SUBCOMMITTEE C – AGENDA

Via Zoom
November 3, 2022
1:30 p.m.

PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1.   Request to change the requirements for the **Minor in Digital Humanities** in the College of Arts and Letters.

   a.   Under the heading **Minor in Digital Humanities** replace the entire entry with the following:

   The student must complete a minimum of 15 credits from the following:

				CREDITS
1.	The following core courses (6 credits):			
	DH	285	Introduction to Digital Humanities	3
	DH	340	Digital Humanities Seminar	3

   2. Complete a minimum of 6 credits in digital humanities courses approved in advance by the Digital Humanities undergraduate advisor. Courses with the DH course code count as electives toward the minor without additional advisor approval.
   3. A capstone course or other experience (3 credits):

	DH	450	Digital Humanities Capstone	3
	DH	493	Digital Humanities Internship	3

   Another study abroad program, internship or portfolio seminar with a significant digital component, or documented work on a digital humanities project or in a digital humanities unit may be used to fulfill this requirement if approved in advance by the Digital Humanities undergraduate advisor.

   Effective Fall 2023.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1.   Request to change the requirements for the **Bachelor of Arts** degree in **Communication** in the Department of Communication.

   a.   Under the heading **Requirements for the Bachelor of Arts Degree in Communication** replace item 3. a. (4) with the following:

   (4)   Complete one of the following options:
       (a)   A cognate in the behavioral/social sciences that is comprised of six courses outside the Department of Communication chosen from at least three of the following departments: Anthropology, Communicative Sciences and Disorders, Economics, Human Development and Family Studies, Political Science, Psychology, and Sociology. The courses must be chosen in consultation with the student's academic advisor. (18 to 24 credits)
       (b)   A concentration from the following that focuses on a specific application area in the discipline. Courses used to satisfy requirements for the major may also be used to satisfy the requirements of a concentration. The concentration will be noted on the student's transcript. (minimum of 18 credits)
       Communication Science, Analytics and Research Methods
       1.   Both of the following courses (7 credits):

	COM	301	Special Topics in Communication Sciences, Analytics and Research Methods	3
	or			
	COM	401	Advanced Topics in Communication (W)	4
	COM	494	Practicum in Communication Research and Instruction	3

   If COM 301 is selected, it may not be used in requirement 2. below. Students who do not select COM 401 will need to take a different COM capstone course as an elective to meet the (W) requirement.

2.   Four courses from the following (12 to 16 credits):

COM	301	Special Topics in Communication Sciences, Analytics and Research Methods	3
MI	220	Methods for Understanding Users	3
MI	355	Media and Information Research	3
PSY	101	Introductory Psychology	4
PSY	295	Data Analysis in Psychological Research	3
SOC	281	Social Research Methods	4
SOC	282	Quantitative Analysis for Social Research	4
STT	201	Statistical Methods	4
WRA	202	Introduction to Professional and Public Writing	3
WRA	330	Writing Research in Communities and Cultures	3
WS	203	Introduction to Methods for Women's and Gender Studies Research	3

If COM 301 is taken for requirement 1. above, students may take COM 301 up to two times in different topics for group 2.

Health Communication

1.   All of the following courses (10 credits):

COM	325	Interpersonal Influence and Conflict	3
COM	330	Health Communication	3
COM	475	Communication Campaign Design and Analysis (W)	4

2.   Three courses from the following (9 to 11 credits):

ANP	201	Introduction to Cultural Anthropology	3
Or			
ANP	204	Introduction to Medical Anthropology	3
ANP	370	Culture, Health, and Illness	3
COM	302	Special Topics in Health Communication	3
EPI	390	Disease in Society: Introduction to Epidemiology and Public Health	4
GEO	435	Geography of Health and Disease	3
HM	101	Introduction to Public Health	3
HNF	150	Introduction to Human Nutrition	3
HNF	406	Global Foods and Culture	3
HST	425	American and European Health Care since 1800	4
PHL	344	Ethical Issues in Health Care	4
PSY	101	Introductory Psychology	4
PSY	320	Health Psychology	3
SOC	475	Health and Society	3

COM 302 may be taken up to 3 times under different topics.

