

MICHIGAN STATE UNIVERSITY

**Report of
THE UNIVERSITY COMMITTEE ON CURRICULUM
to the Faculty Senate
September 13, 2022**

The effective date for new programs subject to Statewide Academic Program review is implemented in accordance with the Statewide Academic Program Review calendar.

MICHIGAN STATE UNIVERSITY
University Committee on Curriculum

September 13, 2022

TO: Faculty Senate

This report is prepared and distributed for the following purposes:

1. To report new academic programs, changes in academic programs, discontinuations of academic programs, new courses, permanent changes in courses, and deletions of courses.
2. To notify the initiating colleges, schools, and departments of approval by the University Committee on Curriculum of their requests for new academic programs, changes in academic programs, discontinuations of academic programs, new courses, permanent changes in courses, and deletions of courses. Any items not approved by the Faculty Senate will be reported to the appropriate college and department or school.
3. To provide information to members of the faculty in each department about academic programs and courses in all colleges, departments, and schools of the University.

Reports of the University Committee on Curriculum to the Faculty Senate are organized as follows:

PART I - NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES:

Organized by colleges in alphabetical order. For a given college, academic units are organized in alphabetical order. For a given academic unit, degrees, majors, and specializations are organized in alphabetical order.

PART II - NEW COURSES:¹

Organized by academic units in alphabetical order; All-University courses appear last. For a given academic unit, courses are organized according to the names associated with course subject codes, in alphabetical order. Courses with the same subject code are in numerical order.

PART III - COURSE CHANGES:¹

Organized by academic units in alphabetical order; All-University courses appear last. For a given academic unit, courses are organized according to the names associated with course subject codes, in alphabetical order. Courses with the same subject code are in numerical order.

Not all of the above categories, and not all of the colleges and academic units, will necessarily appear in any given Senate Report.

¹One or more of the abbreviations that follow may be included in a course entry:

- P: = Prerequisite monitored in SIS
- C: = Corequisite
- R: = Restriction
- RB: = Recommended background
- SA: = Semester Alias

MICHIGAN STATE UNIVERSITY

September 13, 2022

TO: Faculty Senate
FROM: University Committee on Curriculum
SUBJECT: New Academic Programs and Program Changes:
New Courses and Course Changes

PART I - NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

1. Change the requirements for the **Graduate Specialization in Gender, Justice, and Environmental Change** in the College of Agriculture and Natural Resources. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.
 - a. Under the heading **Requirements for the Graduate Specialization in Gender, Justice, and Environmental Change** make the following change in item 1.:
 - (1) Delete the following course:

FW	858	Gender, Justice, and Environmental Change: Issues and Concepts	3
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 - Add the following course:

CSUS	858	Gender, Justice, and Environmental Change: Issues and Concepts	3
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Effective Fall 2022.

2. Change the requirements for the **Master of Science** degree in **Food Science** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.
 - a. Under the heading **Admission**, delete item 2.:

Graduate Record Examination (GRE) scores

Effective Fall 2022.

- 3. Change the requirements for the **Doctor of Philosophy** degree in **Food Science** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.
 - a. Under the heading **Admission**, delete item 2.:

Graduate Record Examination (GRE) scores

Effective Fall 2022.

4. Change the requirements for the **Master of Science** degree in **Human Nutrition** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.

- a. Under the heading **Admission**, delete item 4.:

Submit scores on the Graduate Record Examination General Test

Effective Fall 2022.

5. Change the requirements for the **Doctor of Philosophy** degree in **Human Nutrition** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.

- a. Under the heading **Admission**, delete item 4.:

Submit scores on the Graduate Record Examination General Test

Effective Fall 2022.

6. Change the requirements for the **Bachelor of Science** degree in **Forestry** in the Department of Forestry.

- a. Under the heading **Requirements for the Bachelor of Science Degree in Forestry** make the following changes:

- (1) In item 3. a. change the total credits from '61' to '64'.

- (2) In item 3. a. add the following course:

	FOR	128	Practical Computing and Data Science Tools	3
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Effective Spring 2023.

7. Delete the curriculum and degree requirements for the **Agricultural Technology Certificate** in **Applied Horse Science** in the Institute of Agricultural Technology. The University Committee on Undergraduate Education (UCUE) provided consultative commentary to the Provost after considering this request. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Undergraduate Education.

No new students are to be admitted to the program effective Spring 2022. No students are to be readmitted to the program effective Spring 2022. Effective Spring 2022, coding for the program will be discontinued and the program will no longer be available in the Institute of Agricultural Technology. Students who have not met the requirements for the Agricultural Technology Certificate through the Institute of Agricultural Technology prior to Spring 2022 will have to change their certificate.

COLLEGE OF ARTS AND LETTERS

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

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

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

Effective Fall 2022.

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

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

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

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

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

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

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

Effective Fall 2022.

ELI BROAD COLLEGE OF BUSINESS

1. Establish a **Master of Business Administration** degree in **STEM** in The Eli Broad College of Business and Graduate School of Management. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

- a. **Background Information:**

The STEM Master of Business Administration is a full-time, on-campus, two-year degree program designed to prepare students for management and leadership roles in new economy organizations where data drives the majority of decisions; from entry-level management positions to top executive roles. Specifically, the program is designed to create an intensive, quantitative learning experience for young professionals seeking select components of an MBA degree paired with an emphasis on quantitative methods spanning business analytics, data science, and data visualization. It is designed to meet the needs of these professionals and proffers a substantially deeper grounded experience relative to stand-alone 1-year specialty Master of Science programs offered across the country at business colleges today.

