1. Request to establish a **Graduate Certificate in Healthcare Compliance** in the Eli Broad College of Business and Graduate School of Management. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 20, 2023 meeting.

   a. **Background Information:**

   The Graduate Certificate in Healthcare Compliance will provide post-baccalaureate credentials and career development for students seeking to improve their academic profile or employment qualifications. The certificate is aimed at professional and graduate students interested in advancing their careers in the health care compliance arena. This graduate program was previously a part of the Master of Science Degree in Healthcare Management as a concentration. To be more competitive and provide a greater reach to the community, the Healthcare Compliance concentration is being moved to a graduate certificate program.

   b. **Academic Programs Catalog Text:**

   The Graduate Certificate in Healthcare Compliance is designed to provide career development for professionals seeking to advance their career in the healthcare compliance arena. The program is targeted at students interested in applying to graduate or professional school and individuals working in healthcare industry. The certificate is available only online.

   **Admission**

   To be admitted to the Graduate Certificate in Healthcare Compliance, a student must:

   1. have a minimum cumulative undergraduate grade-point average of 2.5 or a graduate grade-point average of 3.0. Grade-point average is not indicative of student success in the graduate certificate.
   2. be currently employed in the healthcare industry.
   3. provide a personal statement.

   The applicant's overall record is considered. Students are educated during the recruitment process regarding the pace of the program, and length of time to complete the graduate certificate. Non-qualified students will be assisted with identifying alternate program options, if needed.

   **Requirements for the Graduate Certificate in Healthcare Compliance**

   Students must complete a minimum of 10 credits from the following:

   1. All of the following courses (8 credits):
      - HCM 821 Healthcare Regulations 2
      - HCM 822 Healthcare Compliance 2
      - HCM 823 Enterprise Risk Management 2
      - HCM 824 Implementing Compliance Systems 2
   2. At least 2 credits from the following courses:
      - HCM 801 Critical Thinking and Innovation in Healthcare 2
      - HCM 807 Law and Ethics in Healthcare 2
      - HCM 809 Organizational Behavior in Healthcare 2

   Effective Fall 2023.
2. Request to establish a Graduate Certificate in Healthcare Leadership in the Eli Broad College of Business and Graduate School of Management. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 20, 2023 meeting.

a. **Background Information:**

The Graduate Certificate in Healthcare Leadership will provide post—baccalaureate credentials and career development for students seeking to improve their academic profile or employment qualifications. The certificate is aimed at professional and graduate students interested in advancing their careers in the healthcare leadership arena. This graduate program was previously a part of the Master of Science Degree in Healthcare Management as a concentration. To be more competitive and provide a greater reach to the community, the Healthcare Leadership concentration is being moved to a graduate certificate program.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Healthcare Leadership is designed to provide career development for professionals seeking to advance their career in the healthcare leadership arena. The program is targeted at students interested in applying to graduate or professional school and individuals working in healthcare industry. The certificate is available only online.

**Admission**

To be admitted to the Graduate Certificate in Healthcare Leadership, a student must:

1. have a minimum cumulative undergraduate grade-point average of 2.5 or a graduate grade-point average of 3.0. Grade-point average is not indicative of student success in the graduate certificate.
2. be currently employed in the healthcare industry.
3. provide a personal statement.

The applicant’s overall record is considered. Students are educated during the recruitment process regarding the pace of the program, and length of time to complete the graduate certificate. Non-qualified students will be assisted with identifying alternate program options, if needed.