Intercultural Communication

1.   All of the following courses (10 credits):

COM	310	Intercultural Communication	3
Or			
COM	320	Diversity and Communication	3
COM	325	Interpersonal Influence and Conflict	3
COM	475	Communication Campaign Design and Analysis (W)	4

2.   Three courses from the following (8 to 11 credits):

ANP	200	Navigating Another Culture	3
COM	303	Special Topics in Intercultural Communication	3
COM	310	Intercultural Communication	3
COM	320	Diversity and Communication	3
CSUS	200	Introduction to Sustainability	3
CSUS	250	Global Issues in Agriculture and Natural Resources	3
ENG	478B	Literature and Visual Culture	3
MC	230	Cultures and Politics in Comparative Perspective	4

MI	480	Information and Communication Technologies and Development	3
PSY	101	Introductory Psychology	4
PSY	342	Stereotypes, Prejudice, and Discrimination	3
SOC	161	International Development and Change	3
SOC	215	Race and Ethnicity	3
SOC	310	Global Migration	3
SOC	362	Developing Societies	3
TE	352	Immigrant Language and Culture	3

COM 303 may be taken up to 3 times under different topics.

Up to 6 credits of a foreign language or educational study abroad program may also serve as an elective in this concentration with advisor approval.

Students who select COM 310 or COM 320 in item 1. may not use those courses to fulfill the requirement in item 2.

Interpersonal Communication

1. All of the following courses (7 credits):

COM	325	Interpersonal Influence and Conflict	3
COM	425	Communication in Close Relationships (W)	4

2. Three courses from the following (9 or 10 credits):

ATD	430	Dress, Culture and Human Behavior	3
COM	304	Special Topics in Interpersonal Communication	3
HDFS	145	The Individual, Couples and Families	3
HDFS	225	Lifespan Human Development in the Family	3
HDFS	414	Parenting	3
HDFS	442	Ethnic Families in America	3
HDFS	444	Interpersonal Relationships in the Family	3
HDFS	445	Human Sexuality	3
HST	313	Women in the United States to 1869	3
HST	314	Women in the United States since 1869	3
PSY	101	Introductory Psychology	4
PSY	235	Social Psychology	3
PSY	236	Personality	3
PSY	339	Psychology of Women	3
PSY	342	Stereotypes, Prejudice, and Discrimination	3
WS	201	Introduction to Women's and Gender Studies	3
WS	304	Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) and Sexuality Studies	3
WS	403	Women and Change in Developing Countries	3

COM 304 may be taken up to 3 times under different topics.

Mediated Communication

1. Both of the following courses (7 credits):

COM	375	Audience Response to Media Entertainment	3
COM	475	Communication Campaign Design and Analysis (W)	4

2. Four of the following courses (12 to 14 credits):

ADV	375	Consumer Behavior	3
ADV	431	Monitoring and Measuring Social Media of Brands	3
CAS	110	Creative Thinking	3
CAS	112	Story, Sound and Motion	3
CAS	116	Media Sketching and Graphics	3
CAS	117	Games and Interactivity	3
COM	305	Special Topics in Mediated Communication	3
DH	285	Introduction to Digital Humanities	3
ENG	142	Introduction to Popular Literary Genres	4
FLM	230	Introduction to Film	4
FLM	380	Classical Film and Media Theory	3
FLM	381	Contemporary Film and Media Theory	3
JRN	108	The World of Media	3
JRN	213	Animation, Comics, Culture and Graphic Novels in Media	3

