

**Graduate Curriculum Committee  
Meeting Minutes  
November 10, 2021  
Zoom**

**Members Present:** Amanda Benzin, Scott Kessler, Cynthia Chovich, Philip Gustafson, Catherine Whiting, Alli Powell, Janice Holvoet for Erin Donovan, Kyle Stone, Eric Watters, Kristen Yun, James Perez

**Members Absent:** None

**Guests Present:** Kathleen Hall, Bridgett Marshall, Michelle Sunkel, Blake Bickham

**Ex-officio members present:** Barbara Borst, Janel Davis, Maggie Bodyfelt, Morgan Bridge, Tim Pinnow

**Recording Secretary:** Aaron Osborne

Chair Chovich called the meeting to order at 4:01pm.

**I. Announcements**

- a. There were none.

**II. Unfinished Business**

- a. Graduate Certificate SLOs were discussed. Math, Teacher Ed and Criminal Justice brought recommendations from their departments. Specialized Knowledge, Critical Thinking and Communication Fluency SLOs were discussed. It was also proposed that programs choose which one/two SLOs would best fit their specific certificate instead of naming a specific SLO. After much discussion, Chair Chovich offered to formulate a recommendation to bring to the next meeting for committee members to vote on.

**III. Curriculum Proposals**

**Details and summary of committee actions on curriculum proposals begins on page 3.**

**IV. New Business**

- a. There was none.

**V. Information Items**

- a. Dates and deadlines for curriculum proposals were discussed. CIM will close February 4, 2022, for proposals to be included in the upcoming catalog.
- b. In order for course changes to appear in the Fall 22 schedule, the curriculum proposal must be voted on during the November GCC Meeting. Courses can still

be added after that date; however, those courses will not appear during Spring registration.

- c. Remaining Curriculum Drop in Office Hours for Fall  
All Sessions will be in DH 203 from 12:30-2:00  
Tuesday, November 30
- d. Chair Chovich thanked committee members for the preparatory work required for this meeting.

**Adjournment:**

With no objections from the committee, moved and seconded the adjournment of the meeting. Chair Chovich adjourned the meeting at 4:51pm.

Respectfully submitted by Aaron Osborne, November 10, 2021.

**Effective Term - Summer 2022**

**Programs**

**The following is a summary: Additional information can be found on the individual curriculum proposals.**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Nursing: Adult-Gerontology Nurse Practitioner</b>	<b>MSN</b>	<b>Program Addition - Approved</b>	<b>Gustafson   Stone</b>

**UCC Discussion:** Feedback from community stakeholders indicate that nurses want a primary care role in the treatment of adults and older adults. Currently, the FNP degree includes pediatrics which is a deterrent for some potential students. Students wish to have the specific designation which denotes Adult health care which then allows the student easier access to working with Adult Populations. This designation allows the student to specialize in Adult health care, as noted by the degree title. No other discussion.

**Change Item Description**

**Departmental Justification**

Needs for nurse practitioners to grow 45 percent from 2019 to 2029, faster than the average for all occupations (Bureau of Labor Statistics, 2020). Advanced Practice Registered Nurses (APRNs) will be in high demand especially in medically underserved areas such as inner cities and rural areas (Bureau of Labor Statistics, 2020). Projected employment is expected to increase from 155,500 in 2016 to 211,600 in 2026 (Bureau of Labor Statistics, 2020). APRNs will be needed to care for the aging population and the growing number of patients with chronic and acute conditions. As states change laws governing APRN prescriptive practice, APRNs are being allowed to perform more services. APRNs have demonstrated ability to provide safe and efficacious health care in multiple studies including the McCleery Report for the Veteran’s Administration and a two-year cohort study evaluating outcome measures that compared nurse practitioners with primary care physicians (Lenz, E. R., O’Neil Mundinger, M., Kane, R. L., Hopkins, S. C., & Lin, S. X., 2003).

Fall 2018 the Graduate Advisory Board showed support in having an Adult-Gerontology Nurse Practitioner program.

Feedback from community stakeholders indicate that nurses want a primary care role in the treatment of adults and older adults. Currently, the FNP degree includes pediatrics which is a deterrent for some potential students. Students wish to have the specific designation which denotes Adult health care which allows the student easier access to working with Adult Populations. This designation allows the student to specialize in Adult health care, as noted by the degree title.

**7205: Education: Initial  
Teacher Licensure-  
Elementary**

**GCT**

**Program Modification -  
Approved**

**Powell | Stone**

**UCC Discussion:** The modifications listed in the proposal bring the program into alignment with competitors' credits for an initial licensure program and align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours. The credit hours were reduced from 37 to 30. The SLOs were updated. No other discussion.

