social Science college interdisciplinary minor requirement.

           a. The following courses (6 credits):
              
              HST 317 American Jewish History 3
              HST 392 History of the Holocaust 3

           b. One of the following courses (4 credits):
              
              MC 335 Israeli Politics, Cultures, and Society 4
              MC 387 Jews and Antisemitism 4

           c. Two of the following courses (6 to 8 credits):
              
              ENG 356 Readings in Jewish Literature 3
              HEB 102 Elementary Hebrew II 4
              HEB 201 Second-Year Hebrew I 4
              HEB 202 Second-Year Hebrew II 4
              JS 390 Special Topics in Jewish Studies 4
              JS 400 Study Abroad in Jewish Studies (W) 2 to 4
              JS 495 Seminar in Jewish Studies (W) 3 or 4
              REL 310 Judaism 3
              REL 412 Jewish Mysticism (W) 3
              REL 413 Jewish Philosophy (W) 3
              REL 414 Jewish Identity (W) 3

   Effective Summer 2020.
2. Request to change the requirements for the Disciplinary Teaching Minor in English that is available for secondary certification in the Department of English. The Teacher Education Council (TEC) will consider this request at its February 3, 2020 meeting.

   a. Under the heading ENGLISH replace the entire entry with the following:

   1. All of the following courses (9 credits):
      ENG 210 Foundations of Literary Study I 3
      ENG 302 Introduction to English Language Studies 3
      ENG 308 Readings in Literature for Young Adults 3

   2. One of the following courses (3 or 4 credits):
      ENG 280 Foundations of Literary Study II 3
      FLM 230 Introduction to Film 4

   3. One of the following courses (4 credits):
      ENG 320A Methodologies of Literary History: Genre 4
      ENG 320B Methodologies of Literary History: Region, School, or Movement 4
      ENG 320C Methodologies of Literary History: Canon Formation 4

   4. One of the following courses (3 or 4 credits):
      ENG 360 Studies in Postcolonial and Diaspora Literature (W) 3
      ENG 362 Studies in Modern/Contemporary Literature (W) 3
      ENG 364 Studies in 18th-/19th-Century Literature (W) 3
      ENG 368 Studies in Medieval/Early Modern Literature (W) 3
      ENG 408 Critical Literacies and Communities 4

   5. At least one 300-400 level ENG course (3 or 4 credits).
      Students pursuing secondary certification may not use ENG 490 or 493 to meet this requirement. Students may substitute TE 448 Issues of Diversity in Children's and Adolescent Literature, to fulfill this requirement.

   Effective Fall 2020.

3. Request to change the requirements for the Bachelor of Arts degree in German in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. The Teacher Education Council (TEC) will consider this request at its February 3, 2020 meeting.

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

   (1) In item 2., delete the following paragraph:
   The completion of requirement 3. a. (7) referenced below satisfies one of the cognates required by the College. The second cognate must be in a field outside the College.

   (2) In item 3. a. (1) add the following courses:
      GRM 303 Third-Year German: German Genders 3
      GRM 304 Third-Year German: German Media 3

   (3) In item 3. a. (3) add the following course:
      GRM 461 Applied Linguistics for German Learners and Teachers 3

   (4) Delete item 3. a. (7). Cognate Requirement.

   Effective Fall 2020.
4. Request to change the requirements for the Minor in German in the Department of Linguistics and Germanic, Slavic, Asian and African Languages.
   a. Under the heading Requirements for the Minor in German make the following changes:
      (1) Change the credits of GRM 201 and GRM 202 from ‘4’ to ‘3’.
      (2) Add the following statement to item 3.:
           At least 3 credits must be at the 400-level.

   Effective Fall 2020.

5. Request to change the requirements for the Disciplinary Teaching Minors in German available for elementary and secondary teacher certification in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. The Teacher Education Council (TEC) will consider this request at its February 3, 2020 meeting.
   a. Under the heading GERMAN make the following changes:
      (3) In item 1., add the following courses:
           GRM 303 Third-Year German: German Genders   3
           GRM 304 Third-Year German: German Media    3

   Effective Fall 2020.

ELI BROAD COLLEGE OF BUSINESS

1. Request to change the requirements for the Master of Science degree in Accounting in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.
   a. Under the heading Admission, in paragraph three, replace item 1. with the following:
      1. a bachelor’s degree in accounting from a recognized educational institution with a minimum grade-point average of 3.0; or a bachelor’s degree in another major from a recognized educational institution with a minimum grade-point average of 3.0 and completion of the following prerequisite courses: intermediate finance, and probability and statistics.

   Effective Fall 2020.

2. Request to change the requirements for the Bachelor of Arts degree in Finance in the Department of Finance.
   a. Under the heading Requirements for the Bachelor of Arts Degree in Finance make the following changes:
      (1) In item 1., paragraph two, delete Mathematics 124 and replace with Statistics and Probability 200.
      (2) Replace item 3. a. with the following: 
a. Major Field of Concentration. A minimum grade-point average of 2.0 in the courses that are listed below. Students intending to take additional course work in Accounting should substitute ACC 300 Intermediate Financial Accounting I for ACC 305.

(1) All of the following courses (9 credits):
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 305</td>
<td>Intermediate Accounting for Finance Majors</td>
<td>3</td>
</tr>
<tr>
<td>FI 312</td>
<td>Introduction to Investments</td>
<td>3</td>
</tr>
<tr>
<td>FI 414</td>
<td>Advanced Business Finance (W)</td>
<td>3</td>
</tr>
</tbody>
</table>

(2) Complete an additional 9 credits from an approved list of Finance elective courses available from the College’s Undergraduate Academic Services Unit.

Effective Summer 2020.

3. Request to change the requirements for the **Linked Bachelor's-Master's Degree in Marketing Research** in the Department of Marketing. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

   a. Under the heading **Linked Bachelor's-Master's Degree in Marketing Research**, change the maximum number of credits applied toward the master’s program from ‘9’ to ‘10’ credits.

   Effective Fall 2020.

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

1. Request to change the name of the **Master of Arts degree in Advertising** to **Advertising and Public Relations** in the Department of Advertising and Public Relations.

   Students admitted to the major prior to Fall 2020 will be awarded a Master of Arts Degree in Advertising.

   Students admitted to the major Fall 2020 and forward will be awarded a Master of Arts Degree in Advertising and Public Relations.

   Effective Fall 2020.

2. Request to change the requirements for the **Master of Arts degree in Advertising and Public Relations** in the Department of Advertising and Public Relations. The University Committee on Graduate Studies (UCGS) will consider this at its February 10, 2020 meeting.

   a. Under the heading **Admission**, in the first paragraph, delete the following:

      The Graduate Record Examination (GRE) General Test is also required. The Graduate Management Admission Test (GMAT) is not required, but scores on this test may be submitted.

   b. Under the heading **Admission**, in the second paragraph, delete item 6.: Graduate Record Examination (GRE) scores.

   c. Under the heading **Requirements for the Master of Arts Degree in Advertising and Public Relations** replace the entire entry with the following:
Requirements for Both Plan A and Plan B (15 credits):

All of the following courses (15 credits):

- ADV 800 Advertising and Public Relations Theory 3
- ADV 815 Ethical Practice in Advertising and Public Relations 3
- ADV 825 Advertising and Public Relations Strategies 3
- ADV 835 Multimedia Content Creation for Advertising and Public Relations 3
- COM 803 Introduction to Quantitative Research Methods 3

Additional Requirements for Plan A (15 credits):

1. The following course (3 to 8 credits):
   - ADV 899 Master’s Thesis Research 3 to 8

2. Additional elective course work at the 400-level or above to meet the 30 credits required for the degree. The course work must be approved by the student’s academic advisor. Not more than 6 credits in ADV 890 and ADV 893 combined may be counted toward the requirements for the Master of Arts Degree in Advertising and Public Relations. Not more than 6 elective credits may be taken from outside the College of Communication Arts and Sciences.