JRN	218	Sports in Contemporary Media	3
MI	101	Understanding Media and Information	3
MI	201	Introduction to Information Science	3
MI	220	Methods for Understanding Users	3
MI	239	Digital Footprints: Privacy and Online Behavior	3
MI	302	Networks, Markets and Society	3
MI	305	Media and Information Policy	3
MI	355	Media and Information Research	3
MI	480	Information and Communication Technologies and Development	3
PLS	170	Introduction to Political Philosophy	3
PLS	333	Public Opinion and Political Behavior	3
PLS	334	Campaigns and Elections	3
PSY	101	Introductory Psychology	3
PSY	200	Cognitive Psychology	3
PSY	235	Social Psychology	3
PSY	270	Community Psychology	3
PSY	463	Introduction to Cognitive Science	3
REL	175	Religion in Film	3

COM 305 may be taken up to 3 times under different topics.

Organizational Communication

1.   All of the following courses (10 credits):

COM	340	Leadership and Group Communication	3
COM	440	Organizational Communication Structure (W)	4
COM	493	Internship	3

2.   Three of the following courses (9 or 10 credits):

ACC	230	Survey of Accounting Concepts	3
ANP	321	Anthropology of Social Movements	3
COM	306	Special Topics in Organizational Communication	3
GBL	323	Introduction to Business Law	3
HST	213	U.S. Business and Economic History	3
MGT	325	Management Skills and Processes	3
MKT	327	Introduction to Marketing	3
PR	325	Intermediate Social Media and Public Relations Techniques	3
PSY	101	Introductory Psychology	4
PSY	255	Industrial and Organizational Psychology	3
SOC	481	Social Movements and Collective Identities	3

Social Influence

1.   Both of the following courses (7 credits):

COM	325	Interpersonal Influence and Conflict	3
COM	475	Communication Campaign Design and Analysis (W)	4

2.   Four of the following courses (12 to 15 credits):

ANP	321	Anthropology of Social Movements	3
COM	307	Special Topics in Social Influence	3
HST	316	United States Intellectual History since 1860	3
IBIO	446	Environmental Issues and Public Policy	3
PHL	330	Formal Deductive Reasoning	4
PSY	101	Introductory Psychology	4
PSY	270	Community Psychology	3
SOC	241	Social Psychology	3
SOC	368	Science, Technology and Society	3
SOC	481	Social Movements and Collective Identities	3
SOC	499	Social Issues and Change in Contemporary Society (W)	3

Students should meet with their academic advisors concerning the minimum and maximum numbers of elective credits available to them at various stages in their programs.

Students are strongly encouraged to complete an internship or experiential learning experience approved by the Department of Communication

whether for university credit based on academic eligibility standards or on a voluntary, non–credit basis. The department will make every effort to assist communication majors in finding appropriate internship placements.

Effective Spring 2023.

<u>COLLEGE OF EDUCATION</u>

1. Request to establish a **Master of Arts** degree in **Learning Experience Design** in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 19, 2022 meeting.

    a. **Background Information**:

    This program's inception developed from interest from our current Master of Arts in Educational Technology (MAET) students and our alumni. Historically, our program has served primarily K-12 teachers and administrators. Over the past few years, in an attempt to diversify our student population, we have welcomed more students outside of the traditional, K-12 educational field. Professionals from higher education, the private sector, business, and communications departments have come into our MAET program to learn more about theory and design as they employ technologies in their professional work. Many have noted that they wish we offered something more concrete in instructional design, as it would be highly beneficial to their work. Over the last three years, we have also noticed that our MAET alumni are obtaining an increasing number of positions in instructional design within higher education institutions and the private sector. In discussing these professional roles with alumni in instructional design positions, we identified gaps and opportunities for supporting the field of instructional and learning experience design through a new master's degree program. Currently, we offer a Graduate Certificate in Online Teaching and Learning which covers some concepts within the field of instructional design: digital assessment, online teaching and learning, and technology by design. While this graduate certificate is relevant to individuals who want to pursue a career in instructional design, the focus is more on teaching and learning and the K-12 context, whereas, individuals in learning experience design have a focus on design and learning.

