

MICHIGAN STATE UNIVERSITY

**Report of
THE UNIVERSITY COMMITTEE ON CURRICULUM
to the Faculty Senate
March 21, 2023**

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

March 21, 2023

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

March 21, 2023

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 **Doctor of Philosophy** degree in **Agricultural, Food and Resource Economics** in the Department of Agricultural, Food, and Resource Economics. The University Committee on Graduate Studies (UCGS) approved this request at its February 20, 2023 meeting.

a. Under the heading **Requirements for the Agricultural, Food and Resource Economics Degree** replace the entire entry with the following:

A total of 61 credits is required for the degree. The student must:

- | | CREDITS |
|---|---------|
| 1. Complete all of the following core courses (16 credits): | |
| AFRE 900 Applied Microeconomics | 3 |
| EC 812A Microeconomics I and its Mathematical Foundations | 4 |
| EC 812B Microeconomics II | 3 |
| EC 820A Econometrics IA | 3 |
| EC 820B Econometrics IB | 3 |
- EC 812A, EC 812B, EC 820A, and EC 820B must be taken during the student's first academic year of doctoral study, and AFRE 900 must be taken in the fall semester of their second year. To be qualified to proceed in the AFRE Ph.D. program, grades of 3.5 or better are required in at least two of the five core courses (EC 812A, EC 812B, EC 820A, EC 820B, and AFRE 900), with a 3.0 minimum grade required in each course. Retaking a course to meet these requirements is not allowed.
- Complete 9 credits in one of three major fields in Agricultural, Food and Resource Economics: development economics, environmental and resource economics, or food and agricultural economics. A 3.0 minimum grade is required in each course used to establish the student's major field and the student's cumulative grade-point average for their major field courses must be greater than 3.0 (i.e., a grade of 3.5 or better is required in at least one of the student's three major field courses).
 - Complete an additional 12 credits of advanced course work at the 800- or 900-level, at least 6 credits must be AFRE courses.
 - Complete a minimum of 24 credits of AFRE 999 Doctoral Dissertation Research.
 - Pass the comprehensive examination no later than the end of the third year.
 - Present and obtain formal approval for the proposed dissertation research by the end of the fourth year.
 - Pass a final oral examination at which the student presents their dissertation results.
 - Attend at least 6 AFRE (or joint AFRE-EC) seminars in any single academic year before the end of the fourth year.
 - Have a grade point average of at least 3.0 in the student's approved course program before the student can be certified for graduation. Collateral courses are not included in this calculation.

Effective Fall 2023.

2. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Animal Science-Environmental Toxicology** in the Department of Animal Science. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Animal Science. Students who have not met the requirements for the Doctor of Philosophy degree in Animal Science-Environmental Toxicology through the Department of Animal Science prior to Spring 2030 will have to change their major.

3. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Fisheries and Wildlife-Environmental Toxicology** in the Department of Fisheries and Wildlife. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Fisheries and Wildlife. Students who have not met the requirements for the Doctor of Philosophy degree in Fisheries and Wildlife-Environmental Toxicology through the Department of Fisheries and Wildlife prior to Spring 2030 will have to change their major.

4. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Food Science-Environmental Toxicology** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Food Science and Human Nutrition. Students who have not met the requirements for the Doctor of Philosophy degree in Food Science-Environmental Toxicology through the Department of Food Science and Human Nutrition prior to Spring 2030 will have to change their major.

5. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Human Nutrition-Environmental Toxicology** in the Department of Food Science and Human Nutrition. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Food Science and Human Nutrition. Students who have not met the requirements for the Doctor of Philosophy degree in Human Nutrition-Environmental Toxicology through the Department of Food Science and Human Nutrition prior to Spring 2030 will have to change their major.

6. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Forestry-Environmental Toxicology** in the Department of Forestry. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Forestry. Students who have not met the requirements for the Doctor of Philosophy degree in Forestry-Environmental Toxicology through the Department of Forestry prior to Spring 2030 will have to change their major.

7. Change the requirements for the **Bachelor of Science** degree in **Construction Management** in the School of Planning, Design and Construction to the following.

a. Under the heading **Admission as a Junior** make the following change:

(1) In item 2., delete the following courses:

STT	315	Introduction to Probability and Statistics for Business	3
STT	421	Statistics I	3

b. Under the heading **Requirements for the Bachelor of Science Degree in Construction Management** make the following changes:

(1) In item 1., replace paragraph two with the following:

The University's Tier II writing requirement for the Construction Management major is met by completing Construction Management 385. That course is referenced in item 3. below.

(2) In item 1., delete paragraphs four and five:

The completion of Physics 251 satisfies one credit towards the laboratory requirement. With advisor approval, the second required laboratory may be satisfied if the student completes a chemistry laboratory course or a physics laboratory course beyond Physics 251.

Physics 231 and 251 may be counted toward both the alternative track and the requirements for the major referenced in item 3. below.

(3) In item 2., delete paragraph two:

The completion of Mathematics 124 satisfies the College's mathematics requirement. The completion of Mathematics 132, MTH 152H or Lyman Briggs 118 will also satisfy this requirement.

(4) Replace item 3. with the following:

a. All of the following courses (62 credits):

ACC	230	Survey of Accounting Concepts	3
CMP	101	Principles of Construction Management	2
CMP	124	Residential Construction Materials and Methods	3
CMP	210	Commercial Construction Methods	3
CMP	222	Statics and Strengths of Materials	3
CMP	230	Utility Systems	3
CMP	245	Principles of Green Building	3
CMP	305	Site Construction and Measurement	3
CMP	311	Construction Project Scheduling	3
CMP	315	Construction Quantity Surveying	3
CMP	322	Structural Systems	3
CMP	325	Real Estate Principles and Construction Finance	3
CMP	328	Building Information Modeling for Construction	3
CMP	385	Construction Documents and Contracts (W)	3
CMP	401	Construction Safety Management	3
CMP	415	Cost Estimating and Analysis	3
CMP	423	Construction Project Management	3
MGT	325	Management Skills and Processes	3
MTH	124	Survey of Calculus I	3
PHY	231	Introductory Physics I	3
PHY	232	Introductory Physics II	3

Students must have a minimum grade-point of 2.0 in each of the following courses: CMP 401, 415, and 423.

b. One of the following courses (3 or 4 credits):

CMP	445	Green and Energy Efficient Building Construction	3
CMP	453	Land Development	3
CMP	475	Practical Experiences in Construction Management	3

	CMP	491	Special Topics in Construction Management	3 or 4
	CMP	493	Professional Internship in Construction Management	3
	PDC	403	Introduction to Domicology: Sustainable Built Environment	3
c.	One of the following courses with a minimum grade-point of 2.0 (3 credits):			
	CMP	435	Residential Building and Development Projects (W)	3
	CMP	436	Commercial Building Projects (W)	3
	CMP	492	Capstone Project Competitions	3
d.	One of the following courses (3 or 4 credits):			
	COM	100	Human Communication	3
	COM	225	An Introduction to Interpersonal Communication	3
	COM	240	Introduction to Organizational Communication	4
e.	One of the following courses (3 or 4 credits):			
	STT	200	Statistical Methods	3
	STT	201	Statistical Methods	4
f.	One of the following courses (3 credits):			
	EC	201	Introduction to Microeconomics	3
	EC	202	Introduction to Macroeconomics	3
g.	One of the following courses (3 credits):			
	FI	320	Introduction to Finance	3
	GBL	323	Introduction to Business	3
	MKT	327	Introduction to Marketing	3
	SCM	304	Survey of Supply Chain Management	3

Effective Fall 2023.

8. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Crop and Soil Sciences-Environmental Toxicology** in the Department of Plant, Soil and Microbial Sciences. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Plant, Soil and Microbial Sciences. Students who have not met the requirements for the Doctor of Philosophy degree in Crop and Soil Sciences-Environmental Toxicology through the Department of Plant, Soil and Microbial Sciences prior to Spring 2030 will have to change their major.

COLLEGE OF ARTS AND LETTERS

1. Change the requirements for the **Bachelor of Arts** degree in **Apparel and Textiles** in the Department of Art, Art History, and Design.
 - a. Under the heading **Requirements for the Bachelor of Arts Degree in Apparel and Textiles** make the following changes:
 - (1) In item 3. b. change the total credits from '18 to 23' to '17'.
 - (2) In item 3. b. delete the following course:

ATD	493	Internship in Apparel and Textiles	1 to 6
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 - (3) In item 3. c. change the total credits from '8 to 12' to '1 to 3'.

- (4) In item 3. c. add the following course:
ATD 493 Internship in Apparel and Textiles 1 to 6

Effective Fall 2023.

- 2. Change the requirements for the **Bachelor of Fine Arts** degree in **Apparel and Textile Design** in the Department of Art, Art History, and Design.
 - a. Under the heading **Requirements for the Bachelor of Fine Arts Degree in Apparel and Textile Design** make the following changes:
 - (1) In item 3. d. change the total credits from '18 to 23' to '17'.
 - (2) In item 3. d. delete the following course:
ATD 493 Internship in Apparel and Textiles 1 to 6
 - (3) In item 3. e. change the total credits from '15' to '15 to 24'.
 - (4) In item 3. e. add the following course:
ATD 493 Internship in Apparel and Textiles 1 to 6

Effective Fall 2023.

- 3. Change the requirements for the **Bachelor of Arts** degree in **Art History and Visual Culture** in the Department of Art, Art History, and Design.
 - a. Under the heading **Requirements for the Bachelor of Arts Degree in Art History and Visual Culture** make the following changes:
 - (1) In item 3. (a) (3), delete the following courses:
HA 210 Medieval Art 3
HA 230 Renaissance and Baroque Art 3
Add the following courses:
HA 220 Renaissance Art 3
HA 231 Baroque and Rococo Art 3
 - (2) In item 3. a. (5) delete the following courses:
HA 430 Selected Topics in Baroque Art 4
HA 453 American Art, 1875-1940 4
Add the following courses:
HA 431 Special Topics in Early Modern Art 4
HA 454 Selected Topics in Arts of the Americas 4

Effective Fall 2023.

4. Change the requirements for the **Minor in Comic Art and Graphic Novels** in the Department of Art, Art History, and Design.

- a. Under the heading **Requirements for the Minor in Comics and Visual Narrative**, make the following changes in item 2.:

- (1) Delete the following courses:

JRN	313	Political Cartoons	3
STA	160	Digital Graphic Design: Tools and Methods	3

Add the following courses:

GD	160	Digital Graphic Design: Tools and Methods	3
STA	202	Sequencing Events: Drawing Comics Throughout History	3
STA	203	Comics Memoir	3

Effective Fall 2023.

5. Change the requirements for the **Bachelor of Arts** degree in **Studio Art** in the Department of Art, Art History, and Design.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Studio Art** make the following change:

- (1) In item 3. a. (3), in *Electronic Art and Intermedia*, add Studio Art 488.

Effective Fall 2023.

6. Change the requirements for the **Bachelor of Fine Arts** degree in **Studio Art** in the Department of Art, Art History, and Design.

- a. Under the heading **Requirements for the Bachelor of Fine Arts Degree in Studio Art** make the following changes:

- (2) In item 3. a. (3) *Ceramics*, add Studio Art 491C.
- (3) In item 3. a. (3) *Electronic Art and Intermedia*, add Studio Art 480.
- (4) In item 3. a. (3) *Studio Art Senior Project courses and Internships*, under *Electronic Art and Intermedia*, add Studio Art 488.

Effective Fall 2023.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1. Change the requirements for the **Bachelor of Arts** degree in **Advertising Creative** in the Department of Advertising and Public Relations

The concentrations in the Bachelor of Arts degree in Advertising Creative will be noted on the student's academic record when the requirements for the degree have been completed.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Advertising Creative** make the following change:

- (1) In item 3. d. change the course title of ADV 225 to 'Basic Skills for Advertising Careers'.

Effective Fall 2023.

2. Change the requirements for the **Minor in Public Relations** in the Department of Advertising and Public Relations.

- a. Under the heading **MINOR IN PUBLIC RELATIONS**, *delete* the first sentence and replace with the following:

The Minor in Public Relations, which is administered by the Department of Advertising and Public Relations within the College of Communication Arts and Sciences, is available as an elective to students who are enrolled in any bachelor's degree program at Michigan State University.

Effective Fall 2023.

3. Change the requirements in the **Minor in Broadcast Journalism** in the School of Journalism.

- a. Under the heading **Requirements for the Minor in Broadcast Journalism** make the following changes:

- (1) Change the total credits required from '15' to '16'.
- (2) Change the credits of JRN 406A and JRN 406B from '3' to '4'.

Effective Fall 2023.

4. Change the requirements for the **Bachelor of Arts** degree in **Journalism** in the School of Journalism.

The concentrations in the Bachelor of Arts degree in Journalism are noted on the student's academic record when the requirements for the degree have been completed.

