

SUBCOMMITTEE C – AGENDA

437 Administration Building

March 14, 2019

1:30 p.m.

PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1. Request to establish a **Graduate Certificate in Indigenous Studies** in the College of Arts and Letters. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its January 14, 2019 meeting.

- a. **Background Information:**

As a land-grant institution, which sits on traditional Anishinaabeg Three Fires territory, MSU has an opportunity to honor Indigenous history and ongoing presence by establishing a Graduate Certificate in Indigenous Studies. At this time, many graduate students are doing the cross-disciplinary work equivalent to a certificate, some units even using American Indian and Indigenous Studies (AIIIS) as a University recruitment tool, yet there is no formal curriculum for students to study Indigenous issues at the graduate level. Across the United States and Canada, there are 34 programs, which have graduate-level degrees or certificates in American Indian and Indigenous Studies. The universities of Arizona, University of California-Davis, Manitoba (Canada), and Trent (Canada) offer PhDs, while California-Berkeley and Colorado offer well-known degrees in Comparative Ethnic Studies. The Graduate Certificate in Indigenous Studies will be a cost-effective and efficient way to leverage existing infrastructure and resources to offer graduate-level programming on par with our peer academic institutions. It allows American Indian and Indigenous Studies (AIIIS) and the college to both leverage and extend the work already undertaken in the undergraduate curriculum and across the work of faculty affiliated with AIIIS.

The Graduate Certificate in Indigenous Studies fills a gap in graduate learning opportunities at Michigan State University. Currently, the college has a graduate affiliation with a core group of 10 to 15 graduate students, graduating approximately 4 students per year over the last 10 years. The certificate will draw upon the existing pool of graduate students active in the American Indian and Indigenous Studies program, and attract students from across the University who are interested in working on American Indian and Indigenous issues. It will promote cross-disciplinary work and cultivate a deeper knowledge of diversity, equity, and inclusion issues among the MSU graduate student community.

In an increasingly competitive academic and non-academic job market, the transcriptable certificate will make graduates more attractive job candidates. There is increasing demand for similar certificate programs at peer institutions. Currently, Indigenous Studies focused certificates are operating at the universities of Illinois, Indiana, Kansas, Massachusetts, Cornell, and California-Riverside, among many others. The creation of this certificate will aid MSU in addressing recruitment and retention issues of Indigenous students.

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

The Graduate Certificate in Indigenous Studies, which is administered by the College of Arts and Letters, provides students with course work and a scholarly community that places intellectual value on Indigenous knowledge's, methodologies, and collaborative research. The certificate underscores the importance of American Indian and Indigenous knowledge, while students critically engage the place of Indigenous peoples and knowledge historically and contemporarily. It draws on interdisciplinary research, teaching, and community engagement to examine these complex concepts and to respond to them thoughtfully. From a wide range of intellectual perspectives, students will work with, for, and on issues directly affecting Indigenous communities. While committed to comparative and global histories, knowledge, and sovereignties of Indigenous peoples, the certificate focuses primarily on Indigenous issues in the cross-border Great Lakes region, commonly known as Anishinaabewaki or Three Fires (Ojibwe, Odawa, and Potawatomi) territory.

The certificate is available to students who are enrolled in a master's or doctoral degree program at Michigan State University.

The student's program of study must be approved by the Graduate Director in Indigenous Studies in the College of Arts and Letters.

Requirements for the Graduate Certificate in Indigenous Studies

CREDITS

Students must complete a minimum of 9 credits from the following:

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|----|---|--|--------|
| 1. | The following course (3 credits): | | |
| | AIIS 801 | Indigenous Theories and Methodologies | 3 |
| 2. | At least two of the following courses (minimum of 6 credits): | | |
| | AIIS 890 | Independent Study in American Indian and
Indigenous Studies | 1 to 6 |
| | AIIS 891 | Special Topics in American Indian and
Indigenous Studies | 3 |
| | ANP 811 | Knowledge, Memory, and Archives | 3 |
| | LWG 835B | Federal Law and Indian Tribes | 3 |
| | LWG 835D | American Indian Children and the Law | 2 |
| | LWG 835E | Tribal Law | 2 |
| | LWG 835G | Global Perspectives on Indigenous Peoples | 2 |

Other courses may also satisfy this requirement with approval of the Graduate Director of Indigenous Studies.

