1. Request to establish a **Minor in Korean Studies** in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. The University Committee on Undergraduate Education (UCUE) recommended approval of this request at its September 18, 2014 meeting.

   a. **Background Information:**

   Korean language courses have been an integral part of the Asian studies curriculum in the Department of Linguistics and Germanic, Slavic, Asian and African Languages at MSU for over a decade. These courses were first regularized with an assistant professor of Korean was hired in 2007 as the first full-time instructor to coordinate and develop the Korean Language Program (KLP). Under this leadership, the KLP has now developed into a full program offering at all levels of instruction. Overall enrollments in Korean language courses have increased every year since and the KLP is by far the largest program within the less commonly taught languages at MSU and is expected to grow steadily in the future given the robust interest in Korean language and culture.

   Currently, the only Korea-related credential students can earn at MSU is the Asian Studies specialization with a Korean focus. Peer institutions have long-standing established programs. It is time for MSU to formalize the Korean language program which now has two committed faculty members in the department together with a number of faculty members across campus who teach courses with Korea-related content. The proposed minor will enable students to further enrich their educational experience. The new minor will demonstrate MSU’s growing strength in Asian Studies, providing a synergy which will have a positive impact on MSU’s increased focus on China and Chinese studies, our historical strength in Japanese studies, and our growing interest in Taiwan studies. The establishment of the minor will strengthen the existent linkages between MSU and external supporters.

   b. **Academic Programs Catalog Text:**

   The Minor in Korean Studies, which is administered by the Department of Linguistics and Germanic, Slavic, Asian and African Languages, equips students with linguistic proficiency in the Korean language and cultural literacy about Korea and its place in the world. Students gain global cultural understanding, develop communication skills, and think analytically. Students are strongly encouraged to participate in study abroad programs, internships, student-centered organizations, and experiential learning opportunities through which they can practice the language and deepen their cultural understanding. They will become conversant with digital technologies as an integrated part of their academic training in preparation for a career beyond MSU.

   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 administers the student’s degree program, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor’s degree.

   Students who plan to complete the requirements for the minor should consult an undergraduate advisor in the department.

   **Requirements for the Minor in Korean Studies**

   Students must complete a minimum of 17 credits from the following:

   1. All of the following courses (11 credits):
      - LL 251 Second-Year Less Commonly Taught Language I 4
      - LL 252 Second-Year Less Commonly Taught Language II 4
      - LL 301 Third-Year Less Commonly Taught Language I 3

   2. Two of the following courses (6 credits):
      - ASN 291 Special Topics in Asian Languages 3
      - LL 302 Third-Year Less Commonly Taught Language II 3
      - LL 401 Fourth-Year Less Commonly Taught Language I 3
      - LL 402 Fourth-Year Less Commonly Taught Language II 3
Other courses that contain a substantive amount of Korean or Korea-related content may be used for this requirement with approval of the Korean minor advisor.

Effective Spring 2015.

2. Request to establish a Master of Arts degree in Spanish as a Second or Bilingual Language in the Department of Romance and Classical Studies. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 8, 2014 meeting.

a. Background Information:

The new master’s program focuses on the study of Spanish as second or bilingual language. It reflects changes in the profession, from general area applied linguistics, which has become dated, to the study of the psycholinguistic aspects of the acquisition of Spanish by second language learners and bilinguals, and to the study of the sociolinguistic aspects of Spanish when used in contact situations by bilinguals or second language learners. The central goal of this program is to meet the needs and goals of students who seek academic preparation to pursue advanced work in these fields. The program is related to programs in linguistics and in second language studies. It is unique in that it uses linguistic theory to understand the acquisition and use of Spanish.

The program will replace the existent Master of Arts degree in Applied Linguistics which has been in place since 2001 and will be discontinued.

