PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

RESIDENTIAL COLLEGE IN THE ARTS AND HUMANITIES

1. Request to establish a Minor in Design Justice in the Residential College in the Arts and Humanities. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its January 19, 2023 meeting.

   a. **Background Information:**

      The minor came out of existing collaboration between the College of Engineering and the Residential College in the Arts and Humanities (RCAH) called the Peace Engineering Initiative. Students have requested more opportunities to consider the relationship between design thinking, used by engineers and other creators, and justice. Researched existing programs at U.S. colleges and universities, using various combinations of design, justice, peace engineering, and sustainability discovered there appear to be no design justice-or design sustainability-specific undergraduate minors in the Big Ten or connected to U.S. R1 universities. The University of Minnesota and The Ohio State University appear to be contemplating the development of a curricular pathway in design justice as both have co-curricular initiatives underway. Oregon State University offers a minor in Humanitarian Engineering that requires 27 credits and a study away. However, the focus is different than relationship between design, justice and sustainability that we contemplate with the proposed minor. The University of St. Thomas Minnesota offers a Peace Engineering program that results in a minor in Peace and Justice Studies. The rest of the minors discovered did not involve colleges of engineering or were minors offered for graduate study related to design, justice and sustainability involved certificates, initiatives or co-curricular programs. MSU has major and minor programs related to design, justice and sustainability related to design, justice and sustainability involved certificates, initiatives or co-curricular programs. However, there are no programs that combine the study of design, justice and sustainability available at MSU.

      The RCAH Minor in Design Justice offered in collaboration with the College of Engineering offers students to critically examine how design and justice relate critically to one another in the pursuit of justice, and sustainable communities. Design justice draws on and builds upon the commitment of both Engineering and the RCAH to building a just and sustainable world.

   b. **Academic Programs Catalog Text:**

      The Minor in Design Justice prepares students to address the challenges of global conflict, globalization, climate change and sustainability and how we design for justice and human sustainability. Students will learn to identify, design and implement creative solutions that address and acknowledge human conflict. The minor also offers experiential learning opportunities in community-engaged design projects, education abroad programs and collaborations with organizations working to find solutions to complex design problems at home, at work, in community, and around the globe.

      The minor is available as an elective to students who are enrolled in bachelor’s degree programs at Michigan State University. With the approval of the department and college that administer the student’s degree program, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor’s degree.

      Students who plan to complete the requirements of the minor should consult the undergraduate advisor in the Residential College in the Arts and Humanities.

**Requirements for the Minor in Design Justice**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Both of the following courses (6 credits):</td>
<td></td>
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<tr>
<td>EGR 100</td>
<td>Introduction to Engineering Design</td>
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<tr>
<td>RCAH 205</td>
<td>Transcultural Relations through the Ages: Design Justice</td>
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<tr>
<td>2. One of the following courses (3 or 4 credits):</td>
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Effective Fall 2023.

COLLEGE OF ARTS AND LETTERS

1. Request to establish a Minor in Literature and Cultural Studies in the Department of English. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its February 2, 2023 meeting.

c. Background Information:

This proposal for a Minor in Literature and Cultural Studies originated out of discussions about declining enrollments nationally in English since ca 2010, including discussions among and consultations with Big Ten English Department chairs. While enrollments in English BA programs (including ours) have since steadied, we believe this minor will be a good option for students who might wish to complete extensive course work in literary studies, but also wish to concentrate their studies in a degree program they consider more immediately "marketable."

We believe the minor will be an exciting option for students in many fields of study, developing and enhancing their ability to analyze complex texts, to think critically, to write effectively, and to imagine new and potentially different social possibilities. The minor is not a "mini"-English major. For example, it lacks the historical breadth typical of an English BA degree program. Instead, it focuses on the study of literature through the lens of cultural studies. The minor complements current minors offered by English (in Creative Writing, Film Studies, Fiction Filmmaking, and Popular Culture Studies) without duplicating them.

d. Academic Programs Catalog Text:

The Minor in Literature and Cultural Studies focuses on the study of literature through the lens of cultural studies. The minor provides extensive course work in literary studies, and provides the option for students to develop and enhance their ability to analyze complex texts, to think critically, to write effectively, and to imagine new and potentially different social possibilities.