3. Complete the following capstone requirement in consultation with and approved by the Director of Indigenous Studies:
- Participation in eight American Indian and Indigenous Studies co-curricular individual activities and events, including, but not limited to, the Indigenous Studies Writing Group, Voices on Campus, Traditional Arts Gatherings, Sugar Bush, or other activities upon approval of the Graduate Director of Indigenous Studies.
 - Presentation in at least one Indigenous Studies Graduate Colloquium, which is held annually every spring semester.

Upon completion of the capstone requirement a. and b., students will submit a portfolio that illustrates the learning outcomes and educational objectives of the Graduate Certificate in Indigenous Studies no later than the last day of instruction of the semester the student intends to graduate. The portfolio must include (1) a narrative statement; (2) documentation that demonstrates how the student has met requirements a. and b.; (3) samples of work such as papers or creative work; and (4) a curriculum vitae.

Effective Summer 2019.

ELI BROAD COLLEGE OF BUSINESS

- Request to change the requirements of the **Bachelor of Arts** degree in **Hospitality Business** in The School of Hospitality Business. The University Committee on Undergraduate Education (UCUE) will consider this request.
 - Under the heading **Admission** replace item 2. a. with the following:
 Computer Science and Engineering 102.
 - Under the heading **Requirements for the Bachelor of Arts Degree Hospitality Business** make the following changes:
 - In item 2. a. (1) delete the following course:

CSE 101	Computing Concepts and Competencies	3
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 Add the following course:

CSE 102	Algorithmic Thinking and Programming	3
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 - Replace the note following item 2. a. with the following:

Students who place into Statistics 200 or 201 with a designated score on the Michigan State University mathematics services placement exam and successfully complete Statistics 200 or 201 will not be required to complete Mathematics 103.

Effective Fall 2019.

2. Request to change the administrative responsibility for the **Minor in Entrepreneurship and Innovation** in the Eli Broad College of Business to the Department of Management.

Effective Fall 2019.

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

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

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

BUS	190	The Art of Starting	3
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Add the following course:

ESHP	190	The Art of Starting	3
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- (2) In item 2. delete the following courses:

BUS	170	Business Model Development: The Hive Startup	3
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BUS	230	The Entrepreneurial Mindset	3
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MKT	380	Entrepreneurship: Planning, Modeling and Adaptive Execution	3
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MKT	480	Entrepreneurship Capstone Experience	3
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STA	303	Design Thinking	3
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Add the following courses:

ACC	230	Survey of Accounting Concepts	3
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ESHP	170	Business Model Development	3
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ESHP	230	The Entrepreneurial Mindset	3
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ESHP	380	Entrepreneurship: Planning, Modeling and Adaptive Execution	3
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ESHP	480	Entrepreneurship Capstone Experience	3
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HB	358	Hospitality Business Ownership	3
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MGT	325	Management Skills and Processes	3
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PKG	485	Packaging Development	3
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Effective Fall 2019.

COLLEGE OF EDUCATION

1. Request to establish a **Master of Arts** degree in **Special Education Leadership: Multi-Tiered Systems of Support** in the Department of Counseling, Educational Psychology, and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its January 14, 2019 meeting.

- a. **Background Information:**

The implementation of a program in Multi-Tiered System of Supports (MTSS) is a top priority of the Michigan Department of Education. Michigan State University would be the first University in Michigan to offer a Masters of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program. We feel that the faculty expertise at MSU makes MSU the perfect institution to offer a master's degree program in MTSS. We also feel a master's degree is appropriate as we are working to prepare leaders in the field of education in the area of MTSS. It is an integral part of Michigan's strategic plan to make Michigan a Top 10 Education State in 10 years. Many other states have made MTSS a specific focus and have included MTSS in the improvement plans of districts and schools throughout the country. These districts need people to support implementation of the MTSS approach within their schools. According to the School Model Report (April 2014), "From 2004 to 2013, 521 elementary schools completed the three-year Multi-Tiered System of Supports (MTSS) training series with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)". Source: (miblsi.org)

The Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support will meet the demand for students who want to become experts in the implementation of MTSS. By creating a value-added program, we can attract new students to MSU and give our current students another skill set that MSU does not currently offer. The function of MTSS is to improve student achievement and reduce problem behavior by accurately identifying students' needs, preventing academic, behavior problems, and further identification of students needing special education services, and providing research-based instruction within a positive school climate. MTSS is being used more frequently throughout schools in order to meet the educational and behavioral needs of all students. Graduates of this program will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

Because of the existing courses in the special education program, no new course work would need to be created or developed.

