PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1. Request to change the requirements for the Minor in Fiction Filmmaking in the Department of English.
   a. Under the heading Minor in Fiction Filmmaking make the following changes:
      (1) In item 1. change the credits of ‘FLM 335’ from ‘4’ to ‘3’.
      (2) In item 3. delete the following courses:
           MI 348 Advanced Lighting and Camera Techniques 3
           MI 352 Advanced Video Editing 3
      Add the following courses:
           MI 440 Advanced Video Editing 3
           MI 441 Advanced Lighting and Camera Techniques 3

   Effective Fall 2016.

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

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

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

   LINKED BACHELOR’S-MASTER'S DEGREE IN PHILOSOPHY
   Bachelor of Arts Degree in Philosophy
   Master of Arts Degree in Philosophy

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

Effective Fall 2016.
3. Request to change the requirements for the Graduate Specialization in Women’s and Gender Studies in the Program in Women, Gender and Social Justice. The University Committee on Graduate Studies (UCGS) will consider this request at its March 14, 2016 meeting.

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

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

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

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

      (b) Delete the following course:

      ENG 431C Studies in Film and Gender  4

      (c) Add the following courses:

      ENG 448 Seminar in Gender and Literature  3

      FLM 452 Studies in Film, Gender, and Sexuality  3

      (d) Add the following note:

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

   Effective Spring 2017.

ELI BROAD COLLEGE OF BUSINESS

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

   a. Background Information:

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

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

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

      1. Entrepreneurship and Innovation Minor: A University-level minor comprised of classes from multiple colleges.

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

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

This proposal addresses item 3 above.

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

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

Benefits and Impacts of the Entrepreneurship and Innovation Experiences Option
By its very nature, entrepreneurship must be practiced to be experienced, much like a sport or performance art. One simply cannot develop an “entrepreneurial mindset” unless they have experienced some aspect of entrepreneurship firsthand—outside of a classroom setting. [1]

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

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

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

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

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

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

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

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

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

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

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

**Target Audience**
All undergraduates.

**Prerequisites**
None

**Admission Requirements**
None.

**Procedures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Business Model Canvas (BMC) has become a well-accepted management tool and learning instrument in entrepreneurship and innovation over the past few years. Its usage is currently taught in BUS 170 and BUS 190 (which is a core course for the Minor) as well as in just about every entrepreneurship program in the world.

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

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

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

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

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

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

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

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

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

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

b. **Academic Programs Catalog Text:**

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

Effective Fall 2016.

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

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

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

      (1) Change the entry text to the following:

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

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

      MKT 420 New Product Design and Development  3

      (3) Add the following item 3.:

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

   Effective Fall 2016.

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

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

      (1) Replace item 4. with the following:

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

      (2) Add items 6. and 7.:

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

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

      (3) Replace paragraph three with the following:

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

The student must complete 45 credits from the following courses:

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

Effective Fall 2016.

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

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

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

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

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

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

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

Add the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 802</td>
<td>Selected Topics</td>
<td>2</td>
</tr>
<tr>
<td>SCM 887</td>
<td>Introduction to Packaging for Supply Chain Management</td>
<td>1.5</td>
</tr>
<tr>
<td>SCM 888</td>
<td>Food Safety in Supply Chain Management</td>
<td>1.5</td>
</tr>
<tr>
<td>SCM 889</td>
<td>Brand Protection for Supply Chain Managers</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Effective Fall 2016.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

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

a. Background Information:

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

Table 1. A Brief List of Communication-Function Start-Ups in the Last Decade

<table>
<thead>
<tr>
<th>Function</th>
<th>Start-Ups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doodle</td>
<td>Skype, Coursera, Kahn Academy, Dropbox</td>
</tr>
<tr>
<td>Facebook</td>
<td>Instagram, Flickr, Pinterest, LinkedIn</td>
</tr>
<tr>
<td>Myspace</td>
<td>Justin.tv, Airbnb, Quora</td>
</tr>
<tr>
<td>Reddit</td>
<td>Pandora, StumbleUpon, Slideshare</td>
</tr>
<tr>
<td>Snapchat</td>
<td>Scribd, Vimeo, Tumblr</td>
</tr>
<tr>
<td>Twitter</td>
<td>Spotify, YouTube, Zynga</td>
</tr>
</tbody>
</table>