    By creating the Master of Arts in Learning Experience Design (MALXD), we will be able to engage and serve a more diverse student population (outside of K-12) in critical areas of focus for the instructional and learning design field. There is an audience of interested learners and currently we do not fully meet their needs with our existing programs. We have the experience, skills, and resources to offer this program. While there are no accrediting agencies or federal regulations guiding instructional or learning experience design, the Quality Matters Higher Education Rubric (*https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherE ducationRubric.pdf*) and Online Learning Consortium's quality scorecard (*https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administrationonline-programs/*) provide standards for online learning and program review.

    Multiple institutions currently offer a similar master's degree. Purdue University offers a Master of Science in Instructional Design and Technology, Northeastern University offers a Master of Professional Studies in Learning Experience Design and Technology, West Virginia University offers a Master of Arts in Instructional Design and Technology.

    The origins of instructional design as a discipline date back to the 1960s. Learning experience design is a relatively new field, some dating its development to as recent as 2007. In the grand scheme of academia, both of these fields can be considered relatively new. With the emergence of COVID-19 and the rapid shift to online environments, educational, business, and health organizations found themselves navigating an entirely new environment to educate their employees, with little to no support. This served as a catalyst for organizations to create positions for instructional and learning experience designers. A quick search on a career search site, such as Indeed, reveals 13,400+ instructional design positions and 202,800+ learning experience design positions. The field is expanding at an incredibly rapid rate and there are not many master's-level programs for those wishing to enter the field or those who are in the field and trying to advance their knowledge. We have the opportunity to provide a critical lens of equity, accessibility, and social justice in human-centered learning and design, which is an area in which we excel. We have the opportunity to lead the field.

Upon completion of the program, MALXD graduates will position themselves as leaders in the field by being able to: (1) create accessible and inclusive learning experiences and environments, rooted in the learning sciences, educational psychology, and theories of teaching and learning; (2) evaluate leading design principles and frameworks, modify, and apply them through a critical lens focused on equity and social justice; (3) assess learning platforms and technologies for accessibility, user experience, and social and ethical implications; (4) use rich pedagogical knowledge and knowledge of research practices to generate creative designs and learning solutions; (5) develop strategies to support a team's productivity, capacity, and culture as a project manager; and (6) engage in a cycle of continuous improvement and project management, including researching, planning, implementing, tracking, evaluating the success of initiatives, and finessing the product.

b. **Academic Programs Catalog Text**:

The Master of Arts in Learning Experience Design prepares graduates in human-centered, instructional, and learning experience design who are well-versed in designing learning experiences based on their knowledge of educational psychology, theories of teaching and learning, rich pedagogical knowledge, accessible and inclusive learning design, social and ethical implications of technologies, project management, versatility in platforms and technologies, and creative design and solutions. Graduates will be positioned to create accessible and inclusive learning experiences and environments, evaluate leading design principles and frameworks, assess learning platforms and technologies for accessibility, generate creative designs and learning solutions, develop strategies to support a team's productivity, and engage in continuous improvement and project management.

This program is not accredited by the *Kentucky Education Professional Standards Board* and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

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

Admission

For admission to the master's degree program in learning experience design on regular status, the student must:

1.   submit both departmental and university application forms with responses to both personal and academic statement questions.
2.   submit a CV/resume.
3.   submit official transcripts from all higher education institutions attended.
4.   submit letters of recommendation from professional references.

Applications for admission to the program are reviewed by the learning experience design faculty who evaluate applicants for indications of a high probability of success. Such indications include a high level of academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1.   have an undergraduate degree from an accredited institution.
2.   have a minimum cumulative grade-point average of 3.00 or higher in your undergraduate degree.
3.   have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
4.   applying from a state where degrees from Michigan State University are recognized.

Students who do not meet the requirements for admission to the program on regular status may be admitted on a provisional basis to remove deficiencies. Collateral course work will not count towards the requirements for the degree.