3. Completion of a master’s thesis.

Additional Requirements for Plan B (15 credits):

1. Additional elective course work at the 400-level or above to meet the 30 credits required for the degree. The course work must be approved by the student’s academic advisor. Not more than 6 credits in ADV 890 and ADV 893 combined may be counted toward the requirements for the Master of Arts Degree in Advertising and Public Relations. Not more than 6 elective credits may be taken from outside the College of Communication Arts and Sciences.

2. The final certifying experience is a poster presentation during the semester of graduation.

Effective Fall 2020.

3. Request to change the requirements for the Linked Bachelor’s-Master’s Degree in Advertising in the Department of Advertising and Public Relations. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

   a. Under the heading Linked Bachelor’s-Master’s Degree in Advertising make the following changes:

      (1) Delete the reference to ‘Graduate Record Examination scores’.

Effective Fall 2020.

4. Request to change the requirements for the Linked Bachelor’s-Master’s Degree in Advertising in the Department of Advertising and Public Relations. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

   a. Under the heading Linked Bachelor’s (Advertising Management)-Master’s Degree in Advertising make the following changes:

      (1) Delete the reference to ‘Graduate Record Examination scores’.

Effective Fall 2020.
Request to establish a Bachelor of Arts degree in Public Relations in the Department of Advertising and Public Relations. The University Committee on Undergraduate Education (UCUE) will consider this request.

a. **Background Information:**

MSU's Public Relations minor was established as a specialization in 2000. At that time, social media was but a glimmer in Mark Zuckerberg's eyes. The Public Relations Minor was devised to give students from a number of majors – advertising, journalism, communication, James Madison and professional writing – a way to enhance and round out their skills. Based on the industry's needs at the time, the minor primarily focused on the traditional public relations skills of publicity and media relations.

Twitter – the preeminent microblogging social media tool – was launched in 2006. By 2012, Twitter had reached 100 million users posting nearly 350 million tweets a day. Other social media platforms like Facebook and LinkedIn experienced similar growth over the same time period. Organizations quickly realized that social media was not a fad, and that it brought unprecedented opportunities and challenges for economic activity, relationship management and reputation management.

Public Relations specialists are uniquely positioned to serve these needs. Thanks largely to the entrenchment of social media, the industry has experienced a 10-year period of substantial growth in new positions. In 2006, the U.S. Bureau of Labor Statistics estimated there were 243,000 people working as public relations specialists in the United States. By 2016, that number had grown to 259,000 – a 9% increase. The Bureau of Labor Statistics projects that growth to be sustained over the next 10 years, with the number of public relations specialist positions projected at 282,000 by 2026. A large percentage of these new jobs are being created to manage social media.

The last major revision of the Public Relations minor took place in 2007. This revision occurred on the leading edge of the social media wave. The revision was based primarily on a set of recommendations offered by the Association for Education in Journalism and Mass Communication (AEJMC), and incorporated as much of the curricula recommended by that report as could be accommodated under the course hours limitations of a minor. This revision contemplated incorporating technology into the curriculum, but did not contemplate the dramatic impact social media would ultimately have on the practice.

Over the ensuing decade, that impact has become clear. Public Relations specialists must be armed with the theory and practical skills needed to strategically manage social media as an integral part of public relations programs, as well as the traditional skills MSU’s Public Relation Minor focuses on. As digital natives, our students have been able to ride the social media wave with little formal training. In terms of leveraging social media for strategic communication and business outcomes, however, they are “digitally naïve,” as have been most employers. In addition, they continue to need traditional public relations skills in writing, strategy, media relations and the like, as our program provides. As social media roles are created and evolve, organizations have relied on recent graduates to invent jobs like social media manager, digital strategist, online or community engagement specialist, and others, on the fly. Growth will continue in this area, but with a decade of experience, organizations have become far more digitally sophisticated. These roles are formalizing, as are expectations for skills employers expect new graduates to have.

This means that, going forward, our graduates will have to present with skills gained from life experience, internship experience and formal training in both traditional public relations practice as well as digital and social media. No longer will they be able to rely on their status as digital natives to create jobs that don’t exist. Instead, they will begin to compete for the jobs their predecessors created and have grown out of – and those predecessors will be their supervisors.

MSU's Public Relations minor is set up to provide training in the traditional Public Relations skills of media relations and publicity, strategic campaign planning, public relations research methods, and public relations theory. For comprehensive training that will prepare students for the new digital reality, MSU’s program must also provide a battery of courses in digital and social media skills. In order to deliver all of that, we need to offer course work that exceeds the capacity of a minor.

The Department of Advertising and Public Relations is therefore seeking to create a Public Relations major to provide students with a comprehensive and current set of skills that will prepare them to compete successfully for internships and jobs – as well as forward-looking competencies to prepare them for jobs that have not even been created yet. We also intend to maintain the Public Relations minor as it currently exists, to support students in related majors like Advertising,
Communication, Journalism, Professional Writing and James Madison College. Students in such majors will enhance their marketability by having basic public relations training, but do not necessarily need the depth of a student seeking a Public Relations career.

At MSU, public relations is primarily a career path students discover after enrolling. They come to MSU intending to study something else, and for a variety of reasons wind up changing their major. That population is currently served in a limited way by the Public Relations minor. The Public Relations major would offer a more in-depth academic program to support the interests of these students, and better prepare them for the growing number of public relations jobs that require both traditional and digital public relations skills.

There are at least 256 universities offering Public Relations majors in the USA (www.bachelorsportal.com/search/#q=ci-82|di-309|lv-bachelor). Many more offer minors or specializations, as MSU does. In Michigan, a number of universities offer Public Relations majors. Those that would be comparable to MSU are Central Michigan University, Western Michigan University, Wayne State University, Ferris State University, Eastern Michigan University, and Grand Valley State University. Nationally, MSU’s peer group includes Syracuse University, University of Florida, University of Alabama, University of Georgia and DePaul University. Big Ten schools with a Public Relations major include Penn State, Rutgers and Nebraska. Indiana offers a concentration.

There are no federal standards for public relations programs, and there is no dominant accrediting body. The Commission on Public Relations Education (cited previously) periodically studies public relations education and offers recommendations for best practices. This proposal is heavily informed by CPRE’s most current report. The Public Relations Society of America administers a program called “Certification in Education for Public Relations.” Some of MSU’s peer institutions have this certification. The certification process is rigorous, and contemplates factors like student-faculty ratio, faculty credentials, campus resources, student organizations, and curricular/extracurricular experiential learning opportunities.

b. **Academic Programs Catalog Text:**

The Bachelor of Arts degree in Public Relations provides the educational and experiential background necessary for students aspiring to become public relations specialists, public relations account managers, media relations specialists, social media managers content managers, event coordinators and more. The program focuses on developing strategic planning skills, applied skills in writing and content creation, and critical thinking, along with research-oriented and analytical skills.

