PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1. Request to change the requirements for the Disciplinary Teaching Minor in Spanish that is available for secondary teacher certification in the Department of Romance and Classical Studies. The Teacher Education Council (TEC) will consider this request at its November 6, 2017 meeting.

   a. Under the heading Spanish-Secondary make the following changes:

      (1) Delete the following:

          One of the following courses:
          SPN 420 Spain and its Literature     3
          SPN 432 Latin America and its Literature    3

      Add the following:

          FLT 807 Foreign Language Teaching Methods   3
          or
          LLT 307 Methods of Second and Foreign Language Teaching  3

   Effective Summer 2018.

ELI BROAD COLLEGE OF BUSINESS

1. Request to establish a Master of Science degree in Management Studies in the Eli Broad College of Business. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 11, 2017 meeting.

   a. Background Information:

      The Master of Science Degree in Management Studies was developed to provide early career engineers and STEM-related graduates with business acumen and skill sets for immediate application in their work. Engineers and STEM-related graduates are employed by many diverse organizations and industries, including manufacturing, chemical, information technology, analytics, insurance, environmental, energy, and aerospace. Engineering planning, design, and implementation are made within the context of business decisions. Engineers with an understanding of business can connect engineering decisions with the current business environment to make valuable contributions to strategic company goals.

      Frequently, engineers who excel in their positions are promoted to management roles in companies. Often, they find that the same skills that helped them to flourish as engineers is not the same knowledge that is needed in management roles. Out of necessity, many engineer managers seek to build their business knowledge through M.B.A. or M.S. programs or other professional education. Some decide to leave engineering to study fulltime in M.B.A. or M.S. programs; historically, about one-third of all fulltime M.B.A. Broad College students majored in engineering as undergraduates. However, not all engineers who have a need for business education can afford to take two years to acquire an M.B.A.

      The global business world in which engineers are employed is highly competitive, driven by economics, technology, and innovation. It is important to develop engineers who have an integrative view of business beyond the engineering role and can provide insightful business perspectives. Many large corporations have developed rotational programs to offer newly graduated engineers an understanding of the business culture and how it relates to engineering roles. The primary employer target audience is comprised of small and medium size firms, which often do not have the resources to develop engineers in the same way that large firms do.
Consequently, when engineers are promoted to management positions in mid-size and small firms, they may not have the business expertise necessary for management.

Recognizing the challenge noted above, Broad College of Business and the MSU College of Engineering have been in discussion for several years to find a solution. In the past, other universities have developed M.S. in Engineering Management programs to meet the need for greater business knowledge for engineers, offered by colleges of engineering. Most of these programs are quantitative and engineering-focused and delivered entirely face-to-face in traditional classroom settings. Recently, several well-regarded business colleges have begun to offer M.S. programs in management that concentrate on traditional business disciplines. Since there are still not many M.S. programs for early-career engineers available, there is an opportunity for MSU to develop a niche with the proposed Master of Science Degree in Management Studies.

In developing the management studies curriculum, Broad College of Business has partnered with the MSU College of Engineering, researched U.S. engineering and STEM-related majors and degree completion, reviewed programs that are currently available, and interviewed and surveyed executives in large and mid-size firms. The proposed 30-credit hybrid degree begins immediately after the undergraduate degree is completed, starting in the classroom and continuing in online and experiential content when the student becomes employed.

The MS-Management Studies (MS-MS) delivers a variety of courses from all Broad College disciplines, derived from the fulltime M.B.A. program and other Broad degrees, to recent engineering graduates. It offers employers the ability to design specific company-related projects for MS-MS students. It is designed to build on Broad College’s strong relationship with the College of Engineering and the many corporate connections that both colleges have. We believe that this is a critical time to launch the Master of Science Degree in Management Studies for MSU students and other engineering and STEM-related graduates.

In recent years, Michigan State University has championed the concept of the “T-shaped professional”, developing students who have not only disciplinary knowledge, but are active learners and boundary spanners. The MSU March 2015 T-Summit described the T-shaped professional as needing “educational and work experiences that help move them learn how to handle information from multiple sources.” The curriculum embodies the spirit of the T-shaped professional in preparing recent undergraduates to develop T-shaped characteristics. Early career engineers, statisticians and scientists need to be ready to absorb new information and combine it with a business perspective. Business knowledge and insights will be essential when individuals are offered new roles in management.

The degree is designed to meet at the crossroads between undergraduate degree completion and career. The program begins in the summer and progresses through the next academic year with degree completion in May. The schedule, with fulltime classes in the summer followed by online courses while working, is planned in collaboration with employers. A capstone project will be based in the company environment and address a current business gap, dilemma, or problem. The program brings together business courses and fulltime work, allowing for valuable business insights in early career individuals.

Initially, the focus for the program will be on MSU engineering graduates. The College of Engineering graduates over 800 students annually and has partnered with Broad College in program planning. There are a number of key employers who recruit at both the College of Engineering and the Broad College and those corporate collaborations will be very important to the program development. Initial interviews and surveys with corporate executives indicate that there is substantial interest in the proposed program.

Concentrating on recent MSU graduates and relationships with firms that recruit heavily at MSU, provides a unique perspective on early career development. While there are several similar degrees in Michigan and elsewhere, the design of the MSU degree offers an alternative strategy specifically targeted at MSU graduates. Currently, MSU has no graduate programs that address the needs of engineering and STEM early-career professionals. The Master of Science Degree in Management Studies, integrates technical and engineering learning with business disciplinary perspectives to create adaptive and comprehensive knowledge for careers of the future.
b. **Academic Programs Catalog Text:**

The global business world is highly competitive, driven by economics, technology, and innovation, and change is constant. In many fields, the career assumptions of the past will not be valid for occupations of the future. Increasingly, fast-paced decisions must be made by professionals in many roles who can work across company divisions and take into account many different perspectives. It is important to develop professionals from many fields who have an integrative view of business and can provide insightful business perspectives.

The Master of Science Degree in Management Studies offers a broad range of business disciplines directed at early-career professionals. Essential business knowledge and skill sets are represented in accounting, finance, marketing, supply chain, and management. The program features courses in teamwork and leadership, persuasive communication, analytics for decision-making, and project management principles. Meeting at the crossroads between undergraduate degree completion and career, it combines classroom and online learning with work experience, providing a unique on-the-job platform directed at early career professionals in collaboration with the employing organization. The program culminates with a management project class that brings together the various business topics into a comprehensive framework that can be applied as a practicum, paper, or other approach based in the company environment.

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

**Admission**

To be admitted to the Master of Science degree in Management Studies degree, an applicant must:

1. Have a bachelor's degree from a recognized educational institution. If a candidate applies within 15 credits of graduation for an undergraduate degree, the bachelor's degree is waived if the applicant has a cumulative grade-point average of 3.00 in the last two years of undergraduate work.
2. Have a cumulative undergraduate grade-point average of 3.00 in the last two years of their program.