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

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

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

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

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

A search for online communication MA programs using IPEDS CIP codes resulted in only one competing online MA programs in state, University of Michigan-Flint who offers an online MA in Applied Communication. The UM-Flint program lacks the digital content creation components that MSU offers. There are also a small number of programs nationally, mostly from non-peer institutions (see Table 2). Programs offered by peer institutions typically have a narrower focus than the proposed program. For example, Purdue’s online MA is limited to health communication. USC has an online MA program that focuses on communication management without a digital design or content creation component. Syracuse focuses on journalism, advertising and public relations.
Table 2. Universities that have similar online programs by discipline graduate ranking

<table>
<thead>
<tr>
<th>University</th>
<th>Program</th>
<th>NRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University *</td>
<td>MS in Strategic Communication</td>
<td>-</td>
</tr>
<tr>
<td>Concordia University - Saint Paul</td>
<td>MA in Strategic Communication</td>
<td>-</td>
</tr>
<tr>
<td>Drexel University</td>
<td>MS in Communication - Technical or Public Communication</td>
<td>-</td>
</tr>
<tr>
<td>Florida International University</td>
<td>MS in Mass Communication - Strategic Communication Management</td>
<td>-</td>
</tr>
<tr>
<td>Liberty University</td>
<td>MA in Strategic Communication</td>
<td>-</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>MA in Strategic Communication (proposed)</td>
<td>1-11</td>
</tr>
<tr>
<td>Purdue University</td>
<td>MA in Health Communication</td>
<td>14-30</td>
</tr>
<tr>
<td>Regent University</td>
<td>MA in Communication - Strategic Communication</td>
<td>-</td>
</tr>
<tr>
<td>Seton Hall University</td>
<td>MA in Strategic Communication &amp; Leadership</td>
<td>-</td>
</tr>
<tr>
<td>University of Florida*</td>
<td>MA in Mass Communication - Global Strategic Communication</td>
<td>19-38</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>MA in Strategic Communication</td>
<td>32-56</td>
</tr>
<tr>
<td>University of Missouri*</td>
<td>MA in Journalism - Strategic Communication</td>
<td>8-24</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>MS in Communication Management</td>
<td>17-36</td>
</tr>
<tr>
<td>Washington State University</td>
<td>MA in Strategic Communication</td>
<td>23-48</td>
</tr>
</tbody>
</table>

Note: * = peer institution in Communication

The online MA program at Washington State is the most similar to ours. However, their program draws primarily from the state of Washington, which is not where we see our primary audience. While we will not be the first to offer this type of program online, with our internationally recognized leadership and innovative curriculum and delivery we will be a top-tier provider of this type of education.

The need for this MA program is clear-- the work world of mid-career communication professionals is changing rapidly and they need a way to update their skills. The college has the progressive and diverse faculty expertise necessary to offer a truly excellent program. A 70-year legacy as being the leading research college that studies communication from the neural level to interpersonal, group, organizational, and mass communication including the effects, public policy and economics of the media positions us well including being a leader in international development communication since the early 1960s. Our faculty expertise cuts across the entirety of the new digital eco-system. The program is in line with the MSUs Bolder by Design principles. An online MA program “expands opportunities for where, when, and how students learn” by bringing expertise to those who are in need of updating to the new digital environment. It is often difficult for busy working professionals to pause their lives and careers to come to East Lansing. Online educational technology allows us to also reach out internationally. Potential partnership ideas include allowing Asian students to count MSU courses toward their MA degree at their universities, partnering on a co-administered graduate degree program, and student-faculty exchanges. With communication research dating back over 50 years, equivalent partnerships are possible in Africa, South and Central America, Australia, and Europe as well.

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

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

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

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

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

**Admission**

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

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

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

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

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

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

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

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

      (1) In item 2. under Audio/Video delete the following courses:
          MI 341 Film Style Production for Cinema and Television 3
          MI 348 Advanced Lighting and Camera Techniques 3
          MI 352 Advanced Video Editing 3

          Add the following courses:
          MI 341 Filmmaking II 3
          MI 440 Advanced Video Editing 3
          MI 441 Advanced Lighting and Camera Techniques 3

      Effective Fall 2016.