**Change Item Description**

**Departmental Justification**

List all proposed changes to the program:

EDUC 592A Deactivated | EDUC 599A Changed credits from 12 to 9 | EDUC 591 Deactivated | EDUC 587 Deactivated | EDUC 578 New course created to replace EDUC 587 - Included new course sequence and embedded field hours | EDUC 585 Edited to reflect new course sequence and embedded field hours | EDUC 588 Edited to reflect new course sequence and embedded field hours | EDUC 521 New course: three-credit course – restructuring of EDUC 591 | EDUC 562 New course: six-credit course – restructuring of EDUC 591 | Total credits decreased from 37 to 30. | The SLOs have updated.

Justify each proposed modification to the program:

EDUC 592A - The purpose of this restructuring of the ITL program is twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 599A - The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 591 - This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates... **Please see CIM proposal for full text**

Describe discussions about this proposal within the department and outcomes.

The proposed changes for this program was discussed during Fall 2021 with Academic Department Head, Dr. Blake Bickham; Program Coordinator, Dr. Cynthia Chovich; and Senior VP for Strategic Initiatives, Mr. Tim Pinnow. The outcome of these discussions was in favor of these program changes.

**8213: Education: Initial  
Teacher Licensure-  
Elementary**

**MAEd**

**Program Modification -  
Approved**

**Powell | Stone**

**UCC Discussion:** The modifications listed in the proposal bring the program into alignment with competitors in the overall credits for an initial licensure program and to align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will also allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours. The credit hours were reduced from 49 to 42. The SLOs were updated. No other discussion.

**Change Item Description**

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

**Departmental Justification**

EDUC 592A Deactivated | EDUC 599A Changed credits from 12 to 9 | EDUC 591 Deactivated | EDUC 587 Deactivated | EDUC 578 New course created to replace EDUC 587 - Included new course sequence and embedded field hours | EDUC 585 Edited to reflect new course sequence and embedded field hours | EDUC 588 Edited to reflect new course sequence and embedded field hours | EDUC 521 New course: three-credit course – restructuring of EDUC 591 | EDUC 562 New course: six-credit course – restructuring of EDUC 591 | Total credits decreased from 49 to 42 due to course changes above. | The SLOs have updated.

EDUC 592A - The purpose of this restructuring of the ITL program is twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 599A - The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 591 - This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates... **Please see CIM proposal for full text**

The proposed changes for this program was discussed Fall 2021 with Academic Department Head, Dr. Blake Bickham; Program Coordinator, Dr. Cynthia Chovich; and Senior VP for Strategic Initiatives, Mr. Tim Pinnow, fall 2021. The outcome of these discussions was in favor of these program changes.

**7206, 7207, 7208, 7209, 7210: GCT Program Modification - Powell | Stone**  
**Education: Initial Teacher Approved**  
**Licensure-Secondary**

**UCC Discussion:** The modifications listed in the proposal bring the program into alignment with competitors in the overall credits for an initial licensure program and to align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will also allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours. The credit hours were reduced from 37 to 30. The SLOs were updated. No other discussion.

<b>Change Item Description</b>	<b>Departmental Justification</b>
List all proposed changes to the program:	EDUC 592B Deactivated   EDUC 599B Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 570 Edited to reflect new course sequence.   EDUC 580 Edited to reflect new course sequence.   EDUC 580A Edited to reflect new course sequence.   EDUC 580B Edited to reflect new course sequence.   EDUC 580C Edited to reflect new course sequence.   EDUC 580D Edited to reflect new course sequence.   EDUC 580E Edited to reflect new course sequence.   EDUC 584 Edited to reflect new course sequence and embedded field hours.   EDUC 521 New course: three-credit course – restructuring of EDUC 591.   EDUC 562 New course: six-credit course – restructuring of EDUC 591.   Changed total hours from 37 to 30. Updated SLOs.
Justify each proposed modification to the program:	EDUC 592B - The purpose of this restructuring of the ITL program is twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 599B - The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 591 - This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates... <b>Please see CIM proposal for full text</b>
Describe discussions about this proposal within the department and outcomes.	The proposed changes for this program was discussed Fall 2021 with Academic Department Head, Dr. Blake Bickham; Program Coordinator, Dr. Cynthia Chovich; Senior VP for Strategic Initiatives, Mr. Tim Pinnow, fall 2021. The outcome of these discussions was in favor of these program changes.

**8215: Education: Initial  
Teacher Licensure-  
Secondary**

**MAEd**

**Program Modification -  
Approved**

**Powell | Stone**

**UCC Discussion:** The modifications listed in the proposal bring the program into alignment with competitors in the overall credits for an initial licensure program and to align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will also allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours. The credit hours were reduced from 49 to 42. The SLOs were updated. No other discussion.

