

SUBCOMMITTEE C – AGENDA

**Via Zoom**  
April 14, 2022  
1:30 p.m.

**PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES**

**COLLEGE OF ARTS AND LETTERS**

1. Request to change the name of the **Minor in Indian and South Asian Languages and Cultures** to **Indian and South Asian Studies** in the Department of Linguistics, Languages, and Cultures.

Students admitted to the minor prior to Fall 2022 will be awarded a Minor in Indian and South Asian Languages and Cultures.

Students admitted to the minor Fall 2022 and forward will be awarded a Minor in Indian and South Asian Studies.

Effective Fall 2022.

2. Request to change the requirements for the **Minor in Indian and South Asian Studies** in the Department of Linguistics, Languages, and Cultures.

- a. Under the heading **Requirements for the Minor in Indian and South Asian Studies** make the following changes:

- (1) In items 1., and 2., change the credits from '17' to '15'.

- (2) In item 2., add the following courses:

FLM	350	National and Transnational Cinemas	3
FLM	450	Studies in Ethnic Film	3
FLM	451	Studies in Postcolonial Cinema	3
ISA	291	Special Topics in Indian and South Asian Studies	3
ISA	491	Special Topics in Indian and South Asian Studies	3
REL	441	Devotional Hinduism (W)	3

- (3) In item 2., replace the note with the following:

Students must obtain advisor approval before enrolling in ASN 291, ASN 491, ENG 360, FLM 350, FLM 450, FLM 451, and HA 461 to ensure appropriate South Asian content. Other South Asian language courses not used to fulfill the language requirement in item 1. and other approved courses with South Asian content may be used to fulfill the requirements of the minor.

Effective Fall 2022.

**ELI BROAD COLLEGE OF BUSINESS**

1. Request to establish a **Master of Business Administration** degree in **STEM** 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 21, 2022 meeting.

- a. **Background Information:**

The STEM Master of Business Administration is a full-time, on-campus, two-year degree program designed to prepare students for management and leadership roles in new economy organizations where data drives the majority of decisions; from entry-level management positions to top executive roles. Specifically, the program is designed to create an intensive, quantitative learning experience for young professionals seeking select components of an MBA degree paired with an emphasis on quantitative methods spanning business analytics, data science, and data visualization.

It is designed to meet the needs of these professionals and proffers a substantially deeper grounded experience relative to stand-alone 1-year specialty Master of Science programs offered across the country at business colleges today.

The emphasis on quantitative-oriented training was chosen such that the degree itself qualifies for a STEM designation. The STEM designation will qualify graduates of the program to extend their eligibility to work in the United States by 24 months relative to an MBA graduate. Accordingly, now that many schools have begun offering STEM-eligible MBA degrees, U.S. employers have exhibited a sharp preference for international graduates from STEM-eligible U.S. MBA programs over international graduates from U.S. MBA programs that are not STEM-eligible. The former guarantees up to three years of eligibility to work whereas the latter only affords up to a single such year of guaranteed eligibility. International interest in U.S.-based MBA programs is now highly concentrated in STEM-eligible MBA programs given the real-options afforded its graduates.

The proposed program is a subset of the extant MBA program as the new degree consists entirely of current MSU MBA courses, both at the Eli Broad College of Business and across Michigan State University. Relative to the MBA degree, the STEM degree limits the breadth of electives to only include those emphasizing quantitative skill development, building on the already quantitatively intensive, shared core course requirements. The majority of MSU's MBA students select curricular paths satisfying the proposed STEM requirements, however, the MSU Graduate School has advised us that for a program to qualify for STEM-eligibility at MSU, all feasible degree paths therein must qualify for STEM-eligibility, thereby necessitating the present request.

The intention is to offer the STEM degree concurrently with the extant MBA degree, leveraging the same (extant) classes, staff, policies, and tuition. MBA and STEM students will sit side-by-side within the same courses, i.e., the intention is to have students from both programs in every incoming cohort. The program only offers a Plan B track (without thesis).

Except for the University of Nebraska, MSU is the only university in the Big Ten without a STEM-eligible MBA program on campus.

We strongly believe that by limiting the breadth of electives traditionally offered to MBA students while retaining the most chosen electives by our international students, the STEM program will re-establish international demand for an MSU MBA by broadening student accessibility to MSU's core competencies of teaching and research.

b. **Academic Programs Catalog Text:**

The STEM Master of Business Administration full-time, two-year degree program is designed to prepare students for management and leadership roles in new economy organizations where decision-making is largely data-driven. The program operates in tandem with the MBA program, however the STEM M.B.A. degree limits the number of qualitative electives.

Full-time STEM M.B.A. students must select a concentration from management science, finance, marketing, or supply chain management. They have flexibility to choose preferred qualitative elective course work to support their career goals. Courses from other colleges may also be used with the approval of the Director of the full-time M.B.A. Program.

Only Plan B (without thesis) is available to students who are enrolled in the STEM M.B.A. degree programs.

**Admission**

The full-time STEM M.B.A. program normally extends over 21 months and consists of two fall and spring semesters and an enrichment experience during the intervening summer. Applicants are admitted to the program for fall semester only.

