PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1. Request to change the requirements for the Graduate Certificate in Global Studies in the Arts and Humanities in the College of Arts and Letters. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its April 12, 2021 meeting.

   (1) Under the heading Requirements for the Graduate Certificate in Global Studies in the Arts and Humanities make the following changes:

   (1) Change item 3. to the following:

   Completion of a 3-credit international experience through participation in a study abroad program, an approved internship with a global dimension, advanced language studies, or mentored research experience (independent study). The experience is chosen by the student in consultation with their primary advisor and approved by the Director of the Global Studies in the Arts and Humanities program.

   (2) Delete item 4.:

   Demonstration of oral proficiency in a language beyond one that is required by the student’s degree program. Demonstrating oral proficiency in a language that only reading proficiency is required by the student’s degree program can also meet this requirement. Students can meet this requirement by:

   a. Successful completion of an appropriate language course at the 400-level or above, or
   b. Completion of an oral proficiency exam conducted by the Center for Language Teaching Advancement (CeLTA).

   Effective Spring 2022.

2. Request to establish a Minor in Writing in the Department of Writing, Rhetoric and American Cultures. The University Committee on Undergraduate Education (UCUE recommended approval of this request at its February 18, 2021 meeting.

   a. Background Information:

   The Minor in Writing, administered by the Department of Writing, Rhetoric, and American Cultures, will support students who wish to develop as writers beyond what is offered in Tier I or Tier II but who do not wish to become professional writing majors. These students are committed to another area of research or praxis, but recognize the value of writing for their field and communities. This dual attention—to a distinct professional field and its intersection with public writing—is distinctive of students in the minor.

   The creation of a Minor in Writing is an opportunity to engage with MSU undergraduates in the SPARTANS WILL mission. Spartan alumni, community advocates, and industry professionals with expertise in writing for specific audiences can better work for change within our global information economy. Students must be sophisticated communicators to work for change in our increasingly interconnected world. This minor supports MSU’s land grant mission of cross- and interdisciplinary enterprises by helping students to connect the humanities to the sciences and professions.
b. **Academic Programs Catalog Text:**

The Minor in Writing, which is administered by the Department of Writing, Rhetoric and American Cultures, provides exposure to rhetorical analysis, community-based research, and writing strategies of the discipline of writing and rhetoric. This knowledge and skill base may be used to complement majors in a wide range of fields. The minor is intended for students who wish to develop as writers beyond what is offered in Tier I or Tier II but who do not wish to become professional writing majors, but recognize the value of writing for their field and communities.

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

Students who plan to complete the requirements of the minor should consult an undergraduate advisor in the Department of Writing, Rhetoric and American Cultures.

**Requirements for the Minor in Writing**

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a minimum of 15 credits from the following:</td>
</tr>
<tr>
<td>1. Both of the following courses (6 credits):</td>
</tr>
<tr>
<td>WRA 202 Introduction to Professional and Public Writing 3</td>
</tr>
<tr>
<td>WRA 330 Writing Research in Communities and Cultures 3</td>
</tr>
<tr>
<td>2. One of the following courses (3 credits):</td>
</tr>
<tr>
<td>WRA 325 Writing and Multimodality 3</td>
</tr>
<tr>
<td>WRA 415 Digital Rhetoric 3</td>
</tr>
<tr>
<td>3. One of the following courses (3 credits):</td>
</tr>
<tr>
<td>WRA 331 Writing in the Public Interest (W) 3</td>
</tr>
<tr>
<td>WRA 333 Writing in Corporate Contexts 3</td>
</tr>
<tr>
<td>WRA 335 Writing in Scientific Contexts 3</td>
</tr>
<tr>
<td>WRA 337 Writing and Public Policy 3</td>
</tr>
<tr>
<td>4. Complete 3 to 6 credits of electives in WRA or XA at the 200-level or higher as approved by the student’s academic advisor.</td>
</tr>
</tbody>
</table>

Effective Spring 2022.