Requirements for the Minor in Literature and Cultural Studies

Students must complete 18 credits from the following:

1. Both of the following courses (6 credits):
   - ENG 210 Introduction to Literary Studies
   - ENG 280 Introduction to Literary Theories

2. One of the following courses (3 credits):
   - ENG 350 Readings in African, African American, or African Diaspora Literature
   - ENG 351 Readings in Chicano and Latino Literatures
   - ENG 352 Readings in Asian/Asian American/Asian Diaspora Literature and Visual Culture
   - ENG 353 Readings in Women Writers
   - ENG 354 Readings in Native American Literature
   - ENG 355 Readings in Sexuality and Literature
   - ENG 356 Readings in Jewish Literature
ENG 360 Studies in Postcolonial and Diaspora Literature (W) 3
ENG 448 Seminar in Gender and Literature 3
ENG 449 Seminar in Race, Ethnicity, and Literature 3
ENG 450 Seminar in African American Literature 3
ENG 460 Seminar in Global and Postcolonial Literature 3
ENG 466 Seminar in Literatures of the Pacific Rim 3
ENG 482 Seminar in Feminist Literary and Cultural Theory 3

3. Complete 9 additional credits in courses in the Department of English with at least one at the 300-400 level. Literature courses in translation in other languages may be used to fulfill this requirement.

Effective Fall 2023.

**ELI BROAD COLLEGE OF BUSINESS**

1. Request to change the requirements for the Master of Science degree in Healthcare Management in the Eli Broad College of Business. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 20, 2023 meeting.

The concentrations in the Master of Science degree in Healthcare Management are noted on the student’s academic record when the requirements for the degree have been completed. After this change is approved, the concentrations will no longer be available.

a. Under the heading Admission, make the following changes:

   (1) Delete item 5.

   (2) Delete paragraph three.

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

   (1) Change the introductory paragraph to the following:

   The Master of Science degree in Healthcare Management degree is available only online and only under Plan B (without thesis). A total of 34 credits are required for the degree. The degree consists of a business core and a capstone. Other courses as approved by the program director may be used to fulfill degree requirements.

   (2) Delete item 2. which consists of two concentrations, one in Healthcare Compliance and one in Healthcare Leadership.

   (3) Renumber item 3. to item 2.

Effective Fall 2023.

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

1. Request to change the requirements for Master of Arts Degree in Media and Information. The University Committee on Graduate Studies (UCGS) will consider this request at its March 20, 2023 meeting.

a. Under the heading Admission, in the first paragraph, remove the reference to ‘scores on the General Test of the Graduate Record Examination (GRE)’.

b. Under the heading Master of Arts Degree in Media and Information in item 1., delete the following course:

   MI 852 Media and Information Economics 3

Effective Fall 2023.
COLLEGE OF EDUCATION

1. Request to change the name of the Doctor of Philosophy degree in Rehabilitation Counselor Education to Counselor Education and Supervision in the Department of Counseling, Educational Psychology, and Special Education. The University Committee on Graduate Studies (UCGS) will consider this request at its March 20, 2023 meeting.

Students admitted to the major prior to Fall 2023 will be awarded a Doctor of Philosophy Degree in Rehabilitation Counselor Education.

Students admitted to the major Fall 2023 and forward will be awarded a Doctor of Philosophy Degree in Counselor Education and Supervision.

Effective Fall 2023.

2. Request to change the requirements for the Doctor of Philosophy degree in Counselor Education and Supervision in the Department of Counseling, Educational Psychology, and Special Education. The University Committee on Graduate Studies (UCGS) will consider this request at its March 20, 2023 meeting.

a. Under the heading Admission, in paragraph two, replace items 1. through 10. ith the following:

1. A bachelor’s degree from an accredited institution with a grade-point average of 3.0 on the 4.0 system (B) or better.
2. A master’s degree from an accredited institution in a relevant field such as counseling, or human services with a grade-point average of 3.0 (B) or better.
3. Relevant work history in counseling.
4. A 2-3 page, single spaced written statement about academic goals and career objectives that are consistent with the training mission of the doctoral program in Counselor Education and Supervision.
5. Three letters of recommendation from professors, employers, and/or clinical supervisors to indicate one’s academic aptitude, clinical skills, personal qualifications, and/or professional work ethic.
6. Professional writing sample that demonstrates scholarly and/or graduate level writing skills.
7. Verbal, quantitative, and analytical writing scores from the Graduate Record Examination are optional.

b. Under the heading Requirements for the Doctor of Philosophy Degree in Counselor Education and Supervision replace the entire entry with the following:

The student must meet the requirements specified below.