Students will actively engage with scholarly work in the areas of Spanish second language acquisition, sociolinguistics, syntax, and historical linguistics through reading, writing, and discussion. Students are able to apply foundational knowledge of phonology, syntax, and semantics to the formulation, analysis, and evaluation of research questions in Spanish second language studies and Spanish language variation and change. Learning about cross-cultural linguistic behavior as they study language acquisition and social patterns of language use will be beneficial for their cultural understanding that language is a formal system shared by all humans and that regional and social differences do not directly relate to a group's abilities and potential. Communicating with undergraduate students in their courses, graduate students in their cohort, professors and administrators in service settings, and audiences at conferences is key as students learn to use oral and written discourse in Spanish and English to instruct, direct, and provide information.

b. Academic Programs Catalog Text:

The Master of Arts degree in Spanish as a Second or Bilingual Language provides the foundation and academic preparation to pursue advanced work in Spanish linguistics and further develop fluency in the Spanish language. Students will actively engage with scholarly work in the area of Spanish second language acquisition, sociolinguistics, syntax, and historical linguistics through reading, writing, and discussion. Students gain a cultural understanding and behavior as they study language acquisition and social patterns of language use.

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

Admission

To be admitted to the Master of Arts degree in Spanish as a Second or Bilingual Language, an applicant must have:

1. A bachelor’s degree in Spanish or in Linguistics or a bachelor’s-equivalent degree in Spanish philology (international students) with course work in Spanish at the 400-level.
2. Completed Linguistics 401 or its equivalent. This may be completed during the first semester of the master’s program, if admitted. This course will not count towards the credit requirements for the degree.
Requirements for the Master of Arts Degree in Spanish as a Second or Bilingual Language

The Master of Arts degree in Spanish as a Second or Bilingual Language is available under Plan A (with thesis) or Plan B (non-thesis). A total of 30 credits is required for the degree. The student's program of study must be approved by the graduate advisor. The student must complete the requirements specified below.

**Requirements for Both Plan A and Plan B**

1. Complete 9 credits from the following foundational courses. At least one must focus on Spanish.
   - LIN 424 Introduction to Phonetics and Phonology 3
   - LIN 431 Introduction to Morphology 3
   - LIN 434 Introduction to Syntax 3
   - LIN 437 Semantics and Pragmatics 3
   - LIN 824 Phonological Theory I 3
   - LIN 834 Syntactic Theory I 3
   - SPN 801 Spanish Syntax 3

2. Complete 6 credits in Second Language Acquisition. At least one course must focus on Spanish.
   - LLT 860 Second Language Acquisition 3
   - LLT 863 Second Language Acquisition of Morphosyntax 3
   - SPN 804 Spanish as a Second Language: Linguistic and Psycholinguistic Perspectives 3
   - SPN 806 Topics in Hispanic Linguistics 3
   - Students who enroll in SPN 806 must select a course section that specifically deals with second language acquisition.

3. Complete 6 credits in Sociolinguistics and Bilingualism. At least one course must focus on Spanish.
   - LIN 471 Sociolinguistics 3
   - LIN 871 Advanced Studies of Sociolinguistics 3
   - SPN 803 Language Variation and Change in Spanish 3
   - SPN 806 Topics in Hispanic Linguistics 3
   - Students who enroll in SPN 806 must select a course section that specifically deals with sociolinguistics and bilingualism.

4. Complete up to 9 credits of elective courses from the following:
   - LLT 841 Topics in Second/Foreign Language Learning and Teaching 3
   - ROM 803 Foundations of Contemporary Language Teaching 3
   - SPN 805 Evolution of the Spanish Language 3
   - SPN 890 Independent Study 1 to 3

   Student may also use courses from items 1., 2., and 3. above that were not used in fulfillment of those requirements. Students pursuing Plan A may use the 6 credits of master’s thesis research to fulfill this elective requirement.

**Additional Requirements for Plan A**

2. Pass a final oral examination in defense of the thesis.

**Additional Requirements for Plan B**

1. Pass a final certifying examination based on course work and the departmental reading list for the Master of Arts in Spanish as a Second or Bilingual Language.