---

**ELI BROAD COLLEGE OF BUSINESS**

1. Request to change the requirements for the Master of Science degree in Accounting in the Department of Accounting and Information Systems. The University Committee on Graduate Studies (UCGS) will consider this request at its April 12, 2021 meeting.

a. Under the heading **Requirements for the Master of Science Degree in Accounting**, make the following changes:

   (1) In item 1, add the following course:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 827 Accounting Analytics 3</td>
</tr>
</tbody>
</table>

   (2) In item 2., in the **Information Systems** concentration, delete the following course:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 827 Accounting Analytics 3</td>
</tr>
</tbody>
</table>

   (3) In item 3., **Electives**, change the credits from ‘12 to 15’ to ‘9 to 12’.

Effective Fall 2021.
2. Request to change the requirements of the Bachelor of Arts degree in Hospitality Business in The School of Hospitality Business.

   a. Under the heading Requirements for the Bachelor of Arts Degree Hospitality Business make the following changes:

   (1) In item 2. a., change the total credits from ‘21’ to ‘24’ and add the following course:
       
       FI 320 Introduction to Finance 3
       
   (2) In item 2. b. change the total credits from ‘39’ to ‘36’ and delete the following course:
       
       HB 311 Hospitality Finance 3
       
   (3) In item 2. d., make the following changes:

       (a) Under Events delete the following course:
           
           FI 349 Hospitality Facilities Management 3
           
       (b) Under Food and Beverage delete the following course:
           
           FI 349 Hospitality Facilities Management 3
           
       (c) Delete the Lodging area.
           
       (d) Rename the Real Estate area to Lodging and Real Estate and delete the following courses:
           
           FI 349 Hospitality Facilities Management 3
           FI 492 Hospitality Business Real Estate Professional Skills Workshop 1 to 3
           
       (e) Under Other add the following course:
           
           HB 349 Hospitality Facilities Management 3
           
   Effective Spring 2022.

3. Request to change the requirements for the Minor in Hospitality Real Estate in the School of Hospitality Business.

   a. Under the heading Admission delete the following course:

       CSE 101 Computing Concepts and Competencies 3

   b. Under the heading Minor in Hospitality Real Estate delete the following course:

       HB 311 Hospitality Finance 3

   Effective Spring 2022.
1. Request to establish a **Master of Arts** degree in **Applied Behavior Analysis and Autism Spectrum Disorder** 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 8, 2021 meeting.

   a. **Background Information:**

      The proposed Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder will replace the Graduate Certificate in Applied Behavior Analysis (GC-ABA).

      MSU currently has two graduate programs to prepare students to become eligible to be credentialed as a Board Certified Behavior Analyst (BCBA). The M.A. in Applied Behavior Analysis provides the course work and experience and supervision required for BCBA credentialing. This program is offered in a hybrid format, with a mixture of online and in-person classes and experiences. The program is limited to around 8 students a year to meet accreditation requirements. The second route to BCBA credentialing is the Graduate Certificate in Applied Behavior Analysis (GC-ABA). The GC-ABA was designed for students in the Master of Arts Degree in Special Education (autism spectrum disorder [ASD] emphasis) to earn 9 additional credit hours of course work needed to qualify for the BCBA credential. Students taking this path are responsible for getting required professional experiences and supervision elsewhere in settings employing ABA practices.

      For various reasons—increased credit requirements for the BCBA credential, declining enrollment in the Master of Arts Degree in Special Education, and decreased eligibility for financial aid—enrollment in and demand for the GC-ABA has dropped. At the same time, demand for professionals with the BCBA credential is extraordinarily high. A recent market analysis conducted by BurningGlass Technologies ([https://www.bacb.com/wp-content/uploads/2020/05/US-Employment-Demand-for-Behavior-Analysts_2020_.pdf](https://www.bacb.com/wp-content/uploads/2020/05/US-Employment-Demand-for-Behavior-Analysts_2020_.pdf)) indicates 19,563 job openings for professionals with a BCBA credential in the United States. In 2019 in Michigan, there were 612 job postings for professionals with a BCBA credential.