A strong education in any field is good preparation for graduate study in business administration. Prior academic work in business is helpful, but not required. Students with undergraduate degrees in the sciences, engineering, economics, and the liberal arts are encouraged to apply. Two or more years of work experience after completing a bachelor's degree is strongly recommended.

To be considered for admission to the full-time STEM M.B.A. program, an applicant must:

1. Submit to the Director of the full-time STEM M.B.A. Program a completed full-time M.B.A. application packet that is available at [www.mba.broad.msu.edu](http://www.mba.broad.msu.edu).
2. Take the Graduate Management Admission Test (GMAT) and have the scores submitted to the Broad School. The test must be taken not more than five years prior to the submission of the application for admission to the program. Equivalents may be considered with the approval of the Director of Admissions.
3. Complete the required personal interview with a representative of the full-time STEM M.B.A. Program Office.

Minimum standards for admission are:

1. A bachelor's degree from a recognized educational institution with a clear focus on quantitative preparation, as opposed to evidence of quantitative strength.
2. An academic record equivalent to at least 3.00 (B) in the last two years of undergraduate work.
3. Scores on the GMAT that reflect a general aptitude for success in graduate study and a clear acumen for future quantitative work.
4. Personal attributes such as demonstrated management potential and maturity.
5. Personal qualifications of sound character, intellectual curiosity, perseverance, and a drive to succeed.
6. Evidence of professional potential in a quantitative field as evidenced by earlier experience, letter of recommendation, or undergraduate preparation.

Admission to the program is competitive, and meeting the minimum standards listed above does not guarantee admission. Although all of the above minimum standards must normally be met, the applicant's overall record is considered.

Each full-time STEM M.B.A. student is required to have a personal laptop computer with a minimum configuration approved by the Director of the full-time STEM M.B.A. Program.

Students who are admitted to the full-time STEM M.B.A. program must participate in a non-credit orientation program designed to prepare students for success in the team-based management education program and curriculum.

#### Requirements for the STEM Master of Business Administration Degree

				CREDITS
1.	Complete 61 credits including:			
	a.	All of the following core courses:		
		MBA 802	Financial Accounting and Reporting Strategy	1.5
		MBA 804	Applied Data Analysis for Managers	1.5
		MBA 808	Leadership and Teamwork	1.5
		MBA 812	Accounting for Decision-Making and Control	1.5
		MBA 814	Applied Economics	1.5
		MBA 816	Managerial Communication Strategy and Tactics	1.5
		MBA 817	Designing and Delivering Impactful Business Presentations	1.5
		MBA 820	Marketing Management	3
		MBA 821	Introduction to Supply Chain Management Concepts	3
		MBA 822	Corporate Investment Decisions	3
		MBA 823	Information Technology Strategy	1.5
		MBA 824	Managing the Workforce	1.5
		MBA 843	Career Management	1
		MBA 845	Integrative Action Projects	4
		MBA 846	Executive Lecture Series	1
		MBA 850	Strategic Management	1.5

- b. All of the following supply chain management courses:
- |     |     |  |     |
|-----|-----|--|-----|
| SCM | 825 | Strategic Sourcing                                     | 1.5 |
| SCM | 826 | Manufacturing Design and Analysis                      | 1.5 |
| SCM | 827 | Competing Through Supply Chain Logistics               | 1.5 |
| SCM | 852 | Supply Management                                      | 1.5 |
| SCM | 853 | Operations Strategy                                    | 1.5 |
| SCM | 854 | Integrated Logistics Systems                           | 1.5 |
| SCM | 855 | Supply Chain Management Technology and Applications I  | 1.5 |
| SCM | 856 | Supply Chain Management Technology and Applications II | 1.5 |
- c. A concentration in management science, finance, marketing, or supply chain management (12 credits) or other approved concentration approved by the Director of the full-time STEM M.B.A. program. Students may take two concentrations if their schedule permits.
- d. At least 3 credits of international business selected from courses approved by the Director of the full-time STEM M.B.A. program.

2. Students may use remaining elective credits to design an academic program to support their professional goals using courses across the business college disciplines. Students may select electives from the following:

ACC	822	Information Systems Project Management	1.5
ACC	843	Value Chain Accounting and Analytics	1.5
FI	845	Financial Modeling and Simulation I	1.5
FI	846	Financial Modeling and Simulation II	1.5
FI	852	Financial Derivatives I	1.5
FI	855	Financial Derivatives II	1.5
FI	857	Security Analysis and Portfolio Management	3
FI	862	Corporate Strategy Valuation	3
FI	865	Corporate Real Options Valuation	1.5
FI	869	Entrepreneurial Finance and Venture Capital	1.5
FI	870	Venture Capital and Private Equity	1.5
FI	872	Financial Data Analytics I	1.5
FI	873	Financial Data Analytics II	1.5
FI	891	Topics in Finance	4.5
MGT	856	Corporate Strategy	1.5
MKT	806	Marketing Research for Decision Making	1.5
MKT	809	Pricing, Profitability and Marketing Metrics	1.5
MKT	810	Open Innovation Management	1.5
MKT	816	Marketing Analysis	1.5
MKT	819	Predictive Analytics	1.5
MKT	823	Applications in Predictive Analytics	1.5
MKT	861	Marketing Research Strategy and Analysis	1.5
MKT	864	Data Mining for Marketing	1.5
MKT	867	Sampling and Research Design	1.5
SCM	833	Decision Support Models	1.5
SCM	834	Supply Chain Process Modeling and Simulation	1.5
SCM	869	Service Supply Chains	1.5

Topics in Finance must be approved by the Director of the STEM MBA.