**Requirements for the Graduate Certificate in Healthcare Leadership**

Students must complete a minimum of 10 credits from the following:

1. All of the following courses (8 credits):
   - HCM 817 Healthcare Leadership 2
   - HCM 818 Strategic Decision Making 2
   - HCM 819 Market Analysis and Planning 2
   - HCM 820 Negotiations 2

2. At least 2 credits from the following courses:
   - HCM 801 Critical Thinking and Innovation in Healthcare 2
   - HCM 807 Law and Ethics in Healthcare 2
   - HCM 809 Organizational Behavior in Healthcare 2

Effective Fall 2023.
3. Request to establish a **Graduate Certificate** in **Elements of Global Supply Chain Management** in the Department of Supply Chain Management. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 20, 2023 meeting.

a. **Background Information:**

While Broad has the #1 Supply Chain Management designation, we do not have sufficiently inclusive programs to help MSU’s many stakeholders. At present we have a highly sought after undergraduate program, and a master’s program for students already in their careers. The proposed certificate is intended to fill the gap between our 4-year Bachelor of Arts and the Master of Science programs.

In relation to market research, there is a need for a basic supply chain education at the graduate level. Such a program would need to be accomplished in a year and be completed exclusively online. To preserve the reputation of the two existing degree programs (bachelor’s and master’s degrees) the graduate certificate allows education for individuals who do not have a business background in either academics or work experience to obtain experience in the supply chain field. For example, this program would be ideal for individuals with an undergraduate degree who work at a family-owned business, as well as individuals who do not have a business background who wish to strengthen their credentials for the job market.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Elements of Global Supply Chain Management is designed to provide a basic supply chain and business education for those entering the industry or looking to make a career change. The certificate is targeted at students new to the supply chain field who are missing the academic credentials to advance in their careers. The certificate is available only online.

**Admission**

To be admitted to the Graduate Certificate in Elements of Global Supply Chain Management, a student must:

1. have a minimum undergraduate grade-point average of 2.5.

The applicant’s overall record is considered. Work experience or internships that generated exposure to supply chain concepts will be considered. Students are educated during the recruitment process regarding the pace of the program, and length of time to complete the graduate certificate.

**Requirements for the Graduate Certificate in Elements of Global Supply Chain Management**

Students must complete 11 credits from the following:

All of the following courses (11 credits):

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<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>SCM 803</td>
<td>Introduction to Supply Chain Analytics</td>
<td>3</td>
</tr>
<tr>
<td>SCM 805</td>
<td>Basic Elements of Strategic Sourcing</td>
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</tr>
<tr>
<td>SCM 806</td>
<td>Basic Elements of Logistics and Warehousing</td>
<td>2</td>
</tr>
<tr>
<td>SCM 807</td>
<td>Basic Elements of Operations Management</td>
<td>2</td>
</tr>
</tbody>
</table>

Effective Fall 2023.
COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1. Request to change the requirements for the Master of Arts degree in Health and Risk Communication in the College of Communication Arts and Sciences. The University Committee on Graduate Studies (UCGS) will consider this request at its April 17, 2023 meeting.

   a. Under the heading Requirements for the Master of Arts Degree in Health and Risk Communication in item 3., add the following course:

      JRN 872 Environment, Science and Health Reporting Topics 3

   Effective Fall 2023.

COLLEGE OF EDUCATION

1. Request to establish a Doctor of Education degree in Leadership for Equity-Minded Change in Postsecondary Education in the Department of Educational Administration. The University Committee on Graduate Education (UCGS) recommended approval of this request at its February 20, 2023 meeting.

   a. Background Information:

      Beginning in 2018, the Higher, Adult and Lifelong Education (HALE) faculty began to review it’s doctoral program and determined that to best suit the needs of our students we needed to add an Ed.D. program that would focus more intentionally on research for practice. The Department of Educational Administration at Michigan State University (MSU) prepares leaders to meet the needs of learners and make an impact across a wide range of settings.