      To increase accessibility to graduate education that leads to a credential in this high demand area, we propose replacing the GC-ABA with a fully online 30-credit Master of Arts program focusing on Applied Behavior Analysis and Autism Spectrum Disorder. The program will provide the course work required for the BCBA credential. Students will be responsible for their own supervision and experiences required for the BCBA credential, which is common with many M.A. ABA programs around the country. The program will also include development of expertise in autism spectrum Disorder (ASD), which is a primary application area of ABA and will enhance marketability of graduates.

      Once the new Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder is in place, we will discontinue the GC-ABA. With increased credentialing requirements, the GC-ABA is no longer viable as a separate graduate certificate.

      The Master of Arts Degree in Applied Behavior Analysis will continue to provide full preparation for BCBA certification for a small number of students. The new Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder will offer a route to BCBA credentialing to a larger number of students by providing the course work portion of credentialing requirements.

      Although several institutions throughout the country offer graduate programs to fulfill course work requirements to earn the BCBA credential, few universities in Michigan offer such degree programs. The need for experts in Applied Behavior Analysis (ABA) and autism spectrum disorder is high, with the demand for professionals with a BCBA credential far exceeding the supply.

   b. **Academic Programs Catalog Text:**

      The Master of Arts degree in Applied Behavior Analysis and Autism Spectrum Disorder is designed to prepare students to effectively implement the science of Applied Behavior Analysis (ABA) and become experts in autism intervention in schools, clinics, or homes. The program provides the opportunity to develop in-depth knowledge and skills for implementing effective autism interventions based on the principles of Applied Behavior Analysis.
The program offers the graduate-level course work required to be eligible for taking the national examination for certification by the Behavior Analyst Certification Board in accordance with governing bodies in behavior analysis. The program does not include the supervised fieldwork component required for certification eligibility. Students are responsible for securing an appropriate fieldwork site with credentialed supervision and completing their fieldwork independent of the program. Students desiring a program that includes supervised fieldwork should consider the Master of Arts in Applied Behavior Analysis.

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

**Admission**

An applicant to the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder program must:

1. Submit both departmental and University application forms.
2. Submit three letters of recommendation from professionals knowledgeable about the applicant’s academic potential to pursue graduate study and competence or potential to implement Applied Behavior Analysis with people with autism. It is highly recommended that at least one letter comes from a current or former professor.
3. Submit a statement of professional goals that clearly describe the applicant’s reasons for pursuing the master’s degree and the goals the degree will help them attain.

Applicants are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder:

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

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

**Requirements for the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder**

The program is available under Plan B (without thesis) and online only. Students must complete a total of 30 credits from the following:

<table>
<thead>
<tr>
<th>C R E D I T S</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 30 credits</td>
<td>All of the following courses (27 credits):</td>
</tr>
<tr>
<td></td>
<td>CEP  843  Autism Spectrum Disorders: Characteristics and Educational Implications 3</td>
</tr>
<tr>
<td></td>
<td>CEP  844  Applied Behavior Analysis for Teachers                 3</td>
</tr>
<tr>
<td></td>
<td>CEP  845  Autism Spectrum Disorders: Assessment and Intervention 3</td>
</tr>
<tr>
<td></td>
<td>CEP  846  Autism Spectrum Disorders: Advanced Topics             3</td>
</tr>
<tr>
<td></td>
<td>CEP  848  Supervision in Applied Behavior Analysis               3</td>
</tr>
<tr>
<td></td>
<td>CEP  851  Concepts and Principles in Applied Behavior Analysis   3</td>
</tr>
<tr>
<td></td>
<td>CEP  854  Ethics in Behavior Analysis                            3</td>
</tr>
<tr>
<td></td>
<td>CEP  855  Verbal Behavior in Education                          3</td>
</tr>
<tr>
<td></td>
<td>CEP  942  Single-case Experimental Designs for Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete 3 additional credits in courses approved by the student’s academic advisor.
3. Completion of a final evaluation.