Internships and other cooperative educational opportunities are required in the program. Students may also choose to pursue related minors in Advertising Analytics, Entrepreneurship and Innovation, Sales Leadership, or Sports Business Management.

Co-curricular activities include public relations and advertising associations and clubs, as well as national student competitions. Study abroad programs provide ways for students to gain experience that enhance and reach outside of the classroom, further advancing their employment opportunities upon graduation.

The major is designed to provide an understanding of the role of public relations in contemporary society, as well as knowledge and experience in developing public relations materials for use in corporate, governmental, and nonprofit organizational settings. Areas of focus include public relations research methods; writing for traditional and social media; public relations techniques; public relations strategies; portfolio development; public relations campaign planning; diversity, equity and inclusion in public relations; and public relations ethics.

**Admission**

Enrollment in the Bachelor of Arts degree in Public Relations is limited and competitive.

To be considered for admission to the major, a student must:

1. Have completed 28 credits.
2. Have earned a combined minimum grade-point average of at least 3.0 in Mathematics 101 or 102 or Statistics 200; Advertising 260; and Advertising 225.
3. Have a cumulative grade-point average of 3.0.
Students wishing to major in public relations must make a request to the Public Relations Program Director or delegate when they are eligible and ready to be considered. Incoming students who declare the major in public relations are automatically reviewed at the end of every semester and are either admitted or informed of their progress. Students who are not admitted will be eligible to reapply after correcting whatever deficiency is noted in their first application. Students may only reapply once. If the second application is deficient, no further applications will be considered.

Requirements for the Bachelor of Arts Degree in Public Relations

1. The University requirements for bachelor's degrees as described in the Undergraduate Education section of the catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Public Relations.

The University’s Tier II writing requirement for the Public Relations major is met by completing Public Relations 485. That course is referenced in item 3. below.

2. The requirements of the College of Communication Arts and Sciences for the Bachelor of Arts degree.

3. The following requirements for the major:

   a. One of the following courses (3 credits):
      
      | Course Code | Course Title            | Credits |
      |-------------|-------------------------|---------|
      | MTH 101     | Quantitative Literacy I | 3       |
      | MTH 102     | Quantitative Literacy II| 3       |
      | STT 200     | Statistical Methods     | 3       |
   
   b. Both of the following courses (6 credits):
      
      | Course Code | Course Title            | Credits |
      |-------------|-------------------------|---------|
      | ADV 225     | Writing for Public Relations | 3   |
      | ADV 260     | Principles of Public Relations | 3   |
   
   c. All of the following courses (24 credits):
      
      | Course Code | Course Title                      | Credits |
      |-------------|------------------------------------|---------|
      | PR 300      | Public Relations Theory and Ethics | 3       |
      | PR 305      | Methods of Public Relations Inquiry | 3     |
      | PR 310      | Diversity, Equity, and Inclusion in Public Relations and Advertising | 3 |
      | PR 320      | Public Relations Storytelling for Digital, Video and Print | 3     |
      | PR 325      | Intermediate Social Media and Public Relations Techniques | 3 |
      | PR 335      | Advanced Social Media and Public Relations Techniques | 3 |
      | PR 425      | Public Relations Strategy and Ethics In a Digital World | 3 |
      | PR 485      | Integrated Public Relations Campaigns (W) | 3 |
   
   d. Cognate (15 credits):

   The cognate consists of a set of courses that can be selected from one of the following thematic areas: business, fine arts, physical and biological sciences, social sciences, or an approved university minor administered outside of Public Relations. It must be a minimum of 15 credits with at least 6 credits at the 300-400 level. A list of departments or courses that count in each of the thematic areas is available in the CCAS Academic and Student Affairs Office.

   e. Public Relations Field Experience

   Each student must complete 250 hours of professional public relations internship or research experience under faculty supervision. Hours may be accumulated through public relations internships, public relations research or a combination. Experiences must have the prior approval of the Public Relations Internship Coordinator and require a concluding report from the employer and the student, and may be taken as an elective class. Internships taken for credit cannot be counted toward the Cognate described in 2.d.

Effective Fall 2020.
6. Request to change the requirements for the Master of Arts degree in Communicative Sciences and Disorders in the Department of Communicative Sciences and Disorders. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

a. Under the heading Requirements for the Master of Arts Degree in Communicative Sciences and Disorders, make the following change:

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

- CSD 820 Language Assessment and Intervention: Early Stages 3
- CSD 821 Language Assessment and Intervention: Later Stages 3

Add the following courses:

- CSD 824 Developmental Language Disorders 3
- CSD 825 Autism and Related Neuromotor Developmental Disorders 3

b. Under the heading Additional Requirements for Plan A, replace the entry with the following:

1. The following courses (6 credits):
   - CSD 890 Independent Study 2
   - CSD 899 Master’s Thesis Research 4

2. Successful completion of an oral thesis defense.

Effective Fall 2020.

7. Request to change the requirements for the Doctor of Philosophy degree in Communicative Sciences and Disorders in the Department of Communicative Sciences and Disorders. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

a. Under the heading Admission, add the following statement at the end of the paragraph:

, including career goals following graduation. In some circumstances, an extremely promising student with an undergraduate degree may be admitted directly to the Ph.D. program.

b. Under the heading Requirements for the Doctor of Philosophy Degree in Communicative Sciences and Disorders replace the entire entry with the following:

Students must meet the requirements specified below:

1. Students entering the program without a master’s degree will complete at least 18 credits of graduate-level course work, including 9 credits of clinically-focused courses from CSD, as well as a research experience equivalent to the preparation for a master’s thesis.

2. Students with a master’s degree who did not complete a clinical master’s in communicative sciences and disorders within 3 years of enrolling in the doctoral program will select 6 to 9 credits from the CSD clinical course work. Additional clinical courses may also be required of students with a clinical master’s degree as determined by the guidance committee. Students who are not required to take CSD clinical courses may still elect to take such courses in consultation with their guidance committee.

3. Core Courses (6 to 9 credits):
   All students will successfully complete at least 2 of 4 courses addressing fundamental aspects of the field of communicative sciences and disorders, including:
These courses are not offered every semester or every year. Students are encouraged to plan carefully so they can take courses of interest while being mindful of which courses will be available during their programs.

4. All students will select methods and skills courses in statistics and experimental design, as well as in related areas including signal processing, programming, instrumentation, or imaging. As part of these credits, students will be required to gain course work and/or experience in the scholarship and fundamentals of research and teaching.

5. All students will take 18 to 24 credits of advanced graduate specialized study courses in their area of research interest. Courses may be within the Department of Communicative Sciences and Disorders or within other departments at the University. Students may split these specialized study courses into a primary and secondary area as appropriate for their goals and interests. The specific courses that students take must be approved by the guidance committee.

6. In addition to approved course work, all students will engage in the experiences designed to prepare them for academic work in the field, including the responsible conduct of research, research ethics, and grant writing.

7. Successfully complete a one-semester laboratory rotation in a lab other than their primary mentor’s lab, in order to gain experience with other ways of approaching research.

8. Successfully complete a pre-dissertation research project reflecting a semi-independent research study that is acceptable for publication in a scholarly journal.

9. Successfully complete a written and oral comprehensive examination designed to assess the student's knowledge about topics related to the student's program of study.

10. Successfully complete a written and oral defense of a dissertation, including 24 to 36 credits of CSD 999: Doctoral Dissertation Research. The dissertation must be based upon original research that represents a contribution to the scientific knowledge base of human communicative sciences and disorders.