      As our graduate programs consistently rank within the top ten in the nation, we continue to attract a diverse community of learners with a wide range of scholarly and professional interests. Many students within the Higher, Adult, and Lifelong Education (HALE) Ph.D. program often pursue faculty positions upon graduation. Yet a growing number of these learners seek roles as administrators, entering the HALE Ph.D. program to advance their careers and become scholar-practitioners. To better serve students with these administrative aspirations, the HALE unit within the Department of Educational Administration proposes a new degree program—Leadership for Equity-Minded Change in Postsecondary Education. The purpose of this degree is to train scholar-practitioners from a variety of postsecondary settings to become equity-focused, inquiry driven leaders. The rationale for this program is three-fold. First, postsecondary education is more complex today than in the past. Changing demographics and the imperatives of racial justice and equitable inclusion, both nationally and globally, present new and complex challenges for leaders. Second, various sectors, including higher education, grapple with the effects of deeply entrenched biases and prejudices that make for hostile work and educational spaces. Ample evidence shows that various groups experience organizations in radically different ways and for leaders to take responsibility for creating more inclusive and equity committed spaces. Third, organizational leaders often report that they are ill-equipped to address how their organization is a racialized, gendered, and classed space. Thus, even when formal (and informal) leaders believe in and want to implement a more just and equity-focused organization, they lack the tools, language, or background to do so.

      The mission of the Doctor of Education degree in Leadership for Equity-Minded Change in Postsecondary Education is to provide learners with a breadth of cutting-edge field knowledge and the skills necessary to lead with an analytical and equity-focused approach. Leadership inquiry is an analytical approach to leadership that uses scholarship to advance policy and practice as well as transform educational systems to become inclusive, equitable, and sustainable communities that serve locally, nationally, and globally. With an emphasis on equity, students will learn how to design and implement effective organizational learning and improvement practices to steer equity-minded change. Pursuant to this goal, the Ed.D. in Leadership for Equity-Minded Change equips higher education and adult learning leaders to identify, understand, and solve complex problems through practice-relevant analysis. Learners will have the opportunity to focus their studies and educational experiences on specific
b. **Academic Programs Catalog Text:**

The Doctor of Education degree in Leadership for Equity-Minded Change in Postsecondary Education provides learners with a breadth of cutting-edge field knowledge and the skills necessary to lead with an analytical and equity-focused approach. Leadership inquiry is an analytical approach to leadership that uses scholarship to advance policy and practice as well as transform educational systems to become inclusive, equitable, and sustainable communities that serve locally, nationally, and globally. With an emphasis on equity, students will learn how to design and implement effective organizational learning and improvement practices to steer equity-minded change.

The program consists of 45 credits of graduate study beyond the master’s degree. In addition to meeting the requirements of the College of Education, students must meet the requirements specified below.

**Admission**

Applicants to the Doctor of Education degree in Leadership for Equity-Minded Change in Postsecondary Education should:

1. submit official college transcripts from each degree-granting institution.
2. submit a personal statement that addresses interest in the program, including any personal and professional goals, and the qualities, characteristics, and skills that make the applicant a strong candidate.
3. submit three letters of recommendation from persons who are acquainted with the applicant’s academic and professional experience, performance, and potential.
4. Submit a professional statement that demonstrates previous accomplishments and commitment to equity-minded change.

**Requirements for the Doctor of Education in Leadership for Equity-Minded Change in Postsecondary Education**

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<tr>
<th>CREDITS</th>
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<td><strong>1.</strong> All of the following core courses (27 credits):</td>
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<tr>
<td>EAD 935</td>
<td>Foundations for Equity-Minded Leaders in Postsecondary Education</td>
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<td>EAD 960</td>
<td>Proseminar in Postsecondary Education</td>
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<td>EAD 964</td>
<td>Comparative Higher Education</td>
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<td>EAD 965</td>
<td>Diversity and Equity in Higher Education</td>
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<td>Students in Postsecondary Education</td>
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<tr>
<td>EAD 967</td>
<td>Policy Development and Analysis in Postsecondary Education</td>
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<tr>
<td>EAD 968</td>
<td>Teaching, Learning, and Curriculum in Postsecondary Education</td>
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<td>EAD 970</td>
<td>Organization and Governance in Postsecondary Education</td>
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<td>EAD 976</td>
<td>Budget and Finance for Equity in Postsecondary Education</td>
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<td><strong>2.</strong> All of the following research courses (18 credits):</td>
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<td>EAD 937A</td>
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<td>EAD 937B</td>
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<td>EAD 996A</td>
<td>Research Preparation 1</td>
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<td>EAD 996B</td>
<td>Research Preparation 2</td>
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<td>EAD 996C</td>
<td>Research Preparation 3</td>
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<tr>
<td>EAD 996D</td>
<td>Research Preparation 4</td>
</tr>
<tr>
<td>EAD 998A</td>
<td>Dissertation in Practice 1</td>
</tr>
<tr>
<td>EAD 998B</td>
<td>Dissertation in Practice 2</td>
</tr>
</tbody>
</table>