*Effective Fall 2015*
3. Request to delete the curriculum and degree requirements for the Minor in American Studies in the Department of Writing, Rhetoric and American Cultures. The University Committee on Undergraduate Education (UCUE) provided consultative commentary to the Provost after considering this request at its September 18, 2014 meeting. The Provost made the 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 Fall 2008. No students are to be readmitted to the program effective Fall 2008. Effective Fall 2014, coding for the program will be discontinued and the program will no longer be available in the Department of Writing, Rhetoric and American Cultures. Students who have not met the requirements for the Minor in American Studies through the Department of Writing, Rhetoric and American Cultures prior to Fall 2014 will have to change their major.

ELI BROAD COLLEGE OF BUSINESS

1. Request to change the name and award type of the Specialization in Entrepreneurship to Minor in Entrepreneurship and Innovation in the Eli Broad College of Business.

*Per the May 30, 2013 memo to Deans, Directors, and Chairpersons from Linda O. Stanford, Associate Provost for Academic Services, all units offering undergraduate specializations will need to convert the award to a minor.*

Students currently enrolled in the Specialization will continue to follow the requirements for the specialization that were in effect the term they were admitted to the specialization.

Students who do not complete the requirements for the specialization prior to Fall 2015 will be administratively moved to the minor.

Students admitted to the Minor in Entrepreneurship and Innovation Fall 2015 and forward will follow the requirements for the minor in accordance with the minor policy.

Effective Fall 2015.

2. Request to change the requirements for the Minor in Entrepreneurship and Innovation in the Eli Broad College of Business.

a. Under the heading Minor in Entrepreneurship and Innovation replace the entire entry with the following:

Students must maintain a 2.0 grade-point average in courses completed for the minor and complete 15 credits from the following:

1. Complete both of the following courses (6 credits):
   - BUS 190 The Art of Starting 3
   - MGT 352 Entrepreneurship: New Venture Process 3
   Or
   - MKT 380 Entrepreneurship: Planning, Modeling and Adaptive Execution 3

2. Complete 9 credits from the following courses:
   - ACC 333 Taxation and Accounting for the Entrepreneur 3
   - FI 444 Entrepreneurial Finance 3
   - GBL 467 Emerging Enterprise Law 3
   - MGT 454 Technology Entrepreneurship 3
   - MKT 355 Entrepreneurship: Strategic Marketing Planning and Launch 3
   - MKT 420 New Product Design and Development 3
   - MKT 480 Entrepreneurship Capstone Experience 3
   - MKT 485 Entrepreneurship Practicum 1

Effective Fall 2015.
COLLEGE OF EDUCATION

1. 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 November 10, 2014 meeting.

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

      (1) Add the following item 4.:  

      Successful completion and defense of the dissertation. Students may not earn more than 30 credits in EAD 999 Doctoral Dissertation Research.

Effective Summer 2015.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

ENG 325  Readings in Graphic Narrative
On Demand. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. P: ((ENG 126 or ENG 129 or ENG 140 or ENG 142 or ENG 153 or ENG 204 or ENG 205 or ENG 206 or ENG 218 or ENG 265) and (ENG 126 or ENG 129 or ENG 140 or ENG 142 or ENG 153 or ENG 204 or ENG 205 or ENG 206 or ENG 218 or ENG 265)) or ENG 210 RB: Six credits of literature R: Not open to freshmen.
NEW Extensive Readings of graphic narratives across genres, historical periods, and/or print cultures and national traditions Effective Spring 2015

ENG 340  Theory and Methods of Popular Culture Studies
On Demand. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: ((ENG 126 or ENG 129 or ENG 140 or ENG 142 or ENG 153 or ENG 204 or ENG 205 or ENG 206 or ENG 218 or ENG 265) and (ENG 126 or ENG 129 or ENG 140 or ENG 142 or ENG 153 or ENG 204 or ENG 205 or ENG 218 or ENG 265)) or (ENG 210 or ENG 280 or (ENG 320A or concurrently) or (ENG 320B or concurrently) or (ENG 320C or concurrently)) RB: Six credits of literature R: Not open to freshmen.
NEW Examination of the theories and methods of studies in popular culture. Effective Spring 2015