Effective Fall 2020.

8. Request to change the requirements for the Minor in Animation and Comics Storytelling in the School of Journalism.

a. Under the heading Requirements for the Minor in Animation and Comics Storytelling replace the entire entry with the following:

Complete 15 credits from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 212</td>
<td>2D Animation Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>JRN 312</td>
<td>Stop Motion Animation Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>JRN 412</td>
<td>Scoring for Moving Pictures</td>
<td>3</td>
</tr>
<tr>
<td>JRN 413</td>
<td>3D Animation Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Readings in Graphic Narrative</td>
<td>3</td>
</tr>
<tr>
<td>JRN 213</td>
<td>Comics, Culture and Graphic Novels</td>
<td>3</td>
</tr>
<tr>
<td>JRN 313</td>
<td>Political Cartoons</td>
<td>3</td>
</tr>
<tr>
<td>JRN 338</td>
<td>Information Graphics</td>
<td>3</td>
</tr>
<tr>
<td>JRN 345</td>
<td>Images and Messages</td>
<td>3</td>
</tr>
</tbody>
</table>

Effective Fall 2020.
COLLEGE OF EDUCATION

1. Request to change the requirements for the Bachelor of Arts degree in Education in the Department of Teacher Education. The Teacher Education Council (TEC) will consider this request at its February 3, 2020 meeting.

The concentrations referenced in item 2.c. in the Bachelor of Arts degree in Education are noted on the student’s academic record when the requirements for the degree have been completed.

a. Under the heading Requirements for the Bachelor of Arts Degree in Education replace the entire entry with the following:

    1. The University requirements for bachelor’s degrees as described in the Undergraduate Education section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Education.

    The completion of Mathematics 201 referenced in item 2. b. (4) below may also satisfy the University Mathematics requirement.

    The University’s Tier II writing requirement for the Education major is met by completing Teacher Education 301 and 404. Those courses are referenced in item 2.

2. The following requirements for the major:

   a. Professional Education Courses (16 credits):
      (1) All of the following courses (16 credits):
          CEP  240  Diverse Learners in Multicultural Perspectives  3
          TE  101  Social Foundations of Justice and Equity in Education  3
          TE  102  Pedagogy and Politics of Justice and Equity in Education  3
          TE  150  Reflections on Learning  3
          TE  371  Justice and Equity Seminar I  1
          TE  372  Justice and Equity Seminar II  1
          TE  471  Justice and Equity Seminar III  1
          TE  472  Justice and Equity Seminar IV  1

   b. Elementary Education Courses (25 or 26 credits):
      (1) All of the following courses (10 credits):
          TE  100  Introduction to Early Childhood and Elementary Education  1
          TE  333  Social Studies for Young Learners (PK-6)  3
          TE  403  Teaching Science to Diverse Learners-Elementary  3
          TE  404  Teaching Social Studies to Diverse Learners-Elementary (W)  3

      (2) Language Acquisition and Development
          One of the following courses (3 or 4 credits):
          LIN  200  Introduction to Language  3
          LIN  401  Introduction to Linguistics  3

      (3) Literacy
          Both of the following courses (6 credits):
          TE  301  Children’s Literacy Development (W)  3
          TE  348  Reading and Responding to Children’s Literature  3

      (4) Mathematics
          Both of the following courses (6 credits):
          MTH  201  Elementary Mathematics for Teachers I  3
          MTH  202  Elementary Mathematics for Teachers II  3
          The completion of Mathematics 201 may satisfy the university mathematics requirement. Mathematics 201 and 202 are prerequisites for Teacher Education 406 or 406A and must be completed with a minimum grade-point of 2.0 prior to enrollment in Teacher Education 406 or 406A.
c. One of the following concentrations (21 to 29 credits):

**Prekindergarten through Grade Three** (29 credits):

All of the following courses:

- HDFS 320 Interaction with Children in Groups 3
- HDFS 320L Interaction with Children-Laboratory 1
- HDFS 321 Curriculum for Children (W) 3
- HDFS 321L Curriculum for Children-Laboratory 1
- HDFS 424 Student Teaching in an Early Childhood Program 6
- TE 330 Science Curriculum for Young Learners (PK-3) 3
- TE 405A Teaching Literacy to Diverse Learners I (PK-3) 3
- TE 405B Teaching Literacy to Diverse Learners II (PK-3) 3
- TE 406A Teaching Mathematics to Diverse Learners I (PK-3) 3
- TE 406B Teaching Mathematics to Diverse Learners II (PK-3) 3

**Grade Three through Grade Six** (21 or 22 credits):

1. One of the following ethnic studies courses (3 or 4 credits):
   - AAAS 100 Race and Community in Local to Global Perspective 3
   - AIIS 201 Introduction to American Indian and Indigenous Studies 3
   - CLS 201 Introduction to Chicano/Latino Studies 3
   - HST 208 Introduction to African History, Culture and Society 4
   - HST 210 Modern East Asia 4
   - HST 309 American Indian History: Precontact to the Present 3
   - HST 310 African American History to 1876 3
   - HST 311 African American History since 1876 3
   - HST 312 African American Women 3
   - HST 327 History of Mexican Americans in the United States 3
   - HST 365 The Vietnam War 3
   - HST 366 Modern Southeast Asia 3
   - HST 371 Women and Gender in Asia 3
   - HST 383 The Caribbean 3
   - HST 384 Modern Mexico 3
   - PLS 304 Minority Politics 3
   - PLS 351 African Politics 3
   - SOC 214 Social Inequality 3
   - SOC 215 Race and Ethnicity 3
   - SOC 375 Urban Sociology 3
   - SSC 293 Introduction to Asian Pacific American Studies 3
   - TE 352 Immigrant Language and Culture 3

2. One of the following United States history courses (3 credits):
   - HST 301 Indigenous-European Encounters in North America 3
   - HST 302 Revolutionary America 3

3. One of the following arts integration courses (3 credits):
   - TE 430 Introduction to Arts in the Classroom 3
   - TE 431 Learning through Drama 3
   - TE 432 Learning through Movement 3

4. All of the following courses (12 credits):
   - ISE 301 Science for Elementary Schools 3
   - TE 332 Science Curriculum for Upper Elementary Learners (3-6) 3
   - TE 405 Teaching Literacy to Diverse Learners (3-6) 3
   - TE 406 Teaching Mathematics to Diverse Learners (3-6) 3

**Teaching English to Speakers of Other Languages** (17 or 21 credits):

Completion of this requirement along with the requirements of 2.b.(2) above satisfies the course requirements for the additional endorsement in English as a Second Language. For students who elect to complete the Birth to Kindergarten and Prekindergarten through Grade Three grade band requirements, this requirement is satisfied by completing TE
341 along with those requirements. These students should refer to the *Early Childhood-General and Special Education* requirements under *Requirements for the Disciplinary Teaching Minors* in the section on TEACHER CERTIFICATION below. These students do not meet the course requirements for the additional endorsement in English as a Second Language.

(1) All of the following courses (14 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLT 307</td>
<td>Methods of Second and Foreign Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LLT 346</td>
<td>Pedagogical English Grammar for English Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LLT 361</td>
<td>Second and Foreign Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>TE 494</td>
<td>Field Experience in Teacher Education</td>
<td>5</td>
</tr>
</tbody>
</table>

(2) Complete either (a) or (b) (3 or 6 credits):

- (a) ANP 420 Language and Culture 3
- (b) COM 310 Intercultural Communication 3

Or

- COM 320 Diversity and Communication 3
- LIN 471 Sociolinguistics 3

e. **Optional Additional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.