3. Completion of the comprehensive examination portfolio.

Effective Summer 2024.
COLLEGE OF MUSIC

1. Request to change the General Requirements for All of the Bachelor's Degree Programs in the College of Music.

   a. Under the heading General Requirements for All of the Bachelor's Degree Programs in the College of Music make the following changes:

      (1) In item 1., change the total credits from ‘24’ to ‘21’.

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

            MUS 211 History of Western Music to 1750   3
            MUS 212 History of Western Music Since 1750  3

            Add the following course:

            MUS 214 Introduction to Music Studies   3

Effective Fall 2023.

2. Request to change the requirements for the Bachelor of Arts degree in Music in the College of Music.

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

      (1) In item 3. a. (2), replace the first paragraph with the following:

            Submit a body of work or portfolio that can be presented to the public. The body of work could include a paper, composition, film, sound art installation, album, or any other product that is satisfactory to the student’s Capstone Experience Committee. The topic of the paper must be officially approved by the student’s Capstone Experience Committee.

      (2) Add the following item 3. g.:

            MUS 409 American Music             2
            MUS 410 Jazz History               2
            MUS 419 Baroque Music              2
            MUS 420 Music of the 18th Century  2
            MUS 421 Music of the 19th Century  2
            MUS 422 Music of the 20th Century  2
            MUS 423 History of Opera           2
            MUS 424 Music, Sexuality, and Gender 2
            MUS 425 Music of South Asia and Its Diaspora 2
            MUS 426 Music of Africa            2
            MUS 427 Early Music                2
            MUS 429 Music of East Asia         2
            MUS 430 Music of the Caribbean     2
            MUS 491 Special Topics in Music
               (Section: Music and Religion in World Cultures) 2
            MUS 491 Special Topics in Music
               (Section: Indigenous Music and Globalization) 2

Effective Fall 2023.
3. Request to change the requirements for the Bachelor of Music degree in Music Education in the College of Music. The Teacher Education Council (TEC) will consider this request at its April 10, 2023 meeting.

   a. Under the heading Requirements for the Bachelor of Music Degree in Music Education make the following changes:

   (1) In item 3. d., delete the following course:

   MUS 441 Introduction to Computer Music 3

   Add the following course:

   MUS 441 Advanced Fixed Media Composition 2

   (2) In item 3. k., delete the following course:

   MUS 456 Teaching Stringed Instruments 3

   (3) In item 3. m., delete the following course:

   MUS 456 Teaching Stringed Instruments 3

   (4) Add the following item 3. n.:

   MUS 409 American Music 2
   MUS 410 Jazz History 2
   MUS 419 Baroque Music 2
   MUS 420 Music of the 18th Century 2
   MUS 421 Music of the 19th Century 2
   MUS 422 Music of the 20th Century 2
   MUS 423 History of Opera 2
   MUS 424 Music, Sexuality, and Gender 2
   MUS 425 Music of South Asia and Its Diaspora 2
   MUS 426 Music of Africa 2
   MUS 427 Early Music 2
   MUS 429 Music of East Asia 2
   MUS 430 Music of the Caribbean 2
   MUS 491 Special Topics in Music 2
       (Section: Music and Religion in World Cultures)
   MUS 491 Special Topics in Music 2
       (Section: Indigenous Music and Globalization)

   Effective Fall 2023.