International applicants are required to complete the TOEFL or IELTS with minimum scores set by Michigan State University and the program.

Applicants to the program who do not meet the above requirements may provide further documentation of their aptitude by securing a strong score on the Graduate Management Admission Test (GMAT), or Graduate Record Examination (GRE). Michigan State University graduates with a cumulative grade-point average of 3.25 or higher are not required to complete the GMAT or GRE. Waivers of this requirement are only considered for students that have graduated from Michigan State University with a bachelor's degree.

Admission to the program is selective and meeting the minimum standards listed does not guarantee admission. The applicant's overall record is considered, including the student's statement of objectives, recommendations, academic transcripts, and other documentation as required.

**Requirements for the Master of Science Degree in Management Studies**

The Master of Science degree in Management Studies degree is available only under Plan B (without thesis). A total of 30 credits are required for the degree. Other courses as approved by the program director may be used to fulfill degree requirements.

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>All of the following courses (30 credits):</td>
</tr>
<tr>
<td>ACC 822 Information Systems Project Management 2</td>
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<tr>
<td>FI 801 Managerial Finance 2</td>
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<tr>
<td>MBA 802 Financial Accounting and Reporting Strategy 2</td>
</tr>
<tr>
<td>MBA 804 Applied Data Analysis for Managers 2</td>
</tr>
<tr>
<td>MBA 814 Applied Economics 2</td>
</tr>
<tr>
<td>MBA 821 Introduction to Supply Chain Management Concepts 2</td>
</tr>
<tr>
<td>MBA 823 Information Technology Strategy 2</td>
</tr>
<tr>
<td>MGT 805 Special Topics in Management 2</td>
</tr>
<tr>
<td>MGT 824 Developing Managerial Skills 2</td>
</tr>
</tbody>
</table>
MGT 840 Leadership and Team Management    2
MGT 850 Competitive and Business Strategy    2
MGT 873 Strategic Decision Making    2
MGT 881 Creating an Ethical Organization    2
MGT 888 Communication Strategies for Business    2
MKT 805 Marketing Management    2

2. Completion of a final oral examination or evaluation.

Academic Standards

Students must achieve a minimum 2.0 grade in a course in order for that course to count toward the 30 credit degree requirement. Students must maintain a cumulative grade-point average of 3.00 or higher in all graduate courses in order to graduate from the program.

Effective Fall 2018.

2. Request to establish a Master of Science degree in Healthcare Management in the Eli Broad College of Business. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 11, 2017 meeting.

The concentrations in the Master of Science degree in Healthcare Management will be noted on the student’s academic record when the requirements for the degree have been completed.

a. Background Information:

The Master of Science in Healthcare Management program (MS-HCM) was developed to provide healthcare professionals with business frameworks for improved healthcare management decisions. Healthcare organizations depend on effective systems for service, delivery, and performance. There are many emerging issues such as healthcare policy and reform, technology advances, changing demographics, global health problems, and quality and patient satisfaction that benefit from business knowledge, metrics, and perspectives. Trends in healthcare can create competing realities for healthcare managers and organizations related to mergers and acquisitions, supply chain issues, behavioral health, cybersecurity, drug pricing, and cost of care. The healthcare industry is large and growing, with its own set of regulatory and business challenges. The industry needs managers and leaders who are educated in business as well as in the unique issues faced by the healthcare industry. Healthcare management is a broad field that is essential to a number of organizations, including hospitals, pharmaceutical companies, physician associations, surgical centers, medical suppliers, assisted care facilities, medical device and equipment manufacturers, insurance associations, consulting, and public policy.

Increasingly, healthcare organizations are seeking answers that are based in business theory and practice and are hiring M.B.A. and M.S. business students. The professionals in these organizations who do not have business backgrounds are being challenged to gain and use business knowledge that can be applied to their daily work and will advance their careers. Most Master of Healthcare Management programs are offered in public health programs and do not approach healthcare issues using current business perspectives. The Master of Science degree in Healthcare Management was designed to address that gap and contribute to the future of healthcare leadership.

In recent years, the Broad College of Business has initiated joint degrees in partnership with the College of Osteopathic Medicine (DO/MBA) and the College of Human Medicine (MD/MBA). These degrees are offered in response to requests from medical students for needed business knowledge in their medical careers and potential healthcare leadership roles. Since 1964, the Broad College Executive M.B.A. program has consistently enrolled physicians and healthcare professionals seeking greater business knowledge to become healthcare leaders. Graduates in supply chain management and finance are being employed by healthcare organizations for the valuable management skills sets that they have.

The healthcare industry is projected to grow substantially in the next decades. The U.S. Bureau of Labor and Statistics estimates that positions in medical and health services management will grow at an average rate of 17% through 2024. A number of healthcare management issues will influence the need for healthcare business education. These issues are based in the management and coordination of healthcare services, complexities of healthcare policy, healthcare reform, increased
competition, an aging population, the expansion of technology in healthcare, and other healthcare problems, gaps, and dilemmas.

The design for the Master of Science degree in Healthcare Management program builds on the knowledge gained through this experience and background. The program is uniquely positioned to combine business perspectives in relation to healthcare issues and settings. The proposed program has been discussed with the Colleges of Human Medicine, Osteopathic Medicine, and Nursing and has their support. We expect to partner with healthcare colleagues at Michigan State and other healthcare professionals for their insights and support for the program.

The Master of Science degree in Healthcare Management will appeal to healthcare professionals and others who need increased managerial expertise and education to excel in the competitive landscape of healthcare. Michigan State University is a leader in business education through the Eli Broad College of Business and also in healthcare education, with the College of Human Medicine, College of Osteopathic Medicine, and College of Nursing. Currently, MSU has no graduate programs that address healthcare administration from a business perspective and that target the many areas and occupations in the healthcare industry.

The future of healthcare organizations will require professionals who are grounded in management principles, strategic thinking, and innovation. The Eli Broad College of Business is a recognized leader in management education through its M.B.A. programs and its successful M.S. programs.

Many healthcare administration programs accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) are offered by departments or colleges of public health. Most began years ago when healthcare was not viewed as a business and most have a lot of public health content. Relatively few are offered by business colleges and few are offered online, particularly by research-intensive universities. At a time when a challenging healthcare landscape demands sound business decisions, a Broad College program in healthcare administration combines healthcare insights within a solid business framework.

The unique position of the proposed program in Healthcare Management and its online format make it a strategic initiative for the Broad College of Business and Michigan State University. The program offers a platform for expanding the reach of Broad College of Business and promoting excellence in healthcare leadership for our world-grant university. With this program, MSU and the Broad College of Business have an opportunity to enter a growing market for healthcare business education and obtain significant market share.