<table>
<thead>
<tr>
<th>Minor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>20</td>
</tr>
<tr>
<td>Chinese</td>
<td>24</td>
</tr>
<tr>
<td>French</td>
<td>21</td>
</tr>
<tr>
<td>German</td>
<td>23</td>
</tr>
<tr>
<td>Japanese</td>
<td>24</td>
</tr>
<tr>
<td>Spanish</td>
<td>24</td>
</tr>
</tbody>
</table>

Requirements for the disciplinary teaching minors can be found in the section *Requirements for the Disciplinary Teaching Minors* in the section on TEACHER CERTIFICATION, below. Students wishing to complete one or more of the following optional disciplinary teaching majors, in addition to the grade band concentration and English as a Second Language requirements, 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.

**College of Arts and Letters:**

- Arabic
- Chinese
- French
- German
- Japanese
- Spanish

Effective Fall 2020.
COLLEGE OF MUSIC

1. Request to change the requirements for the Graduate Certificate in Music Theory in the College of Music. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

   a. Under the heading Requirements for the Graduate Certificate in Music Theory make the following changes:

      (1) In item 2. add the following course and note:

          MUS  870  Advanced Modal Counterpoint    3
          Students who take more than one of these courses may use one of these courses to fulfill 3 credits of the requirement in item 4. below.

      (2) In item 4. delete the following course:

          MUS  870  Advanced Modal Counterpoint    3

   Effective Fall 2020.

2. Request to change the Master of Music degree in Music Theory in the College of Music. The University Committee on Graduate Studies (UCGS) will consider this request at its February 10, 2020 meeting.

   a. Under the heading Requirements for the Master of Music Degree in Music Theory make the following changes:

      (1) In item 4., delete the following course:

          MUS  978  Late 20th and 21st Century Techniques    2

      (2) Replace item 10. with the following:

          Complete a capstone research project and publicly present it at a music theory colloquium to be advised and approved by a member of the music theory faculty. The project may be on either a research-related or a pedagogical topic, and must be similar in scope and format to a conference presentation. Students may choose a project begun or completed as part of either MUS 973 Readings in Music Theory or MUS 971 Pedagogy of Theory II and revise and expand it as determined by the faculty advisor or, with the approval of the area chair, they may work on a new project or expansion of a research paper from a different course.

   Effective Fall 2020.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

FLM 434  Advanced Screenwriting  (W)
Fall of every year. 3(3-1) Interdepartmental with English. P: (FLM 230 or FLM 334) or approval of department and completion of Tier I writing requirement. P: (FLM 334 or approval of department) and completion of Tier I writing requirement.
Advanced workshop in writing screenplays. Reading and analysis of published screenplays. Attention to film production.
SA: ENG 434
Effective Spring 2015 Effective Spring 2020

GRM 101  Elementary German I
Fall of every year. Spring of every year. 4(4-1) 3(3-0) RB: No previous experience in German or designated score on German Placement Test.
German language, civilization, and culture for beginning students. Work on all language skills with emphasis on speaking.
Effective Spring 2015 Effective Summer 2020

GRM 102  Elementary German II
Fall of every year. Spring of every year. 4(4-1) 3(3-0) P: (GRM 101) or designated score on German Placement Test.
Further study of German language, civilization, and culture for beginning students. Continued work on all language skills with emphasis on speaking.
Effective Spring 2015 Effective Summer 2020

GRM 201  Second-Year German I
Fall of every year. Spring of every year. 4(4-0) 3(3-0) P: (GRM 202) or designated score on German placement test. P: (GRM 202) or designated score on German Placement test. R: Approval of department.
Intermediate-level development of all language skills. Reading, viewing, and discussion of a broad range of cultural materials from the German-speaking world.
Effective Spring 2015 Effective Summer 2020

GRM 202  Second-Year German II
Fall of every year. Spring of every year. 4(4-0) 3(3-0) P: (GRM 201) or designated score on German placement test. P: (GRM 201) or designated score on German Placement test
Further intermediate-level work on all language skills, based on topics such as popular music, literature, film, current events, and culture. Transition course to advanced work in German studies.
Effective Spring 2015 Effective Summer 2020

GRM 301  Third-Year German I
Third-Year German: Global Germany
Fall of every year. Spring of every year. 3(3-0) P: (GRM 202) or designated score on German placement test. P: (GRM 202) or designated score on German Placement test. RB: Two years of college German, equivalent placement test score, or four years or more of K-12 German.
Advanced speaking, listening comprehension, reading, and writing skills. Intensive work with authentic texts dealing with contemporary issues in the German-speaking world.
Selected review of grammar and syntax.
Effective Spring 2015 Effective Spring 2020
GRM 302    Third-Year German II
Third-Year German: Nature in Germany
Fall of every year. Spring of every year. 3(3-0) P: GRM 202 or designated score on German Placement test RB: Two years of college German, equivalent placement test score, or four years or more of K-12 German
Intensive work with original texts dealing with contemporary issues in the German-speaking world. Advanced speaking, listening comprehension, reading, and writing skills. Intensive work with authentic texts dealing with contemporary issues in the German-speaking world. Selected review of grammar and syntax.
Effective Spring 2015 Effective Spring 2020

GRM 303    Third-Year German: German Genders
Fall of every year. Spring of every year. 3(3-0) P: (GRM 202) or designated score on German Placement test RB: Two years of college German, equivalent placement test score, or four years or more of K-12 German
NEW Advanced speaking, listening comprehension, reading, and writing skills. Intensive work with authentic texts dealing with contemporary issues in the German-speaking world. Selected review of grammar and syntax.
Effective Spring 2020

GRM 304    Third-Year German: German Media
Fall of every year. Spring of every year. 3(3-0) P: (GRM 202) or designated score on German Placement test RB: Two years of college German, equivalent placement test score, or four years or more of K-12 German
NEW Advanced speaking, listening comprehension, reading, and writing skills. Intensive work with authentic texts dealing with contemporary issues in the German-speaking world. Selected review of grammar and syntax.
Effective Spring 2020

GRM 461    Teaching German Language and Culture
Applied Linguistics for German Learners and Teachers
Fall of even years. Spring of even years. 3(3-0) P: GRM 301 or GRM 302 or GRM 303 or GRM 304 or GRM 311 or approval of department R: Open to students in the German Secondary Teaching Major or in the German Elementary Teaching Major or in the German Disciplinary Teaching Minor or in the German K-12 Teaching Major or in the German Studies major. R: Open to undergraduate students or graduate students or approval of department. C: GRM 460 concurrently.
Didactic treatment of linguistic and cultural material introduced in GRM 460. This course provides an overview of applied linguistic topics relevant for both students of German and future teachers of German. The course covers issues of contemporary language use, the connection between culture and language, an overview of second language acquisition principles, and an introduction to effective audiodidactic or pedagogical techniques for language and culture learning.
Effective Spring 2015 Effective Summer 2020
ELI BROAD COLLEGE OF BUSINESS