Requirements for the Master of Arts Degree in Learning Experience Design

CREDITS

The Master of Arts degree in Learning Experience Design is available only online
and under Plan B (without thesis). A total of 30 credits are required for the degree.

The students must complete the following:

CEP	800	Psychology of Learning in School and Other Settings	3
CEP	807	Capstone Seminar	3
CEP	813	Electronic Assessment for Teaching and Learning	3
CEP	820	Teaching and Learning Online	3
CEP	822	Approaches to Educational Research	3
CEP	856	Learning Design Leadership	3
CEP	857	Current Topics and Trends in Learning Design	3
CEP	858	Upskilling in Learning Design	3
EAD	861	Adult Learning	3
UX	835	Accessibility and Design	3

Effective Fall 2023.

2. Request to establish a **Graduate Certificate** in **Learning Design** in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 19, 2022 meeting.

    a. **Background Information**:

    The instructional and learning design fields are rapidly expanding due to COVID-19 and transitions to remote work and virtual learning environments. As we developed the outline for the proposed Master of Arts in Learning Experience Design (MALXD) program, we did extensive research and held focus groups with student, alumni, and field experts in the instructional and learning design field. As we take into account a variety of entry points for learners who are looking to enter the field from another career, advance within the field, and those who have no educational background in the field, we wanted to build a
    robust graduate certificate experience to focus-in on core knowledge that all of our potential learners would need. The Graduate Certificate in Learning Design will meet our objectives to support learners from multiple pathways to understanding founding principles, to advancing their knowledge of the instructional and learning experience design field. Few institutions currently offer a similar graduate certificate. Some comparable programs include the University of Michigan: Graduate Certificate in Learning Experience Design; the Harvard Extension School: Graduate Certificate in Learning Design and Technology; and Northwestern: Graduate Certificate in Learning Design.

    While there are no accrediting agencies or federal regulations guiding instructional or learning experience design, the Quality Matters Higher Education Rubric (*https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf*) and Online Learning Consortium's quality scorecard (*https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administrationonline-programs/*) provide standards for online learning and program review.

    Faculty and adjuncts who are active in the field of instructional design in the Educational Psychology and Educational Technology doctoral program and MAET program serve as some of the instructors for our courses and the work and research that we do as the MAET program revolves around effective, engaging, and inclusive instructional design. The richness of study, research, and application of learning sciences, educational technology, online learning, and design allows us to design at the intersection of theory and forward-thinking practice. To build a robust program that leverages the strengths of individuals and programs outside of our own, we plan to incorporate an existing course outside of our program into the program plan, in collaboration with the Strategic
    Communications' Master of Science in User Experience program. This will be mutually beneficial to all programs and, most importantly, the learners.

    Upon completion of the program, Graduate Certificate in Learning Design graduates will be able to:
    (1) develop and implement effective, engaging, and inclusive online

curriculum and instruction; (2) use educational technology to meet the needs of learners from diverse backgrounds; (3) analyze the social and ethical issues and concerns when creating learning experiences and assessments; (4) thoughtfully create and implement digital assessments for learning, as learning, and of learning; (5) design ways of creating and providing feedback to students in digital contexts through a critical lens; (6) develop formative assessments based on theoretical and design principles in online learning spaces; (7) design learning experiences and technological interactions for people with
disabilities with an understanding of ability, cultural, social, and political factors that define disability; and (8) understand inclusive design principles that will help them to design,
develop, and evaluate inclusive technologies for people with various
human abilities.

b. **Academic Programs Catalog Text**:

The Graduate Certificate in Learning Design prepares graduates who are well-versed in online curriculum development, motivation in online learning, ethics and social implications of educational technology, online collaborative communities, accessibility, universal design, deficit model of disability, social model of disability, human-centered design methods, how to design learning experiences and technological interactions from
the perspective of people with disabilities, assistive technology, destigmatizing disease, illness, and impairment, foundational theories of assessment, foundational assumptions of assessment design, assessment-driven curriculum design for learning, designing formative assessments in digital contexts, online content management systems and learning management systems, the role of feedback, its design and provision in digital contexts, and analysis of assessment data to inform pedagogy and support learning.