The degree will be subject to the requirements of AACSB International, the Association to Advance Collegiate Schools of Business, the accrediting body for business schools, as well as the Commission on Accreditation of Healthcare Management Education (CAHME).

b. **Academic Programs Catalog Text:**

The Master of Science in Healthcare Management is designed to meet the needs of the healthcare industry and appeal to professionals in many different healthcare and healthcare-related organizations. Healthcare is a large and growing industry with its own set of regulatory and business challenges. The future of healthcare organizations will require professionals who are grounded in management principles, strategic thinking, and innovation.

The program develops depth and breadth in business principles and skills sets within the context of healthcare systems and management. Courses are designed to prepare students to advance to add value to their organizations and advance in their careers. The program emphasizes the changing nature of healthcare and the need for strategic management. The applied course work includes healthcare-specific courses in key business areas such as financial management, marketing, supply chain, and human resource management.

The curriculum also includes critical topics for healthcare management addressed within unique areas to healthcare such as: managing quality, risk, and performance management, healthcare systems and policy, healthcare technology and innovation, and managerial epidemiology. The capstone class integrates the various topics into a comprehensive framework that can be applied as a practicum, paper, or other approach.

In addition to meeting the requirements of the university, students must meet the requirements specified below.
Admission
To be admitted to the Master of Science degree in Healthcare Management degree, an applicant must:

1. Be currently employed in the healthcare industry, including hospitals, pharmaceuticals, physician associations, surgical centers, medical suppliers, assisted care facilities, device manufacturers, insurance, consulting, or in public policy.
2. Have a bachelor’s degree from a recognized educational institution.
3. Have a cumulative undergraduate grade-point average of 3.00 in the last two years of their program.
4. Have a high degree of potential for advancement to an organizational leadership role.
5. Have some background knowledge of and exposure to word processing, spreadsheets, and presentations.

International applicants are required to complete the TOEFL or IELTS with minimum scores set by Michigan State University and the program.

Applicants to the program who do not meet the above requirements may provide further documentation of their aptitude by securing a strong score on the Graduate Management Admission Test (GMAT), or Graduate Record Examination (GRE).

Admission to the program is selective and meeting the minimum standards listed does not guarantee admission. The applicant's overall record is considered, including the student's statement of objectives, recommendations, academic transcripts, and other documentation as required.

Requirements for the Master of Science Degree in Healthcare Management

The Master of Science degree in Healthcare Management degree is available only online and only under Plan B (without thesis). A total of 42 credits are required for the degree. The degree consists of a business core (30 credits), a capstone (4 credits), and a concentration (8 credits) in Healthcare Leadership or Healthcare Compliance. Other courses as approved by the program director may be used to fulfill degree requirements.

1. All of the following courses (34 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCM 801</td>
<td>Critical Thinking and Innovation in Healthcare</td>
<td>2</td>
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<tr>
<td>HCM 802</td>
<td>Cost Analysis in Healthcare</td>
<td>2</td>
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<tr>
<td>HCM 803</td>
<td>Financial Analysis in Healthcare</td>
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<tr>
<td>HCM 804</td>
<td>Financial Management in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HCM 805</td>
<td>Quality, Risk, and Performance Management</td>
<td>2</td>
</tr>
<tr>
<td>HCM 806</td>
<td>Healthcare Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>HCM 807</td>
<td>Law and Ethics in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HCM 808</td>
<td>Healthcare Systems and Economic Policy</td>
<td>2</td>
</tr>
<tr>
<td>HCM 809</td>
<td>Organizational Behavior in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HCM 810</td>
<td>Human Resource Management in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HCM 811</td>
<td>Healthcare Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>HCM 812</td>
<td>Supply Chain Management in Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>HCM 813</td>
<td>Healthcare Services Marketing</td>
<td>2</td>
</tr>
<tr>
<td>HCM 814</td>
<td>Hospitality and the Patient Experience</td>
<td>2</td>
</tr>
<tr>
<td>HCM 815</td>
<td>Managerial Epidemiology and Population Health</td>
<td>2</td>
</tr>
<tr>
<td>HCM 816</td>
<td>Healthcare Management Capstone</td>
<td>4</td>
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</tbody>
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2. One of the following concentrations (8 credits):

**Healthcare Leadership**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCM 817</td>
<td>Healthcare Leadership</td>
<td>2</td>
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<tr>
<td>HCM 818</td>
<td>Strategic Decision Making</td>
<td></td>
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<tr>
<td>HCM 819</td>
<td>Market Analysis and Planning</td>
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<tr>
<td>HCM 820</td>
<td>Negotiations</td>
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**Healthcare Compliance**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCM 821</td>
<td>Healthcare Regulations</td>
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<tr>
<td>HCM 822</td>
<td>Healthcare Compliance</td>
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</tr>
<tr>
<td>HCM 823</td>
<td>Enterprise Risk Management</td>
<td>2</td>
</tr>
<tr>
<td>HCM 824</td>
<td>Implementing Compliance Systems</td>
<td>2</td>
</tr>
</tbody>
</table>

3. Completion of a final oral examination or evaluation.
Academic Standards

Students must achieve a minimum 2.00 grade in a course in order for that course to count toward the 42 credit degree requirement. Students must maintain a cumulative grade-point average of 3.0 or higher in all graduate courses in order to graduate from the program.

Effective Fall 2018.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1. Request to change the name of the Linked Bachelor of Arts degree in Advertising to Advertising Creative – Master of Arts in Advertising in the Department of Advertising and Public Relations.

Effective Summer 2017.

2. Request to establish a Linked Bachelor of Science Degree in Advertising Management and Master of Arts Degree in Advertising in the Department of Advertising and Public Relations. The University Committee on Undergraduate Education (UCUE) will consider this request. The University Committee on Graduate Studies (UCGS) will consider this request at its October 9, 2017 meeting.

Per University policy:

A candidate for a Linked Bachelor's-Master's Degree from Michigan State University may request the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or another postsecondary accredited institution of comparable academic quality. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. Some colleges with programs that require more than 30 credits for the master's degree may apply more than 9 credits toward the master's degree but not more than 30% of the total number of credits required for the master's degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

a. Add the following statement in the Department of Advertising and Public Relations:

LINKED BACHELOR’S-MASTER’S DEGREE IN ADVERTISING
Bachelor of Science Degree in Advertising Management
Master of Arts Degree in Advertising

The department welcomes applications from Michigan State University undergraduate Advertising Management majors with at least 86 credits. Admission applications must be made prior to the final semester as an Advertising Management undergraduate. Admission to the program requires a minimum undergraduate grade-point average of 3.50, a statement of goals for the master’s degree, Graduate Record Examination scores, at least two letters of recommendation from faculty in the Department of Advertising and Public Relations and an approved program of study for the master’s degree at the time of admission. Admission to the Linked Bachelor’s-Master’s Program allows the application of up to 9 credits toward the master’s program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, is applied toward the credit requirement of the master’s degree. No 400-level courses with a grade lower than 3.0 will count toward the master’s degree. Credit obtained from 400-level pass-fail courses and internships will not count toward the degree. Credits applied to the Linked Bachelor’s-Master’s Program are not eligible to be applied to any other graduate degree program.