3. Request to change the requirements for the Minor in Game Design and Development in the Department of Media and Information.

   a. Under the heading Prerequisites make the following changes:

      (1) Under Media and Information Majors delete the following courses:
          CAS 111 The Digital Image 2
          MI 331 Introduction to Interactive Development 3

          Add the following courses:
          CAS 117 Games and Interactivity 3
          MI 231 Game and Interactive Media Development 3

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

      (1) Under Media and Information Majors delete the following courses:
          MI 359 Server-Side Web Development 3
          MI 458 Project Management (W) 3

          Add the following courses:
          MI 360 Media and Information Management 3
          MI 449 Advanced Web Development and Database Management 3

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

Effective Fall 2016.

5. Request to change the requirements for the Minor in Information and Communication Technology for Development in the Department of Media and Information.

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

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

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

   Add the following courses:

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

   Effective Fall 2016.

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

   Per University policy:

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

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

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

   Effective Fall 2016.
COLLEGE OF EDUCATION

1. Request to establish a Master of Science degree in Applied Behavior Analysis in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

a. **Background Information:**

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

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

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

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

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

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

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

**Admission**

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

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

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

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

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

CREDITS

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

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

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

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

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

5. Successfully defend the thesis before a faculty committee.

Effective Fall 2016.

2. Request to establish a Graduate Certificate in Educational Psychology in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 1, 2016 meeting.

a. Background Information:

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

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

b. Academic Programs Catalog Text:

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

**Admission**

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

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

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

**Requirements for the Graduate Certificate in Educational Psychology**

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

Effective Fall 2016.

3. 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 March 14, 2016 meeting.

a. Add the following **Admission to the Major** statement:

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

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

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

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

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

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

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

a. **Background Information:**

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

   The overriding objective of the K-12 English as a Second Language graduate specialization is that students will be able to teach English as a Second Language at the elementary and/or secondary level in a K-12 setting. The supporting objectives, in line with State of Michigan specialty standards, are that students will be able to:

   1. demonstrate an understanding of the nature of language;
   2. describe present-day English with regards to grammar, phonology, the lexicon, and dialectal variation;
   3. understand the differences between first and second language acquisition and differences between child and adult second language acquisition;
   4. understand factors contributing to successful second language acquisition; understand socio-cultural variables in language use;
   5. choose appropriate teaching techniques to meet a range of ESL teaching objectives;
   6. evaluate, choose, and develop ESL materials for a range of K-12 ESL populations;
   7. evaluate assessment measures for ESL students; and
   8. teach ESL effectively.

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

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

b. **Academic Programs Catalog Text:**

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

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

Students must complete 23 credits from the following:

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

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

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

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

   To earn the K-12 endorsement, teachers need to add the reading course that would extend their certification to include the other level.

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

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

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

Effective Summer 2016.
COLLEGE OF ARTS AND LETTERS

AL 300  Starting your Business in the Creative, Visual, and Theatre Arts
Summer of every year. 2(2-0) R: Open to undergraduate students in the College of Arts and Letters or approval of department. Not open to students with credit in MUS 496.

NEW  Pursuing a career in arts such as theatre, film, dance, photography, and studio art. Business, financial, and marketing strategies for the individual artist.
Effective Summer 2016

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

WS 897  Seminar in Feminist Theories, Epistemologies, and Pedagogy (D)
Spring of odd years. 3(3-0) Interdepartmental with English and Philosophy and Sociology and Teacher Education. R: Open to graduate students.
NEW  Foundational knowledge, theory, epistemology, and pedagogy in Women’s and gender studies from a multi-disciplinary, global perspective.
Effective Spring 2017

ELI BROAD COLLEGE OF BUSINESS

SCM 471  Advanced Supply Chain Project Management
Fall of every year. Spring of every year. 2(2-0) R: Open to juniors or seniors in the Supply Chain Management Major.

NEW  Students will develop understanding regarding project management concepts related to planning, execution, and control of projects in supply chain environments.
Effective Fall 2015

SCM 479  Advanced Topics in Supply Chain Management
Supply Chain Cost Management
Fall of every year. Spring of every year. 2(2-0) R: (SCM 371 or concurrently) and ((SCM 372 or concurrently) and (SCM 373 or concurrently)) R: Open to juniors or seniors in the Supply Chain Management Major.