3. **Enrichment Experience**

Each student is required to participate in an enrichment experience approved by the Director of the full-time M.B.A. Program. Generally, the student participates in the enrichment experience during the summer between the first and second years of the program. The enrichment experience may involve a domestic or international internship, intensive foreign language study, an international or domestic study trip, a field or consulting project, or an approved graduate assistantship. Some of these options may involve additional costs to the student and may be able to accommodate only a limited number of students.

### **Academic Standards**

Students are expected to (1) maintain a minimum grade–point average of 3.00 each semester, (2) maintain a minimum cumulative grade–point average of 3.00, and (3) complete all courses listed on the Candidacy Form. A student's academic progress is monitored by the Director of the full-time STEM M.B.A. Program. A policy statement containing additional information relative to academic standards is available from the Director.

A student who does not maintain a cumulative 3.00 grade–point average will be placed on final probation. Such a student will be given the next semester of enrollment to achieve a cumulative 3.00 grade–point average; otherwise, dismissal from the program will result.

Effective Fall 2022.

2. Request to establish a **Master of Science** degree in **Accounting and Data Analytics** in Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

*The concentrations in the Master of Science degree in Accounting and Data Analytics are noted on the student's academic record when the requirements for the degree have been completed.*

a. **Background Information:**

Nationwide, accounting programs are facing declining enrollments. The same trend is apparent here at MSU in both the B.A. in accounting program and the on-campus M.S. in accounting program which is restricted to students with an undergraduate degree in accounting or finance with relevant accounting courses. To offset this continuing loss of enrollment, we need to serve a broader population of students. Market research has indicated that there is interest in accounting from people from other backgrounds who want to develop accounting knowledge, skills and understanding to enhance their careers, as well as people seeking to make a career change and complete courses while continuing to work.

The program has been designed to align with the strategy of the Broad College and the University. At the University level, these programs will increase the number and diversity of learners we serve through an online learning strategy that provides wider access through targeted programs. (Student Success Objective #3) Further, these programs will help to fulfill the University's mission as a land-grant institution to reach every community in the state. At the college level, the programs will "Enhance Careers and Lifelong Learning through Graduate Programs." At the department level, the program will help increase enrollment in accounting and offer high-quality flexible learning opportunities for students seeking an advanced degree in accounting. The program will allow us to reach a more diverse set of students.

The accounting programs at MSU are consistently ranked among the top accounting programs in the nation. They are highly respected by employers and MSU is a key recruiting school by most of the major accounting firms. In the State of Michigan, more CPAs are graduates of MSU than any other college or university in the state. As such, students and employers would be drawn to the program. Market research has also indicated that this positive reputation would draw students from outside of Michigan, especially in the Midwest.

The program will offer a specialized degree to individuals from diverse backgrounds. The program will equip students with the technical accounting knowledge and data analysis skills that are in high demand in organizations in all sectors of the economy. This master's degree will prepare students for accounting careers within public accounting, corporations, government, and not-for-profit organizations. Courses taken in the program will count towards the education requirements of professional certifications such as the Certified Public Accountant and Certified Management Accountant.

Accounting is accredited separately through the Association to Advance Collegiate Schools of Business (AACSB), the accrediting body for business colleges and accounting programs, and this new program will follow the standards of AACSB, the accrediting body for business colleges and accounting programs.

There are four stand-alone graduate certificate programs related to the program. One is already approved, the Graduate Certificate in Accounting Analytics, and three others are being proposed at the same time as this degree program, 1) the Graduate Certificate in Managerial Analysis for Decision Making, 2) the Graduate Certificate in Taxation and 3) the Graduate Certificate in Transaction Services. These graduate certificates mirror the concentrations in the M.S. in Accounting and Data Analytics program and could potentially serve as a feeder to the program should the program pique a student's interest to delve further into graduate education in accounting. MSU allows up to nine credits to be transferred into a master's program and three of the four graduate certificate programs are nine credits making for an easy transition to the M.S. in Accounting and Data Analytics program.

b. **Academic Programs Catalog Text:**

The Master of Science degree in Accounting and Data Analytics program is designed for students wishing to pursue an advanced degree in accounting. Prior background in accounting is not a prerequisite for admission. The program includes a set of foundational accounting courses to prepare students who possess no accounting background. The program will equip students with the technical accounting knowledge and data analysis skills that are in high demand in organizations in all sectors of the economy. The degree will prepare students for accounting careers within public accounting, corporations, government, and not-for-profit organizations. Courses taken in the program will count towards the education requirements of professional certifications such as the Certified Public Accountant and Certified Management Accountant. Students entering the program without a background in accounting or business may need additional course work to meet certification requirements. The program is available only online.