The emphasis on quantitative-oriented training was chosen such that the degree itself qualifies for a STEM designation. The STEM designation will qualify graduates of the program to extend their eligibility to work in the United States by 24 months relative to an MBA graduate. Accordingly, now

that many schools have begun offering STEM-eligible MBA degrees, U.S. employers have exhibited a sharp preference for international graduates from STEM-eligible U.S. MBA programs over international graduates from U.S. MBA programs that are not STEM-eligible. The former guarantees up to three years of eligibility to work whereas the latter only affords up to a single such year of guaranteed eligibility. International interest in U.S.-based MBA programs is now highly concentrated in STEM-eligible MBA programs given the real-options afforded its graduates.

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

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

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

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

b. Academic Programs Catalog Text:

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

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

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

Admission

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

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

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

1. Submit to the Director of the full-time STEM M.B.A. Program a completed full-time M.B.A. application packet that is available at www.mba.broad.msu.edu.

2. Take the Graduate Management Admission Test (GMAT) and have the scores submitted to the Broad School. The test must be taken not more than five years prior to the submission of the application for admission to the program. Equivalents may be considered with the approval of the Director of Admissions.
3. Complete the required personal interview with a representative of the full-time STEM M.B.A. Program Office.

Minimum standards for admission are:

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

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

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

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

Requirements for the STEM Master of Business Administration Degree

				CREDITS
1.	Complete 61 credits including:			
	a.	All of the following core courses:		
		MBA 802	Financial Accounting and Reporting Strategy	1.5
		MBA 804	Applied Data Analysis for Managers	1.5
		MBA 806	Social Issues in Management	1.5
		MBA 808	Leadership and Teamwork	1.5
		MBA 812	Accounting for Decision-Making and Control	1.5
		MBA 814	Applied Economics	1.5
		MBA 816	Managerial Communication Strategy and Tactics	1.5
		MBA 817	Designing and Delivering Impactful Business Presentations	1.5
		MBA 820	Marketing Management	3
		MBA 821	Introduction to Supply Chain Management Concepts	3
		MBA 822	Corporate Investment Decisions	3
		MBA 823	Information Technology Strategy	1.5
		MBA 824	Managing the Workforce	1.5
		MBA 843	Career Management	1
		MBA 845	Integrative Action Projects	4
		MBA 846	Executive Lecture Series	1
		MBA 850	Strategic Management	1.5
	b.	All of the following supply chain management courses:		
		SCM 825	Strategic Sourcing	1.5
		SCM 826	Manufacturing Design and Analysis	1.5
		SCM 827	Competing Through Supply Chain Logistics	1.5
		SCM 852	Supply Management	1.5
		SCM 853	Operations Strategy	1.5
		SCM 854	Integrated Logistics Systems	1.5
		SCM 855	Supply Chain Management Technology and Applications I	1.5

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| | SCM | 856 | Supply Chain Management Technology and Applications II | 1.5 |
|--|-----|-----|--|-----|
- c. A concentration in management science, finance, marketing, or supply chain management (12 credits) or other approved concentration approved by the Director of the full-time STEM M.B.A. program. Students may take two concentrations if their schedule permits.
- d. At least 3 credits of international business selected from courses approved by the Director of the full-time STEM M.B.A. program.
2. Students may use remaining elective credits to design an academic program to support their professional goals using courses across the business college disciplines. Students may select electives from the following:

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

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

Academic Standards

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

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

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

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

a. **Background Information:**

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

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

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

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

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

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

b. **Academic Programs Catalog Text:**

The Master of Science degree in Accounting and Data Analytics program is designed for students wishing to pursue an advanced degree in accounting. Prior background in accounting is not a prerequisite for admission. The program includes a set of foundational accounting courses to

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

Admission

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

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

CREDITS

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

1. All of the following courses (18 credits) unless waived by the program director.
 - Foundations of Accounting, Information Systems, and Data Analysis*
 - ACC 870 Principles of Financial and Managerial Accounting 3
 - ACC 871 Accounting Database Systems 3
 - ACC 872 Financial Reporting and Data Analysis 3
 - ACC 873 Principles of Federal Income Tax Accounting 3
 - ACC 874 Performance Measurement and Control Systems 3
 - ACC 875 Auditing – Assurance and Data Analysis 3
2. Complete at least one of the following concentrations:
 - Accounting Analytics** (9 credits)
 - ACC 827 Accounting Analytics 3
 - Two of the following courses (6 credits):
 - ACC 814 Advanced Auditing 3
 - ACC 822 Information Systems Project Management 3
 - ACC 843 Value Chain Accounting and Analytics 3
 - Managerial Analysis for Decision Making** (9 credits)
 - ACC 807 Using Financial Statement Data for Decision Making- An Analytics Approach 3
 - ACC 841 The Role of Accounting in Strategy Implementation 3
 - ACC 843 Value Chain Accounting and Analytics 3
 - Taxation** (12 credits)
 - ACC 830 Tax Research 3
 - ACC 833 Federal Income Tax of Corporations and Shareholders 3
 - ACC 836 U.S. Taxation of Multinational Transactions 3
 - ACC 850 Accounting and Tax Implications of Mergers and Acquisitions 3
 - Transaction Services** (12 credits)
 - ACC 807 Using Financial Statement Data for Decision Making- An Analytics Approach 3
 - ACC 850 Accounting and Tax Implications of Mergers and Acquisitions 3
 - ACC 891 Special Topics in Accounting and Information Systems (Transaction Service Capstone) 3
 - FI 845 Financial Modeling and Simulations I 1.5
 - FI 846 Financial Modeling and Simulations II 1.5
3. Choose electives from courses within the concentrations to meet the 30-credit minimum.