Effective Fall 2021.
PART I - NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES – continued - 6
April 15, 2021

2. Request to change the requirements for the Master of Arts degree in Rehabilitation Counseling in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) will consider this request at its April 12, 2021 meeting.
   a. Under the heading Requirements for the Master of Arts Degree in Rehabilitation Counseling make the following changes:

   (1) Delete the following courses:
   
   CEP 893A Rehabilitation Counseling Internship   9
   CEP 894A Rehabilitation Counseling Practicum   6

   Add the following courses:
   
   CEP 893A Rehabilitation Counseling Internship   12
   CEP 894A Rehabilitation Counseling Practicum   3

   Effective Fall 2021.

3. Request to establish a Graduate Specialization in Education Policy and Social Sciences in the Department of Educational Administration. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 9, 2021 meeting.
   a. Background Information:

   Educational policy research increasingly relies on interdisciplinary approaches and mixed methods research to address complex real-world policy challenges. The joint interests of faculty from the departments of educational administration, economics, and political science have led to successful proposals for research projects and federal support for students interested in gaining expertise in Education Policy and Social Sciences. This specialization program will train doctoral students to conduct research on improving education systems through rigorous exploratory and efficacy methodologies.

   MSU is particularly well-situated to offer this programming to our graduate students. The College of Education is home to the Education Policy Innovation Collaborative (EPIC) - a research center that serves as strategic partner to the Michigan Department of Education. We have faculty across different disciplines (educational policy, K-12 education, HALE, economics, and political science) who conduct rigorous mixed methods research on education policy and implementation. This program will knit together existing resources at MSU to offer comprehensive course work to train students to conduct research in Education Policy and Social Sciences.

   The objective of the Specialization in Education Policy and Social Sciences is to provide enrolled doctoral students with a firm understanding of the implementation and outcomes of education policies, as well as the methodological skills to evaluate education policies both in terms of their implementation and outcomes. The eventual goal is for students to graduate with the ability to help researchers, practitioners, and policymakers understand how policies are developed and implemented, and how this may lead to differential outcomes. At the same time, through their courses in economics and political science, students will gain an understanding of how to apply theory and methods from these fields to education policy research.

   b. Academic Programs Catalog Text:

   The Graduate Specialization in Education Policy and Social Sciences, which is administered by the Department of Educational Administration, trains doctoral students to conduct research on improving education systems through rigorous exploratory and efficacy methodologies.

   The specialization is available as an elective to students who are enrolled in doctoral degree programs 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 specialization may also be used to satisfy the requirements for the doctoral degree. The students program of study must be approved by the advisor for the specialization.
Admission

Students must declare intention to pursue the Graduate Specialization in Education Policy and Social Sciences prior to the start of the 3rd year in a Ph.D. program.

Requirements for the Graduate Specialization in Education Policy and Social Sciences

Students must complete the following with a 3.5 grade-point average in courses across the specialization (18 credits):