4. Request to change the requirements for the Bachelor of Music degree in Music Performance in the College of Music.

   a. Under the heading Requirements for the Bachelor of Music Degree in Music Performance make the following changes:

   (1) In item 3. d. (1) make the following changes:

   (a) Reletter item (d) to item (e) and add the following new item (d):

   MUS 409 American Music 2
   MUS 410 Jazz History 2
   MUS 419 Baroque Music 2
   MUS 420 Music of the 18th Century 2
   MUS 421 Music of the 19th Century 2
   MUS 422 Music of the 20th Century 2
   MUS 423 History of Opera 2
   MUS 424 Music, Sexuality, and Gender 2
   MUS 425 Music of South Asia and Its Diaspora 2
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<tr>
<td>MUS 426</td>
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<td>MUS 430</td>
<td>Music of the Caribbean</td>
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(2) In item 3. d. (2) make the following changes:

(a) Reletter item (f) to item (g) and add the following new item (f):

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(3) In item 3. d. (3) make the following changes:

(a) Reletter item (f) to item (g) and add the following new item (f):

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(4) In item 3. d. (4) make the following changes:

(a) Reletter item (f) to item (g) and add the following new item (f):

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MUS 425  Music of South Asia and Its Diaspora  2
MUS 426  Music of Africa  2
MUS 427  Early Music  2
MUS 429  Music of East Asia  2
MUS 430  Music of the Caribbean  2
MUS 491  Special Topics in Music  2
   (Section: Music and Religion in World Cultures)
MUS 491  Special Topics in Music  2
   (Section: Indigenous Music and Globalization)

(5) In item 3. d. (5) make the following changes:

(a) Add the following new item (i):

MUS 409  American Music  2
MUS 410  Jazz History  2
MUS 419  Baroque Music  2
MUS 420  Music of the 18th Century  2
MUS 421  Music of the 19th Century  2
MUS 422  Music of the 20th Century  2
MUS 423  History of Opera  2
MUS 424  Music, Sexuality, and Gender  2
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MUS 430  Music of the Caribbean  2
MUS 491  Special Topics in Music  2
   (Section: Music and Religion in World Cultures)
MUS 491  Special Topics in Music  2
   (Section: Indigenous Music and Globalization)

Effective Fall 2023.

5. Request to change the requirements for the Bachelor of Music degree in Composition in the College of Music.

a. Under the heading Requirements for the Bachelor of Music Degree in Composition make the following changes:

(1) Add the following item 3. i.:

MUS 409  American Music  2
MUS 410  Jazz History  2
MUS 419  Baroque Music  2
MUS 420  Music of the 18th Century  2
MUS 421  Music of the 19th Century  2
MUS 422  Music of the 20th Century  2
MUS 423  History of Opera  2
MUS 424  Music, Sexuality, and Gender  2
MUS 425  Music of South Asia and Its Diaspora  2
MUS 426  Music of Africa  2
MUS 427  Early Music  2
MUS 429  Music of East Asia  2
MUS 430  Music of the Caribbean  2
MUS 491  Special Topics in Music  2
   (Section: Music and Religion in World Cultures)
MUS 491  Special Topics in Music  2
   (Section: Indigenous Music and Globalization)

Effective Fall 2023.
6. Request to change the requirements for the Bachelor of Music degree in Jazz Studies in the College of Music.

   a. Under the heading Requirements for the Bachelor of Music Degree in Jazz Studies make the following changes:

      (1) Reletter item 3. e. to 3. f.