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

a. **Background Information:**

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

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

b. **Academic Programs Catalog Text:**

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

Admission

To be considered for admission, students:

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

Requirements for the Graduate Certificate in Accounting for Management Decision Making
CREDITS

Students must complete all of the following courses (9 credits):

ACC	807	Using Financial Statement Data for Decision Making-An Analytics Approach	3
ACC	841	The Role of Accounting in Strategy Implementation	3
ACC	843	Value Chain Accounting and Analytics	3

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

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

a. **Background Information:**

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

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

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

b. **Academic Programs Catalog Text:**

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

Admission

To be considered for admission, students:

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

Requirements for the Graduate Certificate in Taxation

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

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

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

a. **Background Information:**

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

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

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

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Transaction Services is designed to meet the needs of business and accounting professionals, as well as career changers. The program focuses on the technical accounting knowledge and professional communication skillset necessary for individuals interested in transaction services such as mergers and acquisitions, restructurings, bankruptcies, and other deal transactions. It supports roles, including accounting and tax implications of mergers and acquisitions, the role of accounting in the various stages of transactions, and advanced accounting data analysis. The certificate is available online only and is not open to students enrolled in the Master of Science Degree in Accounting.

Admission

To be considered for admission, students:

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

Requirements for the Graduate Certificate in Transaction Services

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

FI 846 Financial Modeling and Simulations II 1.5

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

Effective Spring 2023.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

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

Effective Fall 2022.

COLLEGE OF EDUCATION

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

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

Submit scores earned on the Graduate Record Examination (GRE).
 - b. Under the heading **Requirements for the Doctor of Education Degree in Educational Leadership** make the following changes:
 - (1) In item 1., delete the following course:

EAD	927	Enacting Systemic Improvement	3
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Add the following course:

EAD	987	Leadership for Social Justice	3
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- (2) Replace item 3. with the following:

All of the following practice focused courses:

EAD	980	Engaged Educational Leadership	3
EAD	984	Human Resources for District Leadership	3
EAD	995	Research Practicum in Educational Administration	3

Effective Fall 2022.

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

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

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

1. **Educational Inquiry and Research**

- a. The following courses:
- | | | | |
|-----|-----|---------------------|---|
| CEP | 930 | Educational Inquiry | 3 |
|-----|-----|---------------------|---|
- A 900-level course in quantitative methods approved by the student's guidance committee.
A 900-level course in advanced qualitative methods approved by the student's guidance committee.
- b. A research practicum to be taken after the student has completed the courses referenced in item 1.a. above:
- | | | | |
|-----|-----|--|--------|
| EAD | 995 | Research Practicum in Educational Administration | 1 to 3 |
|-----|-----|--|--------|

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

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

Effective Fall 2022.

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

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

COLLEGE OF SOCIAL SCIENCE

1. Change the requirements for the **Master of Arts** degree in **Youth Development** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.

- a. Under the heading **Requirements for the Master of Arts Degree in Youth Development** replace the entire entry with the following:

The program is available only online and only under Plan B (without thesis). Each student's course of study must be developed and approved in consultation with the academic advisor. Each course is offered at least once every other year. The student must complete a total of 36 credits, of which 27 credits is course work required by The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

1. All of the following core courses (27 credits):

Adolescents and Their Families	3
Consumers of Research	3
Foundations of Youth Development	3
Personnel and Program Management	3
Positive Youth Development in Community Settings	3
Program Design and Evaluation	3
Youth Development	3
Youth and Complex Social Systems	3
Youth Policy and Positive Youth Development	3
2. Complete 9 credits of electives from the following:

Adolescent Health and Sexuality	3
Grant and Administration	3
Youth, Sports, and Society	3
Youth, Families, and Technology	3
Youth-Adult Partnerships	3
Youth Culture	3
Youth Mental Health	3

This enrollment will vary at each institution and may require a master's thesis, project, or practicum. At Michigan State University, students will fulfill this requirement by enrolling in course work approved by the student's academic advisor.
3. Pass a final examination or evaluation.
Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University *Schedule of Courses* for current course schedule and other information.

Effective Fall 2023.

2. Establish a **Graduate Certificate** in **Early Childhood and Family Policy** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

- a. **Background Information:**

There is a growing regional employer demand and moderate national employer demand for bachelor's-, master's-, and doctoral-level early childhood policy professionals, according to the EAB Market Pulsecheck report. As shown in Appendix B of the EAB Market Pulsecheck report, although there are few job positions posted currently that are designated with a label of early childhood policy, there are many job titles and categories for those whose work advances policies for young children (i.e., case managers, service workers, or advocates for families; early childhood, preschool, Head Start, kindergarten, or elementary teachers; social workers; and early childhood or child care program managers, directors, principals, or specialists; program evaluators, researchers). There is and will continue to be a high demand for the skill sets developed in this early childhood policy program (e.g., critical thinking regarding multi-culturally and multi-linguistically responsive practices and equitable child, family, and systemic outcomes; interviewing; survey creation, development, and analysis; communication of ideas to various audiences;

application of research-based knowledge into practices; and policy evaluation, analysis, and preparation) even though precisely aligned job titles may not yet exist.