Effective Summer 2017.
3. Request to change the name of the Linked Bachelor of Arts degree in Advertising to Advertising Creative – Master of Arts in Health and Risk Communication in the Department of Advertising and Public Relations.

   Effective Summer 2017.

4. Request to change the name of the Linked Bachelor of Arts degree in Advertising to Advertising Creative – Master of Arts in Public Relations in the Department of Advertising and Public Relations.

   Effective Summer 2017.

5. Request to establish a Linked Bachelor of Science Degree in Advertising Management and Master of Arts Degree in Health and Risk Communication in the Department of Advertising and Public Relations. The University Committee on Undergraduate Education (UCUE) will consider this request. The University Committee on Graduate Studies (UCGS) will consider this request at its October 9, 2017 meeting.

   Per University policy:

   A candidate for a Linked Bachelor's-Master's Degree from Michigan State University may request the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or another postsecondary accredited institution of comparable academic quality. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. Some colleges with programs that require more than 30 credits for the master's degree may apply more than 9 credits toward the master's degree but not more than 30% of the total number of credits required for the master's degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

   a. Add the following statement in the Department of Advertising and Public Relations:

   **LINKED BACHELOR’S-MASTER’S DEGREE IN HEALTH AND RISK COMMUNICATION**
   
   Bachelor of Science Degree in Advertising Management
   Master of Arts Degree in Health and Risk Communication

   The department welcomes applications from Michigan State University undergraduate Advertising Management majors with at least 86 credits. Admission applications must be made prior to the final semester as an Advertising Management undergraduate. Admission to the program requires a minimum undergraduate grade-point average of 3.50, a statement of goals for the master’s degree, Graduate Record Examination scores, at least two letters of recommendation from faculty in the Department of Advertising and Public Relations and an approved program of study for the master’s degree at the time of admission. Admission to the Linked Bachelor's-Master’s Program allows the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, is applied toward the credit requirement of the master's degree. No 400-level courses with a grade lower than 3.0 will count toward the master's degree. Credit obtained from 400-level pass-fail courses and internships will not count toward the degree. Credits applied to the Linked Bachelor’s-Master’s Program are not eligible to be applied to any other graduate degree program.

   Effective Summer 2017.
6. Request to establish a **Linked Bachelor of Science Degree in Advertising Management** and **Master of Arts Degree in Public Relations** in the Department of Advertising and Public Relations. The University Committee on Undergraduate Education (UCUE) will consider this request. The University Committee on Graduate Studies (UCGS) will consider this request at its October 9, 2017 meeting.

Per University policy:

A candidate for a Linked Bachelor's-Master's Degree from Michigan State University may request the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or another postsecondary accredited institution of comparable academic quality. The number of approved credits, not to exceed 9, are applied toward the credit requirement of the master's degree. Some colleges with programs that require more than 30 credits for the master's degree may apply more than 9 credits toward the master's degree but not more than 30% of the total number of credits required for the master's degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

a. Add the following statement in the Department of Advertising and Public Relations:

**LINKED BACHELOR’S-MASTER’S DEGREE IN PUBLIC RELATIONS**

**Bachelor of Science Degree in Advertising Management**

**Master of Arts Degree in Public Relations**

The department welcomes applications from Michigan State University undergraduate Advertising Management majors with at least 86 credits. Admission applications must be made prior to the final semester as an Advertising Management undergraduate. Admission to the program requires a minimum undergraduate grade-point average of 3.50, a statement of goals for the master's degree, Graduate Record Examination scores, at least two letters of recommendation from faculty in the Department of Advertising and Public Relations and an approved program of study for the master's degree at the time of admission. Admission to the Linked Bachelor's-Master's Program allows the application of up to 9 credits toward the master's program for qualifying 400-level and above course work taken at the undergraduate level at Michigan State University or an external accredited institution. The number of approved credits, not to exceed 9, is applied toward the credit requirement of the master's degree. No 400-level courses with a grade lower than 3.0 will count toward the master's degree. Credit obtained from 400-level pass-fail courses and internships will not count toward the degree. Credits applied to the Linked Bachelor's-Master's Program are not eligible to be applied to any other graduate degree program.

Effective Summer 2017.

7. Request to change the requirements for the **Disciplinary Teaching Minor in Journalism** that is available for secondary teacher certification in the School of Journalism. The Teacher Education Council (TEC) will consider this request at its October 2, 2017 meeting.

a. Under the heading **Journalism** replace the entire entry with the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JRN 200</td>
<td>Writing and Reporting News</td>
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<tr>
<td>JRN 203</td>
<td>Visual Storytelling</td>
<td>3</td>
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<tr>
<td>JRN 310</td>
<td>Photojournalism</td>
<td>3</td>
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<tr>
<td>JRN 336</td>
<td>Designing for Media</td>
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<td>JRN 409</td>
<td>Advising Student Publications</td>
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<td>JRN 430</td>
<td>News Media Law and Ethics</td>
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<td>JRN 206</td>
<td>Video Storytelling with Cell Phones</td>
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<td>JRN 305</td>
<td>Editing for Print and Digital</td>
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<tr>
<td>JRN 325</td>
<td>Journalism History</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are encouraged to choose electives from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 200</td>
<td>Writing and Reporting News</td>
<td>3</td>
</tr>
<tr>
<td>JRN 203</td>
<td>Visual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>JRN 310</td>
<td>Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 336</td>
<td>Designing for Media</td>
<td>3</td>
</tr>
<tr>
<td>JRN 409</td>
<td>Advising Student Publications</td>
<td>3</td>
</tr>
<tr>
<td>JRN 430</td>
<td>News Media Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Electives approved by the School</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Effective Spring 2018.
COLLEGE OF EDUCATION

1. Request to delete the curriculum and degree requirements for the Master of Arts degree in Health Professions Education in the College of Education. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at their September 11, 2017 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Spring 2015. No students are to be readmitted to the program effective Spring 2015. Effective Spring 2020, coding for the program will be discontinued and the program will no longer be available in the College of Education. Students who have not met the requirements for the Master of Arts Degree in Health Professions Education through the College of Education prior to Spring 2020 will have to change their major.