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

- (1) Under the heading **Broadcast Journalism** replace the entire entry with the following:

JRN	206	Video Storytelling with Phones	3
JRN	306	Broadcast News I: Intro to Reporting	3
JRN	406	Broadcast News II: Intermediate Reporting	3
One of the following courses (3 or 4 credits):			
JRN	303	On-Air Announcing, Interviewing and Hosting	3
JRN	406A	Broadcast News III: Advanced Reporting	4
JRN	406B	Broadcast News Producing	4

- (2) Under the heading **International Reporting** delete the following course option:

Study Abroad in Journalism	3
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Effective Fall 2023.

5. Change the requirements for the **Graduate Certificate in Journalism** in the School of Journalism. The University Committee on Graduate Studies (UCGS) approved this request at its February 20, 2023 meeting.

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

To be considered for admission into the Graduate Certificate in Journalism, applicants must have completed a bachelor's degree and submit a short academic essay. For additional information, refer to the *Admission* section in the *Graduate Education* section of this catalog.

b. Under the heading **Requirements for the Graduate Certificate in Journalism** replace the entire entry with the following:

Students must complete a minimum of 9 credits, through selection of a minimum of three JRN courses at the 800-level, in consultation with the academic advisor.

Effective Fall 2023.

6. Change the requirements for the **Minor in Documentary Production** in the Department of Media and Information.

a. Under the heading **Minor in Documentary Production** make the following changes:

(1) In item 2., under **Broadcast News**, delete the following course:

JRN	406	Advanced TV News: Storytelling and Producing	3
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Add the following course:

JRN	406B	Broadcast News Producing	4
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(2) In item 2., under **Film Studies** delete the following course:

FLM	336	Aesthetics of Film Editing	3
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(3) In item 2., under **Multimedia** add the following course:

CSUS	265	Exploring Environmental and Sustainability Issues and Policy Using Film	3
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(4) In item 2., under **Photography** make the following changes:

(a) Change the requirement to 'One of the following, either (1), (2), or (3):'

(b) Add the following item (3):

JRN	488	Visual Storytelling in Kenya	4
JRN	310	Photojournalism	3
or			
JRN	410	Advanced Photojournalism Documentary	3

Effective Fall 2023.

COLLEGE OF EDUCATION

1. Change the requirements for the **Bachelor of Arts** degree in **Special Education-Learning Disabilities** in the Department of Counseling, Educational Psychology and Special Education. The Teacher Education Council (TEC) approved this request at its February 13, 2023 meeting.

a. Replace the **Admission** statement with the following:

To earn a Bachelor of Arts degree in special education-learning disabilities, students must declare their intent to become a special education-learning disabilities major to the Academic Advising Office in the College of Education.

b. Under the heading **Requirements for the Bachelor of Arts Degree in Special Education** make the following changes:

(1) In item 2. a. change the total credits from '19' to '18' and delete the following course

TE	372	Justice and Equity Seminar II	1
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(2) Replace item 2. b. with the following:

Elementary Education Courses (15 credits):

(1) The following course (3 credits):

TE	202	Engaging Elementary Learners with Mathematics	3
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(2) One of the following literacy courses (3 credits):

TE	301A	Children's Literacy Development PK-3 (W)	3
TE	301B	Children's Literacy Development 3-6 (W)	3

(3) The following mathematics course (3 credits):

MTH	201	Elementary Mathematics for Teachers I	3
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(3) In item 2. c. make the following changes:

(a) Change the total credits from '29' to '21 or 26'.

(b) Change the total credits for the **Prekindergarten through Grade Three** concentration from '29' to '26' and delete the following courses:

HDFS	424	Student Teaching in an Early Childhood Program	6
TE	405B	Teaching Literacy to Diverse Learners II – PK-3	3
TE	406B	Teaching Mathematics to Diverse Learners II – PK-3	3

Add the following courses:

TE	331	Social Studies Curriculum for Young Learners (PK-3)	3
TE	340	Teaching and Learning Elementary Science (PK-6)	3
TE	343	Teaching and Learning Elementary Social Studies (PK-6)	3

(c) Replace the **Grade Three through Grade Six** concentration requirements with the following:

All of the following courses (21 credits):

(1) One of the following United States history courses (3 credits):

HST	301	Indigenous-European Encounters in North America	3
HST	302	Revolutionary America	3

(2) One of the following arts integration courses (3 credits):

TE	430	Introduction to Arts in the Classroom	3
TE	431	Learning through Drama	3
TE	432	Learning through Movement	3

(3) All of the following courses (12 credits):

ISE	301	Science for Elementary Schools	3
TE	332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE	333	Social Studies for Young Learners (PK-6)	3

TE	405	Teaching Language and Literacy to Diverse Learners (3-6)	3
TE	406	Teaching Mathematics to Diverse Learners (3-6)	3

(4) Replace item 2. d. with the following:

Learning Disabilities Area of Emphasis (42 credits):

- (1) All of the following courses:
- | | | | |
|-----|-----|---|---|
| CEP | 301 | Literacy Instruction for Students with Disabilities | 3 |
| CEP | 302 | Technology and Content Area Support for Students
with Disabilities | 2 |
| CEP | 339 | Classroom Management for Special Education | 3 |
| CEP | 345 | Language and Literacy Development and Disorders | 3 |
| CEP | 349 | Behavior Management in Special Education | 3 |
| CEP | 351 | Special Education Law and Policies | 3 |
| CEP | 400 | Professional Skills in Special Education | 1 |
| CEP | 401 | Transition and Collaboration in Special Education | 3 |
| CEP | 402 | Mathematics Interventions for Students with
Disabilities | 3 |
| CEP | 403 | Assessment for Students with Disabilities | 3 |
| CEP | 404 | Literacy Interventions for Students with Disabilities | 3 |
| CEP | 405 | Internship in Teaching Special Education | 6 |
- (2) One of the following courses (6 credits):
- | | | | |
|----|-----|--------------------|---|
| TE | 481 | PK-3 Internship I | 6 |
| TE | 482 | PK-3 Internship II | 6 |
| TE | 484 | 3-6 Internship I | 6 |
| TE | 485 | 3-6 Internship II | 6 |

(5) Delete item 2. e.

Effective Fall 2023.

2. Change the requirements for the **Master of Arts** degree in **Student Affairs Administration** in the Department of Educational Administration. The University Committee on Graduate Studies (UCGS) approved this request at its February 20, 2023 meeting.

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

Applicants must submit a written personal statement of their experiences and interests related to guiding their pursuit of a master's degree in student affairs administration. The three required letters of recommendation must be from persons who are acquainted with the applicant's (1) academic and employment performance and (2) potential for graduate work and professional employment in higher education. Applicants must be available for an interview.

b. Under the heading **Requirements for the Master of Arts Degree in Student Affairs Administration** make the following changes:

(1) Change the total credits from '40' to '36'.

In item 1., change the total credits from '25' to '24' and change the credits of EAD 893 from '4' to '3'.

(2) Replace items 2. and 3. with the following:

2. Four additional courses totaling 12 credits that contribute to the student's professional goals such as in academic advisement, training and development, communications, or counseling, and are approved by the student's academic advisor. At least two of these courses should be from EAD course offerings taught by HALE faculty.

3. Completion of a final oral evaluation.

Effective Fall 2023.

3. Change the name of the **Bachelor of Arts** degree in **Education to Elementary Education** in the Department of Teacher Education. The Teacher Education Council approved this request at its February 13, 2023 meeting.

Students admitted to the major prior to Fall 2023 will be awarded a Bachelor of Arts Degree in Education.

Students admitted to the major Fall 2023 and forward will be awarded a Bachelor of Arts Degree in Elementary Education.

Effective Fall 2023.

4. Change the requirements for the **Bachelor of Arts** degree in **Elementary Education** in the Department of Teacher Education. The Teacher Education Council (TEC) approved this request at its February 13, 2023 meeting.

The concentrations referenced in the Bachelor of Arts degree in Elementary Education are noted on the student's academic record when the requirements for the degree have been completed.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Education** replace the entire entry with the following:

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits including general elective credits, are required for the Bachelor of Arts degree in Elementary Education.
 - The completion of Mathematics 201 referenced in item 2. b. (3) below may also satisfy the University Mathematics requirement.
 - The University's Tier II writing requirement for the Education major is met by completing Teacher Education 301A or 301B and Teacher Education 404A or 404B.
 - The completion of Teacher Education 101 and Teacher Education 102 in item 2. a. below may also satisfy the University's requirement for Integrative Studies in the Social, Behavioral, and Economic Sciences area.
 - The completion of Teacher Education 341 and Human Development and Family Studies 321 and Human Development and Family Studies 321L in item 2. a. and 2. c. below or Teacher Education 341 and History 301 or History 302 in item 2. a. and 2. c. below may also satisfy the University's requirement for Integrative Studies in the Arts and Humanities area.
2. The following requirements for the major:

				CREDITS
a.	Professional Education Courses:			
(1)	All of the following courses (15 credits):			
	CEP	240	Diverse Learners in Multicultural Perspectives	3
	TE	101	Social Foundations of Justice and Equity in Education	3
	TE	102	Pedagogy and Politics of Justice and Equity in Education	3
	TE	341	Teaching and Learning of (Bi) Multilingual Learners	3
	TE	371	Justice and Equity Seminar I	1
	TE	471	Justice and Equity Seminar III	1
	TE	471	Justice and Equity Seminar IV	1
b.	Elementary Education Courses (12 credits):			
(1)	Both of the following courses (6 credits):			
	TE	202	Engaging Elementary Learners with Mathematics	3
	TE	348	Reading and Responding to Children's Literature	3

	(2)	<i>Literacy</i>		
		One of the following courses (3 credits):		
		TE 301A Children’s Literacy Development PK-3 (W)	3	
		TE 301B Children’s Literacy Development 3-6 (W)	3	
	(3)	<i>Mathematics</i> (3 credits):		
		MTH 201 Elementary Mathematics for Teachers I	3	
c.		One of the following concentrations (41 or 42 credits):		
		Prekindergarten through Grade Three (41 credits):		
		All of the following courses:		
		HDFS 320 Interaction with Children in Groups	3	
		HDFS 320L Interaction with Children-Laboratory	1	
		HDFS 321 Curriculum for Children (W)	3	
		HDFS 321L Curriculum for Children-Laboratory	1	
		TE 330 Science Curriculum for Young Learners (PK-3)	3	
		TE 331 Social Studies for Young Learners (PK-3)	3	
		TE 403A Teaching of Science to Diverse Learners (PK-3)	3	
		TE 404A Teaching of Social Studies to Diverse Learners (PK-3)	3	
		TE 405A Teaching Literacy to Diverse Learners I (PK-3)	3	
		TE 405B Teaching Literacy to Diverse Learners II (PK-3)	3	
		TE 406A Teaching Mathematics to Diverse Learners I (PK-3)	3	
		TE 406B Teaching Mathematics to Diverse Learners II (PK-3)	3	
		TE 481 PK-3 Internship I	3	
		TE 482 PK-3 Internship II	6	
		Grade Three through Grade Six (42 credits):		
	(1)	One of the following United States history courses (3 credits):		
		HST 301 Indigenous-European Encounters in North America	3	
		HST 302 Revolutionary America	3	
	(2)	One of the following arts integration courses (3 credits):		
		TE 430 Introduction to Arts in the Classroom	3	
		TE 431 Learning Through Drama	3	
		TE 432 Learning Through Movement	3	
	(3)	All of the following courses (36 credits):		
		TE 204 Engaging Elementary Learners in Science: Culture and Equity	3	
		TE 332 Science Curriculum for Upper Elementary Learners (3-6)	3	
		TE 333 Social Studies for Upper Elementary Learners (3-6)	3	
		TE 403B Teaching of Science to Diverse Learners (3-6)	3	
		TE 404B Teaching of Social Studies to Diverse Learners (3-6)	3	
		TE 405 Teaching Literacy to Diverse Learners I (3-6)	3	
		TE 405C Teaching Literacy to Diverse Learners II (3-6)	3	
		TE 406 Teaching Mathematics to Diverse Learners I (3-6)	3	
		TE 406C Teaching Mathematics to Diverse Learners II (3-6)	3	
		TE 484 3-6 Internship I	3	
		TE 485 3-6 Internship II	6	
d.		English as a Second Language (19 to 23 credits):		
		Completion of this requirement along with TE 341 satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.		
	(1)	All of the following courses (10 credits):		
		LLT 307 Methods of Second and Foreign Language Teaching	3	

	LLT	346	Pedagogical English Grammar for English Teachers	3
	TE	342	Teaching Methods for (Bi)Multilingual Learners	3
	TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
(2)	One of the following courses (3 credits):			
	LLT	361	Second and Foreign Language Learning	3
	LLT	362	Child Second Language Acquisition	3
(3)	One of the following courses (3 or 4 credits)			
	LIN	200	Introduction to Language	3
	LIN	401	Introduction to Linguistics	4
(4)	Complete either (a) or (b) (3 or 6 credits):			
	(a)	ANP	420 Language and Culture	3
	(b)	COM	310 Intercultural Communication	3
			or	
		COM	320 Diversity and Communication	3
		LIN	471 Sociolinguistics	3

e. **Optional Additional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.