Through the Great Plains IDEA early childhood and family policy certificate program, students will participate in experiential learning opportunities and attend classes in an online setting that is primarily asynchronous with experiential learning opportunities imbedded; some synchronous opportunities will be optional (e.g., poster session of policy evaluations).

There are two target audiences: working professionals and full-time students. To provide optimum flexibility for both groups, the courses will be offered in an 8-week session format with three credits offered per course for four courses, or 12 credits total. These shorter length courses will allow students to complete the early childhood certificate program in one academic year with two courses taken in the Fall and two courses taken in the Spring. Full time students could imbed this as part of a MS degree with ease. Competing programs to this Great Plains IDEA early childhood policy certificate program are not offered as flexibly, with only one of the five profiled offering online courses. All five of the profiled competing programs required 12 credits for completion of their programs, but their courses were offered in a 16-week session format. This flexibility is designed to engage students who are often marginalized, women and BIPOC students. Shorter sessions fit into the complex schedules of busy professionals and working parents. One important goal in recruiting these students is so our graduates reflect the communities for which they will develop equitable policy.

The certificate is appropriate for those with minimal background in policy and/or early education. However, the 12-credit certificate would provide advanced graduate study to extend a bachelor's degree in a variety of fields (e.g., early education/education, child development/human development, social work, political science) or could be integrated as a specialty within a master's degree offered by the partner institutions. For example, students who are enrolled in graduate programs in education, health, family studies, human services, social work and more who may be interested in a certificate as part of their program (MS). Two future extension ideas are to collaborate with the early childhood education bachelor's degree to create a non-teaching policy track or to include this certificate within the Family and Community Services master's degree.

Students around the nation have little opportunity to develop essential policy skills, including those that enable them to understand and use data, to think critically and outside the box, to advocate for constructive policies by using research, and to understand the nuances of the policymaking and implementation processes. Such learnings are best mastered through formal preparation programs, many of which have a field-based component.

The College of Social Science, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, University of Arizona, University of Kentucky, University of Mississippi, Iowa State University, University of Missouri, Texas Tech University, and the University of Nebraska.

Students will earn this certificate from their home institution while also enrolling for courses at other participating institutions.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Early Childhood and Family Policy, which is administered by the Department of Human Development and Family Studies, is an online program that provides students opportunity to develop essential policy skills including understanding and using data to examine issues of equity, to advocate effectively for constructive policies by using research, and to understand the nuances of the policymaking and implementation processes.

This innovative program includes four 8-week courses that can be completed in two semesters. Courses are taught primarily asynchronously with some virtual sessions to enhance engagement. In addition, each course includes experiential learning opportunities to promote the development of skills necessary for success upon graduation and enhance the relevance and translation of course work to career. It is intended to meet the needs of individuals who seek introductory graduate training as well as those who have already earned a graduate degree, but who would benefit from academic study of early childhood and family policy.

In addition to meeting the requirements of the University and of the College of Social Science, students must meet the requirements specified below.

Admission

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic advisor. Michigan State University students follow established University admission procedures.

Requirements for the Graduate Certificate in Early Childhood and Family Policy

CREDITS

The program is available only online. Each student's course of study must be developed and approved in consultation with the academic advisor. Course work required is through The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

Students must complete a minimum of 12 credits from the following:

All of the following courses:

History, Child Development and Equity	3
Examining Practices, Policies, and Key Issues	3
Theory, Analysis, and Research	3
Policy, Leadership, and Policy Advocacy	3

Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University Schedule of Courses for current course schedule and other information.

Effective Fall 2022.

3. Establish a **Graduate Certificate in Human Services Administration** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) recommended approval of this request at its February 21, 2022 meeting.

- a. **Background Information:**

There is a demonstrated need for this certificate program, both for workers who want more training and for employers who are looking to fill administration and management positions. A market demand survey conducted by EAB Consulting in 2017 indicates that human services administrators/managers are in demand. In their review of open job descriptions, administrative and management skills were listed most frequently. The Bureau of Labor Statistics projects above average growth from 2014 to 2024, including 10% employment growth for social and community service managers. EAB indicated that integrating staff management and finance coursework into the curriculum will particularly help meet employer demand.

More recently, a 2021 market research analysis for an online human services administration certificate was conducted by Missouri Online at the University of Missouri System. National employer demand for occupations requiring a family and community services post-baccalaureate degree has increased overall from June 2015 to May 2021 (despite a 2.3% decrease in job postings last year), and it is projected that occupations relevant to this program will experience average growth across the next five years. In fact, employment projections suggest that the occupation "Social and Community Service Managers" will be the fastest growing occupation from this type of program in the next seven years (13.5% projected growth rate). The occupation group including "Community and Social Service Specialists" is projected to see employment growth of 11.6% in the next seven years. Related, the number of jobs related to human services administration is expected to grow both nationwide and regionally where GPI member institutions are located.

The 2021 analysis also included information regarding employment outcomes for students in similar programs. Of those who have graduated from a similar program, 46.38% transition to "other management occupations," 21.7% transition to "top executive" occupations, and 20.16% transition to the occupation category including "Community and Social Services Specialists." This means that the proposed certificate may have broad appeal and prepare students to work in a variety of leadership and administration roles.

There are two target populations for this program: (1) those who are already working in human services agencies who need administration and management skills, and (2) those who are in existing master's programs (for example, human development and family science, social work, public health, early childhood education, community development) who want to prepare for administrative careers. This certificate program may also tap into a population who desires additional training for career advancement but does not want to commit to an entire master's program.