| CREDITS |
|---------------------- |------------------ |------------------ |
| Educational Inquiry and Research |
| All of the following courses (17 credits): |
| CEP 932 Quantitative Methods in Educational Research I | 3 |
| CEP 933 Quantitative Methods in Educational Research II | 3 |
| CEP 934 Multivariate Data Analysis I | 4 |
| CEP 968 Research Methods in Counseling and School Psychology | 3 |
| CEP 995 Practicum in Research Design and Data Analysis | 1 |
| TE 931 Introduction to Qualitative Methods in Educational Research | 3 |
| Ethics and Professional Practice of Counseling |
| Both of the following courses (6 credits): |
| CEP 963 Ethics in Counseling and School Psychology | 3 |
| EAD 965 Diversity and Equity in Postsecondary Education | 3 |
| Counseling Education and Supervision Core |
| All of the following courses (9 credits): |
| CEP 960 Theoretical Foundations of Counseling | 3 |
| CEP 944A Counselor Education Pedagogy | 3 |
| CEP 969 Clinical Supervision in Counseling and School Psychology | 3 |
| Counseling, Education and Supervision Professional Preparation/Applied Core |
| All of the following courses (10 credits): |
CEP 944B Teaching Internship in Counselor Education and Supervision 3
CEP 944C Clinical Practice Practicum in Counselor Education and Supervision 3
CEP 944D Clinical Supervision Internship in Counselor Education and Supervision 3
CEP 967 Practice in Leadership, Advocacy and Grants in Counselor Education 1

5. Successful completion and defense of the dissertation. Students may not earn more than 30 credits in CEP 999 Doctoral Dissertation Research, of which 24 are required.

Effective Fall 2023.

**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 20, 2023 meeting.

   a. Under the heading Requirements for the Doctor of Philosophy Degree in Music Education replace item 1. with the following:

      1. Complete a minimum of 36 credits of course work as specified below:
         a. **Research Core**
            All of the following courses (9 credits):
            MUS 864 Research in Music Education 3
            MUS 965 Seminar in Quantitative Research in Music Education 3
            MUS 966 Seminar in Qualitative Research in Music Education 3
         b. **Music Education Core**
            (1) Both of the following courses (6 credits):
            MUS 962 Advanced Studies in the Philosophy of Music Education 3
            MUS 967 Music Teaching and Learning Across the Lifespan 3
            (2) A minimum of 2 credits from the following courses:
            MUS 488 Disability Studies and Music Education 2
            MUS 859 Race Issues in Music Teaching 3
            MUS 860 Philosophical Considerations in Music Education 3
            MUS 861 Seminar in Psychology of Music Education 3
            MUS 862 Seminar in Music Curriculum and Methodology 3
            MUS 863 Seminar in the Sociology of Music Education 3
            MUS 888 Seminar in Disability Studies and Music Education 1
            MUS 964 Seminar in College Music Teaching 2
            If MUS 460 is used to satisfy this requirement, the student must enroll concurrently in MUS 893.
         c. **Music Cognate.** Nine credits in graduate courses in one of the following areas: composition, conducting, jazz, musicology, theory, or performance. Students may also design their own cognate within or outside of the College in consultation with their guidance committee.
         d. **Electives.** Nine credits in graduate courses within or outside the College of Music as approved by the student’s guidance committee.

Effective Spring 2024.
2. Request to change the requirements for the Master of Music in Music Theory in the College of Music. The University Committee on Graduate Studies (UCGS) will consider this request at its March 20, 2023 meeting.

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

      (1) In item 3. delete the following note:

          Students who take both MUS 873 and 974 may count one of these courses toward requirement 4., below.

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

          MUS 972 Advanced Keyboard Skills 3

   Effective Fall 2023.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

AL 270  Citizen Scholars: Creating Meaningful Impact
Fall of every year. 2(2-0) 1 to 2 credits. A student may earn a maximum of 2 credits in all enrollments for this course. R: Open to undergraduate students in the College of Arts and Letters. Not open to students with credit in AL 491.
Gateway course for the College of Arts and Letters Citizen Scholars program. Activities will prepare students for a lifetime of social justice, human rights, global awareness, and equity work in the arts and humanities by connecting their academic work with community engagement. Gateway course for the College of Arts and Letters Citizen Scholars program. Activities will prepare students for a lifetime of social justice, human rights, global awareness, and equity work in the arts and humanities by connecting their academic work to experiential learning and community engagement.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 2 semesters after the end of the semester of enrollment.
Effective Fall Semester 2021

REL 250  Religion and the Arts
Spring of even years. 3(3-0)
NEW Exploration of the ancient but ongoing interaction of art and religion across time and religious traditions, with particular attention to artworks that have played a role in social movements for equality and freedom.
Effective Spring Semester 2024

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

CAS 899  Master's Thesis Research
Fall of every year. Spring of every year. Summer of every year. 1 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to master's students in the Health and Risk Communication Major. R: Open to master's students in the College of Communication Arts and Sciences or in the Health and Risk Communication Major.
Master's thesis research.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2019