      (2) Add the following item 3. e.:

      MUS 409 American Music 2
      MUS 410 Jazz History 2
      MUS 419 Baroque Music 2
      MUS 420 Music of the 18th Century 2
      MUS 421 Music of the 19th Century 2
      MUS 422 Music of the 20th Century 2
      MUS 423 History of Opera 2
      MUS 424 Music, Sexuality, and Gender 2
      MUS 425 Music of South Asia and Its Diaspora 2
      MUS 426 Music of Africa 2
      MUS 427 Early Music 2
      MUS 429 Music of East Asia 2
      MUS 430 Music of the Caribbean 2
      MUS 491 Special Topics in Music 2
         (Section: Music and Religion in World Cultures)
      MUS 491 Special Topics in Music 2
         (Section: Indigenous Music and Globalization)

   Effective Fall 2023.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

AAAS 495  Writing For Our Lives (W)
Fall of every year, Spring of every year.  Summer of odd years.  A student may earn a maximum of 6 credits in all enrollments for this course. P: ((AAAS 100) and completion of Tier I writing requirement) and (AAAS 200 or AAAS 201 or AAAS 202 or AAAS 300 or AAAS 301 or AAAS 302 or AAAS 303 or AAAS 304 or AAAS 305 or AAAS 306)) or (AAAS 307 or AAAS 308 or AAAS 390) or ISS 215
Intensive writing workshop with focus on development of student voice through the power of the written and spoken word.
Effective Fall Semester 2023

ELI BROAD COLLEGE OF BUSINESS

SCM 801  Introduction to Global Business and Supply Chain
Fall of every year. Summer of every year.  2(2-0) R: Approval of department.
NEW   Introduction to business and communication skills necessary to compete successfully in a global environment. This course will cover the basic business vocabulary and practices especially those related to the functions of supply chain management activities including procurement, manufacturing, and logistics.
Effective Fall Semester 2023

SCM 803  Introduction to Supply Chain Analytics
Fall of every year. Summer of every year.  3(3-0) P: SCM 801 or concurrently R: Approval of department.
NEW   Review of statistics topics including random variables, regression, forecasting, and index construction. Introduction of quantitative and statistical methods used for decision making. Discussion of different sources for supply chain data and their use in decisions.
Effective Fall Semester 2023

SCM 805  Basic Elements of Strategic Sourcing
Fall of every year. Spring of every year.  2(2-0) P: SCM 801 and SCM 803 R: Approval of department.
NEW   Introduction of strategic sourcing and supply chain management enterprise implications. Integration and coordination of sourcing, manufacturing, distribution, and logistics for global competitiveness.
Effective Spring Semester 2024

SCM 806  Basic Elements of Logistics and Warehousing
Fall of every year. Spring of every year.  2(2-0) P: SCM 801 and SCM 803 R: Approval of department.
NEW   Introduction to logistics and transportation services including order fulfillment, distribution operations, warehousing considerations, operation of transportation services, and third-party logistics providers.
Effective Spring Semester 2024

SCM 807  Basic Elements of Operations Management
Fall of every year. Spring of every year.  2(2-0) P: SCM 801 and SCM 803 R: Approval of department.
NEW   Overview of the planning and control functions required to match supply and demand in a manufacturing firm. The importance of coordination of plans across an organization and the information systems utilized for these functions.
Effective Spring Semester 2024
SCM 931  Simulation Methods for Business Research
Spring of odd years. 3(3-0) P: MGT 906 or SCM 916 or approval of department R: Open to doctoral students.
REINSTATEMENT  Techniques and methodology for system design and policy formulation. Methodological focus on simulation and analytical techniques to develop empirical results documenting current and anticipated system performance.
SA: MSC 931
Effective Fall Semester 2023

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

JRN 875  Global Affairs Reporting
Fall of every year. 3(2-2) P: JRN 800 R: Open to graduate students.
REINSTATEMENT  Techniques and challenges in covering international events and issues such as economics, security, disasters, and public policy. Understanding international press systems, rights and constraints.
Effective Spring Semester 2023

JRN 892  Journalism Special Topics
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.
Topics vary.
Effective Summer Semester 2023 Effective Fall Semester 2023