The College of Social Science, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, Iowa State University, Kansas State University, University of Missouri, North Dakota State University, Texas Tech University, and the University of Nebraska.

Students will earn this certificate from their home institution while also enrolling for courses at other participating institutions.

b. **Academic Programs Catalog Text:**

The Graduate Certificate in Human Services Administration, which is administered by the Department of Human Development and Family Studies, is an online program that provides students with the skills and competencies needed to develop, implement, evaluation, and administer programs designed to enhance family and relationship health and well-being within non-profit or public settings. It is intended to meet the needs of individuals who seek introductory graduate training as well as those who have already earned a graduate degree but would benefit from academic study of human services administration in their current profession. The online format allows flexibility to accommodate both full-time students and working professionals.

In addition to meeting the requirements of the University and of the College of Social Science, students must meet the requirements specified below.

Admission

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic advisor. Michigan State University students follow established University admission procedures.

Requirements for the Graduate Certificate in Human Services Administration

CREDITS

The program is available only online. Each student's course of study must be developed and approved in consultation with the academic advisor. Course work required is through The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

Students must complete a minimum of 12 credits from the following:

- | | | |
|----|--|---|
| 1. | All of the following courses (9 credits): | |
| | Grant Development and Management | 3 |
| | Program Administration and Management | 3 |
| | Program Design, Evaluation, and Implementation | 3 |
| 2. | One of the following courses (3 credits): | |
| | Resilience in Families | 3 |
| | Family Crisis Intervention | 3 |
| | Family Dynamics and Intervention | 3 |

Michigan State University students should contact the Department of Human Development and Family Studies or consult the Michigan State University Schedule of Courses for current course schedule and other information.

4. Change the name of the **Graduate Certificate in Youth Program Management and Evaluation** to **Youth Agency Management and Administration** in the Department of Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.

Students admitted to the Graduate Certificate prior to Fall 2023 will be awarded a Graduate Certificate in Youth Program Management and Evaluation.

Students admitted to the Graduate Certificate Fall 2023 and forward will be awarded a Graduate Certificate in Youth Agency Management and Administration.

Effective Fall 2023.

5. Change the requirements for the **Graduate Certificate in Youth Agency Management and Administration** in the Department of Human Development and Family Studies.

- a. Under the heading **Requirements for the Graduate Certificate in Youth Agency Management and Administration** replace the entire entry with the following:

The program is available totally online. The student must complete 12 credits of course work in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA).

1. All of the following core courses (9 credits):

Foundations of Youth Development	3
Personnel and Program Management	3
Program Design and Evaluation	3
2. Complete 3 credits of electives from the following courses:

Grant and Administration	3
Positive Youth Development in Community Settings	3
Youth and Complex Social Systems	3
Youth Mental Health	3
Youth Policy and Positive Youth Development	3

Effective Fall 2023.

6. Change the requirements for the **Graduate Certificate in Youth Development Specialist** in the Department of Human Development and Family Studies. The University Committee on Graduate Studies (UCGS) approved this request at its April 18, 2022 meeting.

- a. Under the heading **Requirements for the Graduate Certificate in Youth Development Specialist** replace the entire entry with the following:

The program is available totally online. The student must complete 12 credits of course work in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA).

1. Two of the following Core Courses (6 credits)

Foundations of Youth Development	3
Youth Development	3
2. Complete 6 credits of electives from the following courses:

Adolescents and Their Families	3
Adolescent Health and Sexuality	3
Consumers of Research	3
Positive Youth Development in Community Settings	3
Youth, Sports, and Society	3
Youth, Families, and Technology	3
Youth-Adult Partnerships	3
Youth and Complex Social Systems	3
Youth Culture	3
Youth Policy and Positive Youth Development	3

Effective Fall 2023.

PART II - NEW COURSES

DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS

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

DEPARTMENT OF ANIMAL SCIENCE

- ANS 411 Neuroendocrine Control of Stress and Physiology (W)
Spring of every year. 3(3-0) P: (ANS 305 or ANS 307 or ANS 315 or NEU 301 or IBIO 313 or PSY 209) and completion of Tier I writing requirement R: Open to juniors or seniors.
Acute and chronic stress responses in mammals and their impact on well-being, behavior, physiology, fertility, and the immune system.
Effective Spring 2023
- ANS 416 Animal Growth and Development
Fall of every year. 3(3-0) P: ANS 201 and ANS 315
Biology and sequence of events of farm animal growth and development.
SA: ANS 415
Effective Fall 2022

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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

DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

- FCM 660 International Pre-Clerkship Preceptorship
Fall of every year. Spring of every year. Summer of every year. 1(2-40) R: Open to graduate students in the College of Osteopathic Medicine.
International preceptorship as an alternative to FCM 650
Request the use of the Pass-No Grade (P-N) system.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
Effective Summer 2022

DEPARTMENT OF FORESTRY

- FOR 128 Practical Computing and Data Science Tools
Spring of every year. 3(2-2)
Foundational skills to work efficiently in a computing environment. Introduction to exploratory data analysis, spreadsheets, and R programming language.
Effective Spring 2023

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

- HDFS 809 Personnel and Program Management
Fall of every year. 3(3-0)
Development, administration, and management of youth programs and youth-serving organizations. Special focus on the roles and responsibilities of administrators and managers.
Effective Fall 2023