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>COURSE and DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EAD 932 Education Policy Implementation</td>
</tr>
<tr>
<td>3</td>
<td>EAD 933 Evaluation of Education Policy Implementation</td>
</tr>
<tr>
<td>3</td>
<td>EAD 907 Education Policy for Immigrant and English Language Learner Students</td>
</tr>
<tr>
<td>3</td>
<td>EAD 925 Policy and Practice in Education</td>
</tr>
<tr>
<td>3</td>
<td>EAD 926 School Finance and Operations</td>
</tr>
<tr>
<td>3</td>
<td>EAD 948 Advanced Economics of Education</td>
</tr>
<tr>
<td>3</td>
<td>EAD 949 Advanced Seminar in Education Policy</td>
</tr>
<tr>
<td>3</td>
<td>EAD 967 Policy Development and Analysis in Postsecondary Education</td>
</tr>
<tr>
<td>3</td>
<td>EAD 948 Advanced Economics of Education</td>
</tr>
<tr>
<td>3</td>
<td>EC 835 Public Expenditures</td>
</tr>
<tr>
<td>3</td>
<td>EC 880 Labor Economics I</td>
</tr>
<tr>
<td>3</td>
<td>EC 881 Labor Economics II</td>
</tr>
<tr>
<td>3</td>
<td>PLS 811 Proseminar in Policy Analysis</td>
</tr>
<tr>
<td>3</td>
<td>PLS 820 Proseminar in American Politics</td>
</tr>
<tr>
<td>3</td>
<td>PLS 821 State Government and Politics</td>
</tr>
<tr>
<td>3</td>
<td>PLS 822 Urban Government and Politics</td>
</tr>
</tbody>
</table>

A course used to fulfill item 2. may not be used to fulfill item 3.

4. At least one of the following courses (3 credits):

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>COURSE and DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EAD 946B Econometric Analysis for Education Policy</td>
</tr>
<tr>
<td>3</td>
<td>EC 821A Cross Section and Panel Data Econometrics I</td>
</tr>
<tr>
<td>3</td>
<td>EC 823 Applied Econometrics</td>
</tr>
</tbody>
</table>

5. Submit a policy brief summarizing research findings on education policy evaluation or implementation.

6. Submit a dissertation that, in the judgment of the student’s dissertation committee, represents the integration of education policy and social sciences and the student’s primary field and includes research that is relevant to practical issues in United States education.

Effective Fall 2021.

4. Request to change the requirements for the Doctor of Philosophy degree in Kinesiology in the Department of Kinesiology. The University Committee on Graduate Studies (UCGS) will consider this request at its April 12, 2021 meeting.

a. Under the heading Doctor of Philosophy make the following change:

(1) Change the name of the ‘Athletic Training’ concentration to ‘Athletic Injury and Rehabilitation’.

Effective Fall 2021.
5. Request to establish a Graduate Certificate in Sport Leadership and Administration in the Department of Kinesiology. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its March 15, 2021 meeting.

   a. **Background Information:**

   The new Graduate Certificate in Sport Leadership and Administration is an expansion of existent curricular offerings. It maintains coherence with requested changes to the Master of Science degree in Sport Coaching, Leadership, and Administration by mapping onto requirements for a new Sport Administration concentration within the degree. The existent Graduate Certificate in Sport Coaching and Leadership, which is being renamed to Sport Coaching, is being realigned to mirror requirements for the revised Coaching concentration in the master's degree program. The addition of this graduate certificate will allow students greater choice of a curricular offering that fits with their career goals.

   b. **Academic Programs Catalog Text:**

   The Graduate Certificate in Sport Leadership and Administration provides opportunities for students to develop expertise in the operational and administrative functions required for careers in sport organizations at the intercollegiate, interscholastic, and community sports levels. It exposes students to knowledge of the legal, financial, managerial, governance and ethical aspects of sport. The certificate is available only online.

   **Admission**

   To be considered for admission to the Graduate Certificate in Sport Leadership and Administration students must:

   1. have completed a bachelor's degree.
   2. complete the Intent to Enroll form if you are currently enrolled in a graduate degree program at Michigan State University.

   Students who are not enrolled at Michigan State University must:

   1. submit a university application and application fee.
   2. provide transcripts from all previous institutions of higher education.
   3. submit an academic statement of 750 words that clearly describes the applicant's reasons for pursuing the certificate and the goals that the certificate will help them attain.
   4. submit a current resume of no more than two pages.
   5. take a test of English language proficiency for students for whom English is not a first language.

   Applications are reviewed by faculty who look for indications of high probability of success. Factors that are significant in determining admission are:

   1. a grade-point average of 3.0 or higher in the last two years of all undergraduate and graduate course work.
   2. professional goals that are consistent with the objectives of the graduate certificate.
   3. evidence of an understanding of the fundamentals of the sport industry.
   4. relevant career experiences, including employment, internships, or field experiences.