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

The Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program is designed to prepare students to become experts in the implementation of MTSS. It provides the opportunity to improve student achievement and reduce problem behavior by accurately identifying students' needs, preventing academic, behavior problems, and further identification of students needing special education services, and providing research-based instruction within a positive school climate.

Graduates of this program will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

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

Admission

An applicant to the Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program must:

1. Submit both departmental and University application forms.
2. Submit three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to implement MTTs.

3. Submit a statement of professional goals that clearly describe the applicant’s reasons for pursuing the master’s degree and the goals that the emphasis area will help him/her attain.

Applications are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS):

1. A grade-point average of 3.00 or higher in the last two years of all undergraduate and graduate courses.
2. Experience working with children and youth with disabilities in a school or other educational setting.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English proficiency for students for whom English is not a first language.

Admission to the program is competitive and subject to space and availability. Not all students who meet the above requirements will be admitted. Students will be admitted only during summer and fall semesters. Applications must be submitted by February 1st.

Requirements for the Master of Arts Degree in Special Education Leadership: Multi-Tiered Systems of Support

CREDITS

The program is available under Plan B (non-thesis). Students must complete a total of 30 credits distributed as follows:

1. All of the following courses (30 credits):

CEP	801A	Collaboration and Consultation in Special Education	3
CEP	802A	Reflection and Inquiry in Teaching Special Education I: Mild Impairment	3
CEP	803A	Assessment of Students with Mild Disabilities	3
CEP	804B	Advanced Diagnosis and Remediation for Students with Literacy Disabilities	3
CEP	809	Data-Driven Instruction within Multi-Tiered Systems of Support	3
CEP	840	Policies, Practices, and Perspectives in Special Education	3
CEP	841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP	842	Content-Area Instruction for Students with Mild Disabilities	3
CEP	844	Applied Behavior Analysis for Teachers	3
CEP	850	Technology and Literacy for Students with Mild Disabilities	3
2. Completion of a final evaluation.

Effective Fall 2019.

2. Request to establish a **Graduate Certificate in Multi-Tiered Systems of Support** in the Department of Counseling, Educational Psychology, and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its January 14, 2019 meeting.

a. **Background Information:**

The implementation of a program in Multi-Tiered System of Supports (MTSS) is a top priority of the Michigan Department of Education. It is an integral part of Michigan’s strategic plan to make Michigan a Top 10 Education State in 10 years. Many other states have made MTSS a specific focus and have included MTSS in the improvement plans of districts and schools throughout the country. These districts need people to support implementation of the MTSS approach within their schools. According to the School Model Report (April 2014), “From 2004 to 2013, 521 elementary schools completed the three-year Multi-Tiered System of Supports (MTSS) training series with Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi)”. Source: (miblsi.org)

The Graduate Certificate in Multi-Tiered Systems of Support (MTSS) will attract students who do not want to complete a full master’s degree program; or who already hold a master’s degree and do not want to add another master’s degree. The purpose of MTSS is to improve student achievement and reduce problem behavior by accurately identifying students’ needs, preventing academic,

behavior problems, and further identification of students needing special education services, and providing research-based instruction within a positive school climate. MTSS is being used more frequently throughout schools in order to meet the educational and behavioral needs of all students. Students in this program will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

Because of the existing courses in the special education program, no new course work would need to be created or developed.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Multi-Tiered Systems of Support (MTSS) is designed to prepare students to become experts in the implementation of MTSS. It provides the opportunity to improve student achievement and reduce problem behavior by accurately identifying students' needs, preventing academic, behavior problems, and further identification of students needing special education services, and providing research-based instruction within a positive school climate.

Students will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

In addition to meeting the requirements of the University and of the College of Education, students must meet the requirements specified below. The certificate is available online only.

Admission

An applicant to the Graduate Certificate in Multi-Tiered Systems of Support (MTSS) must:

4. Submit both departmental and University application forms.
5. Submit three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to implement MTTSS.
6. Submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the master's degree and the goals that the emphasis area will help him/her attain.
7. Have access to high-speed internet and appropriate technologies.