MGT 315 Managing Human Resources and Organizational Behavior
Fall of every year. Spring of every year. Summer of every year. 3(3-0) RB: Programs for which MGT 315 is a catalog-listed requirement. R: Open to juniors or seniors in the Accounting major or in the Finance Major or in the Marketing Major or in the Supply Chain Management Major or in the Business - Admitted major or in the Human Resource Management Major or in the Management Major and not open to students in the School of Hospitality Business. R: Open to juniors or seniors in the Accounting major or in the Finance Major or in the Marketing Major or in the Supply Chain Management Major or in the Business - Admitted major or in the Human Resource Management Major or in the Management Major.
SA: MGT 310
Effective Spring 2017 Effective Fall 2020

MGT 409 Business Policy and Strategic Management
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: MKT 300 and SCM 303 and FI 311 R: Open to seniors in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to undergraduate students in the School of Hospitality Business. R: Open to seniors in the Accounting major or in the Finance Major or in the Marketing Major or in the Supply Chain Management Major or in the Human Resource Management Major or in the Management Major.
Techniques for building and maintaining consistent and effective policy and strategy. Major functions within a firm. Strategic integration, ethics, and international competition.
Effective Summer 2013 Effective Fall 2020

MGT 474 Negotiations
Fall of every year. Spring of every year. 2(2-0) Interdepartmental with Supply Chain Management. R: Open to juniors or seniors in the Supply Chain Management Major or approval of department. Not open to students with credit in MGT 475.
Strategic negotiation, negotiation preparation, buyer-supplier relationship assessment, international negotiations, and negotiation simulation.
SA: SCM 474
Effective Summer 2019 Effective Fall 2020

MGT 475 Negotiation and Conflict Management
Fall of every year. 3(3-0) R: Open to juniors or seniors in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to students in the School of Hospitality Business or approval of department. Not open to students with credit in MGT 474.
Negotiation and bargaining to manage people and interpersonal relations. Developmental processes, stages, and types of conflict. Conflict management and resolution.
Effective Fall 2013 Effective Fall 2020

MKT 393 Introduction to International Business
Fall of every year. Abroad, Abroad, Abroad, Abroad Spring of every year. Abroad, Abroad, Abroad, Abroad Summer of every year. Abroad, Abroad, Abroad, Abroad 3(3-0) 1 to 3 credits.
Interdepartmental with Accounting and Finance and General Business and Business Law and Hospitality Business and Management and Supply Chain Management. R: Open to students in the Eli Broad College of Business and The Eli Broad Graduate School of Management or in the School of Hospitality Business.
Introduction to the context of international business delivered on-site in foreign settings. Fundamental concepts and principles of globalization such as multinational corporations, foreign markets and economies, internal and external market transactions, international law, cultural influences, and multinational business 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.
Effective Spring 2013 Effective Spring 2020
SCM 303  Introduction to Supply Chain Management  
Fall of every year. Spring of every year. Summer of every year. 3(3-0)  R: Open to juniors or seniors in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to undergraduate students in the School of Hospitality Business and open to students in the Agribusiness Management major or in the Applied Engineering Sciences major or in the Construction Management major or in the Food Industry Management major or in the Packaging major. R: Open to undergraduate students in the Accounting major or in the Finance Major or in the Human Resource Management Major or in the Management Major or in the Marketing Major or in the Business - Admitted major or in the Supply Chain Management Major or in the Applied Engineering Sciences Major. 
Objectives, processes, and functions of supply chain management activities including procurement, manufacturing, and logistics. The role of supply chain processes in creating competitive advantage with respect to quality, flexibility, lead-time, and cost. 
SA: MGT 303, MSC 303  
Effective Spring 2013 Effective Fall 2019

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

ADV 800  Advertising and Public Relations Theory  
Fall of every year. 3(3-0)  
NEW  Concepts and theories relevant to advertising and public relations programs. Use of theory in the design and evaluation of advertising and public relations campaigns.  
Effective Fall 2020

ADV 815  Ethical Practice in Advertising and Public Relations  
Fall of every year. 3(3-0)  
NEW  Identify ethical issues in advertising and public relations. Law and regulation, advertising of controversial products, and effects of advertising on consumer culture. Examine ethical issues and frameworks through case studies.  
Effective Fall 2020

ADV 825  Advertising and Public Relations Strategies  
Fall of every year. 3(3-0)  
NEW  Strategic planning for advertising and public relations campaigns. Emphasis on research for strategy and campaign evaluation, media planning, media relations, and integrating advertising and public relations tactics.  
Effective Fall 2020

ADV 835  Multimedia Content Creation for Advertising and Public Relations  
Spring of every year. 3(3-0)  
NEW  Creating strategy-driven, multimedia content for advertising and public relations campaigns. Emphasis on campaign objectives, brand positioning, message strategy, and creative execution.  
Effective Fall 2020

ADV 840  Advertising and Public Relations for Social Impact  
Spring of every year. 3(3-0)  
NEW  Principles and techniques for social impact advertising and public relations campaigns. Emphasis on strategies for non-profit, activist, and political organizations.  
Effective Fall 2020

ADV 845  Advertising and public relations for health, science, and the environment  
Spring of every year. 3(3-0)  
NEW  Principles and techniques for health, science, and environment advertising and public relations campaigns.  
Effective Fall 2020
PR 300  Public Relations Theory and Ethics  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: ADV 260 or concurrently 
Theories of public relations, persuasion, social media interaction and mass communication as they apply to public relations, audience analysis and application of social media strategies. Theories of ethics, ethical codes in public relations and the ethical challenges in this field. 
Effective Summer 2020

PR 305  Methods of Public Relations Inquiry  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: (ADV 260 or concurrently) and (MTH 101 or MTH 102 or STT 200) 
Nature and conduct of public relations inquiry. Formative research methods, data analytics and evaluative measures used for public relations campaign planning. Drawing samples, collecting and analyzing data, interpreting and reporting results. 
Effective Summer 2020

PR 310  Diversity, Equity, and Inclusion in Public Relations and Advertising  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: ADV 260 or concurrently 
Exploration of issues pertaining to diversity, equity and inclusion (DEI) as they impact the practice of public relations and advertising within the United States and globally. Effective cross-cultural communication practices. 
Effective Summer 2020

PR 320  Public Relations Storytelling for Digital, Video and Print  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: PR 300 and PR 305 and PR 310 R: Open to undergraduate students. Approval of department. 
Theory and application of corporate storytelling in the digital environment. Examination of established and emerging digital and social media platforms. Content creation for established and emerging digital and social media platforms. 
Effective Summer 2020

PR 335  Advanced Social Media and Public Relations Techniques  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: PR 300 and PR 305 and PR 310 and PR 320 and PR 335 and PR 325 and PR 425 R: Approval of department. 
Advanced production of written, social media and video public relations messages to achieve strategic organizational communication objectives. Techniques for measuring success. Refinement of public relations portfolio. 
Effective Summer 2020

PR 485  Integrated Public Relations Campaigns  (W)  
NEW Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: (PR 300 and PR 305 and PR 310 and PR 320 and PR 335 and PR 325 and PR 425) and completion of Tier I writing requirement 
Development of public relations campaigns for clients. Relationship-building, creative, social media and digital marketing communication elements. 
Effective Summer 2020

PR 492  Special Topics in Public Relations  
NEW Fall of every year. Spring of every year. Summer of every year. 1 to 8 credits. A student may earn a maximum of 9 credits in all enrollments for this course. RB: ADV 260 and ADV 225 R: Open to undergraduate students. Approval of department. 
Varied topics pertaining to the study of public relations processes. Not open to freshmen. 
Effective Summer 2020