- HDFS 815 Youth, Families, and Technology
Summer of odd years. 3(3-0)
The role of technology to foster positive youth development and productive family life. Relationships among youth, families, and technology. Basic technical skills of using social media, starting a personal blog, making a video clip, and creating personal websites. The application of technology in the development of policy for national and international youth advocacy.
Effective Fall 2023
- HDFS 816 Youth, Sports, and Society
Summer of even years. 3(3-0)
The impact of sport on youth, family, social engagement, and community development. Analysis of sports as a context of individuals' lifelong development. Examination of sport-related policies. Positive youth development through sports. Effects of sports on gender, racial, ethnic, and other identity development.
Effective Fall 2023

MSU COLLEGE OF LAW

- LAW 558V Health Law and Policy Seminar
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
Foundational concepts and principles in health law and policy while examining federal and state law and policy initiatives driving current health reform efforts.
Effective Fall 2022
- LAW 566U Water Law
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
Historic and current trends in water law, including the legal and policy debates driving recent water law reforms at the state and federal levels.
Effective Fall 2022
- LAW 572K Nonprofit and Tax-Exempt Organizations
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
Formation, governance, and operation of nonprofit, tax-exempt organizations, including examination of state and federal laws governing nonprofits, allowable activities such as fundraising, and limitations on activities like lobbying.
Effective Fall 2022
- LAW 580C Local Government Law
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law.
Sources of local power, the ecosystem in which local governments operate, and the varied roles of legal practitioners in the field.
Effective Fall 2022
- LAW 631V Equitable Entrepreneurship and Innovation Law Clinic I
Fall of every year. 0 to 6 credits. R: Open to Law students in the MSU College of Law. Approval of college; application required.
Opportunities to practice entrepreneurial and intellectual property law. Students represent clients and pursue systemic advocacy through activities including counseling, research, transactional analysis and drafting, and outreach.
Effective Fall 2022
- LAW 631W Equitable Entrepreneurship and Innovation Law Clinic II
On Demand. 0 to 6 credits. R: Open to Law students in the MSU College of Law. Approval of college; application required.
Opportunities to practice entrepreneurial and intellectual property law. Students represent clients and pursue systemic advocacy through activities including counseling, research, transactional analysis and drafting, and outreach.
Effective Fall 2022

DEPARTMENT OF LINGUISTICS, LANGUAGES AND CULTURES

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

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

DEPARTMENT OF MEDIA AND INFORMATION

MI 432 Game Studies (W)
Fall of every year. 3(3-0) P: (CAS 117) and completion of Tier I writing requirement R: Open to students in the Games and Interactive Media major.
Aesthetic, cultural, historical, political, and radical qualities of games.
Effective Fall 2022

COLLEGE OF NATURAL SCIENCE

HBIO 295 Human Biology and Society
Fall of every year. Spring of every year. 2 credits. P: Completion of Tier I Writing Requirement R: Open to freshmen or sophomores in the Human Biology Major or approval of college.
Relationship between human biology and the social determinants of health.
Effective Fall 2022

DEPARTMENT OF PHYSICS AND ASTRONOMY

PHY 804 Survey of Physics Education Research
On Demand. 3(3-0) R: Open to graduate students in the Department of Physics and Astronomy or approval of department.
Historical background of physics education research including central findings and relevant learning theories. Topics include student learning and engagement, assessment, attitudes and beliefs, epistemology and framing, and issues of diversity and inclusivity.
Effective Fall 2022

OFFICE OF THE PROVOST

UGS 210 Second-Year Seminar
Fall of every year. Spring of every year. 1 to 3 credits. ~~R: Not open to freshmen or seniors.~~ R: Not open to freshmen or seniors. A student may earn a maximum of 10 credits A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.
Self-reflection and focused exploration of issues related to the second-year of college. Consideration of one's personal identity, career possibilities, academic and social engagement, college involvement. Design of pathways to achieving academic and career aspirations. Planning a fulfilling college experience.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
Effective Spring 2023

UGS 250 Career and Professional Development
Fall of every year. Spring of every year. 1 to 3 credits. P: Completion of Tier I Writing Requirement R: Open to sophomores or juniors.
Connection between academic majors, professional skills, and careers. Development of skills needed to identify, obtain, and maintain a fulfilling career. Engagement with employers, alumni, and professional organizations.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
Effective Spring 2023

UGS 292 Experiential Learning in Undergraduate Studies
On Demand. 1 to 6 credits. R: Open to freshmen or sophomores or juniors or approval of department.
Supervised high impact educational experiences for early career undergraduate students.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
Effective Spring 2023

DEPARTMENT OF PSYCHOLOGY

PSY 867 Nature and Practice of Cognitive Science
Spring of every year. 3(3-0) Interdepartmental with Computer Science and Engineering and Integrative Biology and Linguistics and Philosophy. RB: Undergraduate course work in behavioral biology, cognitive psychology, philosophy, linguistics, or artificial intelligence.