   **Requirements for the Graduate Certificate in Sport Leadership and Administration**

   Students must complete 13 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 849</td>
<td>Theory and Practice of Modern Sport Leadership</td>
<td>3</td>
</tr>
<tr>
<td>KIN 851</td>
<td>The Sport Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>KIN 852</td>
<td>Ethics in Sport Coaching, Leadership, and Administraion</td>
<td>1</td>
</tr>
<tr>
<td>KIN 853</td>
<td>Athletic Administration and Governance</td>
<td>3</td>
</tr>
<tr>
<td>KIN 854</td>
<td>Legal Aspects of Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

   Effective Fall 2021.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

WRA 333  Writing in Corporate Contexts  
Spring of every year. Summer of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: WRA 202 or concurrently RB: Completion of Tier I Writing Requirement R: Open to undergraduate students. 
NEW  
Rhetorical and cultural dimensions of corporate writing. Practice in messaging across corporate contexts and composing for professional and consumer audiences. 
Effective Spring 2022

WRA 335  Writing in Scientific Contexts  
Spring of every year. Summer of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: WRA 202 or concurrently RB: Completion of Tier I Writing Requirement R: Open to undergraduate students. 
NEW  
Rhetorical and cultural dimensions of medical and scientific writing. Study of and practice with rhetorical affordances and expectations in scientific contexts. 
Effective Spring 2022

WRA 337  Writing and Public Policy  
Fall of every year. Summer of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: WRA 202 or concurrently RB: Completion of Tier I Writing Requirement R: Open to undergraduate students. 
NEW  
Rhetorical and cultural dimensions of composing in public and civic spaces. Study of and practice with policy research, analysis, evaluation, narration, advocacy, and argumentation. 
Effective Spring 2022

WRA 341  Nature and Environmental Writing  
Fall of even years. 3(3-0) Interdepartmental with Fisheries and Wildlife. P: Completion of Tier I Writing Requirement R: Open to undergraduate students in the Department of Forestry or in the Professional Writing major or in the Fisheries and Wildlife major or approval of department.  
SA: AL 341  
DELETE COURSE  
Effective Spring 2021

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

COM 340  Leadership and Group Communication  
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: (COM 300 or concurrently) or MKT 313 R: Open to sophomores or juniors or seniors in the Communication Major or in the Sales Leadership Minor. R: Open to sophomores or juniors or seniors in the Communication Major or in the Sales Leadership Minor or in the Broadcast Journalism Minor or in the Communication Leadership and Strategy major.  
Theory and research on dyadic and group relations within organizations. Leadership, motivation, decision making, and teamwork.  
Effective Fall 2018 Effective Fall 2021
COLLEGE OF EDUCATION

CEP 240  Diverse Learners in Multicultural Perspective
Fall of every year. Spring of every year. Summer of every year. 3(3-0)  R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Learning Disabilities major and open to undergraduate students in the Child Development major. R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Learning Disabilities Major and open to undergraduate students in the Education Major or in the Child Development Major or in the Elementary Teacher Certification Program (Admitted) or in Secondary Teacher Certification Program (Admitted).
Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.
Effective Spring 2014 Effective Fall 2021

CEP 301  Literacy Instruction for Students With Mild Impairments (W)
Spring of every year. 3(3-1) P: Completion of Tier I Writing Requirement P: (CEP 449) and completion of Tier I writing requirement R: Open to juniors or seniors in the Special Education-Learning Disabilities Major and open to graduate students in the Special Education Major. C: TE 301 concurrently.
Reading and writing instruction for struggling learners. Characteristics of literacy problems in students with mild impairments. Adaptation for teaching reading and writing.
Effective Spring 2014 Effective Summer 2022