Advanced aspects of supply continuity and supply risk, advanced project management, environmentally friendly manufacturing, total quality management, supply chain metrics, electronic markets, relationship management, interfaces with research and development, innovation, and markets. Topics vary. Pricing and cost management basics, should cost models, parametric cost modeling, process mapping for cost management, total cost of ownership, target costing for purchased materials, value analysis and value engineering, using cost analysis to support purchase negotiations, current trends in cost management.
SA: MSC 479
Effective Spring 2013 Effective Fall 2015
SCM 848  Analysis of Supply Markets and Suppliers  
Fall of every year, Spring of every year, Summer of every year. 2(2-0) P: SCM 870 R: Open to graduate students in the Supply Chain Management major. Approval of department. R: Open to master's students in the Supply Chain Management Major.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
SA: MSC 848

Effective Summer 2011 Effective Summer 2016

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

Effective Summer 2011 Effective Fall 2016

SCM 871  Applied Data Analysis  
Fall of every year, Spring of every year, Summer of every year. 3(3-0) R: Open to master's students in the Supply Chain Management Major.  
Quantitative and statistical methods for decision making. Hypothesis testing, regression and correlation analysis, forecasting, linear programming, decision analysis, and project management.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
SA: MSC 871

Effective Summer 2011 Effective Summer 2016

SCM 872  Distribution Fulfillment  
Fall of every year, Spring of every year, Summer of every year. 2(2-0) P: SCM 870 R: Open to master's students in the Supply Chain Management Major.  
Management of the firm's value-creation process from product development through order receipt and delivery to consumer. Alternative approaches to developing customer value and the role of the demand and supply chain in providing it.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
SA: MSC 872

Effective Summer 2011 Effective Summer 2016

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

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

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

SCM 879  Supply Chain Management-Strategy and Applications
Fall of every year, Spring of every year, Summer of every year. 3(3-0) P: SCM 870 RB: 15 credits in MS Supply Chain Management R: Open to master's students in the Supply Chain Management Major.
Analysis and solution of supply chain management cases and simulations. Teamwork, communication, and job skills. Situations involving purchasing, manufacturing, logistics and transportation as an integrated supply chain.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
SA: MSC 879
Effective Summer 2011 Effective Summer 2016

SCM 882  Supply Chain Management Field Study
Fall of every year, Spring of every year, Summer of every year. 5 credits. P: SCM 879 P: SCM 870 RB: Completion of 24 credits of Master of Science in Supply Chain Management program. R: Open to master's students in the Supply Chain Management Major.
Practical application of course material to a problem or situation in the student's organization.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 2 semesters after the end of the semester of enrollment.
SA: MSC 882
Effective Fall 2009 Effective Summer 2016
SCM 883 Technology and Product Innovation Management  
**Fall of every year, Spring of every year, Summer of every year.** 2(2-0) **P: SCM 874 P: SCM 870 R:** Open to master's students in the Supply Chain Management Major.  
Management of technology and product development for high technology firms. Creating new product ideas, designing high technology products, managing cross-functional teams, developing and implementing marketing plans, interpreting marketing data, sales forecasting for new products, testing new products, assessing competitive dynamics, and coping with uncertain environmental forces.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
SA: MSC 883  
**Effective Summer 2011 Effective Summer 2016**

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

SCM 887 Introduction to Packaging for Supply Chain  
**Fall of every year. Spring of every year. Summer of every year.** 1.5 to 3 credits. **P: SCM 870 R:**  
Open to master's students in the Supply Chain Management Major.  
NEW  
Overview of packaging materials, filling lines, and distribution dynamics related to supply chain management.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
Effective Summer 2016

SCM 888 Food Safety in Supply Chain Management  
**Fall of every year. Spring of every year. Summer of every year.** 1.5 to 3 credits. **P: SCM 870 R:**  
Open to master's students in the Supply Chain Management Major.  
NEW  
There is a critical need to drive food safety along all aspects of the supply chain. Keeping food safe requires growers, suppliers, manufacturers, distributors and importers to work in an integrated manner to ensure that the end product is safe for consumption. Effective supply chain management is essential to guarantee food safety and every link in the chain can affect/impact the quality and safety of final products. Students will develop an understanding of food safety requirements, challenges and the key considerations for managing food safety in supply chains.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
Effective Summer 2016