**Admission**

Students may start the program in any semester. Admission decisions are competitive and will be made on a rolling basis. The minimum requirement for consideration is a bachelor's degree from a recognized institution with a recommended minimum grade-point-average of a 3.0. However, admission decisions are made holistically considering the applicant's full application including letters of recommendation, the applicant's statement of objectives, work experience, and TOEFL and IELTS scores if relevant.

**Requirements for the Master of Science Degree in Accounting and Data Analytics**

CREDITS

Students must complete an approved program of study with a minimum cumulative grade point average of 3.0. A minimum of 30 credits under Plan B (without a thesis) is required. Students without a background in accounting must complete the foundational accounting courses which will count towards the credits required for the degree. The requirement to complete individual foundational courses may be waived at the discretion of the program director.

1. All of the following courses (18 credits) unless waived by the program director.
 

<i>Foundations of Accounting, Information Systems, and Data Analysis</i>			
ACC	870	Principles of Financial and Managerial Accounting	3
ACC	871	Accounting Database Systems	3
ACC	872	Financial Reporting and Data Analysis	3
ACC	873	Principles of Federal Income Tax Accounting	3
ACC	874	Performance Measurement and Control Systems	3
ACC	875	Auditing – Assurance and Data Analysis	3
2. Complete at least one of the following concentrations:
 

<b>Accounting Analytics</b> (9 credits)			
ACC	827	Accounting Analytics	3
Two of the following courses (6 credits):			
ACC	814	Advanced Auditing	3
ACC	822	Information Systems Project Management	3
ACC	843	Value Chain Accounting and Analytics	3
<b>Managerial Analysis for Decision Making</b> (9 credits)			
ACC	807	Using Financial Statement Data for Decision Making- An Analytics Approach	3
ACC	841	The Role of Accounting in Strategy Implementation	3
ACC	843	Value Chain Accounting and Analytics	3
<b>Taxation</b> (12 credits)			
ACC	830	Tax Research	3
ACC	833	Federal Income Tax of Corporations and Shareholders	3
ACC	836	U.S. Taxation of Multinational Transactions	3

ACC	850	Accounting and Tax Implications of Mergers and Acquisitions	3
<b>Transaction Services (12 credits)</b>			
ACC	807	Using Financial Statement Data for Decision Making- Analytics Approach	3
ACC	850	Accounting and Tax Implications of Mergers and Acquisitions	3
ACC	891	Special Topics in Accounting and Information Systems (Transaction Service Capstone)	3
FI	845	Financial Modeling and Simulations I	1.5
FI	846	Financial Modeling and Simulations II	1.5
3.	Choose electives from courses within the concentrations to meet the 30 credit minimum.		

Effective Spring 2023.

3. Request to establish a **Graduate Certificate in Accounting for Management Decision Making** in Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

a. **Background Information:**

Certified Public Accountant (CPA) candidates are required by state regulations to have 150 credits of college education. The CPA profession advocated for this change because it was believed that a traditional 120 credit undergraduate program in accounting had become insufficient preparation due to the increasing complexity of accounting.

There are four specific reasons that this certificate is needed. First, the field of accounting has continued to grow in complexity, and advancements in technology and availability of data has created the need for accounting and business professionals to enhance their skillset in accounting and data analysis. Second, there are increasing numbers of students who are entering the university with a significant number of Advanced Placement credits. These students are graduating with more than the 120 credits required for their BA degree and in some cases, are close to meeting the 150 hour requirement. Many of these graduates are interested in being a CPA and are looking for alternative ways to meet the 150 hour requirement without enrolling in an entire MS Accounting program. Third, market research has indicated that there is interest in accounting from people from other backgrounds who want to develop accounting knowledge, skills and understanding to enhance their careers, as well as people seeking to make a career change. Fourth, accounting professionals interested in moving into a corporate accounting role would benefit from this certificate focusing on the role of management accounting in decision making.

The graduate certificate leverages the strengths of our managerial accounting faculty and is consistent with the strategic initiatives of the college to enhance careers and lifelong learning through graduate programs. This online graduate certificate program will allow both working professionals and full-time students to enroll in graduate level course work and update their skills in a convenient format. By itself, a certificate program provides the graduate with a transcript to authenticate their additional education and training to enhance their professional portfolio, and it can also serve as a feeder to the proposed MS in Accounting and Data Analysis program.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Accounting for Management Decision Making is designed to meet the needs of business and accounting professionals, as well as career changers. The objective of this certificate is to provide essential tools and skills to make business decisions using accounting information. It focuses on the preparation, analysis and use of accounting information for planning and control purposes and aids in the understanding of how accounting is useful to facilitate decision making of managers and employees within the firm, as opposed to parties external to the firm such as investors. The certificate is available online only and is not open to students enrolled in the Master of Science Degree in Accounting.

**Admission**

To be considered for admission, students:

1. must have a bachelor's degree from an accredited institution.
2. must have education and/or experience in accounting or finance or related field.
3. have recommended minimum cumulative undergraduate grade-point average of 3.0.