This program is not accredited by the *Kentucky Education Professional Standards Board* and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning design leadership, the student must:

1. submit both departmental and university application forms.
2. submit official transcripts from all higher education institutions attended.
3. complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1. have an undergraduate degree from an accredited institution.
2. have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3. applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Design

CREDITS

The Graduate Certificate is available only online and the student must
complete a total of 9 credits from the following:

CEP	813	Electronic Assessment for Teaching and Learning	3
CEP	820	Teaching and Learning Online	3
UX	835	Accessibility and Design	3

Effective Fall 2023.

3.   Request to establish a **Graduate Certificate** in **Learning Design Leadership** in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 19, 2022 meeting.

   a.   **Background Information**:

   The instructional and learning design fields are rapidly expanding due to COVID-19 and transitions to remote work and virtual learning environments. As we developed the outline for the proposed Master of Arts in Learning Experience Design (MALXD) program, we knew that our potential learners would be coming to us from various stages of their instructional design careers. To meet the needs of novice and experienced designers, we created multiple entry points through three distinct graduate certificate programs that are scaffolded to comprise the MALXD program. The Graduate Certificate in Learning Design Leadership has been developed to support our learners in advancing in their professional spaces as well as leading the charge in design strategy. We want to develop learning experience designers who are leaders in the field and this graduate certificate program brings a strong focus to that commitment and goal. Few institutions currently offer a similar graduate certificate. Some comparable programs include University of Colorado Denver: Graduate Certificate in Leadership for Learning Design and Technology; and University of Illinois Urbana-Champaign: Graduate Certificate in Learning Design and Leadership

   While there are no accrediting agencies or federal regulations guiding instructional or learning experience design, the Quality Matters Higher Education Rubric (*https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf*) and Online Learning Consortium's quality scorecard (*https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administrationonline-programs/*) provide standards for online learning and program review.

   Through student, alumni, and field expert focus groups, we have learned the importance of creating an experience that will appeal to designers at various stages of their careers. Many existing programs are solely focused on developing new designers or advancing senior designers. Our program and our perspective is that we can develop both of these audiences to excel in instructional and learning experience design leadership. As the field of instructional and learning experience design is expanding at an incredibly rapid rate, we believe that the College of Education and the (current) MAET program and (proposed) MALXD program are in the position to provide the knowledge to advance the field of instructional and learning design, and we will empower our learners to lead the change with us.

   Upon completion of the program, Graduate Certificate in Learning Design Leadership graduates will be able to: (1) describe a variety of leadership, organizational management, coaching, and mentorship models that can be applied in practice as a learning design leader; (2) evaluate the potential use of various leadership, organizational management, coaching, and mentorship in your professional context; (3) apply and lead project management and workflow practices for collaborative team projects; (4) employ effective communication practices to lead and support teams with diverse perspectives, through proactive and responsive leadership practices; (5) evaluate design frameworks for your client and organizational needs through a critical lens; (6) create plans from ideation, to implementation, to evaluation for a design project; (7) identify industry standards and needs in order to guide professional work; (8) identify industry standards and needs in order to anticipate emerging and future trends; (9) apply theories and frameworks of instructional and learning experience design to your professional context(s); (10) analyze technologies for usability, accessibility, engagement, and ethical and social challenges and implications; (11) use a diverse range of meaningful and appropriate pedagogical strategies in your designs; (12) create powerful learning solutions for and with learners, instructors, and clients; (13) identify opportunities for individual growth and leadership development for instructional design through a self-evaluation process; (14) create and implement an actionable plan to support professional development goals; (15) evaluate resources for credibility and applicability to growth goals; (16) design a workflow and evaluation system to self-monitor progress in obtaining goals; and (17) develop an individual project to showcase gained knowledge in instructional and learning design.