COLLEGE OF EDUCATION

CEP 922  Psychometric Theory II
Fall of odd years. 3(3-0) RB: (CEP 921) and one statistics course. R: Open only to Ph.D. students. R: Open to doctoral students.
Expansion of generalizability theory, test and item bias, and equating. Measurement of change, profile analysis, scaling approaches, and validity generalization. Scale construction and development and extensions with discrete items, missing data, clustering effects, nonnormality, population heterogeneity; unidimensional and multidimensional item response theory in multilevel and mixture settings; Bayesian item response theory.
Effective Fall Semester 1995

CEP 944A  Rehabilitation Counselor Pedagogy
Counselor Education Pedagogy
Fall of odd years. 3(3-0) R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counseling preparation programs. Pedagogical tools and issues associated with teaching and learning in pre-service counseling preparation programs.
Effective Fall Semester 2005
CEP 944B  
Teaching Internship in Rehabilitation Counselor Education
Teaching Internship in Counselor Education and Supervision
Fall of every year. Spring of every year. Summer of every year. 3(0-12) 3(3-0) R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Course design and teaching experience under the direct supervision of a faculty member.
Effective Summer Semester 2019  Effective Fall Semester 2023

CEP 944C  
Clinical Practice Practicum in Rehabilitation Counseling
Clinical Counseling Internship in Counselor Education and Supervision
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. 3(3-0) R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge, and behaviors appropriate for professional counseling practice.
Supervised counseling experience in human services to further develop skills, knowledge, and behaviors for professional counseling practice.
Effective Fall Semester 2021  Effective Fall Semester 2023

CEP 944D  
Clinical Supervision Internship in Rehabilitation Counselor Education
Clinical Supervision Internship in Counselor Education and Supervision
Fall of every year. Spring of every year. Summer of every year. 3(1-6) 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Theory and practice of supervising prospective counselors. Approaches, models, and strategies.
Theory, practice, approaches, models, and strategies for supervising prospective counselors.
Effective Summer Semester 2019  Effective Fall Semester 2023

CEP 967  
Practice in Leadership, Advocacy & Grants in Counselor Education
Spring of every year. 1(1-0) NEW
Practical training in diverse areas of counselor education, including organizational leadership, advocacy and grant writing.
Effective Spring Semester 2024

COLLEGE OF MUSIC

MUS 488  
Disability Studies and Music Education
Fall of odd years. 2(2-0) R: Open to undergraduate students in the College of Music.
NEW
Examines ways that music educators can best serve all students in their classrooms, including those with physical disabilities, mental health issues, and learning disabilities.
Effective Fall Semester 2023

MUS 888  
Seminar in Disability Studies and Music Education
Fall of odd years. 1(1-0) R: Open to graduate students in the College of Music. C: MUS 488 concurrently.
NEW
An in-depth look at theory in disability studies and models for thinking about disability, as well as examining the current discourse about disability in music education.
Effective Fall Semester 2023

MUS 960  
Seminar in Measurement in Music Education
Spring of odd years. 3(3-0) RB: MUS 864 and MUS 965 R: Open to graduate students in the College of Music.
Theory and practice of measuring musical behavior in terms of aptitude and achievement. Current trends in cognitive, affective, and psychomotor measurement in music.
DELETE COURSE
Effective Fall Semester 2023
MUS 965  Conducting Research in Music Education
Seminar in Quantitative Research in Music Education
Spring of even years. 3(3-0) P: MUS 864 or approval of college RB: MUS 864 R: Open to graduate students in the College of Music. R: Open to doctoral students in the College of Music or in the College of Music.
Music education research projects using a diverse array of methods, designs, and analytical techniques. Techniques of quantitative research in educational settings. A focus of quantitative design and analysis, with a critical review of selected current research studies in music education.
Effective Summer Semester 2015 Effective Fall Semester 2023

MUS 967  Music Teaching and Learning Across the Lifespan
NEW Theories of learning, including how children, adolescents, and adults learn music. Critical examination of research on pedagogy and andragogy from across social and cultural contexts and music learning settings. Applications for research and practice in music teacher education.
Effective Spring Semester 2024

RESIDENTIAL COLLEGE IN THE ARTS AND HUMANITIES

RCAH 205  Transcultural Relations through the Ages: Design Justice
Fall of every year. Spring of every year. 4(4-0) R: Open to undergraduate students. Not open to students with credit in RCAH 203.
NEW Key theoretical issues in the study of transcultural relationships. Broad historical perspective. Earliest development of societies. Interaction of early cultures. Crucial technological developments. Transcultural interactions today with additional thematic focus on Design Justice, Sustainability and Community Engagement.
SA: RCAH 201
Effective Spring Semester 2023