Arabic	20
Chinese	24
French	21
German	23
Japanese	24
Spanish	24

Requirements for the disciplinary teaching minors can be found in the section Requirements for the Disciplinary Teaching Minors in the section on TEACHER CERTIFICATION, below. Students wishing to complete optional minors should schedule an appointment with the College of Education Advising Office.

Effective Fall 2023.

5. Change the name of the **Teacher Certification Internship Studies Program** in the Department of Teacher Education to **Teacher Certification Program**. This is a NOHN (non-degree) program.

Effective Fall 2023.

6. Change the requirements for the **Teacher Certification Program** in the Department of Teacher Education. The Teacher Education Council (TEC) approved this request at its February 13, 2023 meeting.

Please note that the Language Arts, MJEL (BX endorsement), Integrated Science, MJEL/Comprehensive Group Major (DI endorsement), Social Studies, MJEL (RX endorsement), and the Mathematics, MJEL (EX endorsement) will no longer be noted in the catalog and should only be kept open until Fall 2024 to accommodate current students.

- a. Under the heading **REQUIREMENTS FOR TEACHER CERTIFICATION** replace the entire entry with the following:

Teacher Certification at Michigan State University is housed in the College of Education. In order to be certified as a teacher at Michigan State University, candidates must have an acceptable subject matter teaching major and also complete all relevant teacher education course work. Candidates will also have to pass state certification tests and meet other state and program requirements. Interested candidates should schedule a meeting with the College of Education Student Affairs Office for more details.

Course Requirements for Elementary Teacher Certification

GPA Standards: All elementary teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 341, TE 301A or 301B, and TE 348. Within the Grade Three through Grade Six concentration: HST 301 or HST 302 must be passed with a minimum grade of 2.0. All elementary teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

- a. **Professional Education Courses** (15 credits):

CEP	240	Introduction to Exceptional Learners	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	341	Teaching and Learning of (Bi)Multilingual Learners	3
TE	371	Justice and Equity Seminar I	1
TE	471	Justice and Equity Seminar III	1
TE	472	Justice and Equity Seminar IV	1
- b. **Elementary Education Courses** (12 credits):
 - (1) All of the following courses (6 credits):

TE	348	Reading and Responding to Children’s Literature	3
TE	202	Engaging Elementary Learners with Mathematics	3
 - (2) *Literacy*
 One of the following courses (3 credits):

TE	301A	Children’s Literacy Development PK-3 (W)	3
TE	301B	Children’s Literacy Development 3-6 (W)	3
 - (3) **Mathematics** (3 credits):

MTH	201	Elementary Mathematics for Teachers I	3
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- c. One of the following concentrations (41 or 42 credits):

Prekindergarten through Grade Three (41 credits):
 All of the following courses:

HDFS	320	Interaction with Children in Groups	3
HDFS	320L	Interaction with Children-Laboratory	1
HDFS	321	Curriculum for Children (W)	3
HDFS	321L	Curriculum for Children-Laboratory	1
TE	330	Science Curriculum for Young Learners (PK-3)	3
TE	331	Social Studies Curriculum for Young Learners (PK-3)	3
TE	403A	Teaching of Science to Diverse Learners (PK-3)	3
TE	404A	Teaching of Social Studies to Diverse Learners (PK-3) (W)	3
TE	405A	Teaching Literacy to Diverse Learners I (PK-3)	3
TE	405B	Teaching Literacy to Diverse Learners II (PK-3)	3
TE	406A	Teaching Mathematics to Diverse Learners I (PK-3)	3
TE	406B	Teaching Mathematics to Diverse Learners II (PK-3)	3
TE	481	PK-3 Internship I	3
TE	482	PK-3 Internship II	6

Grade Three through Grade Six (42 credits):

 - (1) One of the following United States history courses (3 credits):

HST	301	Indigenous-European Encounters in North America	3
HST	302	Revolutionary America	3
 - (2) One of the following arts integration courses (3 credits):

TE	430	Introduction to Arts in the Classroom	3
TE	431	Learning Through Drama	3
TE	432	Learning Through Movement	3
 - (3) All of the following courses (36 credits):

TE	204	Engaging Elementary Learners in Science: Culture and Equity	3
TE	332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE	333	Social Studies for Upper Elementary Learners (3-6)	3
TE	403B	Teaching of Science to Diverse Learners (3-6)	3
TE	404B	Teaching of Social Studies to Diverse Learners (3-6) (W)	3
TE	405	Teaching Literacy to Diverse Learners I (3-6)	3
TE	405C	Teaching Literacy to Diverse Learners II (3-6)	3
TE	406	Teaching Mathematics to Diverse Learners I (3-6)	3
TE	406C	Teaching Mathematics to Diverse Learners II (3-6)	3

	TE	484	3-6 Internship I	3
	TE	485	3-6 Internship II	6
d.	English as a Second Language (19 to 23 credits):			
	Completion of this requirement along with TE 341 satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.			
(1)	All of the following courses (10 credits):			
	LLT	307	Methods of Second and Foreign Language Teaching	3
	LLT	346	Pedagogical English Grammar for English Teachers	3
	TE	342	Teaching Methods for (Bi)multilingual Learners	3
	TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
(2)	One of the following courses (3 credits):			
	LLT	361	Second and Foreign Language Learning	3
	LLT	362	Child Second Language	3
(3)	One of the following courses (3 or 4 credits):			
	LIN	200	Introduction to Language	3
	LIN	401	Introduction to Linguistics	4
(4)	Complete either (a) or (b) (3 or 6 credits):			
	(a)	ANP	420 Language and Culture	3
	(b)	COM	310 Intercultural Communication	3
		or		
		COM	320 Diversity and Communication	3
		LIN	471 Sociolinguistics	3
e.	Optional Additional Teaching Endorsements			
	Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.			
	Arabic	20		
	Chinese	24		
	French	21		
	German	23		
	Japanese	24		
	Spanish	24		

Course Requirements for Secondary Teacher Certification

GPA Standards: All elementary teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 150, TE 302, and TE 341. All secondary teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

a.	Professional Education Courses (18 credits):			
	CEP	240	Introduction to Exceptional Learners	3
	TE	101	Social Foundations of Justice and Equity in Education	3
	TE	102	Pedagogy and Politics of Justice and Equity in Education	3
	TE	150	Reflections on Learning	3
	TE	302	Literacy and Adolescent Learners in School and Community Contexts	3
	TE	341	Teaching and Learning of (Bi) Multilingual Learners	3
b.	Subject-Matter Teaching Methodology Courses (18 credits):			
(1)	English (18 credits):			
	TE	310	Clinical Experience in English Education I	3
	TE	410	Clinical Experience in English Education II	3
	TE	411	Seminar in English Education I	3
	TE	412	Seminar in English Education II	3
	TE	413	Student Teaching Internship in English Education	6
(2)	Mathematics (18 credits):			
	TE	314	Clinical Experiences in Mathematics Education I	3
	TE	414	Clinical Experiences in Mathematics Education II	3
	TE	415	Seminar in Mathematics Education I	3
	TE	416	Seminar in Mathematics Education II	3
	TE	417	Student Teaching Internship in Mathematics Education	6

- (3) **Science** (18 credits):
- | | | | |
|----|-----|--|---|
| TE | 321 | Clinical Experience in Science Education I | 3 |
| TE | 421 | Clinical Experience in Science Education II | 3 |
| TE | 422 | Seminar in Science Education I | 3 |
| TE | 423 | Seminar in Science Education II | 3 |
| TE | 424 | Student Teaching Internship in Science Education | 6 |
- (4) **Social Studies** (18 credits):
- | | | | |
|----|-----|---|---|
| TE | 325 | Clinical Experience in Social Studies Education I | 3 |
| TE | 425 | Clinical Experience in Social Studies Education II | 3 |
| TE | 426 | Seminar in Social Studies Education I | 3 |
| TE | 427 | Seminar in Social Studies Education II | 3 |
| TE | 428 | Student Teaching Internship in Social Studies Education | 6 |
- (5) **Agriscience and Natural Resources**
 Students seeking teacher licensure in Agriscience and Natural Resources complete all of their teacher education course work in the College of Agriculture and Natural Resources. Students should contact the Agriculture, Food and Natural Resources Education Advisor for more details.

c. **Optional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective secondary teachers. Students wishing to complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.

- Agriculture, Food and Natural Resources Education
- Arabic (Secondary)
- Biology
- Chemistry
- Chinese (Secondary)
- Earth Science
- Economics
- English
- French (Secondary)
- Geography
- German (Secondary)
- History
- Japanese (Secondary)
- Mathematics
- Physics
- Political Science
- Psychology
- Spanish (Secondary)
- English as a Second Language (Secondary)

Course Requirements for PK-12 Teacher Certification

GPA Standards: All PK-12 teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 150, TE 302, and TE 341. All PK-12 teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

- a. **Professional Education Courses** (18 credits):
- | | | | |
|-----|-----|---|---|
| CEP | 240 | Introduction to Exceptional Learners | 3 |
| TE | 101 | Social Foundations of Justice and Equity in Education | 3 |
| TE | 102 | Pedagogy and Politics of Justice and Equity in Education | 3 |
| TE | 150 | Reflections on Learning | 3 |
| TE | 302 | Literacy and Adolescent Learners in School and Community Contexts | 3 |
| TE | 341 | Teaching and Learning of (Bi) Multilingual Learners | 3 |
- b. **Subject-Matter Teaching Methodology Courses** (18 credits):
- (1) **World Languages** (18 credits):
- | | | | |
|----|-----|---|---|
| TE | 334 | Clinical Experiences in World Language Education I | 3 |
| TE | 434 | Clinical Experiences in World Language Education II | 3 |
| TE | 435 | Seminar in World Language Education I | 3 |
| TE | 436 | Seminar in World Language Education II | 3 |

TE 437 Student Teaching Internship in World Language Education 3

(2) **Visual Arts**
 Students seeking teacher licensure in Visual Arts Education should contact the advisor in the Department of Art, Art History, and Design for more details.

(3) **Music Education**
 Students seeking teacher licensure in Music Education complete TE 101, TE 150, and TE 302. The remainder of their teacher education course work takes place in the College of Music. Students should contact the advising office in the College of Music for more details.

c. **Optional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective PK-12 teachers in World Languages. Students wishing to complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.

- Agriculture, Food and Natural Resources Education
- Arabic (Secondary)
- Biology
- Chemistry
- Chinese (Secondary)
- Earth Science
- Economics
- English
- French (Secondary)
- Geography
- German (Secondary)
- History
- Japanese (Secondary)
- Mathematics
- Physics
- Political Science
- Psychology
- Spanish (Secondary)
- English as a Second Language (Secondary)

Disciplinary Majors Available for Elementary Teacher Certification

Students electing to complete the requirements for an optional disciplinary teaching major in addition to their required teaching major should make their choices from the list below.

MAJOR	COLLEGE
Arabic	Arts and Letters
Chinese	Arts and Letters
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Spanish	Arts and Letters
Special Education-Learning Disabilities	Education

Disciplinary Teaching Minors Available for Elementary Teacher Certification

Students electing to complete a disciplinary teaching minor(s) in addition to their required major should make their choices from the list below.

MINOR	COLLEGE
Arabic	Arts and Letters
Chinese	Arts and Letters
Early Childhood-General and Special Education	Social Science
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Mathematics-Elementary	Natural Science
Russian	Arts and Letters
Spanish-Elementary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

Disciplinary Majors Available for Secondary Teacher Certification

MAJOR	COLLEGE
Agriculture, Food and Natural Resources Education	Agriculture and Natural Resources
Arabic	Arts and Letters
Biological Science–Secondary Education	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Comparative Cultures and Politics	James Madison College
English	Arts and Letters
French	Arts and Letters
German	Arts and Letters
History Education	Social Science
Interdisciplinary Studies in Social Science: Social Science Education	Social Science
International Relations	James Madison College
Japanese	Arts and Letters
Mathematics	Natural Science
Mathematics, Advanced	Natural Science
Physical Science–Secondary Education	Natural Science
Physics	Natural Science
Political Theory and Constitutional Democracy	James Madison College
Social Relations and Policy	James Madison College
Spanish	Arts and Letters

Disciplinary Teaching Minors Available for Secondary Teacher Certification

MINOR	COLLEGE
Agriculture, Food and Natural Resources Education	Agriculture and Natural Resources
Arabic	Arts and Letters
Biology	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Earth Science	Natural Science
Economics	Social Science
English	Arts and Letters
French	Arts and Letters
Geography	Social Science
German	Arts and Letters
History	Social Science
Japanese	Arts and Letters
Mathematics-Secondary	Natural Science
Physics	Natural Science
Political Science	Social Science
Psychology	Social Science
Spanish-Secondary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

The economics, geography, and political science disciplinary teaching minors are available only to students pursuing a major in comparative cultures and politics, international relations, political theory and constitutional democracy, social relations and policy, interdisciplinary studies in social science: social science education, or history education.