SCM 889 Brand Protection for Supply Chain Managers  
**Fall of every year. Spring of every year. Summer of every year.** 1.5 to 3 credits. **P: SCM 870 R:**  
Open to master's students in the Supply Chain Management Major.  
NEW  
Introduction to general issues related to product counterfeiting and how the problem affects supply chain professionals. Foundational principles of brand protection activities as carried out through the supply chain functions of brand owners.  
Request the use of ET-Extension to postpone grading.  
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.  
Effective Summer 2016
# COLLEGE OF COMMUNICATION ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 214</td>
<td>Social Media and the Start-up</td>
<td>Spring of every year. Summer of every year. 3(3-0) Interdepartmental with Writing, Rhetoric and American Cultures. P: BUS 190 and CAS 114 R: Open to undergraduate students in the Entrepreneurship and Innovation Minor. NEW Introduction to using digital spaces and social media to propel entrepreneurship ideas forward. Survey of how businesses and organizations' websites, videos, podcasts, and social media presence brand products and organizations. Website, mobile and social media presence to promote entrepreneurial idea.</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>CAS 827</td>
<td>Digital Media Strategies</td>
<td>Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Current issues and trends in digital multimedia technologies and applications, media planning, promotional media mix plans.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS 828</td>
<td>Persuasion Techniques for Working Professionals</td>
<td>Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Application of scientific principles of persuasion and compliance gaining, persuasive message construction, audience response to persuasion attempts.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS 829</td>
<td>Evaluation Techniques for Working Professionals</td>
<td>Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Basic communication evaluation methods, including the process of evaluation, basics of quantitative and qualitative research methods, understanding elementary data analysis, sampling/recruiting and reporting and disseminating results.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS 831</td>
<td>Digital Content Creation, Curation &amp; Promotion</td>
<td>Fall of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Creation of content for digital media including social media (e.g, Facebook Twitter, YouTube, blogs, etc.), digital journalism and interactive media, design principles, promotion of digital media.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS 832</td>
<td>Strategic Message Development</td>
<td>Spring of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Designing effective corporate messages, conducting effective stakeholder analysis, setting outcome parameters, and engaging your audience.</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>CAS 833</td>
<td>Crisis Communication</td>
<td>Spring of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required. NEW Best practices for risk communication, public relations and reputation management, case studies of corporate crisis, crisis management plan development.</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>
CAS 835  Branding and Image Communication  
Spring of every year. 3(3-0) R: Open to master's students in the College of Communication Arts and Sciences. Approval of college; application required.
NEW  Branding to differentiate a product, service or company from its competitors, how brands are created, managed and grown, brand equity.
Effective Fall 2016

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

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

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

MI 350  Evaluating Human-Centered Technology  
Spring of every year. 3(2-2) P: MI 220 and MI 250
NEW  How to form context specific inquiry based on user needs and goals, how to assess fundamental usability problems, how to conduct lab-based summative evaluation methods, and how to summarize their evaluation results into reports and design suggestions.
Effective Fall 2016

COLLEGE OF EDUCATION

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

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

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

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

ED 800  Concepts of Educational Inquiry  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) R: Open to graduate  
students in the Education major. R: Open to master's students in the Education Major. 
NEW  
Concepts of inquiry in education addressing problems of theory and practice in teaching  
and learning, administration, and leadership. Philosophical, psychological, biological,  
historical, biographical, ethnographic concepts of educational inquiry considered  
methodologically. Roles of information and communications technologies in inquiry.  
Applications of inquiry to educational practices.  
Effective Fall 2008 Effective Fall 2016

ED 870  Capstone Seminar  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) R: Open only to students in  
the Master of Arts in Education. Approval of college. R: Open to students in the Education Major.  
NEW  
Reflection and synthesis of learning experiences in online master’s program. Creation and  
exhibition of electronic portfolio on the Web. Participation in online discussion groups.  
Effective Summer 2003 Effective Fall 2016

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

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

COLLEGE OF MUSIC