   b.   **Academic Programs Catalog Text**:

   The Graduate Certificate in Learning Design Leadership prepares graduates who are well-versed in self-evaluation and goal setting; theories of creativity, visual design, multimodal communication, and professional development; platform-specific exploration and development; leadership models; coaching and mentorship; project management and workflow; organizational management models; communication and conflict; ethical leadership; evaluating design frameworks/finding the best fit for

your organization; initiative development, implementation, and evaluation of learning design projects; instructional design theories, principles, and methodologies; industry standards of instructional and learning design; industry needs; pedagogical strategies; promising platforms and technologies for learning design; and societal and ethical issues and implications of educational technologies.

This program is not accredited by the *Kentucky Education Professional Standards Board* and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning design leadership, the student must:

1.   submit both departmental and university application forms.
2.   submit official transcripts from all higher education institutions attended.
3.   complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1.   have an undergraduate degree from an accredited institution.
2.   have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3.   applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Design Leadership

CREDITS

The Graduate Certificate is available only online and the student must
complete a total of 9 credits from the following:

			CREDITS
CEP	856	Learning Design Leadership	3
CEP	857	Current Topics and Trends in Learning Design	3
CEP	858	Upskilling in Learning Design	3

Effective Fall 2023.

4.   Request to establish a **Graduate Certificate** in **Learning Sciences** in the Department of Counseling, Educational Psychology and Special Education. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its September 19, 2022 meeting.

a.   **Background Information**:

The instructional and learning design fields are rapidly expanding due to COVID-19 and transitions to remote work and virtual learning environments. As we developed the outline for the proposed Master of Arts in Learning Experience Design (MALXD) program, we know that leaders in these fields need a strong foundation in learning sciences. Thus, the Graduate Certificate in Learning Sciences is being proposed as a core component of the learner experience in the MALXD program. In working with students, alumni, and field experts in instructional and learning design, we know that having "steps" within the master's degree experience is important to receiving professional funding from corporations and employers. Awarding graduate certificates as these "steps" in the MALXD experience is highly marketable and motivating for potential learners who are outside of our traditional K-12 audience for graduate degrees. Few institutions currently offer a similar graduate certificate. Some comparable programs include Indiana University Bloomington, Certificate in Learning Sciences, Media, and Technology (Online); and UC Berkeley, Learning Sciences Certificate in Instructional Design, Learning Technologies, and Education Research.

While there are no accrediting agencies or federal regulations guiding instructional or learning experience design, the Quality Matters Higher Education Rubric (*https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf*) and Online Learning Consortium's quality scorecard (*https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administrationonline-programs/*) provide standards for online learning and program review.

Many instructional and learning experience designers do not have a formal education in the learning sciences. Through student, alumni, and field expert focus groups, we have found learning sciences to be a high interest area for growth and career development. As the field of instructional and learning experience design is expanding at an incredibly rapid rate, we believe that the College of Education and the (current) MAET program and (future) MALXD program are in the position to provide this crucial knowledge at the core of instructional design decisions. We already have the courses that offer this advancement of knowledge in learning sciences, so we are merely grouping them and broadening the definition of learning to expand to business, health, and additional professionals as learners.

Upon completion of the program, Graduate Certificate in Learning Sciences graduates will be able to: (1) understand the complex nature of learning, its cultural embeddedness, and the fact that it involves the active construction of knowledge; (2) describe the multiple influences on learning, including learners' prior knowledge, identities, contexts, and personal epistemologies; (3) distinguish among approaches to conception, design, analysis, and use of research via case examples; (4) develop understanding of who adult learners are, why they participate in educational programs, and barriers to participation and learning based on research, data, empathy, and understanding; (5) compare major approaches to understanding diversity and differences in how adults learn; (6) apply major cognitive, emotional, and socio-cultural processes involved in adult learning; (7) design with an understanding of adult learning to enhance planning and instruction in adult contexts based on research/data; and (8) use strong research fundamentals and practices to ensure strong alignment between design and user needs.

b.   **Academic Programs Catalog Text**:

The Graduate Certificate in Learning Sciences prepares graduates who are well-versed in learning theories, teaching for understanding, research design and analysis in educational settings, contexts for adult learning, adult identity, development, change, and learning, learning theories and process in adulthood, and the application of learning theories in educational contexts based on research and well-informed practices.