Undergraduate Degree Majors Leading to PK-12 Endorsements on a Secondary Teaching Certificate

MAJOR	COLLEGE
Arabic	Arts and Letters
Art Education	Arts and Letters
Chinese	Arts and Letters
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Music Education	Music
Spanish	Arts and Letters

REQUIREMENTS FOR THE DISCIPLINARY TEACHING MINORS
(no changes forward, requirements as currently listed)

Effective Fall 2023.

COLLEGE OF ENGINEERING

1. Change the requirements for the **Bachelor of Science** degree in **Biosystems Engineering** in the Department of Biosystems and Agricultural Engineering.

The concentrations in the Bachelor of Science degree in Biosystems Engineering are noted on the student's academic record when the requirements for the degree have been completed.

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

- (1) In item 1., replace paragraph two with the following:

The University's Tier II writing requirement for the Biosystems Engineering major is met by completing Biosystems Engineering 334 or 485. These courses are referenced in item 3. a. below.

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

BE	201	Drafting in Biosystems Engineering	1
CEM	151	General and Descriptive Chemistry	4

Delete the following course:

CE	274	Graphics for Civil and Environmental Engineers	1
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- (3) In item 3. b., delete the following course:

BS	172	Organismal and Population Biology Laboratory	2
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Add the following course:

BS	172L	Organismal and Population Biology Laboratory	2
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- (4) In item 3. d., add the following course:

MMG	404	Human Genetics	3
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Delete the following course:

PLB	424	Algal Biology	4
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- b. Under the heading **Concentration in Biosystems Engineering** make the following changes:

- (1) In the **Bioenergy and Bioproduct Engineering** concentration make the following changes:

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

CSS	442	Agricultural Ecology	3
FOR	427	Biomass and Bioproducts Chemistry	3

FOR	466	Natural Resource Policy	3
FW	444	Conservation Biology	3
GLG	435	Geomicrobiology	4
MMG	425	Microbial Ecology	3

Delete the following courses:

CHE	882	Advanced Biochemical Engineering	3
CHE	883	Multidisciplinary Bioprocessing Laboratory	3
GLG	471	Applied Geophysics	4
PLB	424	Algal Biology	4

(2) In the **Biomedical Engineering** concentration make the following changes:

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

MMG	404	Human Genetics	3
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(b) In item 3., add the following course:

BE	440	Entrepreneurial Engineering for Innovation in Health and Safety	3
MMG	404	Human Genetics	3

(3) In the **Ecosystems Engineering** concentration make the following changes:

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

BE	484	Water Resource Recovery Engineering	3
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Delete the following course:

MMG	425	Microbial Ecology	3
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(b) Renumber item 2. to item 3., and add the following new item 2.:

One of the following courses (3 credits):

CSS	442	Agricultural Ecology	3
MMG	425	Microbial Ecology	3

(c) In item 3., add the following courses and note:

ENE	422	Applied Hydraulics	3
FW	444	Conservation Biology	3
GEO	402	Agricultural Climatology	3
MC	450	International Environmental Law and Policy	3
MMG	425	Microbial Ecology	3
PLB	418	Plant Systematics	3

Courses used to fulfill requirement 2. in this concentration may not be used to fulfill this requirement.

Delete the following course:

CE	422	Applied Hydraulics	3
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2. Change the requirements in the **Bachelor of Science** degree in **Mechanical Engineering** in the Department of Mechanical Engineering.

The concentrations in the Bachelor of Science degree in Mechanical Engineering are noted on the student's academic record when the requirements for the degree have been completed.

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

- (1) In item 3. c. **Senior Electives**, add the following courses:

ME	456	Mechatronic System Design	3
ME	496	Biomechanical Analysis of Human Movement	3

- (2) In item 3. d. **Design-intensive Senior Electives**, add the following course:

ME	456	Mechatronic System Design	3
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- (3) Under the heading **Aerospace Engineering** concentration replace the requirements with the following:

Both of the following courses (6 credits):

ME	440	Aerospace Propulsion	3
ME	441	Aerodynamics and Aircraft Performance	3

One of the following courses (3 credits):

ME	423	Intermediate Mechanics of Deformable Solids	3
ME	456	Mechatronic System Design	3
ME	426	Introduction to Composite Materials	3
ME	475	Computer Aided Design of Structures	3

One of the following courses (3 credits):

ME	422	Introduction to Combustion	3
ME	433	Introduction to Computational Fluid Dynamics	3
ME	442	Turbomachinery	3

- (4) Under the heading **Biomedical Engineering** concentration replace the requirements with the following:

Both of the following courses (7 credits):

BS	161	Cell and Molecular Biology	3
PSL	250	Introductory Physiology	4

Nine credits from the following courses:

BE	444	Biosensors for Medical Diagnostics	3
ECE	445	Biomedical Instrumentation	3
ME	494	Biofluid Mechanics and Heat Transfer	3
ME	495	Tissue Mechanics	3
ME	496	Biomechanical Analysis of Human Movement	3
ME	497	Biomechanical Design in Product Development	3
MSE	425	Biomaterials and Biocompatibility	3

Students who select BE 444, ECE 445, or MSE 425 may request to apply these course credits towards fulfillment of the Mechanical Engineering Major Senior-Elective requirement (item 3.c. above).

- (5) Under the heading **Manufacturing Engineering** concentration add the following note:

Students who select CHE 472, ECE 415, or MSE 426 may request to apply these course credits towards fulfillment of the Mechanical Engineering Major Senior-Elective requirement (item 3.c. above).

COLLEGE OF LAW

1. Change the requirements for the **Juris Doctor** degree in the Michigan State University College of Law. The University Committee on Graduate Studies (UCGS) approved this request at its February 20, 2023 meeting.

The concentrations in the Juris Doctor degree are noted on the student's academic record when the requirements for the degree have been completed.

- a. Under the heading **Juris Doctor** make the following changes:

- (1) In item 3., delete the following courses:

LAW	501A	Basic Income Tax A	2
LAW	501B	Basic Income Tax B	2

- (2) In the **Indigenous Law** concentration, replace the entire entry with the following:

- (1) The following course:
LAW 635B Federal Law and Indian Tribes 3
- (2) Two of the following courses (4 or 5 credits):
LAW 635A Advanced Topics in Indian Law 2
LAW 635D American Indian Children and the Law 2
LAW 635E Tribal Law 3
LAW 635F Gaming Law 2
LAW 635G Global Perspectives on Indigenous People 2
Additional courses may be used to fulfill this requirement with prior approval by the Director of the Indigenous Law and Policy Center.
- (3) Two of the following courses (5 to 7 credits):
LAW 501D Trusts and Estates 3 or 4
LAW 532 Administrative Law 3
LAW 541F Family Law: Child, Family and the State 3
LAW 566A Environmental Law 3
LAW 566C Natural Resource Law 2
LAW 579G Federal Jurisdiction 3
LAW 616B Criminal Procedure: Investigation 3
- (4) Complete the Indian Law Clinic I (LAW 631J) course or an externship with a tribal government (legal department, court or government office), state or federal government unit that focuses on Indian Law issues, or a non-profit or non-governmental organization involved in Indian law issues. The externship must be approved by the Associate Dean of Experiential Education and the Director of the Indigenous Law and Policy Center.
- (5) Complete a substantial research paper on a topic relating to Indigenous law issues. The paper must meet the law school's ULWR, whether or not it is actually used to satisfy the ULWR. This requirement can be satisfied through the following:
(a) Course from the list of Indigenous Law Certificate Program required courses listed on the course schedule with a "U" for ULWR, or
(b) Directed Study (LAW 624), or paper for another course with the approval of the Director of the Indigenous Law and Policy Center following the supervising professor's approval for the Directed Study course or paper.

COLLEGE OF NATURAL SCIENCE

1. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Cell and Molecular Biology-Environmental Toxicology** in the College of Natural Science. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the College of Natural Science. Students who have not met the requirements for the Doctor of Philosophy degree in Cell and Molecular Biology-Environmental Toxicology through the College of Natural Science prior to Spring 2030 will have to change their major.

2. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Genetics and Genome Sciences-Environmental Toxicology** in the College of Natural Science. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the College of Natural Science. Students who have not met the requirements for the Doctor of Philosophy degree in Genetics and Genome Sciences-Environmental Toxicology through the College of Natural Science prior to Spring 2030 will have to change their major.

3. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Neuroscience-Environmental Toxicology** in the College of Natural Science. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the College of Natural Science. Students who have not met the requirements for the Doctor of Philosophy degree in Neuroscience-Environmental Toxicology through the College of Natural Science prior to Spring 2030 will have to change their major.

4. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Biochemistry and Molecular Biology-Environmental Toxicology** in the Department of Biochemistry and Molecular Biology. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Biochemistry and Molecular Biology. Students who have not met the requirements for the Doctor of Philosophy degree in Biochemistry and Molecular Biology-Environmental Toxicology through the Department of Biochemistry and Molecular Biology prior to Spring 2030 will have to change their major.

5. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Chemistry-Environmental Toxicology** in the Department of Chemistry. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Chemistry. Students who have not met the requirements for the Doctor of Philosophy degree in Chemistry-Environmental Toxicology through the Department of Chemistry prior to Spring 2030 will have to change their major.

6. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Environmental Geosciences-Environmental Toxicology** in the Department of Earth and Environmental Sciences. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Earth and Environmental Sciences. Students who have not met the requirements for the Doctor of Philosophy degree in Environmental Geosciences-Environmental Toxicology through the Department of Earth and Environmental Sciences prior to Spring 2030 will have to change their major.

7. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Integrative Biology-Environmental Toxicology** in the Department of Integrative Biology. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Integrative Biology. Students who have not met the requirements for the Doctor of Philosophy degree in Integrative Biology-Environmental Toxicology through the Department of Integrative Biology prior to Spring 2030 will have to change their major.

8. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Physiology-Environmental Toxicology** in the Department of Physiology. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Physiology. Students who have not met the requirements for the Doctor of Philosophy degree in Physiology-Environmental Toxicology through the Department of Physiology prior to Spring 2030 will have to change their major.

COLLEGE OF VETERINARY MEDICINE

1. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Comparative Medicine and Integrative Biology-Environmental Toxicology** in the College of Veterinary Medicine. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the College of Veterinary Medicine. Students who have not met the requirements for the Doctor of Philosophy degree in Comparative Medicine and Integrative Biology-Environmental Toxicology through the College of Veterinary Medicine prior to Spring 2030 will have to change their major.

2. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Microbiology-Environmental Toxicology** in the Department of Microbiology and Molecular Genetics. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Microbiology and Molecular Genetics. Students who have not met the requirements for the Doctor of Philosophy degree in Microbiology-Environmental Toxicology through the Department of Microbiology and Molecular Genetics prior to Spring 2030 will have to change their major.

3. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Pathobiology-Environmental Toxicology** in the Department of Pathobiology and Diagnostic Investigation. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Pathobiology and Diagnostic Investigation. Students who have not met the requirements for the Doctor of Philosophy degree in Pathobiology-Environmental Toxicology through the Department of Pathobiology and Diagnostic Investigation prior to Spring 2030 will have to change their major.

4. Delete the curriculum and degree requirements for the **Doctor of Philosophy** degree in **Pharmacology and Toxicology-Environmental Toxicology** in the Department of Pharmacology and Toxicology. The University Committee on Graduate Studies (UCGS) provided consultative commentary to the Provost after considering this request at its January 23, 2023 meeting. The Provost made the determination to discontinue the program after considering the consultative commentary from the University Committee on Graduate Studies.

No new students are to be admitted to the program effective Fall 2022. No students are to be readmitted to the program effective Fall 2022. Effective Fall 2030, coding for the program will be discontinued and the program will no longer be available in the Department of Pharmacology and Toxicology. Students who have not met the requirements for the Doctor of Philosophy degree in Pharmacology and Toxicology-Environmental Toxicology through the Department of Pharmacology and Toxicology prior to Spring 2030 will have to change their major.