2. Request to establish a Graduate Certificate in Children’s and Young Adult Literature in the Department of Teacher Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 11, 2017 meeting.

a. Background Information:

This proposed Graduate Certificate in Children’s and Young Adult Literature was precipitated by concerns from faculty and currently-enrolled Master of Arts in Teaching and Curriculum (MATC) students that there is no transcriptable record of their series of three selected rigorous courses focused on children’s and young adult literature. The series of courses have been developed across ten years and represents some of the strongest and highly rated in the department. Moreover, the current course concentration in children’s and young adult literature is one of the most popular in the Master of Arts in Teaching and Curriculum. Because issues related to reading, understanding and teaching children’s and young adult literature translate to possibilities for teachers to be more inclusive and critical of the texts they share with children, this Certificate would have appeal for not only practicing teachers, but also districts who are committed to hiring teachers committed to issues of social justice. Michigan State University already has the capacity and curricular structure to offer this graduate certificate program, including faculty and course work already housed in the Department of Teacher Education. The menu of courses already exist as a concentration choice for MATC students.

b. Academic Programs Catalog Text:

The Graduate Certificate in Children’s and Young Adult Literature is designed to provide in-service elementary and secondary teachers with materials and methods for teaching international children’s and young adult literature. The focus of the program is on multimodal texts, exploration of the kinds of conversations that surround pieces of literature, and whether those texts are written for children, adults, or both. The program aids understanding classics and awards winners in children’s and young adult literature by and about people and communities who have been and continue to be marginalized by and underrepresented in the school curriculum in the United States. The graduate certificate is available only online.

Admission

Students who wish to complete the graduate certificate and are currently enrolled in a graduate degree program at Michigan State University must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in Children’s and Young Adult Literature

Students must complete 9 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 849</td>
<td>Methods and Materials for Teaching Children’s and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>TE 836</td>
<td>Awards and Classics of Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>TE 838</td>
<td>Children’s Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>TE 850</td>
<td>Critical Reading for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>TE 883</td>
<td>Seminars in Literacy Instruction</td>
<td>1 to 4</td>
</tr>
<tr>
<td>TE 891</td>
<td>Special Topics in Teaching, Curriculum, and Schooling</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>
A children’s or young adult literature course outside the department, as approved by the student’s academic advisor.

Effective Summer 2018.

3. Request to establish a Graduate Certificate in Elementary STEM Education in the Department of Teacher Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 11, 2017 meeting.

   a. Background Information:

   Nationally, there is a growing interest in preparing elementary teachers to engage with each of the STEM disciplines (science, technology, engineering, and mathematics) individually and in integrated ways. The Master of Arts in Curriculum and Teaching program currently offers multiple courses in mathematics and science education and students in the program frequently take courses in the educational technology program. Offering this certificate would provide a way for students, primarily inservice teachers, to make this expertise in STEM education transcriptable, which would position them to take on roles as instructional leaders in their schools. A few universities offer similar programs nationally, such as Rider University and John Hopkins University. The University of Michigan -Dearborn offers an undergraduate K-8 STEM certificate. All of the other certificate programs are focused on face-to-face instruction, unlike MSU’s, which will be online.

   MSU has one of the largest faculties of mathematics and science education in the country, making it an ideal institution to offer such a certificate nationally. Given the proliferation of online master’s programs for teachers, it is critical that MSU’s nationally recognized teacher education program continue to provide high-quality professional development for teachers. This certificate could not only attract students to the program, but also provides a way for students enrolled in the program to record their STEM expertise on their transcripts in a way that can be recognized by school administrators.

   b. Academic Programs Catalog Text:

   The Graduate Certificate in Elementary STEM Education is designed to provide in-service elementary teachers with knowledge about student learning and engagement and instructional practices in STEM disciplines. The primary focus of the program is understanding inquiry-oriented practices across STEM disciplines. The graduate certificate is available only online.

   Admission

   Students who wish to complete the graduate certificate and are currently enrolled in a graduate degree program at Michigan State University must complete the Intent to Enroll form on the program Web site.

   Requirements for the Graduate Certificate in Elementary STEM Education

   Students must complete three courses from at least two of the categories below (9 credits):

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>Science Education</th>
<th>CREDITS</th>
<th>Technology Education</th>
<th>CREDITS</th>
<th>Elementary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>TE 860 Practice and Inquiry in Science Education</td>
<td>3</td>
<td>CEP 810 Teaching for Understanding with Technology</td>
<td>3</td>
<td>TE 809 Inquiry-Oriented Instructional Strategies for the Elementary Classroom</td>
</tr>
<tr>
<td>3</td>
<td>TE 861A Teaching Science for Understanding</td>
<td>3</td>
<td>CEP 811 Adapting Innovative Technologies to Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>TE 861B Inquiry, Nature of Science, and Science Teaching</td>
<td>3</td>
<td>CEP 812 Applying Educational Technology to Issues of Practices</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>TE 861C Action Research in K-12 Science Mathematics Classrooms</td>
<td>3</td>
<td>TE 831 Teaching School Subject Matter with Technology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Mathematics Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 805</td>
<td>Learning Mathematics with Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 855</td>
<td>Teaching School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>TE 857</td>
<td>Teaching and Learning Mathematical Problem Solving</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Topics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 891</td>
<td>Special Topics in Teaching, Curriculum, and Schooling</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>

Effective Summer 2018.

COLLEGE OF MUSIC

1. Request to establish a **Doctor of Musical Arts** in **Collaborative Piano** in the College of Music. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 11, 2017 meeting.

a. **Background Information:**

Collaborative piano degrees prepare pianists to make music in small groups. Although sometimes referred to, as “accompanying” degrees, recipients of these degrees must demonstrate strong performance ability as pianists in addition to understanding the nuances of playing with various instrumentalists and vocalists. Most major schools of music that offer doctoral programs include a doctorate in collaborative piano.

About 10 years ago, MSU instituted a master’s degree in collaborative piano. When the lead faculty instructor took a position at another institution, and was replaced by a fixed term faculty member, the program languished and few strong students were recruited. The fixed term faculty member was not renewed, and a new fixed term faculty member was hired and has breathed new life into the program, revised and strengthened the curriculum, and has been very successful in recruiting strong students into it.

Because of the experience and expertise, ties to major conservatories in China and elsewhere in East Asia, it has been discovered that there is enormous interest in a Doctor of Musical Arts in Collaborative Piano here at MSU.

In many ways, a person with a doctorate in collaborate piano is more marketable than one with a doctorate in piano performance. Skilled collaborative pianists are in high demand both here in the United States and in East Asia. We believe these students will be highly employable. Because the degree is structured like the Doctor of Musical Arts in Performance, and because the master’s degree in collaborative piano already exists, this degree can be added without adding faculty and without requiring additional resources.

The accreditation of the College of Music was renewed until 2026 following a review during 2015-16.

b. **Academic Programs Catalog Text:**

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

**Admission**

To be admitted to the Doctor of Musical Arts degree program in collaborative piano on regular status, an applicant must have:

1. a master's degree in music from a recognized educational institution or a total of 30 credits of approved graduate course work.
2. presented a live performance audition acceptable to the committee appointed by the Dean of the College of Music.