Applications are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Graduate Certificate in Multi-Tiered Systems of Support (MTSS):

5. A grade-point average of 3.00 or higher in the last two years of all undergraduate and graduate courses.
6. Experience working with children and youth with disabilities in a school or other educational setting.
7. Professional goals that are consistent with the objectives of the program.
8. A test of English proficiency for students for whom English is not a first language.

Admission to the program is competitive and subject to space and availability. Not all students who meet the above requirements will be admitted.

Requirements for the Graduate Certificate in Multi-Tiered Systems of Support

CREDITS

The certificate program is available online only. Students must complete 15 credits from the following:

3. All of the following courses (12 credits):

CEP	802A	Reflection and Inquiry in Teaching Special Education I: Mild Impairment	3
CEP	803A	Assessment of Students with Mild Disabilities	3
CEP	804B	Advanced Diagnosis and Remediation for Students with Literacy Disabilities	3
CEP	809	Data-Driven Instruction within Multi-Tiered Systems of Support	3
4. One of the following courses (3 credits):

	CEP	841	Classroom and Behavior Management in the Inclusive Classroom	3
5.	CEP	844	Applied Behavior Analysis for Teachers	3
			Completion of a final evaluation.	

Effective Fall 2019.

COLLEGE OF MUSIC

1. Request to change the requirements for the **Doctor of Philosophy** degree in **Music Education** in the College of Music. The University Committee on Graduate Studies (UCGS) will consider this request at its March 11, 2019 meeting.
 - a. Under the heading **Admission** make the following changes:
 - (1) Delete the following:
 3. Include in the letter required by the college a 500 to 700 word essay about the applicant's professional experience and future professional goals.
 - (2) Replace paragraph two with the following:

To be admitted to the program on regular status, an applicant must have at least one previous degree in music education, a master's degree in music education or related field, or a total of 30 credits of approved course work.

Effective Spring 2020.

PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

- AIIS 801 Indigenous Theories and Methodologies (D)
Spring of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course.
- NEW Indigenous ways of knowing; transdisciplinary theories and methodologies; Indigenous determination; Indigenous sovereignties; and community-oriented research.
Effective Spring 2019
- AIIS 890 Independent Study in American Indian and Indigenous Studies
On Demand. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Approval of department.
- NEW An Independent Study in American Indian and Indigenous Studies.
Effective Spring 2019
- AIIS 891 Special Topics in American Indian and Indigenous Studies
On Demand. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. R: Open to graduate students or lifelong graduate students.
- NEW Special Topics in American Indian and Indigenous Studies
Effective Spring 2019
- THR 202L Voice Studio I Laboratory
Fall of every year. Spring of every year. ~~4(4-0)~~ 1(0-2) A student may earn a maximum of 8 credits in all enrollments for this course. RB: THR 202 or concurrently R: Approval of department.
Laboratory in musical theatre techniques for developing vocal awareness in acting the song.
~~Effective Fall 2014~~ Effective Fall 2019
- THR 407 Movement Studio II
Fall of every year. 2(0-4) A student may earn a maximum of 6 credits in all enrollments for this course. P: THR 201 and THR 207 R: Open to students in the Department of Theatre.
~~Stage combat, choreography skills and techniques used to create the illusion of violence on stage. Based on the Society of American Fight Directors Skills Proficiency Test. Stage combat, choreography skills, and techniques used to create the illusion of violence on stage.~~
~~Effective Fall 2015~~ Effective Fall 2019

ELI BROAD COLLEGE OF BUSINESS

- FI 872 Financial Data Analytics I
Fall of every year. 1 to 3 credits. R: Open to MBA students or approval of department.
- NEW Introduction to the analysis of real-world financial data in a variety of settings. Students will learn to apply textual analysis to large documents, identify “sentiment” in Google search data, and back-test trading strategies to name just a few applications. To support the analysis necessary for these applications, students will develop the programming skills necessary both to collect and prepare data for analysis. The course emphasizes working with data from out in the wild, where data is messy and must be identified, downloaded, cleaned, and shaped before it can be analyzed.
Effective Spring 2020
- FI 873 Financial Data Analytics II
Fall of every year. 1 to 3 credits. R: Open to MBA students or approval of department.
- NEW Advanced application of data analysis to finance. Building on Financial Data Analytics I, students will learn to automate data acquisition, to apply textual analysis to large documents and transcripts, to analyze weather data, geographic data, corporate patent data, and posts on social media, and to examine how the information in these databases is related to financial outcomes. The course includes a group project and presentation.
Effective Spring 2020