PART II - NEW COURSES

INSTITUTE OF AGRICULTURAL TECHNOLOGY

- AT 100 Career Development in Agricultural Technology
Fall of every year. 1(1-0) R: Open to students in the Institute of Agricultural Technology.
Introduction to the Institute of Agricultural Technology at Michigan State University and their local community college. Students will explore different aspects of agricultural industries, careers in agriculture, and preparation for professional internships. Field trips and professional presentations may be required. Field trips required.
SA: CSS 105
Effective Fall Semester 2023

COLLEGE OF ARTS AND LETTERS

- HA 220 Renaissance Art
Fall of every year. 3(3-0)
Arts of the European Renaissance (14th - 16th centuries) studied in a global historical context. Early and High Renaissance, Reformation, Mannerism, and Counter-Reformation.
SA: HA 230
Effective Fall Semester 2023
- HA 231 Baroque and Rococo Art
Spring of every year. 3(3-0)
Painting, sculpture, architecture, decorative and ephemeral arts in and beyond Europe in the 17th and 18th centuries.
SA: HA 230
Effective Fall Semester 2023
- HA 431 Special Topics in Early Modern Art
Fall of even years. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: (HA 102 or HA 220 or HA 231) and completion of Tier I writing requirement
Specific topics pertinent to early modern art history.
Effective Fall Semester 2023
- HA 454 Selected Topics in Arts of the Americas
Spring of odd years. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: Completion of Tier I Writing Requirement
Current theoretical issues and intellectual developments in the field of the Arts of the Americas.
Effective Fall Semester 2023
- STA 202 Sequencing Events: Drawing Comics Throughout History
Fall of every year. 3(0-6) P: STA 201 or approval of department
Visual narrative from the Golden Age of comics to the present. Diverse methods of comic creation examined and exercised. Exploration of effect of graphic novels on narrative history.
Effective Fall Semester 2023

- STA 203 Comics Memoir
Spring of every year. 3(0-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 201
Conceptual and cultural importance of personal narrative through the lens of comics. Critical examination of graphic novel memoirs. Exploration of narrative ideation and illustration styles.
Effective Spring Semester 2024
- STA 488 Art and Science in the Laboratory
Fall of every year. 3(3-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 380 or approval of department Not open to students with credit in STA 888.
Introduction to laboratory science through a set of conceptual, technical, and analytical experiments, tools and research practices geared to enable novel artistic practices.
Effective Fall Semester 2023
- STA 888 Art and Science in the Laboratory
Fall of every year. 3(3-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 380 or approval of department Not open to students with credit in STA 488.
Laboratory science is taught through a set of conceptual, technical, and analytical experiments, tools and research practices geared to enable novel artistic practices.
Effective Fall Semester 2023

DEPARTMENT OF CHEMICAL ENGINEERING AND MATERIALS SCIENCE

- CHE 806 Foundations of Chemical Engineering III
Fall of every year. 3(3-0) P: CHE 804 and CHE 805 RB: Differential Equations
Process dynamics, linearization of dynamics, control strategies, controller tuning, process economics, and process design.
Effective Fall Semester 2023

DEPARTMENT OF CHEMISTRY

- CEM 144 Organic Chemistry and Applications
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: CEM 141 or CEM 151 or CEM 181H or LB 171 R: Approval of department. Not open to students with credit in CEM 351 or CEM 143 or CEM 251 or LB 271.
One-semester survey of the main organic functional groups with applications to everyday life, industry, and biology.
Effective Fall Semester 2023

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

- CEP 339 Classroom Management in Special Education
Fall of every year. 3(3-0) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Principles and techniques for classroom management in inclusive and special education settings, including preventive strategies. Designing school-wide, classroom-based routines that fit within a PBIS approach.
Effective Fall Semester 2023

- CEP 400 Professional Skills in Special Education
Spring of every year. 1(1-0) P: CEP 240 and CEP 351 and CEP 301 and CEP 349 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Special education teaching skills, including first aid, high-leverage practices, requirements for special education professional development.
Effective Spring Semester 2024
- CEP 401 Transition and Collaboration in Special Education
Spring of every year. 3(3-0) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Transition models, laws, and practices for secondary students with disabilities. Models and methods of collaboration with teachers, parents, and others to support students with disabilities. Advocacy for students with disabilities in school and community settings.
Effective Spring Semester 2024
- CEP 402 Math Interventions for Students with Disabilities
Fall of every year. 3(3-0) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Evidence-based and research-based mathematics interventions and supports, and response to intervention in mathematics for students with disabilities and students at risk.
Effective Fall Semester 2024
- CEP 403 Assessment for Students with Disabilities
Fall of every year. 3(3-0) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students with mild disabilities.
Effective Fall Semester 2024

COLLEGE OF ENGINEERING

- BME 860 NanoEngineering in Biomedicine
Fall of every year. 3(3-0) RB: Organic, inorganic and physical chemistry, cell biology, transport and bio-transport phenomena. R: Open to seniors or graduate students.
Conventional synthetic and manufacturing techniques of nanoscale materials, devices, and specific nanosystems, applied to medicine, medical diagnostics, imaging, sensing, and tissue regeneration.
Effective Fall Semester 2023

DEPARTMENT OF FORESTRY

- FOR 150 Foundations of Forestry Field Skills
Fall of every year. 1(1-0) R: Open to undergraduate students in the Department of Community Sustainability or in the Department of Fisheries and Wildlife or in the Department of Forestry. Open to students in the Lyman Briggs Fisheries and Wildlife Coordinate Major or in the Lyman Briggs Forestry Coordinate Major.
Introduction to the power equipment commonly used in the field of Forestry. The course will focus on safety, operation, and maintenance.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

MSU COLLEGE OF LAW

- LAW 512N International Alternative Dispute Resolution
Summer of every year. 0 to 6 credits. R: Open to Law students or master of laws students or law lifelong students or law non-degree students.
- REINSTATEMENT Law and procedure of international alternative dispute resolution, with a focus on alternative dispute resolution in the European Union and its similarities with United States alternative dispute resolution law.
Effective Summer Semester 2023

LAW 545C Constitutional Law of the European Union
Fall of every year. Spring of every year. Summer of every year. 0 to 6 credits. R: Open to Law students or master's of law students or law lifelong students or law non degree students.

REINSTATEMENT Introduction to the evolution of the European Communities and European Union.
Effective Summer Semester 2023

LAW 545J Political Systems and Human Rights in Central and Eastern Europe
Fall of every year. Spring of every year. 0 to 6 credits. R: Open to Law students or master of laws students or law lifelong students or law non-degree students.

REINSTATEMENT Political systems in countries where human rights are not respected.
Effective Summer Semester 2023

LAW 579W Rule of Law and Jurisprudence
Fall of every year. Spring of every year. Summer of every year. 0 to 4 credits. R: Open to Law students or master's of law students or law lifelong students or law non degree students.

REINSTATEMENT Focus on rule of law concepts. Examines the judicial decision-making process.
Effective Summer Semester 2023

DEPARTMENT OF MECHANICAL ENGINEERING

ME 496 Biomechanical Analysis of Human Movement
Fall of even years. 3(3-0) P: ME 470 or concurrently
Experimental and analysis methods used in biomechanics of human movement. Signal processing. Kinematics. Kinetics. Electromyography. Modeling. Computer programming.
Effective Fall Semester 2023

COLLEGE OF MUSIC

MUS 214 Introduction to Music Studies
Fall of every year. Spring of every year. 4(4-0) R: Open to undergraduate students in the College of Music.
Study of music in its historical, social, and cultural contexts.
Effective Fall Semester 2023

MUS 497 Becoming a School Music Teacher
Fall of every year. Spring of every year. 3(3-0) R: Open to seniors in the College of Music or in the Music Education Major. Not open to students with credit in TE 496. C: MUS 495 concurrently.
Teachers' professional and ethical responsibilities. Relations of teachers to colleagues, families, social service providers and community leaders. Teacher's role in school governance and accountability.
Effective Fall Semester 2023

SCHOOL OF PLANNING, DESIGN AND CONSTRUCTION

CMP 475 Practical Experiences in Construction Management
Fall of every year. 3(1-4) R: Open to juniors or seniors in the Construction Management Major or approval of school.
Hands-on experience with construction execution of residential and commercial materials, systems, and methods.
Effective Fall Semester 2023

DEPARTMENT OF RELIGIOUS STUDIES

- REL 385 Religion, Health, and Healthcare
Fall of every year. 3(3-0)
- REINSTATEMENT Religion, health, and illness, and responses to them in health care professions, faith communities, and the broader society. Topics may include religion and interpretations of embodiment or suffering; challenges of religious diversity to health care professionals; and the “religiosity” of secular science, medicine, and public health, which are partially shaped by their own myths, rituals, and symbols.
Effective Fall Semester 2023

DEPARTMENT OF TEACHER EDUCATION

- TE 202 Engaging Elementary Learners with Mathematics
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: MTH 201
Math curriculum standards for grades PK-6. Building positive math identities in diverse learners. Eliciting children’s mathematical thinking. Pedagogical practices for small- and whole-group math activities.
Effective Fall Semester 2023
- TE 204 Engaging Elementary Learners in Science: Culture and Equity
Fall of every year. Spring of every year. Summer of every year. 3(3-1)
Science curriculum standards for grades 3-6. Culture and equity in science. Eliciting children and community interests and resources. Building positive science identities for diverse learners in classrooms.
Effective Fall Semester 2023
- TE 301A Children’s Literacy Development PK-3 (W)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: (TE 102) and completion of Tier I writing requirement R: Open to students in the Elementary Teacher Certification Program (Admitted).
Children’s development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2023
- TE 301B Children’s Literacy Development 3-6 (W)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: (TE 102) and completion of Tier I writing requirement R: Open to students in the Elementary Teacher Certification Program (Admitted).
Children’s development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2023
- TE 310 Clinical Experience in English Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.
Directed and evaluated placement in a secondary English classroom and learning space. Forming respectful relationships with students in English language arts classrooms and learning spaces. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

- TE 314 Clinical Experiences in Mathematics Education I
Spring of every year. 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.
Directed and evaluated placement in a freshman-level (prior to Calculus) university mathematics classroom. Forming respectful relationships with students in mathematics classrooms. Using formative assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024
- TE 321 Clinical Experience in Science Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.
Directed and evaluated placement in a secondary science classroom. Forming respectful relationships with students in science classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024
- TE 325 Clinical Experience in Social Studies Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.
Directed and evaluated placement in a secondary social studies classroom. Forming respectful relationships with students in social studies classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024
- TE 331 Social Studies for Young Learners (PK-3)
Fall of every year. Spring of every year. Summer of every year. 3(3-2) R: Open to students in the Elementary Teacher Certification Program (Admitted).
History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.
Effective Fall Semester 2023
- TE 334 Clinical Experiences in World Language Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.
Directed and evaluated placement in a secondary world language classroom. Forming respectful relationships with students in world language classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024
- TE 340 Teaching and Learning of Elementary Science (PK-6)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: TE 330 or TE 332 RB: Completion of an ISP or ISB course or ISP or ISP laboratory course
Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2023
- TE 343 Teaching and Learning of Elementary Social Studies (PK-6)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: TE 331 or TE 333
Equitable social studies instruction in grades PK-6. Lesson planning, assessment, teaching, and learning in grades PK-6 social studies.
Effective Fall Semester 2023

- TE 403A Teaching of Science to Diverse Learners PK-3
Fall of every year. Spring of every year. 3(3-2) P: TE 330
Engaging diverse learners in grades PK-3 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2024
- TE 403B Teaching of Science to Diverse Learners 3-6
Fall of every year. Spring of every year. 3(3-2) P: TE 332
Engaging diverse learners in grades 3-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2024
- TE 404A Teaching of Social Studies to Diverse Learners PK-3 (W)
Fall of every year. Spring of every year. 3(3-2) P: (TE 331) and completion of Tier I writing requirement
Teaching social studies to diverse learners at the elementary level (PK-3). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2024
- TE 404B Teaching of Social Studies to Diverse Learners 3-6 (W)
Fall of every year. Spring of every year. 3(3-2) P: (TE 333) and completion of Tier I writing requirement
Teaching social studies to diverse learners at the elementary level (3-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2024
- TE 405C Teaching Literacy to Diverse Learners II (3-6)
Fall of every year. Spring of every year. 3(3-2) P: TE 405
Equitable literacy instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in 3-6 literacy.
Effective Fall Semester 2024
- TE 406C Teaching Mathematics to Diverse Learners II (3-6)
Fall of every year. Spring of every year. 3(3-2) P: TE 406
Equitable mathematics instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in grades 3-6 mathematics.
Effective Fall Semester 2024
- TE 410 Clinical Experience in English Education II
Fall of every year. 3(2-4) P: TE 310 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 411 concurrently.
Directed and evaluated placement in a secondary English classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024
- TE 411 Seminar in English Education I
Fall of every year. 3(3-0) P: TE 310 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 410 concurrently.
Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the English language arts curriculum at the secondary level (7-12). Review of English language arts curriculum. Methods for lesson and unit planning. Adapting the English curriculum to learner diversity.
Effective Fall Semester 2024