Applicants must present a live 40-minute audition, including 30 minutes of performance that demonstrates proficiency in solo performance and instrumental and vocal accompanying and approximately 10 minutes of discussion on one or more of the works, that is acceptable to the committee appointed by the Dean of the College of Music.
Applicants must also be prepared to respond to questions from the audition panel on the entire program.

With the approval of the faculty in the piano area, an applicant may be considered for admission to the program based on a high-quality recording of a recent performance, rather than based on a live performance audition. An applicant who submits a recording may be admitted only on provisional status pending the presentation of a live performance audition before a faculty committee appointed by the Dean of the College of Music. The audition must be presented before the end of the first semester of enrollment in the program.

Guidance Committee

The Associate Dean of Graduate Studies or his or her designee must be a member of the student's guidance committee and must serve as its chairperson. The Director of Collaborative Piano, a second faculty member from the piano area, one faculty member from the area of musicology, and one faculty member from the area of music theory must be members of the student's guidance committee. In instances where additional expertise would be beneficial, it is recommended that the guidance committee include a faculty member from within or outside the College of Music.

Requirements for the Doctor of Musical Arts Degree in Collaborative Piano

The student must meet the requirements specified below:

Each student in the program has a major professor who provides instruction in collaborative, oversees the musical content of the student's program, guides the preparation of required recitals, oversees the preparation of the scholarly paper, lecture-recital(s) and the final oral examination. Normally, the student studies with the major professor for six semesters.

The student must:

1. Complete the following courses (11 credits):
   - MUS 830 Research Methods and Materials in Music 3
   - MUS 840 Chamber Music Literature with Piano 2
   - MUS 841 Seminar in Advanced Collaborative Piano Techniques 4
   - MUS 842 Vocal Coaching Techniques 2

2. Complete at least 6 credits of 800- or 900-level courses in musicology and three courses in music theory, as specified by the student's guidance committee.

3. Demonstrate proficiency in two languages by completing two of the following options:
   a. FRN 101 Elementary French I 4
   - MUS 249 French Diction for Singers 1
   b. GRM 101 Elementary German I 4
   - MUS 248 German Diction for Singers 1
   c. ITL 101 Elementary Italian I 4
   - MUS 144 Italian Diction for Singers 1

   Courses completed at another university may be used to satisfy this requirement.

4. Pass the written comprehensive examinations in musicology and music theory. Students become eligible to take the comprehensive examination in either of these areas during the semester in which they are completing the required course work in that area.

5. Complete the following requirements in lieu of 24 credits of Music 999, a doctoral dissertation, and a final oral examination in defense of the dissertation:
   a. Complete 24 credits of Music 996 Doctoral Recital Performance. These credits must include at least six semesters of collaborative piano, at least three semesters of applied piano and at least two semesters of collaborative performance of vocal repertoire. These requirements may be met concurrently.
   b. Perform five public collaborative recitals that have been approved by a committee of faculty from the student's area, two of which must be presented within two consecutive semesters, excluding summers. Two of the recitals must be instrumental recitals; two of the recitals must be vocal recitals. The fifth recital may be either an instrumental or vocal recital. A recording of each of the five recitals is required and must be submitted to the Office of the Associate Dean for Graduate Studies.
   c. Complete one of the following three options:
      (1) Present a lecture-recital twice, first to the student's guidance committee as part of an oral examination and then to the public and submit a scholarly paper upon which the lecture-recital is based. In no case may
(2) Present two lecture-recitals. Each lecture-recital must be presented twice, first to the student's guidance committee as part of an oral examination and then to the public. In no case may the lecture-recital be presented publicly until it has been approved by the committee. Each oral examination will be a defense of one of the lecture-recitals. A recording of each lecture-recital is required and must be submitted to the Office of the Associate Dean for Graduate Studies.

(3) With the unanimous consent of the student's guidance committee, submit a scholarly paper of major scope, comparable to a traditional dissertation, and take a final oral examination based on the paper.

A proposal for each lecture-recital and the scholarly paper, if applicable, must be approved in writing by all members of the guidance committee no less than three months before the oral examination on that lecture-recital may occur. A recording of the public lecture-recital(s) and the scholarly paper will be retained by the College as part of the permanent degree record.

In the case of (1) and (3) above, the student must have completed successfully all of the required course work (with the exception of Music 996 Doctoral Recital Performance), the comprehensive examination, the required public recitals, and the scholarly paper before the final oral examination may occur. In the case of (2) above, the student must have completed successfully all of the required course work (with the exception of Music 996), the comprehensive examination, and the required public recitals before either of the oral examinations may occur.

Academic Standards

Doctoral study presumes continuing excellence in course work, reading, and writing. A student may accumulate no more than 6 credits with a grade below 3.0 in courses that are to be counted toward the degree.

With regard to 4. (c) (1) above, the student’s performance on the lecture-recital and the related scholarly paper and the final oral examination based on the lecture-recital and the paper must be approved by the members of the student’s guidance committee with not more than one dissenting vote. Should the committee fail to accept the student’s performance on the lecture-recital and the related paper or the final oral examination, the student shall be allowed to repeat the performance of the lecture-recital or to revise the related paper or to repeat the final oral examination. The lecture-recital must be repeated or the paper revised or the oral examination repeated within one year, during a fall or spring semester.

With regard to 4. (c) (2) above, the student’s performance on each of the two lecture-recitals and the final oral examination based on each lecture-recital must be approved by the members of the student’s guidance committee with not more than one dissenting vote. Should the committee fail to accept the student’s performance on either lecture-recital or the final oral examination, the student shall be allowed to repeat the performance of the lecture-recital or to repeat the final oral examination. The lecture-recital must be repeated or the oral examination repeated within one year, during a fall or spring semester.

With regard to 4. (c) (3) above, the student’s performance on the scholarly paper and the final oral examination based on the paper must be approved by the members of the student’s guidance committee with not more than one dissenting vote. Should the committee fail to accept the student’s performance on the paper or the final oral examination, the student shall be allowed to revise the related paper or to repeat the final oral examination. The paper must be revised or the oral examination repeated within one year, during a fall or spring semester.