REINSTATEMENT Survey of how different disciplines explore the cognitive processes underlying intelligent behavior.
SA: ZOL 867
Effective Fall 2022

PART III – COURSE CHANGES

DEPARTMENT OF COMMUNICATION

- COM 301 Special Topics in Communication Science, Analytics and Research Methods
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in communication science, analytics, and research methods.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 302 Special Topics in Health Communication
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in health communication.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 303 Special Topics in Intercultural Communication
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in intercultural communication.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 304 Special Topics in Interpersonal Communication
Fall of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in interpersonal communication.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 305 Special Topics in Mediated Communication
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in mediated communication.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 306 Special Topics in Organizational Communication
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in organizational communication.
~~Effective Fall 2019~~ Effective Fall 2022
- COM 307 Special Topics in Social Influence
Spring of every year. 3(3-0) A student may earn a maximum of 9 credits in all enrollments for this course. P: COM 300 or concurrently
Trending topics in social influence.
~~Effective Fall 2019~~ Effective Fall 2022

DEPARTMENT OF COMMUNITY SUSTAINABILITY

- CSUS 824 Sustainable Development
~~Spring of odd years.~~ Spring of even years. 3(3-0) RB: Prior coursework in microeconomics and sociology
Measurement of social and economic welfare at national and local scales. Consumption and economic growth as welfare indicators. Theories of development, utility, and economic growth. Indicators of sustainable development. Environmental and social dimensions of human well-being.
SA: ACR 824
~~Effective Fall 2016~~ Effective Fall 2022

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

- CSE 842 Natural Language Processing
~~Fall of every year. Spring of odd years.~~ 3(3-0) P: CSE 840 RB: Programming skills, basic probability and statistics knowledge. R: Open to graduate students in the Department of Computer Science and Engineering or approval of department.
Models and algorithms for natural language processing including syntax, semantics, pragmatics, and discourse. Knowledge-based and statistical approaches to a variety of language related applications.
~~Effective Spring 2005~~ Effective Fall 2023

COLLEGE OF ENGINEERING

- AESC 310 Sustainable Systems Analysis
Fall of every year. Spring of every year. 3(3-0) P: (AESC 210) and completion of Tier I writing requirement R: Open to juniors or seniors in the College of Engineering and open to juniors or seniors in the Department of Marketing and open to juniors or seniors in the Department of Supply Chain Management.
~~Concepts of sustainable systems applied to urban environments (smart cities). Computational analysis tools for large data sets. Case studies used to increase consensus building skills.~~ Concepts of sustainable systems applied to urban environments (smart cities). Computational analysis tools for large data sets and use of case studies.
SA: EGR 300, EGR 310
~~Effective Fall 2018~~ Effective Spring 2023
- AESC 410 Capstone Project in Applied Engineering Sciences
Spring of every year. 3(1-4) P: (AESC 310) and completion of Tier I writing requirement R: Open to seniors in the Applied Engineering Sciences Major. Approval of department; application required.
~~Professional work group experience with other applied engineering sciences students working on sponsor defined project. Application of applied engineering sciences curricular elements, skills and competencies.~~ Professional work group experience with other applied engineering sciences students working on sponsor defined project. Application of applied engineering sciences curricular elements, skills and competencies. Students may be asked to sign a non-disclosure agreement (“NDA”) or an assignment of intellectual property rights (“IP Assignment”) to work with some project sponsors.
SA: EGR 410, MSM 400, SYS 410
~~Effective Summer 2016~~ Effective Spring 2023

DEPARTMENT OF GEOGRAPHY, ENVIRONMENT, AND SPATIAL SCIENCES

- GEO 480 ~~Senior Seminar (W)~~
Seminar in Geography, Environment, and Spatial Sciences (W)
Fall of every year. 3(3-0) P: Completion of Tier I Writing Requirement RB: For undergraduate students with a major or minor in the Department of Geography, Environment, and Spatial Sciences R: Open to seniors in the Geography Major or in the Geography Minor.
~~History, philosophy, and methodology of the geographic discipline as it has evolved within academic and social contexts.~~ Professional development, history, philosophy, and methodology in geography, environment, and spatial sciences.
~~Effective Fall 2017~~ Effective Spring 2023

DEPARTMENT OF MEDIA AND INFORMATION

- MI 337 Compositing and Special Effects
Fall of every year. Spring of every year. 3(2-2) ~~P: ((CAS 112) and (CAS 111 or CAS 116)) or THR 219 or (CAS 201 and CAS 202) or (CAS 205 or CAS 206 or CAS 207) P: ((CAS 112) and (CAS 111 or CAS 116)) or THR 219 or CAS 209 or (CAS 205 or CAS 206 or CAS 207) RB: MI 244 RB: DS 241 R: Open to students in the Department of Media and Information or in the Department of Theatre. R: Open to students in the Department of Media and Information or in the Department of Theatre or in the Digital Storytelling Major. Not open to students with credit in THR 337.~~
Conceptual and technical use of animation and compositing software for television, cinema, interactive media, and live performance.
SA: TC 437, TC 337
~~Effective Fall 2016~~ Effective Fall 2022
- MI 339 Games and Society
Fall of every year. 3(3-0) P: Completion of Tier I Writing Requirement ~~R: Open to undergraduate students in the Department of Media and Information or approval of department. R: Open to undergraduate students in the Department of Media and Information.~~
Cultural, technological, and design evolution of games. Current and historical game genres, content, audience, and industries for games. Critical examination of empirical research concerning social impacts of games.
~~Effective Fall 2020~~ Effective Fall 2022
- MI 450 Creating Human-Centered Technology (W)
Fall of every year. Spring of every year. 3(2-2) ~~P: (MI 320 and MI 350 and MI 420 or approval of department) and Completion of Tier I Writing Requirement P: (MI 320 or MI 350 or MI 420) and Completion of Tier I Writing Requirement~~
Entire human-centered design process, including assessing needs, forming ideas, designing a solution, building prototypes, evaluating the effectiveness of those solutions, and iterating to improve the solutions. Creation of a portfolio piece to illustrate capabilities.
SA: TC 450
~~Effective Fall 2016~~ Effective Summer 2022
- MI 462 Social Media and Social Computing
Fall of every year. 3(2-2) ~~P: (MI 349 or MI 361 or approval of department) and Completion of Tier I Writing Requirement P: (MI 349 or MI 361) and Completion of Tier I Writing Requirement R: Open to juniors or seniors or graduate students.~~
Social and technological perspectives on how people collaborate using social media and other information and communication technologies. Experience with using multiple collaboration platforms and analysis of differences between enabling technologies.
SA: TC 462B, TC 462
~~Effective Fall 2016~~ Effective Fall 2022
- MI 484 ~~Building Innovative Interfaces (W)~~
Human Robot Interaction (W)
Fall of every year. 3(2-2) P: (MI 231 or MI 250 or CSE 320 or CSE 331 or CSE 335) and completion of Tier I writing requirement R: Open to students in the Department of Media and Information or in the Department of Computer Science and Engineering or in the Game Design and Development Minor.
Designing, implementing and evaluating new interaction devices using mobile and sensor technologies.
~~Effective Fall 2020~~ Effective Spring 2023