- TE 412 Seminar in English Education II
Spring of every year. 3(3-0) P: TE 410 and TE 411 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 413 concurrently.
Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on English language arts teaching and learning. Dilemmas surrounding English language arts teaching practice.
Effective Spring Semester 2025
- TE 413 Student Teaching Internship in English Education
Spring of every year. 6(5-25) P: TE 410 and TE 411 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 412 concurrently.
Directed and evaluated internship in a secondary English language arts classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025
- TE 414 Clinical Experiences in Mathematics Education II
Fall of every year. 3(2-4) P: TE 314 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 415 concurrently.
Directed and evaluated placement in a secondary mathematics classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024
- TE 415 Seminar in Mathematics Education I
Fall of every year. 3(3-0) P: TE 314 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 414 concurrently.
Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the mathematics curriculum at the secondary level (7-12). Review of mathematics curriculum. Methods for lesson and unit planning. Adapting the mathematics curriculum to learner diversity.
Effective Fall Semester 2024
- TE 416 Seminar in Mathematics Education II
Spring of every year. 3(3-0) P: TE 414 and TE 415 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 417 concurrently.
Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on mathematics teaching and learning. Dilemmas surrounding mathematics teaching practice.
Effective Spring Semester 2025
- TE 417 Student Teaching Internship in Mathematics Education
Spring of every year. 6(5-25) P: TE 414 and TE 415 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 416 concurrently.
Directed and evaluated internship in a secondary mathematics classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025
- TE 421 Clinical Experience in Science Education II
Fall of every year. 3(2-4) P: TE 321 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 422 concurrently.
Directed and evaluated placement in a secondary science classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

- TE 422 Seminar in Science Education I
Fall of every year. 3(3-0) P: TE 321 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 421 concurrently.
Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the science curriculum at the secondary level (7-12). Review of science curriculum. Methods for lesson and unit planning. Adapting the science curriculum to learner diversity.
Effective Fall Semester 2024
- TE 423 Seminar in Science Education II
Spring of every year. 3(3-0) P: TE 421 and TE 422 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 424 concurrently.
Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on science teaching and learning. Dilemmas surrounding science teaching practice.
Effective Spring Semester 2025
- TE 424 Student Teaching Internship in Science Education
Spring of every year. 6(5-25) P: TE 421 and TE 422 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 423 concurrently.
Directed and evaluated internship in a secondary science classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025
- TE 425 Clinical Experience in Social Studies Education II
Fall of every year. 3(2-4) P: TE 325 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 426 concurrently.
Directed and evaluated placement in a secondary social studies classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024
- TE 426 Seminar in Social Studies Education I
Fall of every year. 3(3-0) P: TE 325 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 425 concurrently.
Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the social studies curriculum at the secondary level (7-12). Review of social studies curriculum. Methods for lesson and unit planning. Adapting the social studies curriculum to learner diversity.
Effective Fall Semester 2024
- TE 427 Seminar in Social Studies Education II
Spring of every year. 3(3-0) P: TE 425 and TE 426 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 428 concurrently.
Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on social studies teaching and learning. Dilemmas surrounding social studies teaching practice.
Effective Spring Semester 2025
- TE 428 Student Teaching Internship in Social Studies Education
Spring of every year. 6(5-25) P: TE 425 and TE 426 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 427 concurrently.
Directed and evaluated internship in a secondary social studies classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

- TE 434 Clinical Experiences in World Language Education II
Fall of every year. 3(2-4) P: TE 334 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 502. C: TE 435 concurrently.
Directed and evaluated placement in a secondary world language classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024
- TE 435 Seminar in World Language Education I
Fall of every year. 3(3-0) P: TE 334 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 434 concurrently.
Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the world languages curriculum at the secondary level (7-12). Review of world languages curriculum. Methods for lesson and unit planning.
Understanding the interrelatedness of language and culture. Adapting the world languages curriculum to learner diversity.
Effective Fall Semester 2024
- TE 436 Seminar in World Language Education II
Spring of every year. 3(3-0) P: TE 434 and TE 435 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 437 concurrently.
Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on language teaching and learning. Dilemmas surrounding world language teaching practice.
Effective Spring Semester 2025
- TE 437 Student Teaching Internship in World Language Education
Spring of every year. Lansing 6(5-25) P: TE 434 and TE 435 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 436 concurrently.
Directed and evaluated internship in a secondary world language classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025
- TE 481 PK-3 Internship I
Fall of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
Directed and evaluated internship in PK3 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023
- TE 482 PK-3 Internship II
Spring of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
Directed and evaluated internship in PK3 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023
- TE 484 3-6 Internship I
Fall of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
Directed and evaluated internship in 3-6 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

TE 485

3-6 Internship II

Spring of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).

Directed and evaluated internship in 3-6 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.

Request the use of the Pass-No Grade (P-N) system.

Effective Fall Semester 2023

PART III – COURSE CHANGES

DEPARTMENT OF ART, ART HISTORY AND DESIGN

- HA 230 Renaissance and Baroque Art
Spring of every year. 3(3-0)
Arts of the Renaissance and Baroque periods (14th-17th centuries) in Europe: Early and High Renaissance in Italy, Northern Renaissance, Mannerism and Baroque.
DELETE COURSE
Effective Summer Semester 2023
- HA 430 Selected Topics in Baroque Art
Fall of every year. Spring of every year. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: (HA 102 or HA 230) and completion of Tier I writing requirement
Selected issues in the study of Baroque Art. Extensive experience with museum collections.
DELETE COURSE
Effective Fall Semester 2023
- HA 453 American Art, 1875-1940
Fall of even years. 4(4-0) P: (HA 102 or HA 250) and completion of Tier I writing requirement
Artistic production in North America from 1875 to 1940, in its cultural context.
DELETE COURSE
Effective Fall Semester 2023

DEPARTMENT OF CHEMISTRY

- CEM 143 Survey of Organic Chemistry
Fall of every year. Spring of every year. Summer of every year. 4(3-3) P: CEM 141 or CEM 151 or CEM 181H or LB 171 ~~Not open to students with credit in CEM 351. Not open to students with credit in CEM 351 or CEM 144 or CEM 251 or LB 271.~~
~~Chemistry of carbon compounds. Chemistry of the main organic functional groups with applications to everyday life, industry, and biology.~~ Survey of the main organic functional groups with applications to everyday life, industry, and biology and laboratory to highlight important organic laboratory techniques.
~~Effective Fall Semester 2013~~ Effective Fall Semester 2023

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

- CEP 240 ~~Diverse Learners in Multicultural Perspective~~
Introduction to Exceptional Learners
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education Learning Disabilities Major and open to undergraduate students in the Education Major or in the Child Development Major or in the Elementary Teacher Certification Program (Admitted) or in Secondary Teacher Certification Program (Admitted).~~
Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge. Discusses the disabilities covered under the special education law (IDEA) and how to support students in the diverse classes
~~Effective Fall Semester 2021~~ Effective Summer Semester 2023

CEP 301 ~~Literacy Instruction for Students With Mild Impairments (W)~~
~~Literacy Instruction for Students With Disabilities (W)~~
~~Fall of every year, Spring of every year. 3(3-1) P: (CEP 440) and completion of Tier I writing requirement P: (CEP 240) and completion of Tier I writing requirement R: Open to juniors or seniors in the Special Education Learning Disabilities Major and open to graduate students in the Special Education Major. R: Open to undergraduate students in the Special Education-Learning Disabilities Major. C: TE 301 concurrently.~~
~~Reading and writing instruction for struggling learners. Characteristics of literacy problems in students with mild impairments. Adaptation for teaching reading and writing. Reading and writing instruction for students at-risk of meeting grade level proficiency, students with dyslexia and other oral and written language disabilities.~~
~~Effective Summer Semester 2022 Effective Fall Semester 2023~~

CEP 452
CEP 302 ~~Assistive Technology for Students with Disabilities~~
~~Technology and Content Area Supports for Students with Disabilities~~
~~Fall of every year, Spring of every year. 3(3-0) 2(2-0) P: CEP 240 and CEP 451 P: CEP 240 R: Open to students in the Special Education Learning Disabilities Major. R: Open to undergraduate students in the Special Education-Learning Disabilities Major.~~
~~Assistive technology for advancing educational outcomes in PK-12 students with disabilities; applications of technology to compensate for disabilities and improve educational, social, and behavioral competences. Assistive technology for advancing educational outcomes in PK-12 students with disabilities, applications of technology to compensate for disabilities and improve competences. Content area supports and strategies for students with disabilities.~~
~~SA: CEP 452~~
~~Effective Fall Semester 2024 Effective Fall Semester 2023~~

CEP 440
CEP 349 ~~Behavior Management in Special Education~~
~~Spring of every year. 3(3-0) 3(3-1) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.~~
~~Management practices for behavior problems and disorders. Applied behavior analysis, social skills acquisition through cooperative learning and cooperative discipline. Focus on problem-solving and peer collaboration.~~
~~SA: CEP 349 SA: CEP 449~~
~~Effective Spring Semester 2014 Effective Spring Semester 2024~~

CEP 454
CEP 351 ~~Models of Special Education Administration and Services~~
~~Special Education Law and Policies~~
~~Fall of every year, Spring of every year, Summer of every year. 3(3-1) P: CEP 240 RB: Admission into the teacher certification program in learning disabilities. R: Open to undergraduate students in the Special Education Learning Disabilities major. R: Open to undergraduate students in the Special Education-Learning Disabilities Major and open to undergraduate students in the Early Childhood Elementary Teaching Major.~~
~~Application of theory and research to special education program design and implementation. Discussion of laws and policies that impact the education and educational services for students with disabilities in educational settings.~~
~~SA: CEP 451~~
~~Effective Spring Semester 2014 Effective Summer Semester 2023~~

CEP 804A
CEP 404

~~Literacy Instruction for Students with Mild Disabilities~~
~~Literacy Interventions for Students with Disabilities~~
~~Fall of every year. Spring of every year. 3(2-3) 3(3-2) RB: (CEP 840) and Admission into the Special Education program. RB: CEP 840 R: Open to students in the Special Education Learning Disabilities major and open to master's students in the Special Education major and open to graduate students in the Education major. R: Open to undergraduate students in the Special Education-Learning Disabilities Major.~~
Methods for teaching literacy to students with mild disabilities. Collecting, analyzing, and interpreting data related to the teaching and programming of literacy instruction.
SA: CEP 804A
~~Effective Summer Semester 2014~~ Effective Spring Semester 2025

CEP 502A
CEP 405

~~Internship in Teaching Diverse Learners II: Learning Disabilities~~
~~Internship in Teaching Special Education~~
~~Fall of every year. Spring of every year. 6(2-24) P: CEP 351 and CEP 301 and CEP 339 and CEP 349 RB: (CEP 801A and CEP 802A and TE 501) R: Open only to students in the Special Education Learning Disabilities major or to master's students in the Special Education major. R: Open to undergraduate students in the Special Education-Learning Disabilities Major. Not open to students with credit in or CEP 502C or CEP 803F. C: CEP 803C concurrently and CEP 804G concurrently.~~
Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
SA: CEP 502A
~~Effective Summer Semester 2006~~ Effective Fall Semester 2024

CEP 801A

Collaboration and Consultation in Special Education
~~Fall of every year. Spring of every year. 3(3-2) RB: CEP 840 R: Open to students in the Special Education-Learning Disabilities Major and open to graduate students in the Special Education Major and open to graduate students in the Education Major.~~
Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with disabilities. Advocacy for students with disabilities in school and community settings.
~~Effective Fall Semester 2024~~ Effective Fall Semester 2023

CEP 803A

Assessment of Students with Mild Disabilities
~~Fall of every year. 3(2-3) 3(3-2) RB: Admission into the Special Education program R: Open to students in the Special Education-Learning Disabilities major and open to graduate students in the Special Education major and open to students in the Educational Specialist in School Psychology major.~~
Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students with mild disabilities. Engaging with families to improve responsiveness to the assessment.
~~Effective Spring Semester 2014~~ Effective Fall Semester 2023

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EAD 893

Professional Development Seminar in Student Affairs
Fall of every year. Spring of every year. Summer of every year. ~~4(1-0) 3(0-3) A student may earn a maximum of 4 credits in all enrollments for this course. A student may earn a maximum of 6 credits in all enrollments for this course.~~ R: Open to students in the Student Affairs Administration Major.
Supervised work experience in student affairs.
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.
SA: EAD 804A
~~Effective Fall Semester 2010~~ Effective Fall Semester 2023

COLLEGE OF ENGINEERING

EGR 840 ~~Engineering Entrepreneurship~~
Science and Engineering Entrepreneurship
Fall of every year. 3(3-0) ~~R: Open to graduate students in the College of Engineering.~~ R: Open to graduate students in the College of Engineering or in the College of Natural Science.
Technical skills to enable and engage in engineering related entrepreneurship at all levels. Discovery, evaluation, and engagement of entrepreneurial opportunities starting with technology development to solve a problem, bring about desired change that is scalable, and the application of engineering principles in business related endeavors.
~~Effective Fall Semester 2017~~ Effective Fall Semester 2023