Effective Summer 2018.
PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

AFR 301A  Third Year Swahili I
Fall of every year. 3(3-0) P: AFR 202A
NEW
Development of listening, speaking, reading and writing skills beyond the intermediate level. Intensive work on authentic texts covering contemporary issues in East and Central Africa.
Effective Fall 2018

AFR 302A  Third Year Swahili II
Spring of every year. 3(3-0) P: AFR 301A
NEW
Development of listening, speaking, reading, and writing skills beyond the intermediate level. Intensive work on authentic texts covering contemporary issues in East and Central Africa.
Effective Fall 2018

ELI BROAD COLLEGE OF BUSINESS

HCM 801  Critical Thinking and Innovation in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW
Critical thinking and innovation as vital management tools for healthcare professionals. Strategies for dealing with cognitive biases, making unrecognized assumptions, and determining causality, navigating pathways in critical reasoning, and maximizing reasoning effectiveness. Application of innovation principles for developing and implementing innovative design, processes, and leadership in healthcare.
Effective Fall 2018

HCM 802  Cost Analysis in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW
Cost accounting and management control tools and techniques for making value-added decisions in important healthcare contexts. Topics will include (a) Cost Analysis: cost estimation, cost allocation, and cost behavior, (b) Pricing: revenue management and strategic product-mix decisions, (c) Profitability: analytical techniques for determining profitability of departments, services, and patients, (d) Control: budgeting, variance analysis, coordination of activities among departments, and (e) Contracting with suppliers and insurance companies.
Effective Fall 2018

HCM 803  Financial Analysis in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW
Principles of financial accounting applied to healthcare organizations, emphasizing application of key financial accounting tools and concepts for managerial decisions.
Effective Fall 2018

HCM 804  Financial Management in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. P: HCM 803 R: Approval of college.
NEW
Financial management tools for investment and financing decision making in healthcare firms. Risk, valuation, capital budgeting. Analysis of the financial condition of the firm through the examination of financial statements. Current events and applications.
Effective Fall 2018
HCM 805  Quality, Risk and Performance Management
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Managing healthcare performance by means of quality initiatives, process management, and risk management. The course will focus on relevant methods, principles, processes, strategies and systems thinking.
Effective Fall 2018

HCM 806  Healthcare Information Systems
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Issues in the management and implementation of healthcare information systems and application of information technologies to support the effective and efficient delivery of healthcare work processes to stakeholders. The relationship between quality management and information management. Technology standards, security, and emerging technologies. Healthcare analytics.
Effective Fall 2018

HCM 807  Law and Ethics in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Legal and ethical doctrines, principles, applications, and issues in healthcare organizations. Legal and ethical dimensions of decision making, administrative law, and planning in healthcare.
Effective Fall 2018

HCM 808  Healthcare Systems and Economic Policy
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Organization of U.S. health system, policy process, and services. Dynamics of economic theory, valuation, financing and delivery of healthcare.
Effective Fall 2018

HCM 809  Organizational Behavior in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Role of workforce leadership in fulfilling the goals and mission of healthcare organizations. Theories and applications of organizational behavior principles to motivating, rewarding, and structuring employees’ work; managing groups and teams; and structuring the organization. Domestic and international issues in the workplace.
Effective Fall 2018

HCM 810  Human Resource Management in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW The role of human resource management for healthcare organizations. Focuses on strategies for human resource recruitment, utilization, productivity, compensation, and development.
Effective Fall 2018

HCM 811  Healthcare Strategic Management
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW Examines ways top managers create and sustain competitive advantage in today’s challenging healthcare marketplace from a total firm perspective.
Effective Fall 2018
HCM 812  Supply Chain Management in Healthcare
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW   Concepts and tools of supply chain management related to healthcare settings. Management of resources, sourcing, operations, inventory, logistics, and capacity for effective services, quality, and cost performance.
Effective Fall 2018

HCM 813  Healthcare Services Marketing
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW   The principles and processes of marketing and its role in effectively managing healthcare services for improvement and policy making.
Effective Fall 2018

HCM 814  Hospitality and the Patient Experience
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW   The patient experience in healthcare as it relates to hospitality marketing, service quality management, patient well-being, and the role that leadership plays in the process.
Effective Fall 2018

HCM 815  Managerial Epidemiology and Population Health
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW   Epidemiological concepts for decision-making in healthcare organizations. Managerial strategies for applying population health principles to disease assessment, community forecasting, cost effectiveness, and utilization of services.
Effective Fall 2018

HCM 816  Healthcare Management Capstone
Fall of every year. Spring of every year. Summer of every year. 1 to 4 credits. R: Approval of college.
NEW   The capstone class integrates the coursework, skills and perspectives in the program in a project, paper, or practicum. The capstone is intended to bring cumulative knowledge to bear on specific healthcare management issues, dilemmas and gap. Each capstone project, paper, or practicum must be approved in writing and overseen by a faculty member.
Effective Fall 2018

HCM 817  Healthcare Leadership
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. P: HCM 809 and HCM 810 R: Approval of college.
NEW   Review of leadership theories and practices as applied in healthcare organizations. Development of leadership skills.
Effective Fall 2018

HCM 818  Strategic Decision Making
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. P: HCM 811 R: Approval of college.
NEW   Explores the process of strategic decision-making in healthcare organizations. Identifies issues that impeded and improve decision success. Examines a range of contextual factors that influence the decision process.
Effective Fall 2018

HCM 819  Market Analysis and Planning
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW   Techniques, systems and formats to comprehend healthcare market forces and develop value based healthcare marketing plans.
Effective Fall 2018
HCM 820  Negotiations
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. P: HCM 809 R: Approval of college.
NEW  Fundamentals of effective negotiations in healthcare organizations. Planning for negotiation, integrative and distributive negotiation strategies, power and influence, ethics and interpersonal communication. Experience in negotiating through simulations and follow-up discussions.
Effective Fall 2018

HCM 821  Healthcare Regulations
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW  Examines the role of regulations in the healthcare industry, focusing on standards of regulatory and accreditation organizations. Explores regulation in relationship to organizational culture and performance.
Effective Fall 2018

HCM 822  Healthcare Compliance
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW  Explores the importance of compliance in healthcare organizations. Effective healthcare compliance, governance issues, fiduciary responsibilities, and challenges faced in the healthcare industry.
Effective Fall 2018

HCM 823  Enterprise Risk Management
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW  Enterprise Risk Management (ERM) is a systemic approach to mitigating risks associated with doing business in the healthcare industry. This course will examine the best approaches, academic and practical, to creating and implementing an ERM system. Examines ERM from a healthcare perspective. Focuses on key risk frameworks and tools for critical analysis of issues.
Effective Fall 2018

HCM 824  Implementing Compliance Systems
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. R: Approval of college.
NEW  Change in healthcare is a constant. Students need to understand how to keep their organizations compliant with the new requirements and this course will challenge students to consider health regulation in general and how to use these regulations as a strategic advantage. Implementation, execution, and enforcement of healthcare compliance programs. Current issues in compliance systems and healthcare sectors, and relationships with the federal government and accrediting agencies.
Effective Fall 2018

MBA 802  Financial Accounting and Reporting Strategy
Fall of every year. Summer of every year. 1 to 3 credits. R: Open to MBA students. R: Open to MBA students or approval of department.
Effective Fall 2013 Effective Summer 2018