PR 493  Public Relations Internship  
NEW Fall of every year. Spring of every year. Summer of every year. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. RB: PR 300 and PR 305 and PR 310 R: Open to undergraduate students. Approval of department. 
Supervised public relations experience in a professional environment, under faculty supervision. 
Request the use of the Pass-No Grade (P-N) system. 
Effective Summer 2020
PR 494  Public Relations Research Experience
Fall of every year. Spring of every year. Summer of every year. 1 to 15 credits. A student may earn a maximum of 15 credits in all enrollments for this course. P: PR 300 and PR 305 and PR 310 R: Open to undergraduate students. Approval of department.
NEW Research experiences in various fields of emphasis in public relations under faculty supervision. Request the use of the Pass-No Grade (P-N) system. Effective Summer 2020

CAS 116  Media Sketching and Graphics
Fall of every year. Spring of every year. 3(2-2) R: Open to undergraduate students in the College of Communication Arts and Sciences. R: Open to undergraduate students. From sketching to final application in real and conceptual imagery using traditional and digital methods. Effective Fall 2017 Effective Spring 2021

CAS 117  Games and Interactivity
Fall of every year. Spring of every year. 3(2-2) R: Open to undergraduate students in the College of Communication Arts and Sciences. R: Open to undergraduate students. Development of responsive media and iterative design from physical games to modern interactive software. Effective Fall 2017 Effective Fall 2019

CSD 232  Descriptive Phonetics
Fall of every year. Spring of every year. Summer of every year. 2(2-0) 3(3-0) Principles of speech production. Transcription of speech using the International Phonetic Alphabet. SA: ASC 232 Effective Fall 2015 Effective Spring 2021

CSD 824  Developmental Language Disorders
Fall of every year. 3(3-0) R: Open to graduate students in the Department of Communicative Sciences and Disorders. NEW Nature, characteristics, evaluation, assessment, diagnosis, and intervention for children with developmental language and related disorders. Effective Fall 2020

CSD 825  Autism and Related Neurodevelopmental Disorders
Fall of every year. 3(3-0) P: CSD 824 R: Open to graduate students in the Department of Communicative Sciences and Disorders. NEW Nature, characteristics, evaluation, assessment, diagnosis, and intervention for children with Autism and related neurodevelopmental disorders. SA: CSD 823G Effective Fall 2020

CSD 901  Speech Perception
Fall of even years. 3(3-0) RB: Enrollment in the CSD PhD program R: Open to graduate students. NEW Foundations of human speech perception, including phonetic variability, categorical perception, and loss of phonetic sensitivity during acquisition. Effective Fall 2020

CSD 902  Speech Production
Spring of odd years. 3(3-0) RB: Enrollment in the CSD PhD program R: Open to graduate students. NEW Foundational process underlying the production of speech. Theories of motor speech production. Effective Fall 2020
CSD 903  Language Science
Fall of odd years. 3(3-0) RB: Enrollment in the CSD PhD program R: Open to graduate students.
NEW Structure, development, and neurocognitive basis of spoken and written language systems. Disorders of linguistic communication. Signed languages.
Effective Fall 2020

CSD 904  Hearing Science
Spring of even years. 3(3-0) RB: Enrollment in the CSD PhD program R: Open to graduate students.
NEW This course will explain some basics of the anatomy and physiology of the hearing system and function of the peripheral and central auditory system. It will describe how the sound waves are generated, travel through the outer, middle, and inner ear, and perceived by the brain.
Effective Fall 2020

CSD 910  Grant writing for researchers
Spring of even years. 3(3-0) RB: Enrollment in the CSD PhD program R: Open to graduate students. Approval of department.
NEW This course is designed for students prepared to develop an early career independent research grant proposal. The broad goals of this course are to familiarize students with federal funding agencies and to develop scientific writing and reasoning skills related to grant preparation and critique.
Effective Fall 2020

COLLEGE OF EDUCATION

CEP 452  Assistive Technology for Students with Learning Disabilities
Assistive Technology for Students with Disabilities
Fall of every year. 3(4-2) 3(3-0) P: CEP 240 R: Open to students in the Special Education-Learning Disabilities Major.
Assistive Technology (AT) for advancing educational outcomes for K-12 students with learning disabilities; applications of technology to compensate for disabilities and improve educational, social, and behavioral competences.
Effective Fall 2018 Effective Fall 2020

TE 100  Introduction to Early Childhood and Elementary Education
Fall of every year. Spring of every year. Summer of every year. 1(1-0)
NEW Teaching practices and child development across grades PK-6. Understanding educational experiences, interests, abilities, and demands of the education profession.
Effective Fall 2020

TE 101  Social Foundations of Justice and Equity in Education
Fall of every year. Spring of every year. 3(3-1) Not open to students with credit in TE 250.
NEW Understanding self, schools, and society; emphasizing racial justice, equity, and social identity markers.
Effective Fall 2020

TE 102  Pedagogy and Politics of Justice and Equity in Education
Spring of every year. 3(3-2) P: TE 101 RB: Completion of ethnic studies course, or concurrent.
NEW Understanding self, schools, and society; emphasizing racial justice, equity in education, pedagogy, and politics.
Effective Fall 2020
TE 301  Literacy, Learners, and Learning in Context – Elementary (W)
Children's Literacy Development (W)
Fall of every year. Spring of every year. Summer of every year. 3(2-4) R: TE 150 and Completion of Tier I Writing Requirement and TE 250 or CEP 240 or HDFS 212 P: (TE 150) and Completion of Tier I Writing Requirement R: Not open to freshmen or sophomores and open to students in the elementary teacher certification program (admitted). R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted).
Language and literacy development in sociocultural context at the elementary level (K-8). Natural and socially constructed differences among learners. How to learn about a child. Ten components of literacy. Assessment. Reading or writing related disability. Children's development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.

Effective Fall 2014 Effective Fall 2023

TE 330  Science Curriculum for Young Learners (PK-3)
Spring of every year. 3(3-0) RB: Completion of an ISB and ISB laboratory or ISP and ISP laboratory course. R: Open to students in the elementary teacher certification program (admitted). C: TE 372 concurrently.
NEW Science curriculum standards for grades PK-3. Instructional materials and approaches for supporting science learning.
Effective Fall 2022

TE 332  Science Curriculum for Upper Elementary Learners (3-6)
Spring of every year. 3(3-0) P: ISE 301 RB: Completion of ISB, ISP and ISB/ISP laboratory courses R: Open to students in the elementary teacher certification program (admitted). C: TE 372 concurrently.
NEW Science curriculum standards for grades 3-6. Instructional materials and approaches for supporting science learning.
Effective Fall 2022

TE 333  Social Studies for Young Learners (PK-6)
Fall of every year. 3(3-0) RB: Completion of Tier I Writing Requirement and Completion of ISS requirements. Completion of HST 301 OR HST 302 for candidates for 3-6 grade band. R: Open to students in the elementary teacher certification program (admitted). C: TE 371 concurrently.
NEW History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.
Effective Fall 2022

TE 341  Teaching and Learning of (Bi)Multilingual Learners
Fall of every year. Spring of every year. 3(3-0) P: Completion of Tier I Writing Requirement R: Open to students in the elementary teacher certification program (admitted).
NEW Social and psychological language theoretical perspectives, principles, and fundamental approaches for the teaching and learning of (bi)multilingual learners. Historical background, current policies, sociocultural dimensions, and classroom implications of (bi)multilingualism.
Effective Fall 2022

TE 371  Justice and Equity Seminar I
Fall of every year. 1(1-0) P: TE 102 R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).
NEW Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall 2022

TE 372  Justice and Equity Seminar II
Spring of every year. 1(1-0) P: TE 371 R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).
NEW Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall 2022
**TE 403**  
Teaching of Science to Diverse Learners - Elementary  
Teaching Science to Diverse Learners - Elementary  
Fall of every year. 3(3-2) P: (ISE 301 or ISE 320 or ISE 420) and completion of Tier I writing requirement) and TE 304 P: TE 330 or TE 332 R: Not open to freshmen or sophomores and open to students in the elementary teacher certification program (admitted). R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 471 concurrently.