DEPARTMENT OF GEOGRAPHY, ENVIRONMENT, AND SPATIAL SCIENCES

GEO 206L Physical Geography Laboratory
Fall of every year. ~~Spring of every year. 4(0-2)~~ 2(0-2) P: GEO 113 or GEO 151 or GEO 203 or GEO 204 or (GEO 206 or concurrently) or GEO 208 or GEO 211 or GEO 215 or GEO 221
Geographic aspects of weather, climate, soil, vegetation, and terrain. Interpretation and application of maps and remotely sensed imagery.
~~Effective Fall Semester 2017~~ Effective Fall Semester 2023

GEO 306 Environmental Geomorphology
~~Fall of even years.~~ Spring of even years. 3(3-0) Interdepartmental with Geological Sciences. P: CSS 210 or GEO 206 or GEO 333 or GLG 201 or GLG 304 or ISP 203A
Relationships of running water, weathering, gravity, ice, waves, wind, and biota (including humans) to terrain and soils. Evolution of landscapes. Classical and modern interpretations.
~~Effective Fall Semester 2017~~ Effective Spring Semester 2024

DEPARTMENT OF HORTICULTURE

HRT 812 Laboratory Research Techniques
~~Fall of even years.~~ Fall of odd years. 2(1-3) R: Open to graduate students in the Department of Horticulture.
Demonstration and experience using various research techniques.
~~Effective Fall Semester 2019~~ Effective Fall Semester 2022

CENTER FOR INTEGRATIVE STUDIES IN SOCIAL, BEHAVIORAL, AND ECONOMIC SCIENCES

ISS 308 Social Science Approaches to Law (D)
Spring of every year. 4(4-0) ~~P: ISS 210 or ISS 215 or ISS 220 or ISS 225 or ISS 230 or ISS 235 or MC 201~~ P: ISS 210 or ISS 215 or ISS 220 or ISS 225 or ISS 230 or ISS 235 or MC 201 or ISS 205
R: Open to sophomores or juniors or seniors.
Law theories, practices, methodologies. Social, cultural, institutional, global, environmental, family, or historical context.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

SCHOOL OF JOURNALISM

DS 442B Multicam Production for Sports (W)
Fall of every year. Spring of every year. 3(2-2) ~~P: (DS 242) and Completion of Tier I Writing Requirement~~ P: (DS 242 or approval of school) and completion of Tier I writing requirement
Produce live sporting events, halftime features, pregame and post-game analysis and other sports related content. Emphasis on technical perspective. Sportscast directing, technical directing, graphics, audio, cameras, video playback/replay, chroma key, remote live feed intake, editing, and creative camera shots. Announcing and sideline reporting.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

- DS 442C Multicam Production for News (W)
Fall of every year. Spring of every year. ~~3(2-2)~~ ~~P: (DS 242) and Completion of Tier I Writing Requirement~~ ~~P: (DS 242 or approval of school) and completion of Tier I writing requirement~~
Studio production for various news programs. Newscast directing, technical directing, floor directing, graphics, audio, cameras, video playback, teleprompter, chroma key, remote live feed intake, editing, set design, lighting, and creative camera shots. News programs include newscasts, interview programs, remote live events; programming MSU-TV.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- JRN 406A Broadcast News III: Advanced Reporting
Fall of every year. Spring of every year. ~~3(2-2)~~ ~~4(0-8)~~ ~~A student may earn a maximum of 6 credits in all enrollments for this course. A student may earn a maximum of 12 credits in all enrollments for this course.~~ ~~P: JRN 403 or approval of department~~ ~~P: JRN 403~~ ~~R: Approval of department.~~ ~~R: A student may earn a maximum of 12 credits JRN 406A and 406B~~
Announcing and reporting for broadcast news. Honing skills in video, audio, broadcast writing, news storytelling, interviewing and reporting. Develop social media strategies for journalism content and create a professional portfolio for future employers.
SA: JRN 406
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- JRN 406B Broadcast News Producing
Fall of every year. Spring of every year. ~~3(0-6)~~ ~~4(0-8)~~ ~~A student may earn a maximum of 6 credits in all enrollments for this course. A student may earn a maximum of 12 credits in all enrollments for this course.~~ ~~R: Approval of department.~~ ~~R: Approval of department.~~ ~~A student may earn a maximum of 12 credits JRN 406A and 406B.~~
Work behind the scenes to produce the weekly award-winning student newscast, "Focal Point." Put together a newscast rundown, write for newscasts, run social media feeds, post content to digital platforms and work with reporters and anchors as part of a team.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- MSU COLLEGE OF LAW**
- LAW 533Y Trademark Counterfeiting: Legal Approaches to Protecting the Brand
On Demand. 0 to 6 credits. ~~P: LAW 533N or LAW 535D~~ R: Open to Law students in the MSU College of Law.
Reactive and proactive legal approaches to combating trademark counterfeiting and brand protection in the U.S. and various global legal frameworks.
~~Effective Spring Semester 2020~~ Effective Spring Semester 2023
- LAW 535V Brand Protection Practicum
On Demand. 0 to 6 credits. ~~P: LAW 533N or LAW 535D~~ R: Open to Law students or law advanced students.
Fundamentals of brand protection, including trademark registration, prosecution, enforcement, infringement, licensing, and overall business and marketing strategy.
Effective Spring Semester 2023

DEPARTMENT OF MANAGEMENT

- MGT 801 Analyzing your Organization
Fall of every year. Spring of every year. Summer of every year. 1 to 2 credits. ~~P: MGT 810 or MGT 824 R: Open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Eli Broad College of Business and The Eli Broad Graduate School of Management.~~ Not open to students with credit in PIM 801.
Analysis of the student's organization focusing on issues related to the management of people, group processes, and organizational design. Review of various aspects of their organizations' processes related to the management of people and suggest a plan for improving the effectiveness of those processes. Issues include motivation, diversity, leadership, group performance, and culture.
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 Fall Semester 2014~~ Effective Fall Semester 2023
- MGT 802 Strategic Analysis
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: MGT 856~~ R: Open to master's students in the Department of Management. Not open to students with credit in PIM 804.
Supervised analysis of the student's employing organization, focusing on interviewing the CEO or visible leader. Assessing the correspondence between the leader's vision and concepts presented in the program.
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 Fall Semester 2014~~ Effective Fall Semester 2023
- MGT 804 International Management
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. ~~P: MBA 824 or (MGT 810 or MGT 824 or approval of department)~~ R: Open to graduate students in the Eli Broad College of Business and The Eli Broad Graduate School of Management or approval of department.
Management challenges and roles in a multinational business. Strategic planning in global firms, managing people in international organizations, leadership, and the future of international management.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- MGT 843 Innovation and Entrepreneurship
Fall of every year. Spring of every year. Summer of every year. 1 to 2 credits. ~~P: MGT 850~~ R: Open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Master of Business Administration in Business Administration or approval of department. Not open to students with credit in MGT 852 or PIM 832.
Managing innovation and launching a new business.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- MGT 873 Strategic Decision Making
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. ~~P: MGT 850~~ R: Not open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Master of Business Administration in Business Administration or approval of department.
Process of strategic decision-making. Identifying issues that impede or improve decision success. Contextual factors that influence the decision process.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

DEPARTMENT OF MATHEMATICS

- MTH 317H Honors Linear Algebra
Fall of every year. Spring of every year. 4(5-0) P: MTH 133 or MTH 153H or LB 119 R: Open to students in the Honors College or approval of department. ~~Not open to students with credit in MTH 309.~~
Systems of equations, matrix algebra, vector spaces, linear transformations, geometry of \mathbb{R}^n , eigenvalues, eigenvectors, diagonalization, inner products. Emphasis on mathematical reasoning, proofs, and concepts.
~~Effective Fall Semester 2017~~ Effective Fall Semester 2023
- MTH 327H Honors Introduction to Analysis
Fall of every year. ~~Spring of every year.~~ 3(3-0) P: MTH 317H R: Approval of department.
Emphasis on foundations and metric topology. Convergence of sequence and series, continuity of functions. Differentiation and integration in one dimension.
~~Effective Summer Semester 2015~~ Effective Fall Semester 2023
- MTH 340 Ordinary Differential Equations I
Fall of every year. Spring of every year. ~~Summer of every year.~~ 3(3-0) P: (MTH 309 or MTH 317H) and (MTH 133 or MTH 153H or LB 119) Not open to students with credit in MTH 347H.
Techniques for solving differential equations, existence and uniqueness theorems, qualitative theory, Fourier series and applications.
~~Effective Summer Semester 2015~~ Effective Fall Semester 2023
- MTH 425 Complex Analysis
~~Fall of every year.~~ Spring of every year. 3(3-0) P: MTH 320 Not open to students with credit in MTH 428h.
Analytic functions of a complex variable, Cauchy integral theorem, conformal maps, bilinear transformation, harmonic functions. Classification of singularities, residues, conformal mappings.
~~Effective Summer Semester 2015~~ Effective Fall Semester 2023

COLLEGE OF NATURAL SCIENCE

- NSC 844 Tools for Women in STEM
Spring of every year. 2(2-0) R: Open to graduate students in the College of Engineering or in the College of Natural Science. Approval of college.
~~Directed at graduate students that identify as female, considering a career in STEM. Practical tools helpful to students that identify as women in advancing their goals and mitigating the challenges they may encounter. Directed at graduate students of all genders considering a career in STEM. Practical tools helpful to students in advancing their goals and mitigating the challenges they may encounter.~~
~~Effective Spring Semester 2021~~ Effective Spring Semester 2023
- HBIO 497 Internship in Human Biology
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. P: Completion of Tier I Writing Requirement Not open to students with credit in NSC 493.
Practical experience applying human biology training outside the classroom setting.
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 2 semesters after the end of the semester of enrollment.
SA: NSC 497
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

NEU 460 Current Approaches in Molecular and Cellular Neuroscience
Spring of every year. 3(3-0) ~~P: (NEU 301) and ((PSL 310 or concurrently) or (PSL 431 or concurrently))~~ P: (NEU 301 and NEU 302) and ((PSL 310 or concurrently) or (PSL 431 or concurrently)) R: Open to undergraduate students in the Neuroscience Major. Open to students in the Lyman Briggs Neuroscience Coordinate Major.
Investigation of the molecular and cellular pathways that allow neurons to connect and communicate, including the latest tools and technologies used to understand how complex molecular machinery within neuronal membranes interact with electrical potentials.
~~Effective Spring Semester 2022~~ Effective Spring Semester 2023

COLLEGE OF OSTEOPATHIC MEDICINE

OST 828 Global Health Capstone
Fall of every year. Spring of every year. Summer of every year. 3 credits. ~~R: Open to master's students in the Global Health Major. Approval of college.~~ R: Open to master's students. Approval of college.
Integration of knowledge, skills and competencies acquired in global health.
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 2 semesters after the end of the semester of enrollment.
~~Effective Spring Semester 2021~~ Effective Summer Semester 2023

OST 830 Independent Study in Global Health
Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. ~~R: Open to master's students in the College of Osteopathic Medicine or approval of college.~~ R: Open to graduate students in the College of Osteopathic Medicine or in the Global Health Major or in the Global Health Graduate Certificate or approval of college.
Independent study in areas relevant to global health.
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 2 semesters after the end of the semester of enrollment.
~~Effective Fall Semester 2019~~ Effective Summer Semester 2023

OST 832 Independent Study in United States Health Systems
On Demand. 1 to 3 credits.
Independent study in areas relevant to the United States Health Systems.
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 2 semesters after the end of the semester of enrollment.
~~Effective Summer Semester 2020~~ Effective Summer Semester 2023

SCHOOL OF PLANNING, DESIGN AND CONSTRUCTION

CMP 230 Utility Systems
Spring of every year. ~~4(4-0)~~ 3(3-0) P: ~~(CMP 210 and CMP 124) and (MTH 124 or MTH 132 or LB 118) and (PHY 183 or PHY 231 or PHY 231C)~~ P: CMP 124 and CMP 210 R: ~~Not open to seniors.~~ R: Open to students in the Construction Management Major or approval of school.
~~Design and analysis of utility and environmental systems in residential and commercial construction with a focus on mechanical, electrical, and plumbing systems~~ Material, methods, and techniques associated with design, analysis, and installation of mechanical, electrical, and plumbing systems in residential and commercial construction.
SA: BCM 230
~~Effective Fall Semester 2024~~ Effective Fall Semester 2023