MBA 804  Applied Data Analysis for Managers
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. RB: STT 315 R: Open to MBA students. R: Open to MBA students or approval of department. Not open to students with credit in SCM 833.
Analysis of business and economic data to support managerial decision-making. Building, interpreting, and applying time-series, regression, and forecasting models.
Effective Fall 2013 Effective Summer 2018
MBA 814  Applied Economics
Spring of every year. Summer of every year. 1 to 3 credits. R: Open to MBA students. R: Open to MBA students or approval of department.
Economic view of the firm. Use marginal analysis to analyze firms’ decisions such as pricing, entry, and price discrimination. Use game theory to analyze firms’ strategic behavior, principle-agent relationships, adverse selection, and signaling.
Effective Fall 2013 Effective Summer 2018

MBA 823  Information Technology Strategy
Spring of every year. Summer of every year. 1 to 3 credits. R: Open to MBA students. R: Open to MBA students or approval of department.
Effective Fall 2013 Effective Summer 2018

FI 801  Managerial Finance
Fall of every year. Spring of every year. Summer of every year. 3(3-0) 1 to 3 credits. RB: (ACC 800) and students in programs for which FI 801 is a catalog-listed requirement. RB: A first course in Accounting. RB: Open only to students in Professional Accounting. R: Open to graduate students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students.
Effective Spring 2003 Effective Fall 2017

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

ADV 493  Advertising and Public Relations Internship
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. 1 to 12 credits. A student may earn a maximum of 6 credits in all enrollments for this course. A student may earn a maximum of 12 credits in all enrollments for this course. P: ADV 205 R: Open to undergraduate students in the Department of Advertising, Public Relations and Retailing. Approval of department; application required. R: Open to undergraduate students in the Department of Advertising and Public Relations. Approval of department; application required.
Supervised experience in a professional environment. Request the use of the Pass-No Grade (P-N) system.
Effective Fall 2014 Effective Spring 2018

ADV 823  Consumer Behavior Theories
Fall of every year. 3(3-0)
Concepts and theories from behavioral sciences applied to consumer decision making. Application of theories to develop consumer behavior research studies, advertising and public relations programs. Interpersonal and mass communication applied to consumer decision making.
Effective Fall 2014 Effective Spring 2018

ADV 826  Advertising and Promotion Management
Fall of every year. Spring of every year. 3(3-0) P: MKT 805 and ADV 823 and (COM 803 or concurrently)
Planning promotional strategy. Establishing policies for decision-making. Execution and evaluation of advertising and sales promotion programs. Emphasis on case analysis.
Effective Fall 2014 Effective Summer 2018
ADV 865  Advertising and Society  
Fall of every year. Spring of every year. 3(3-0)  
Impact of advertising on individuals, society, and the economy. Public policy issues relevant to advertising. Regulation by government and industry.  
Effective Fall 2014 Effective Summer 2018  

ADV 890  Independent Study  
Fall of every year. Spring of every year. Summer of every year. 1 to 6 credits. 1 to 9 credits. A student may earn a maximum of 6 credits in all enrollments for this course. A student may earn a maximum of 9 credits in all enrollments for this course. R: Open to graduate students. Approval of department.  
Directed study under faculty supervision.  
Effective Fall 2014 Effective Spring 2018  

COLLEGE OF EDUCATION  

CEP 452  Universal Design for Learning in the General Education Classroom  
Assistive Technology for Students with Learning Disabilities  
Fall of every year. 3(1-2) P: CEP 240 R: Open to students in the Special Education-Learning Disabilities Major.  
Educating students with disabilities in the general education classroom through principles of Universal Design for Learning and assistive technology. Assistive Technology (AT) for advancing educational outcomes for K-12 students with learning disabilities. Applications of technology to compensate for disabilities and improve educational, social, and behavioral competence.  
Effective Spring 2014 Effective Fall 2018  

CEP 809  Data-Driven Instruction within Multi-Tiered Systems of Support  
Fall of every year. 3(3-0) R: Open to graduate students in the College of Education or approval of department.  
NEW  
Applying the multi-tiered systems of support framework directly to school settings. Integrating knowledge of instruction from other courses to make data-based decisions for students.  
Effective Fall 2018  

KIN 109  Specialized Sports and Physical Activities  
Fall of every year. Spring of every year. Summer of every year. 1(0-2) R: A student may earn a maximum of 8 credits in all enrollments for this course if different activities or the same activities at higher levels are involved. Students are limited to a combined total of 8 credits in KIN 101-108 and KIN 111-118.  
NEW  
Specialized opportunities in sports and physical activities. Competence in special skills, rules, and cultural perspectives as related to various offered activities. Request the use of the Pass-No Grade (P-N) system.  
Effective Summer 2018  

TE 809  Inquiry-Oriented Instructional Strategies for the Elementary Classroom  
Spring of every year. 3(3-0) RB: Students with prior or concurrent experience teaching in elementary classrooms will be best served by the course.  
NEW  
Learning goals for Prekindergarten to Grade 5 children in mathematics, science, and social studies. Research related to engaged learning. Design and implementation of inquiry-based pedagogical practices, such as group-worthy tasks, place-based learning, and integrated unit planning.  
Effective Spring 2018
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 436</td>
<td>Popular Music of Black America</td>
<td>Fall of even years.</td>
<td>2(2-0)</td>
<td>P: MUS 211 or MUS 212 R: Open to juniors or seniors in the College of Music or approval of college.</td>
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<tr>
<td></td>
<td>REINSTATEMENT</td>
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<td>Black popular music from 1945 to the present. Influence on American popular music. Rhythm and blues, soul, funk, disco, rap, and their derivative forms. Role of African-American performers, songwriters and producers in the development of a multi billion-dollar music industry. Effective Spring 2019</td>
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<tr>
<td>MUS 867</td>
<td>Practical Keyboard Musicianship</td>
<td>Summer of every year.</td>
<td>3(3-0)</td>
<td>A student may earn a maximum of 3 credits in all enrollments for this course. R: Open to graduate students in the College of Music.</td>
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<td>NEW</td>
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<td>Transposition, melody harmonization, realization and reduction of open scores, basic improvisation, and playing from various kinds of shorthands. Skills that facilitate musicianship in the classroom Effective Summer 2018</td>
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<tr>
<td>MUS 977</td>
<td>Schenkerian Analysis II</td>
<td>Spring of odd years, Spring of even years.</td>
<td>3(3-0)</td>
<td>P: MUS 874 RB: Strong familiarity with advanced tonal theory, form, and Schenkerian analysis. R: Open to graduate students in the College of Music.</td>
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<td>Continuation of MUS 874. Analysis of complete compositions or movements from multi-movement works. Compositions to be studied will include ternary and sonata-form pieces. Repertoire of styles will range from Baroque to Romantic. Making voice-leading graphs to become more familiar with Schenker’s writings and the secondary literature. Effective Spring 2017 Effective Fall 2019</td>
</tr>
</tbody>
</table>