CEP 452  Assistive Technology for Students with Disabilities
Fall of every year. 3(3-0) P: CEP 240 P: CEP 240 and CEP 451 R: Open to students in the Special Education-Learning Disabilities Major.
Assistive technology for advancing educational outcomes in PK-12 students with disabilities; applications of technology to compensate for disabilities and improve educational, social, and behavioral competences.
Effective Fall 2020 Effective Fall 2021

CEP 865  Foundations of Forensic Rehabilitation
Spring of even years. 3(3-0) RB: Prior academic or professional work in rehabilitation counseling, litigation, insurance claims, or disability determination. R: Open to master's students in the Rehabilitation Counseling Major and open to doctoral students in the Rehabilitation Counselor Education Major or approval of department.
NEW Roles and functions of forensic rehabilitation professionals, vocational opinions, knowledge and skills analysis, instruments utilized, catastrophic injury, loss of earnings capacity, ethical standards, rules of evidence, and common situations in the litigation process.
Effective Fall 2021

CEP 891C  Special Topics in Rehabilitation Counseling
Fall of every year. Spring of every year. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course. RB: Prior academic or professional work in rehabilitation counseling, or related field of academic study or applicable professional work. R: Open to graduate students.
NEW Various topics in rehabilitation counseling
Effective Fall 2021

CEP 921  Psychometric Theory I
Spring of every year. 3(3-0) P: CEP 920 and CEP 933 P: CEP 933 RB: Experience using a statistical package.
Theory-oriented introduction to psychometrics and the measurement of educational and psychological traits. Measurement, scaling, validity, true score test theory, measurement error, reliability, generalizability theory, item response theory, measurement bias, and factor analysis.
Effective Spring 2015 Effective Fall 2021
CEP 944C  Clinical Practice Practicum in Rehabilitation Counseling
Summer of every year. 6(3-12) 1 to 6 credits. R: Open to doctoral students in the Rehabilitation Counselor Education Major.
Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge, and behaviors appropriate for professional counseling practice.
Effective Summer 2019 Effective Fall 2021

EAD 932  Education Policy Implementation
Fall of every year. 3(3-0) Interdepartmental with Political Science. R: Open to graduate students.
NEW Education policy implementation, including process and politics of policy implementation in education.
Effective Fall 2021

EAD 933  Evaluation of Education Policy Implementation
Spring of every year. 3(3-0) Interdepartmental with Political Science. R: Open to graduate students.
NEW Evaluation methods for education policy implementation, including methodological tools for evaluating policy design and implementation.
Effective Fall 2021

KIN 901   Grant Writing in Kinesiology
Spring of even years. 3(3-0) R: Open to graduate students in the Department of Kinesiology or approval of department.
NEW Topics related to preparing and writing successful federal and foundational grant applications in Kinesiology.
Effective Fall 2021

KIN 921  Biopsychosocial Aspects of Athletic Injury
Fall of odd years. 3(3-0) R: Open to graduate students in the Department of Kinesiology or approval of department.
NEW This course explores and discusses the biopsychosocial approach to treating patients experiencing athletic injury and undergoing rehabilitation. Application and synthesis of biopsychosocial theories and biopsychosocial therapeutic interventions into athletic injury research and clinical practice.
Effective Fall 2021

KIN 922   Assessment Methods for Physically Active Pathological Populations
Spring of even years. 3(3-0) R: Open to graduate students in the Department of Kinesiology or approval of department.
NEW This course explores the theoretical basis and measurement techniques commonly utilized in clinical research to assess physically active pathologic populations. This course facilitates development of analytical skills needed to capture and analyze outcome measures related to human movement, clinical imaging, and muscle function.
Effective Fall 2021

KIN 923   Translation of Research Evidence
Fall of even years. 3(3-0) R: Open to graduate students in the Department of Kinesiology or approval of department.
NEW Critical evaluation of research evidence, clinical translation of evidence, and effective dissemination of evidence in sports medicine.
Effective Fall 2021