- CMP 305 Site Construction and Measurement
Fall of every year. 3(2-2) P: CMP 210 ~~R: Open to juniors or seniors in the Construction Management Major.~~ R: Approval of school.
Site construction methods, materials and equipment for soils, foundations, foundation types, erosion and storm water control. Site layout, leveling, elevations, and underground utilities.
SA: BCM 305
~~Effective Fall Semester 2021~~ Effective Fall Semester 2023
- CMP 322 Structural Systems
Fall of every year. 3(3-0) P: CMP 222 or CE 221 or ME 222 ~~R: Open to juniors or seniors in the Construction Management major or in the Civil Engineering Major or approval of school.~~ R: Approval of school.
Structural design using wood, steel and concrete. Beams, columns, footings, and foundation walls. Loading, soils.
SA: BCM 322
~~Effective Summer Semester 2013~~ Effective Fall Semester 2023
- CMP 325 Real Estate Principles and Construction Finance
Fall of every year. ~~4(4-0)~~ 3(3-0) P: EC 201 or EC 202 or EC 251H or EC 252H ~~R: Open to juniors or seniors in the Construction Management Major or approval of department.~~ R: Approval of school.
Financial methods and instruments utilized in construction, rehabilitation, development, and purchase of real estate. Terms, contracts, valuation, brokerage, taxation, risk, and interest rate analysis.
SA: BCM 325
~~Effective Summer Semester 2013~~ Effective Fall Semester 2023
- CMP 328 ~~Construction Presentation Graphics and Building Information Modeling~~
Building Information Modeling for Construction
Fall of every year. ~~2(4-2)~~ 3(2-2) P: CMP 210 and CMP 230 ~~R: Open to juniors or seniors in the Construction Management Major or approval of department.~~ R: Approval of school.
~~Graphic communication methods used in construction organizations. Use of Building Information Modeling software. Building Information Modeling (BIM) fundamentals and applications for modeling, management, and collaboration for construction projects.~~
SA: BCM 328
~~Effective Fall Semester 2017~~ Effective Fall Semester 2023

DEPARTMENT OF SOCIOLOGY

- SOC 899 Master's Thesis Research
~~Fall of every year. Spring of every year. Summer of every year. On Demand.~~ 1 to 9 credits. A student may earn a maximum of 16 credits in all enrollments for this course.
Master's thesis research.
Request the use of the Pass-No Grade (P-N) system.
~~Effective Fall Semester 1992~~ Effective Fall Semester 2023

DEPARTMENT OF STATISTICS AND PROBABILITY

- STT 201 Statistical Methods
Fall of every year. Spring of every year. Summer of every year. 4(3-2) ~~P: (MTH 102 or MTH 103 or MTH 116 or LB 117 or MTH 124 or MTH 132 or LB 118) or designated score on Mathematics Placement test~~ P: (MTH 102 or MTH 103 or MTH 116 or LB 117 or MTH 124 or MTH 132 or LB 118 or MTH 101) or designated score on Mathematics Placement test R: Open to undergraduate students. Not open to students with credit in STT 200 or STT 421.
Probability and statistics with computer applications. Data analysis, probability models, random variables, tests of hypotheses, confidence intervals, simple linear regression.
Weekly lab using statistical software.
Effective Spring Semester 2023

DEPARTMENT OF TEACHER EDUCATION

- TE 101 Social Foundations of Justice and Equity in Education
Fall of every year. Spring of every year. ~~Summer of every year. 3(3-4)~~ 3(3-0) Not open to students with credit in TE 250.
Understanding self, schools, and society; emphasizing racial justice, equity, and social identity markers.
~~Effective Fall Semester 2020~~ Effective Fall Semester 2023
- TE 102 Pedagogy and Politics of Justice and Equity in Education
~~Fall of every year.~~ Spring of every year. ~~3(3-4)~~ 3(3-0) P: TE 101 ~~RB: Completion of ethnic studies course, or concurrent.~~
Understanding self, schools, and society; emphasizing racial justice, equity in education, pedagogy, and politics.
~~Effective Fall Semester 2020~~ Effective Fall Semester 2023
- TE 302 ~~Learners and Learning in Contexts – Secondary (W)~~
~~Literacy and Adolescent Learners in School and Community Contexts~~
Fall of every year. Spring of every year. ~~Summer of every year. 4(3-4)~~ 3(3-0) P: ~~TE 150 and (TE 250 and completion of Tier I writing requirement)~~ P: (TE 102 and TE 150) and completion of Tier I writing requirement RB: ~~This course should be taken concurrently with a pre-internship clinical experience course in the Secondary Teacher Certification Program. Please see a College of Education adviser for more details. To be taken with a clinical experience in spring of junior year or fall of senior year R: Not open to freshmen or sophomores and open to students in the Secondary Teacher Certification Program (Admitted).~~ R: Not open to freshmen or sophomores.
~~Role of social context and sociocultural background in learning at the secondary level (7-12). Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context. Multiple literacies. Multiple literacies, diverse learners, and subject-specific content at the secondary level (7-12). Equitable and culturally sustaining instructional practices for content-area reading across the disciplines. Differentiating instruction and creating inclusive classrooms for linguistic freedom. Home, school, and community partnerships.~~
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023
- TE 330 Science Curriculum for Young Learners (PK-3)
Fall of every year. Spring of every year. ~~Summer of every year. 3(3-0)~~ 3(3-2) RB: Completion of an ISB and ISB laboratory or ISP and ISP laboratory course. R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 372 concurrently.~~
Science curriculum standards for grades PK-3. Instructional materials and approaches for supporting science learning.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 332 Science Curriculum for Upper Elementary Learners (3-6)
Fall of every year. Spring of every year. ~~Summer of every year. 3(3-0)~~ 3(3-2) ~~P: ISE 301~~ P: TE 204 RB: Completion of ISB, ISP and ISB/ISP laboratory courses R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 372 concurrently.~~
Science curriculum standards for grades 3-6. Instructional materials and approaches for supporting science learning.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 333 ~~Social Studies for Young Learners (PK-6)~~
~~Social Studies for Upper Elementary Learners (3-6)~~
Fall of every year. Spring of every year. ~~Summer of every year. 3(3-0)~~ 3(3-2) RB: ~~Completion of Tier I Writing Requirement and Completion of ISS requirements. Completion of HST 301 OR HST 302 for candidates for 3-6 grade band.~~ R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 374 concurrently.~~
~~History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.~~ History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing 3-6 social studies content, including Michigan, United States, and Global Studies.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

- TE 341 Teaching and Learning of (Bi)Multilingual Learners
Fall of every year. Spring of every year. ~~Summer of every year.~~ 3(3-0) ~~P: Completion of Tier I Writing Requirement P: (TE 101) and completion of Tier I writing requirement~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Social and psychological language theoretical perspectives, principles, and fundamental approaches for the teaching and learning of (bi)multilingual learners. Historical background, current policies, sociocultural dimensions, and classroom implications of (bi)multilingualism.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 348 Reading and Responding to Children's Literature
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~P: Completion of Tier I Writing Requirement~~
Literary understanding and genres in reading and teaching children's literature. Critical and theoretical perspectives in evaluating children's literature. Children's responses to literature. Literary, social, and pedagogical issues in the study of children's literature.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023
- TE 352 ~~Immigrant Language and Culture Migration and Education~~
~~Fall of every year. Spring of odd years.~~ 3(3-0)
~~Minority language communities and cultures. Family literacy issues and values. Emergent and adolescent literacy development. Parenting and parental involvement. Home school connection. Family literacy programs. Educational equity, language, and culture. Immigration and educational policies. Community and family engagement. Values, beliefs, and systems surrounding citizenship, belongingness, and immigration.~~
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023
- TE 353 International Education
~~Spring of even years.~~ Spring of every year. 3(3-0)
Education in the global economy. Access and achievement, gender differences, pedagogy and culture, role of home and community, school resources, teacher quality and policy, policy challenges in developing countries, role of international organizations, privatization of higher education.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023
- TE 371 Justice and Equity Seminar I
Fall of every year. Spring of every year. Summer of every year. 1(1-0) P: TE 102 ~~R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 372 Justice and Equity Seminar II
~~Fall of every year. Spring of every year. Summer of every year.~~ 1(1-0) ~~P: TE 371 P: TE 102 R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 403 Teaching Science to Diverse Learners - Elementary
Fall of every year. 3(3-2) P: TE 330 or TE 332 R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). ~~C: TE 471 concurrently.~~
Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning, formative assessment, discourse strategies, and resources for learning science. Supporting children's sense-making through engagement in scientific practices.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

- TE 404 Teaching Social Studies to Diverse Learners - Elementary (W)
~~Fall of every year. Spring of every year. 3(3-2) P: (TE 333 and TE 403) and completion of Tier I writing requirement P: (TE 333) and completion of Tier I writing requirement R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 472 concurrently.~~
Teaching social studies to diverse learners at the elementary level (PK-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2023
- TE 405 ~~Teaching Literacy to Diverse Learners (3-6)
Teaching Literacy to Diverse Learners I (3-6)
Fall of every year. Spring of every year. 3(3-2) P: TE 301 and TE 403 and TE 406 P: TE 301B R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 472 concurrently and TE 404 concurrently.~~
Teaching language and literacy to diverse learners in grades 3-6. Literacy learning environments. Culturally responsive practices in literacy. Literacy curriculum design and assessment. Teaching motivation and engagement, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, composition, and speaking and listening in grades 3-6.
Effective Fall Semester 2023
- TE 405A ~~Teaching Literacy to Diverse Learners I (PK-3)
Teaching Literacy to Diverse Learners (PK-3)
Fall of every year. Spring of every year. 3(3-2) P: TE 301 P: TE 301A R: Open to students in the Elementary Teacher Certification Program (Admitted). C: TE 471 concurrently and TE 403 concurrently and TE 406A concurrently.~~
~~Teaching language and literacy to diverse learners in early childhood. Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, print concepts, phonological awareness, phonics, spelling, vocabulary, handwriting, comprehension, composition, speaking and listening in early childhood classrooms.~~
Teaching language and literacy to diverse learners in early elementary Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, print concepts, phonological awareness, phonics, spelling, word recognition, morphology, syntax, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary classrooms.
Effective Fall Semester 2023
- TE 405B Teaching Literacy to Diverse Learners II (PK-3)
~~Fall of every year. Spring of every year. 3(3-2) P: TE 405A and TE 406A P: TE 405A R: Open to students in the Elementary Teacher Certification Program (Admitted). C: TE 472 concurrently and TE 404 concurrently and TE 406B concurrently.~~
Teaching language and literacy to diverse learners in the early elementary grades. Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, phonics, spelling, word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary grades classrooms.
Effective Fall Semester 2023
- TE 406 ~~Teaching Mathematics to Diverse Learners (3-6)
Teaching Mathematics to Diverse Learners I (3-6)
Fall of every year. Spring of every year. 3(3-2) P: MTH 201 and MTH 202 P: TE 202 R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). C: TE 471 concurrently and TE 403 concurrently.~~
Building mathematical relationships with diverse learners in Grades 3-6. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of whole numbers and operations and fractions, decimals, and operations. Teacher's roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2023

- TE 406A ~~Teaching Mathematics to Diverse Learners I (PK-3)~~
~~Teaching Mathematics to Diverse Learners I (PK3)~~
Fall of every year. Spring of every year. 3(3-2) ~~P: MTH 202~~ P: TE 202 R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 471 concurrently and TE 403 concurrently and TE 405A concurrently.~~
Building mathematical relationships with diverse learners in grades PK-3. Planning mathematics lessons. Designing and using formative and summative assessment in mathematics. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of counting, whole number, and operations.
Effective Fall Semester 2023
- TE 406B ~~Teaching Mathematics to Diverse Learners II (PK-3)~~
~~Fall of every year.~~ Spring of every year. 3(3-2) ~~P: TE 405A and TE 406A~~ P: TE 406A R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 472 concurrently and TE 404 concurrently and TE 405B concurrently.~~
Building positive mathematical identities in diverse learners in grades PK-3. Planning series of mathematics lessons. Pedagogical practices for small- and whole-group activities. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of attribution and fractions.
Effective Fall Semester 2023
- TE 471 ~~Justice and Equity Seminar III~~
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: TE 372~~ R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted). ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- TE 472 ~~Justice and Equity Seminar IV~~
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: TE 471~~ R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted). ~~R: Open to students in the Elementary Teacher Certification Program (Admitted).~~
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023
- PROGRAM IN WOMEN'S STUDIES**
- WS 203 ~~Introduction to Methods for Women's and Gender Studies Research~~
~~Fall of even years.~~ Fall of every year. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. ~~P: Completion of Tier I Writing Requirement~~ P: (WS 202 or concurrently or approval of department) or completion of Tier I writing requirement RB: WS 201 or SOC 216 or ANP 220 or AAAS 200 or AAAS 202
Interdisciplinary research methods for global women's and gender studies.
~~Effective Fall Semester 2015~~ Effective Fall Semester 2023