SCHOOL OF PLANNING, DESIGN AND CONSTRUCTION

CMP 828 Advanced Virtual Design and Construction
Fall of every year. ~~3(2-2)~~ 3(3-0) RB: Computer application background in architecture, civil and construction engineering R: Open to graduate students in the School of Planning, Design and Construction or approval of department.
~~Advanced mechanisms, applications, and practices of virtual design and construction (VDC) in the construction management using Building Information Modeling (BIM) technology. Advanced mechanisms, applications, and practices of virtual design and construction (VDC) in construction management using Building Information Modeling (BIM) technology.~~
~~Effective Summer 2017~~ Effective Fall 2022

OFFICE OF THE PROVOST

UGS 102 ~~Freshman Seminar Abroad~~
First-Year Seminar Abroad
Fall of every year. Spring of every year. Summer of every year. ~~2 to 3 credits. 2 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course.~~ R: ~~Open to freshmen or approval of department; application required.~~ R: Open to freshmen or approval of department; application required. A student may earn a maximum of 10 credits A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.
~~Introduction to scholarship and inquiry in global and international contexts. Special interdisciplinary based topics focused to develop intercultural abilities and deepen understanding of global problems. Field trips required.~~ Introduction to scholarship and inquiry in global and international contexts. Special interdisciplinary-based topics focused on developing analytical thinking, problem solving skills and a deeper understanding of global issues, including diversity, equity and inclusion. Field trips required.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
~~Effective Fall 2015~~ Effective Spring 2023

UGS 103 ~~Freshman Seminar Away~~
First-Year Seminar Away
Fall of every year. ~~W. K. Kellogg Biological Station, Detroit, W. K. Kellogg Biological Station, Detroit, W. K. Kellogg Biological Station, Detroit~~ 1 to 3 credits. 1 to 4 credits. A student may earn a maximum of 6 credits in all enrollments for this course. R: ~~Open to freshmen or approval of department; application required.~~ R: Open to freshmen or approval of department; application required. A student may earn a maximum of 10 credits A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.
~~Introduction to scholarship and academic inquiry in an intensive experiential learning context. Special disciplinary based topics focused to engage the interests of new students in an off-campus domestic setting appropriate to the topic of study. Field trips required.~~ Introduction to scholarship and academic inquiry in a U.S. National context. Special disciplinary-based topics focused to engage the interests of new students in developing analytical thinking, effective citizenship, and a deeper understanding of U.S. Issues, including diversity, equity and inclusion. Field trips required.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
~~Effective Fall 2015~~ Effective Spring 2023

UGS 110

~~People, Places, and Purpose~~
~~First-Year Seminar~~

~~Fall of every year. Spring of every year. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. R: Open to freshmen. R: Open to freshmen. A student may earn a maximum of 10 credits A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.~~

~~Developing effective intercultural and interpersonal skills, analytical and critical thinking in the university experience, identifying campus resources, and determining one's academic and professional goals. Developing skills, dispositions, and gaining knowledge that enables a successful transition to college; identifying and engaging individually relevant strategies and resources and creating plans for academic success, social engagement, and health and wellness in college.~~

~~Request the use of ET-Extension to postpone grading.~~

~~The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.~~

~~Effective Fall 2017~~ Effective Spring 2023

~~UGS 101~~
~~UGS 201~~

~~Big Ideas Seminar~~

~~Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. 1 to 4 credits. A student may earn a maximum of 3 credits in all enrollments for this course. A student may earn a maximum of 4 credits in all enrollments for this course. R: Open to freshmen and open to sophomores. R: Open to freshmen or sophomores. A student may earn a maximum of 10 credits A student may enroll a maximum of three times in any combination of these courses: UGS 102, 103, 110, 201, and 210.~~

~~Introduction to inquiry, research, and scholarship of complex issues. Special topics designed to engage new students' interests in the academic life of the university.~~

~~Introduction to inquiry, research, and scholarship of complex issues. Special topics designed to engage new students' interests and advance their ability to consider complex topics, dialogue with diverse others, and use evidence to support opinions.~~

~~Request the use of ET-Extension to postpone grading.~~

~~The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.~~

~~SA: UGS 101~~

~~Effective Fall 2017~~ Effective Spring 2023