**Requirements for the Graduate Certificate in Management Decision Making**

			CREDITS
Students must complete all of the following courses (9 credits):			
ACC	807	Using Financial Statement Data for Decision Making-Analytics Approach	3
ACC	841	The Role of Accounting in Strategy Implementation	3
ACC	843	Value Chain Accounting and Analytics	3

Students are expected to maintain a minimum cumulative grade-point average of 3.0 in all courses in the certificate and a minimum 2.0 grade in each course for the course to count towards the certificate program.

Effective Spring 2023.

4. Request to establish a **Graduate Certificate in Taxation** in Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

a. **Background Information:**

Certified Public Accountant (CPA) candidates are required by state regulations to have 150 credits of college education. The CPA profession advocated for this change because it was believed that a traditional 120 credit undergraduate program in accounting had become insufficient preparation due to the increasing complexity of accounting.

There are three specific reasons that this certificate is needed. First, the field of accounting has continued to grow in complexity, and advancements in technology and availability of data has created the need for accounting and business professionals to enhance their skillset in accounting and data analysis. Second, there are increasing numbers of students who are entering the university with a significant number of Advanced Placement credits. These students are graduating with more than the 120 credits required for their BA degree and in some cases, are close to meeting the 150 hour requirement. Many of these graduates are interested in being a CPA and are looking for alternative ways to meet the 150-hour requirement without enrolling in an entire MS Accounting program. Third, students interested in the specialty area of taxation need additional advanced preparation for their roles as most undergraduate accounting programs only offer one taxation course.

The graduate certificate leverages the strengths of our tax faculty and is consistent with the strategic initiatives of the college to enhance careers and lifelong learning through graduate programs. The online graduate certificate program will allow both working professionals and full-time students to enroll in graduate level course work and update their skills in a convenient format. By itself, a certificate program provides the graduate with a transcript to authenticate their additional education and training to enhance their professional portfolio. The certificate can also serve as a feeder to the proposed MS in Accounting and Data Analysis program.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Taxation is designed to meet the needs of business and accounting professionals, as well as career changers by providing an understanding of principles of tax and tax planning and builds the skills students need to deepen that knowledge and adapt to continual changes in the tax law and profession. The program also introduces the student to the roles of data analysis and automation in tax planning and compliance. The certificate is available online only and is not open to students enrolled in the Master of Science Degree in Accounting.

**Admission**

To be considered for admission, students:

1. must have a bachelor's degree from an accredited institution.



2. must have education and/or experience in accounting or finance or related field.
3. have recommended minimum cumulative undergraduate grade-point average of 3.0.

**Requirements for the Graduate Certificate in Taxation**

	CREDITS
Students must complete all of the following courses (12 credits):	
ACC 830 Tax Research	3
ACC 833 Federal Income Tax of Corporations and Shareholders	3
ACC 836 U.S. Taxation of Multinational Transactions	3
ACC 850 Accounting and Tax Implications of Mergers and Acquisitions	3

Students are expected to maintain a minimum cumulative grade-point average of 3.0 in all courses in the certificate and a minimum 2.0 grade in each course for the course to count towards the certificate program.

Effective Spring 2023.

5. Request to establish a **Graduate Certificate in Transaction Services** in Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

a. **Background Information:**

Certified Public Accountant (CPA) candidates are required by state regulations to have 150 credits of college education. The CPA profession advocated for this change because it was believed that a traditional 120 credit undergraduate program in accounting had become insufficient preparation due to the increasing complexity of accounting.

There are four specific reasons that this certificate is needed. First, the field of accounting has continued to grow in complexity, and advancements in technology and availability of data has created the need for accounting and business professionals to enhance their skillset in accounting and data analysis. Second, there are increasing numbers of students who are entering the university with a significant number of Advanced Placement credits. These students are graduating with more than the 120 credits required for their BA degree and in some cases, are close to meeting the 150-hour requirement. Many of these graduates are interested in being a CPA and are looking for alternative ways to meet the 150 hour requirement without enrolling in an entire MS Accounting program. Third, market research has indicated that there is interest in accounting from people from other backgrounds who want to develop accounting knowledge, skills and understanding to enhance their careers, as well as people seeking to make a career change and complete courses while continuing to work. Fourth, many students have expressed a growing interest and desire to enter the field of transaction services either from current accounting and audit positions or directly from a graduate program.

This certificate provides a unique opportunity for students to advance their skill set to the particular competencies required in transaction service support roles earlier in their careers. It leverages the strengths of our faculty and is consistent with the strategic initiatives of the college to enhance careers and lifelong learning through graduate programs. The online program will allow both working professionals and full-time students to enroll in graduate level coursework and update their skills in a convenient format. It will also provide an alternative pathway for students seeking to meet the 150 Hour Rule. By itself, a certificate program provides the graduate with a transcript to authenticate their additional education and training to enhance their professional portfolio, and it can also serve as a feeder to the proposed Master of Science Degree in Accounting and Data Analysis.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Transaction Services is designed to meet the needs of business and accounting professionals, as well as career changers. The program focuses on the technical accounting knowledge and professional communication skillset necessary for individuals interested in transaction services such as mergers and acquisitions, restructurings, bankruptcies, and other deal transactions. It supports roles, including accounting and tax implications of mergers and acquisitions, the role of accounting in the various stages of transactions, and advanced accounting

data analysis. The certificate is available online only and is not open to students enrolled in the Master of Science Degree in Accounting.