COLLEGE OF EDUCATION

EAD 935  Foundations for Equity-Minded Leaders in Postsecondary Education
Summer of every year. 3(3-0) RB: In general, students should have a background as a higher education practitioner prior to taking this course. However, administrative aspirations with relevant adjacent experience are also acceptable.
NEW  Proseminar course for the first-year HALE EdD cohort that provides a foundation for the program.
Effective Summer Semester 2024

EAD 936  Law and Education Policy
Fall of every year. 3(3-0) Not open to students with credit in LAW 579D.
NEW  Students’ rights in the United States with a focus on federal constitutional law. Topics covered may include free speech, racial and ethnic equity including desegregation, school finance, search and seizure, sex/gender equity, corporal punishment, and federal statutory law.
Effective Fall Semester 2023

EAD 937A  Equity-Oriented Inquiry for Leaders 1
Summer of every year. 3(3-0) RB: In general, students should have a background as a higher education practitioner prior to taking this course. However, administrative aspirations with relevant adjacent experience are also acceptable.
NEW  Leadership inquiry course for students enrolled in Doctorate of Education (EdD) in Leadership for Equity-Minded Change in Postsecondary Education.
Effective Summer Semester 2025

EAD 937B  Equity-Oriented Inquiry for Leaders 2
Summer of every year. 3(3-0) P: EAD 937A RB: In general, students should have a background as a higher education practitioner prior to taking this course. However, administrative aspirations with relevant adjacent experience are also acceptable.
NEW  Leadership inquiry course for students enrolled in Doctorate of Education (EdD) in Leadership for Equity-Minded Change in Postsecondary Education.
Effective Summer 2026
EAD 976  Budget and Finance for Equity in Postsecondary Education
Spring of every year. 3(3-0) RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Exploration of various budgeting and funding processes and concerns in postsecondary
education. An equity-focused lens is employed to analyze inequalities and promote
systemic change.
Effective Spring Semester 2026

EAD 996A  Research Preparation 1
Fall of every year. 1(1-0) RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Cohort research methods course for students enrolled in Doctorate of Education (EdD) in
Leadership for Equity-Minded Change in Postsecondary Education.
Effective Fall Semester 2024

EAD 996B  Research Preparation 2
Spring of every year. 1(1-0) P: EAD 996A RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Cohort research methods course for students enrolled in Doctorate of Education (EdD) in
Leadership for Equity-Minded Change in Postsecondary Education.
Effective Spring Semester 2025

EAD 996C  Research Preparation 3
Fall of every year. 1(1-0) P: EAD 996B RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Cohort research methods course for students enrolled in Doctorate of Education (EdD) in
Leadership for Equity-Minded Change in Postsecondary Education.
Effective Fall Semester 2025

EAD 996D  Research Preparation 4
Spring of every year. 1(1-0) P: EAD 996C RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Cohort research methods course for students enrolled in Doctorate of Education (EdD) in
Leadership for Equity-Minded Change in Postsecondary Education.
Effective Spring Semester 2026

EAD 998A  Dissertation in Practice 1
Fall of every year. 4(4-0) RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Doctoral research for EdD cohorts.
Effective Fall 2026

EAD 998B  Dissertation in Practice 2
Spring of every year. 4(4-0) P: EAD 998A RB: In general, students should have a background as a higher
education practitioner prior to taking this course. However, administrative aspirations with relevant
adjacent experience are also acceptable.
NEW  Doctoral research for EdD cohorts.
Effective Spring 2027

KIN 345  Sport and Exercise Psychology (WA) Exercise Psychology (W)
Fall of every year. Spring of every year. 3(2-2) P: (KIN 240) and completion of Tier I writing
requirement
Theoretical, conceptual, and practical issues related to the psychology of exercise
behaviors.
Effective Fall Semester 2023
MUS 443  Anthropology of Music
Fall of odd years. 2(2-0) P: MUS 211 or MUS 212  R: Open to juniors or seniors in the College of Music or approval of college.
REINSTATEMENT  Study of social theories developed in anthropology and ethnomusicology.
Effective Fall Semester 2023