- Teaching science to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Science subject matter adapted to learner diversity. Teachers’ roles, including professional, intellectual, and sociopolitical responsibilities. Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning, formative assessment, discourse strategies, and resources for learning science. Supporting children’s sense-making through engagement in scientific practices.

Effective Fall 2014 Effective Fall 2022

**TE 404**  
Teaching of Social Studies to Diverse Learners - Elementary  
Teaching Social Studies to Diverse Learners - Elementary (W)  
Fall of every year. Spring of every year. 3(3-2) P: (TE 301) and completion of Tier I writing requirement P: (TE 333 and TE 403) and completion of Tier I writing requirement R: Not open to freshmen or sophomores and open to students in the elementary teacher certification program (admitted). R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 472 concurrently.

- Teaching social studies to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers’ roles, including professional, intellectual, and sociopolitical responsibilities. Teaching social studies to diverse learners at the elementary level (PK-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers’ roles, including professional, intellectual, and sociopolitical responsibilities.

Effective Fall 2014 Effective Fall 2023

**TE 405**  
Teaching of Language and Literacy to Diverse Learners - Elementary  
Teaching Literacy to Diverse Learners (3-6)  
Spring of every year. 3(3-2) P: TE 403 and TE 404 and TE 348) and completion of Tier I writing requirement P: TE 301 and TE 403 and TE 406 R: Not open to freshmen or sophomores and open to students in the elementary teacher certification program (admitted). R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 472 concurrently and TE 404 concurrently.

- Teaching language and literacy to diverse learners at the elementary level (K-8). Inquiry into and construction of subject-specific meaning. Literacy subject matter adapted to learner diversity. Teachers’ roles, including professional, intellectual, and sociopolitical responsibilities. Teaching language and literacy to diverse learners in grades 3-6. Literacy learning environments. Culturally responsive practices in literacy. Literacy curriculum design and assessment. Teaching motivation and engagement, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, composition, and speaking and listening in grades 3-6.

Effective Fall 2014 Effective Fall 2023

**TE 405A**  
Teaching Literacy to Diverse Learners I (PK-3)  
Fall of every year. 3(3-2) P: TE 301 R: Open to students in the elementary teacher certification program (admitted). C: TE 471 concurrently and TE 403 concurrently and TE 406A concurrently.

NEW  

Effective Fall 2023
TE 405B  Teaching Literacy to Diverse Learners II (PK-3)
Spring of every year. 3(3-2) P: TE 405A and TE 406A R: Open to students in the elementary
teacher certification program (admitted). C: TE 472 concurrently and TE 404 concurrently and
TE 406B concurrently.
NEW  Teaching language and literacy to diverse learners in the early elementary grades.
Literacy learning environments. Literacy curriculum design and assessment. Culturally
responsive practices in literacy. Teaching motivation and engagement, phonics, spelling,
word recognition, morphology, syntax, reading fluency, vocabulary, handwriting,
comprehension, composition, speaking and listening in early elementary grades
classrooms.
Effective Fall 2023

TE 406  Teaching of Mathematics to Diverse Learners - Elementary
Teaching Mathematics to Diverse Learners (3-6)
Fall of every year, Spring of every year. 3(3-2) P: (MTH 201 and MTH 202 and TE 403 and TE 404)
and completion of Tier I writing requirement P: MTH 201 and MTH 202 R: Not open to freshmen or
sophomores and open to students in the elementary teacher certification program (admitted). R:
Open to students in the elementary teacher certification program (admitted) and open to students in
the elementary teacher certification program (admitted). C: TE 471 concurrently and TE 403
concurrently.
Teaching mathematics to diverse learners at the elementary level (K-8). Inquiry into and
construction of subject-specific meaning. Mathematics subject matter adapted to learner
diversity. Teachers' roles, including professional, intellectual, and sociopolitical
responsibilities. Building mathematical relationships with diverse learners in Grades 3-6.
Choosing representations, eliciting children's thinking, and implementing tasks to develop
children's understanding of whole numbers and operations and fractions, decimals, and
operations. Teacher's roles, including professional, intellectual, and sociopolitical
responsibilities.
Effective Fall 2014 Effective Fall 2023

TE 406A  Teaching Mathematics to Diverse Learners I (PK-3)
Fall of every year. 3(3-2) P: MTH 202 R: Open to students in the elementary teacher certification
program (admitted). C: TE 471 concurrently and TE 403 concurrently and TE 405A concurrently.
NEW  Building mathematical relationships with diverse learners in grades PK-3. Planning
mathematics lessons. Designing and using formative and summative assessment in
mathematics. Choosing representations, eliciting children's thinking, and implementing
tasks to develop children's understanding of counting, whole number, and operations.
Effective Fall 2023

TE 406B  Teaching Mathematics to Diverse Learners II (PK-3)
Spring of every year. 3(3-2) P: TE 405A and TE 406A R: Open to students in the elementary
teacher certification program (admitted). C: TE 472 concurrently and TE 404 concurrently and
TE 405B concurrently.
NEW  Building positive mathematical identities in diverse learners in grades PK-3. Planning
series of mathematics lessons. Pedagogical practices for small- and whole-group
activities. Choosing representations, eliciting children's thinking, and implementing tasks
to develop children's understanding of attribution and fractions.
Effective Fall 2023

TE 471  Justice and Equity Seminar III
Fall of every year. 1(1-0) P: TE 372 R: Open to students in the elementary teacher certification
program (admitted) or in Secondary Teacher Certification Program (Admitted).
NEW  Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall 2022

TE 472  Justice and Equity Seminar IV
Spring of every year. 1(1-0) P: TE 471 R: Open to students in the elementary teacher certification
program (admitted) or in Secondary Teacher Certification Program (Admitted).
NEW  Application of equity and justice principles in co-occurring course- and/or field-based work.
Effective Fall 2022
TE 503  Internship in Teaching Diverse Learners in Additional Endorsement Areas
Fall of every year. Spring of every year. Summer of every year. 1(1-4) A student may earn a
maximum of 5 credits in all enrollments for this course. P: TE 409 RB: All other courses in the
additional endorsement program should be completed prior to enrollment in TE 503. R: Open to
students in the Teacher Certification Internship Year Studies Program.
NEW
Directed and evaluated internship in heterogeneous classrooms in an additional teaching
endorsement area. Teaching worthwhile content to students with varied learning needs.
Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring 2021

TE 850  Critical Reading for Children and Adolescents
Fall of even years. 3(3-0)
REINSTATEMENT
Teaching and learning of critical and aesthetic responses to literature for K-12 students.
Effective Fall 2020

TE 920  Social Analysis of Educational Policy
Spring of every year. 3(3-0)
REINSTATEMENT
Social science perspectives on factors outside and inside school systems which shape
policy and influence both the nature of policy problems and the form of educational
solutions.
Effective Spring 2020