#### **Admission**

To be considered for admission, students:

1. must have a bachelor's degree from an accredited institution.
2. must have education and/or experience in accounting or finance or related field.
3. have recommended minimum cumulative undergraduate grade-point average of 3.0.

#### **Requirements for the Graduate Certificate in Transaction Services**

			CREDITS
Students must complete all of the following courses (12 credits):			
ACC	807	Using Financial Statement Data for Decision Making-Analytics Approach	3
ACC	850	Accounting and Tax Implications of Mergers and Acquisitions	3
ACC	891	Special Topics in Accounting and Information Services (Transaction Services Capstone)	3
FI	845	Financial Modeling and Simulations I	1.5
FI	846	Financial Modeling and Simulations II	1.5

Students are expected to maintain a minimum cumulative grade-point average of 3.0 in all courses in the certificate and a minimum 2.0 grade in each course for the course to count towards the certificate program.

Effective Spring 2023.

### **COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

1. Request to change the requirements for the **Master of Arts** degree in **Advertising and Public Relations** in the Department of Advertising and Public Relations. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.
  - a. Under the heading **Requirements for the Master of Arts Degree in Advertising and Public Relations** make the following change:
    - (1) Under the heading **Additional Requirements for Plan A**, in item 1., change the credits from '3 to 8' to '4 to 8'.

Effective Fall 2022.

### **COLLEGE OF EDUCATION**

1. Request to change the requirements for the **Doctor of Education** degree in **Educational Leadership** in the Department of Educational Administration. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.
  - a. Under the heading **Admission**, make the following changes:
    - (1) Delete the following sentence in paragraph one:

Students who wish to qualify for the Michigan Central Office Administrator endorsement by completing the Doctor of Education degree in Educational Leadership should already hold the School Administrator credential before applying to the program.
    - (2) Delete item 3. in paragraph two:

Submit scores earned on the Graduate Record Examination (GRE).

- a. Under the heading **Requirements for the Doctor of Education Degree in Educational Leadership** make the following changes:

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

EAD 927 Enacting Systemic Improvement 3

Add the following course:

EAD 987 Leadership for Social Justice 3

- (2) Replace item 3. with the following:

All of the following practice focused courses:

EAD 980 Engaged Educational Leadership 3

EAD 984 Human Resources for District Leadership 3

EAD 995 Research Practicum in Educational Administration 3

Effective Fall 2022.

2. Request to change the requirements for the **Doctor of Philosophy** degree in **K-12 Educational Administration** in the Department of Educational Administration. The University Committee on Graduate Studies (UCGS) will consider this request at its April 18, 2022 meeting.

- a. Under the heading **Requirements for the Doctor of Philosophy Degree in K-12 Educational Administration** make the following changes:

- (1) Replace item 1. with the following:

1. **Educational Inquiry and Research**

- a. The following courses:

CEP 930 Educational Inquiry 3

A 900-level course in quantitative methods approved by the student's guidance committee.

A 900-level course in advanced qualitative methods approved by the student's guidance committee.

- b. A research practicum to be taken after the student has completed the courses referenced in item 1.a. above:

EAD 995 Research Practicum in Educational Administration 1 to 3

- (2) Replace item 2. with the following:

At least 15 credits in other K-12 educational administration courses approved by the student's guidance committee.

Effective Fall 2022.

3. Request to delete the curriculum and degree requirements for the **Bachelor of Science** degree in **Athletic Training** in the Department of Kinesiology. The University Committee on Undergraduate Education (UCUE) will provide consultative commentary to the Provost after considering this request at its April 7, 2022 meeting. The Provost will make a determination to discontinue the program after considering the consultative commentary from the University Committee on Undergraduate Education.

No new students are to be admitted to the program effective Spring 2020. No students are to be readmitted to the program effective Spring 2020. Effective Spring 2022, coding for the program will be discontinued and the program will no longer be available in the Department of Kinesiology. Students who have not met the requirements for the Bachelor of Science Degree in Athletic Training through the Department of Kinesiology prior to Spring 2022 will have to change their major.