This program is not accredited by the *Kentucky Education Professional Standards Board* and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning sciences, the student must:

1.   submit both departmental and university application forms.
2.   submit official transcripts from all higher education institutions attended.
3.   complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1.   have an undergraduate degree from an accredited institution.
2.   have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3.   applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Sciences

CREDITS

The Graduate Certificate is available only online and the student must complete a total of 9 credits from the following:

CEP	800	Psychology of Learning in School and Other Settings	3
CEP	822	Approaches to Educational Research	3
EAD	861	Adult Learning	3

Effective Fall 2023.

PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

DH 450   Digital Humanities Capstone
Fall of even years. Spring of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course. P: DH 285 R: Open to undergraduate students in the Digital Humanities Minor.

NEW
           In this course, students engage with the broader Digital Humanities community by attending lectures, conferences, and other events and reflect on their experience in DH to determine its role in their life and career post-MSU. Students will craft a portfolio and write professional documents in preparation for life beyond academia.
Effective Spring Semester 2023

REL 208   Black Prophetic Tradition and Social Movements
Fall of every year. 3(3-0)

NEW
           A historical survey of the foundations of the black freedom movement in North America using pre-colonial history; antebellum history; folk culture (slave narratives, tales, and music); and rhetoric.
Effective Spring Semester 2023

REL 308   Black Spirituality and Religion
Spring of every year. 3(3-0) RB: Completion of Tier I Writing Requirement

NEW
           Genealogical survey of Black religious experiences, expressions, motivations, and sources. Study of Black religion and questions of meaning.
Effective Spring Semester 2023

REL 450   Sexuality, Gender, and Religion
Fall of even years. 3(3-0) P: Completion of Tier I Writing Requirement

NEW
           A seminar-style course that examines how different religious traditions and people understand sexuality and gender and analyzes the scholarship about religion, sexuality, and gender.
Effective Fall Semester 2024

COLLEGE OF EDUCATION

CEP 856   Learning Design Leadership
Fall of every year. 3(3-0) R: Open to graduate students.

NEW
           Coaching and mentorship models, project management and communication practices, conceptualization of how a project moves from idea to evaluation to support learning design as a leader.
Effective Fall Semester 2023

CEP 857   Current Topics and Trends in Learning Design
Fall of every year. 3(3-0) R: Open to graduate students.

NEW
           Current and promising practices in learning design, foundational theories and cutting-edge innovations, social and ethical implications of technology and design, industry standards, and the needs of instructors, learners, facilitators, and clients.
Effective Fall Semester 2023

CEP 858   Upskilling in Learning Design
Spring of every year. 3(3-0) R: Open to graduate students.

NEW
           Self-driven exploration and development in learning design, identification of individual goals for professional growth, building and pursuing a plan to advance knowledge and skills in those target areas.
Effective Fall Semester 2023

MUS 340   ~~Methods and Literature for Voice~~
<u>Vocal Pedagogy and Methods</u>
Fall of every year. 3(3-0) RB: Four semesters of MUS 151. R: Open to students in the College of Music.
~~Methods of teaching voice. Literature for both private lessons and classrooms.~~ <u>An introduction to the basic concepts of vocal pedagogy and the physiology of singing through the study of repertoire, language, vowel production and the art of singing through listening to historic singers.</u>
~~Effective Fall Semester 2015~~ <u>Effective Fall Semester 2023</u>