ENG 440  Seminar in Popular Culture Studies
On Demand. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. P: ENG 340 and ENG 342 RB: Six credits of literature R: Not open to freshmen.
NEW Advanced topics in theories and subjects of popular culture studies. Popular Culture’s intersection with theories of the other arts and media, politics, and identity. Effective Spring 2015

ENG 999  Doctoral Dissertation Research
Fall of every year. Spring of every year. Summer of every year. 1 to 24 credits. A student may earn a maximum of 90 credits in all enrollments for this course. A student may earn a maximum of 36 credits in all enrollments for this course. R: Open only to doctoral students in the English major. R: Open to doctoral students in the College of Arts and Letters or in the Department of English or in the English Major. A student may earn a maximum of 36 credits credit-limit of 36 Doctoral dissertation research. Request the use of the Pass-No Grade (P-N) system. Effective Fall 1999 Effective Fall 2014

ELI BROAD COLLEGE OF BUSINESS

BUS 190  The Art of Starting
Spring of every year. 3(3-0) RB: None beyond interest in entrepreneurship.
NEW The course focuses on two aspects of the entrepreneurial experience. The entrepreneurial mindset and the venture creation process. It lays a solid foundation for getting a venture started, and understanding of what it takes to be an entrepreneur. It is appropriate whether one aspires to own a business, start a nonprofit organization, lead a civic cause, or simply live life more fully. Effective Spring 2015
MKT 380  Entrepreneurship: Planning, Modeling, and Adaptive Execution
On Demand. 3(3-0) P: MGT 352 and BUS 190 R: Open to students in the Entrepreneurship Specialization.
NEW There is nothing that can guarantee the success of a new venture. The chance of success can be greatly enhanced though by the application of scientific methodologies embedded in processes referred to as the customer development process and risk mitigation procedures which apply the core elements of the new product development process to the business development process. This course promotes the approach dictated by adaptive execution which presumes the uncertainty inherent in the market place and develops methods to develop and execute strategy while engaging the market place.
Effective Fall 2015

MKT 485  Entrepreneurship Practicum
On Demand. 1(0-1) P: MGT 352 and BUS 190 R: Open to students in the Entrepreneurship Specialization.
NEW Some would say that entrepreneurship is a ‘full contact’ activity. That is, in order to fully grasp the discipline’s core concepts and methods individuals have to Just Do It. This course requires students to engage in at least two entrepreneurial activities outside of the classroom. Events such as conferences, pitch competitions, idea or startup camps, unpaid internships, or any event program directors deem provide the student with real world experience in the areas of networking, venture creation, pitching, or capital acquisition.
Effective Fall 2015

COLLEGE OF EDUCATION

CEP 862  Introduction to Individual and Group Counseling
Fall of every year, Spring of every year. 3(3-0) R: Open only to graduate students in the College of Education, College of Human Ecology, or School of Social Work. R: Open to students in the College of Education and open to graduate students in the School of Social Work and open to graduate students in the Department of Human Development and Family Studies.
Forming, working with, and ending groups. Building relationships. Handling obstacles. Developing and carrying out agendas in counseling. Simulated individual and group practice.
Effective Fall 1992 Effective Spring 2015

CEP 907  Psychological Study of Teaching
Fall of odd years, Spring of odd years. 3(3-0) Interdepartmental with Teacher Education. R: Open to doctoral students.
Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience, and developmental changes.
Effective Fall 2006 Effective Spring 2015

CEP 973  Child Neuropsychological Assessment
Spring of even years, Spring of every year. 3(3-0) P: CEP 880 and CEP 972 R: Open to graduate students.
Best practice in neuropsychological assessment of children, including interviewing, assessment, hypothesis testing and feedback.
Effective Spring 2011 Effective Spring 2015