## **PART II - NEW COURSES AND CHANGES**

### **COLLEGE OF ARTS AND LETTERS**

GRM 250	German Literature and Culture in English Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
REINSTATEMENT	Selected representative texts or themes in the cultures of German-speaking countries. Effective Spring 2023
ISA 101	First-year Indian and South Asian Language I Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Not appropriate for native or near-native speakers of the target language. Students with a background in the target language should contact the instructor for a placement test.
NEW	Beginning-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills. Effective Fall 2022
ISA 102	Second-year Indian and South Asian Language II Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 101 course in language or equivalent language background
NEW	Beginning-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills. Effective Fall 2022
ISA 175	Intensive Beginning Indian and South Asian Language Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
NEW	Speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language for highly motivated students and those with some background in Indian and South Asian languages. Equivalent to first-year class (101, 102) sequence. Emphasis on building communication skills. Effective Fall 2022
ISA 201	Second-year Indian and South Asian Language I Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
NEW	Intermediate-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills. Effective Fall 2022
ISA 202	Second-year Indian and South Asian Language II Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 201 or equivalent background
NEW	Intermediate-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills. Effective Fall 2022
ISA 275	Intensive Intermediate Indian and South Asian Language Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course.
NEW	Speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language for highly motivated students and those with some background in Indian and South Asian languages. Equivalent to second-year class (201, 202) sequence. Emphasis on building communication skills. Effective Fall 2022

ISA 290	Independent Study On Demand. 1 to 4 credits. A student may earn a maximum of 12 credits in all enrollments for this course.
NEW	Special projects arranged by an individual student and a faculty member in areas supplementing regular course offerings. Effective Fall 2022
ISA 291	Special Topics in Indian and South Asian Studies Fall of every year. Spring of every year. 1 to 4 credits. A student may earn a maximum of 12 credits in all enrollments for this course. Special topics in Indian and South Asian Studies, supplementing regular course offerings. Taught in English. Effective Fall 2022
ISA 301	Third-year Indian and South Asian Language I Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 202 or equivalent background
NEW	High-Intermediate-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills Effective Fall 2022
ISA 302	Third-year Indian and South Asian Language II Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 301 or equivalent background
NEW	High intermediate-level speaking, listening comprehension, reading, writing, and grammar of an Indian and/or South Asian language. Aspects of culture. Emphasis on accurate communication. Effective Fall 2022
ISA 401	Fourth-year Indian and South Asian Language I Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 302 or equivalent background
NEW	Advanced-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills Effective Fall 2022
ISA 402	Fourth-year Indian and South Asian Language II Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. RB: Completion of ISA 401 or equivalent background
NEW	Advanced-level speaking, listening comprehension, reading, writing, grammar, gestures, and cultures of an Indian and/or South Asian language. Emphasis on building communication skills Effective Fall 2022
ISA 490	Independent Study On Demand. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course.
NEW	Special projects arranged by an individual student and a faculty member in areas supplementing regular course offerings. Effective Fall 2022
ISA 491	Special Topics in Indian and South Asian Studies Fall of every year. Spring of every year. 1 to 4 credits. A student may earn a maximum of 12 credits in all enrollments for this course. Special topics supplementing regular course offerings proposed by faculty on a group study basis. Taught in English. Effective Fall 2022

**ELI BROAD COLLEGE OF BUSINESS**

ACC 870	Principles of Financial and Managerial Accounting Fall of every year. Spring of every year. 3(3-0) RB: Familiarity with spreadsheets, principles of economics, principles of statistics R: Approval of department. Not open to students with credit in ACC 230 or ACC 201 or ACC 202.
NEW	The role of accounting. Purpose and content of corporate financial statements with emphasis on interpretation and understanding the effects of transactions on these statements. Basic principles, conventions and concepts related to financial statements. Managerial accounting concepts; job order costing, cost-volume-profit analysis, budgeting, and variance analysis. Effective Spring 2023
ACC 871	Accounting Database Systems Fall of every year. Spring of every year. 3(3-0) R: Approval of department. Not open to students with credit in ACC 321 or ACC 821.
NEW	Design of accounting information systems. Storage and retrieval of accounting information. Management of information in business organizations. Conceptual modeling of transaction process systems, workflow systems and enterprise-wide networks of value-added activities. Integration of decision support and policy level systems with economic event processing systems. Business and Information Technology risks and controls. Effective Spring 2023
ACC 872	Financial Reporting and Data Analysis Fall of every year. Spring of every year. 3(3-0) P: ACC 870 or approval of department RB: Familiarity with spreadsheets, principles of economics, principles of statistics R: Approval of department. Not open to students with credit in ACC 305 or ACC 300 or ACC 301.
NEW	Analysis and use of financial statements including understanding the measurement, valuation, and reporting concepts used in determining the asset, liability, revenue, and expense values contained in the statements. Effective Spring 2023
ACC 873	Principles of Federal Income Tax Accounting Fall of every year. Spring of every year. 3(3-0) P: ACC 870 or approval of department RB: Familiarity with spreadsheets, principles of economics, principles of statistics R: Approval of department. Not open to students with credit in ACC 331.
NEW	A comprehensive introduction to the U.S. federal income tax system. Concepts covered include gross income, deductions, and tax computations for corporations and individuals, with an emphasis on tax planning and decision-making. Effective Spring 2023
ACC 874	Performance Measurement and Control Systems Fall of every year. Spring of every year. 3(3-0) P: ACC 870 or approval of department RB: Familiarity with spreadsheets, principles of economics, principles of statistics R: Approval of department. Not open to students with credit in ACC 341.
NEW	Provide essential tools and skills, including data analysis, to enable students to make business decisions using accounting information. Focuses on the preparation and use of accounting information for planning and control purposes, for managers and employees within the firm. Effective Spring 2023
ACC 875	Auditing - Assurance and Data Analysis Fall of every year. Spring of every year. 3(3-0) P: ACC 871 and ACC 872 or approval of department RB: Familiarity with spreadsheets, principles of economics, principles of statistics R: Approval of department. Not open to students with credit in ACC 411.
NEW	The audit process and role of financial statement audits in organizations and financial markets. Development of the attitude, knowledge, and skills required to meet ethical and auditing standards. Plan and perform audits. Communicate audit results. The role of data analysis in the audit profession. Effective Spring 2023

**COLLEGE OF COMMUNICATION ARTS AND SCIENCES**

- COM 301 Special Topics in Communication Science, Analytics and Research Methods  
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in communication science, analytics, and research methods.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 302 Special Topics in Health Communication  
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in health communication.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 303 Special Topics in Intercultural Communication  
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in intercultural communication.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 304 Special Topics in Interpersonal Communication  
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in interpersonal communication.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 305 Special Topics in Mediated Communication  
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in mediated communication.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 306 Special Topics in Organizational Communication  
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in organizational communication.  
~~Effective Fall 2019~~ Effective Fall 2022
- COM 307 Special Topics in Social Influence  
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently  
Trending topics in social influence.  
~~Effective Fall 2019~~ Effective Fall 2022
- MI 337 Compositing and Special Effects  
Fall of every year. Spring of every year. 3(2-2) ~~P: ((CAS 112) and (CAS 111 or CAS 116)) or THR 219 or (CAS 201 and CAS 202) or (CAS 205 or CAS 206 or CAS 207) P: ((CAS 112) and (CAS 111 or CAS 116)) or THR 219 or CAS 209 or (CAS 205 or CAS 206 or CAS 207) RB: MI 244 RB: DS 241 R: Open to students in the Department of Media and Information or in the Department of Theatre. R: Open to students in the Department of Media and Information or in the Department of Theatre or in the Digital Storytelling Minor. Not open to students with credit in THR 337.~~  
Conceptual and technical use of animation and compositing software for television, cinema, interactive media, and live performance.  
SA: TC 437, TC 337  
~~Effective Fall 2016~~ Effective Fall 2022



- MI 339 Games and Society  
Fall of every year. 3(3-0) P: Completion of Tier I Writing Requirement ~~R: Open to undergraduate students in the Department of Media and Information or approval of department.~~ R: Open to undergraduate students in the Department of Media and Information.  
Cultural, technological, and design evolution of games. Current and historical game genres, content, audience, and industries for games. Critical examination of empirical research concerning social impacts of games.  
~~Effective Fall 2020~~ Effective Fall 2022
- MI 432 Game Studies (W)  
Fall of every year. 3(3-0) P: (CAS 117) and completion of Tier I writing requirement R: Open to students in the Games and Interactive Media major.
- NEW Aesthetic, cultural, historical, political, and radical qualities of games.  
Effective Fall 2022
- MI 450 Creating Human-Centered Technology (W)  
Fall of every year. Spring of every year. 3(2-2) ~~P: (MI 320 and MI 350 and MI 420 or approval of department) and Completion of Tier I Writing Requirement~~ P: (MI 320 or MI 350 or MI 420) and Completion of Tier I Writing Requirement  
Entire human-centered design process, including assessing needs, forming ideas, designing a solution, building prototypes, evaluating the effectiveness of those solutions, and iterating to improve the solutions. Creation of a portfolio piece to illustrate capabilities.  
SA: TC 450  
~~Effective Fall 2016~~ Effective Spring 2022
- MI 462 Social Media and Social Computing  
Fall of every year. 3(2-2) ~~P: (MI 349 or MI 361 or approval of department) and Completion of Tier I Writing Requirement~~ P: (MI 349 or MI 361) and Completion of Tier I Writing Requirement R: Open to juniors or seniors or graduate students.  
Social and technological perspectives on how people collaborate using social media and other information and communication technologies. Experience with using multiple collaboration platforms and analysis of differences between enabling technologies.  
SA: TC 462B, TC 462  
~~Effective Fall 2016~~ Effective Fall 2022
- MI 484 ~~Building Innovative Interfaces (W)~~  
Human Robot Interaction (W)  
Fall of every year. 3(2-2) P: (MI 231 or MI 250 or CSE 320 or CSE 331 or CSE 335) and completion of Tier I writing requirement R: Open to students in the Department of Media and Information or in the Department of Computer Science and Engineering or in the Game Design and Development Minor.  
Designing, implementing and evaluating new interaction devices using mobile and sensor technologies.  
~~Effective Fall 2020~~ Effective Fall 2022

### COLLEGE OF EDUCATION

- EAD 984 Human Resources for District Leaders  
Summer of even years. 3(3-0) R: Open to graduate students in the Educational Leadership Major or approval of department.
- NEW Theories and practical tools to address human resources challenges in diverse school district contexts.  
Effective Summer 2022
- EAD 987 Leadership for Social Justice  
Fall of every year. 3(3-0) R: Open to graduate students in the Educational Leadership Major or approval of department.
- NEW Theories and approaches for understanding/introducing social justice into educational leadership practice.  
Effective Fall 2022