**Change Item Description**

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

**Departmental Justification**

EDUC 592B Deactivated | EDUC 599B Changed credits from 12 to 9 | EDUC 591 Deactivated | EDUC 570 Edited to reflect new course sequence. | EDUC 580 Edited to reflect new course sequence. | EDUC 580A Edited to reflect new course sequence. | EDUC 580B Edited to reflect new course sequence. | EDUC 580C Edited to reflect new course sequence. | EDUC 580D Edited to reflect new course sequence. | EDUC 580E Edited to reflect new course sequence. | EDUC 584 Edited to reflect new course sequence and embedded field hours. | EDUC 521 New course: three-credit course – restructuring of EDUC 591. | EDUC 562 New course: six-credit course – restructuring of EDUC 591. | Total credits decreased from 49 to 42 due to course changes above. | The SLOs have updated.

EDUC 592B - The purpose of this restructuring of the ITL program is twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 599B - The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 591 - This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates... **Please see CIM proposal for full text.**

The proposed changes for this program was discussed Fall 2021 with Academic Department Head, Dr. Blake Bickham; Program Coordinator, Dr. Cynthia Chovich; and Senior VP for Strategic Initiatives, Mr. Tim Pinnow, fall 2021. The outcome of these discussions was in favor of these program changes.

**7237: Education: Initial  
Teacher Licensure K-12  
Physical Education**

**GCT**

**Program Modification -  
Approved**

**Powell | Stone**

**UCC Discussion:** The modifications listed in the proposal bring the program into alignment with competitors in the overall credits for an initial licensure program and to align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will also allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours. The credit hours were reduced from 37 to 30. The SLOs were updated. No other discussion.

**Change Item Description**

**Departmental Justification**

List all proposed changes to the program:

EDUC 592C Deactivated | EDUC 599C Changed credits from 12 to 9 | EDUC 591 Deactivated | EDUC 521 New course: three-credit course - restructuring of EDUC 591 | EDUC 562 New course: six-credits course - restructuring of EDUC 591 | EDUC 584 Embedded field hours | Credits decreased from 37 to 30 due to course changes above. | SLOs were updated.

Justify each proposed modification to the program:

EDUC 592C - The purpose of this restructuring of the ITL program is twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 599C - The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). EDUC 591 - This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates. ... **Please see CIM proposal for full text**

Describe discussions about this proposal within the department and outcomes.

The proposed changes for this program was discussed Fall 2021 with Academic Department Head, Dr. Blake Bickham; Program Coordinator, Dr. Cynthia Chovich; and Senior VP for Strategic Initiatives, Mr. Tim Pinnow, fall 2021. The outcome of these discussions was in favor of these program changes.



**UCC Discussion:** These Master in Social Work programs meet the demands of our community as we serve vulnerable populations with mental health or psychiatric issues, addiction, family conflict, therapeutic needs, trauma, etc. Social Workers are seen across many organizations such as forensic social work, veteran’s administration, schools, hospice, palliative care, libraries, medical and psychiatric hospitals, police, correctional facilities, and more. This program anticipates filling in some of the professional gaps in our community. As of today, there are 27 employment opportunities in Grand Junction that require a Masters in Social Worker degree that continue to go unfilled. We want to provide a strong work force that can meet the demands of our community, clients, and vulnerable populations. As Grand Junction continues to expand, our ability to meet the community needs with advanced clinicians is vital. We also want to ensure that our students have a local program to continue their career advancement, specialization, and training without moving to another city or state. This will help with the retention of strong clinical social workers in our community to serve those in need.

**Change Item Description**

**Departmental Justification**

A. Three major organizations in Grand Junction provided letters of recommendation indicating the need for more advanced practitioners. These letters are attached and support the development of the MSW program: St. Mary’s, School District 51, and Mind Springs Health. These three organization are in need of more specialists in our community to support the growing needs of those suffering from mental health, medical complications, trauma, and various other vulnerabilities.

B. From the US Bureau of Labor and Statistics, social workers provide support to a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Overall employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations.

CMU is adding a Master in Social Work program to meet the demands of our community as we serve vulnerable populations with mental health or psychiatric issues, addiction, family conflict, therapeutic needs, trauma, etc. Social Workers are seen across many organizations such as forensic social work, veteran’s administration, schools, hospice, palliative care, libraries, medical and psychiatric hospitals, police, correctional facilities, and more. This program anticipates filling in some of the professional gaps in our community. As of today, there are 27 employment opportunities in Grand Junction that require a Masters in Social Worker degree that continue to go unfilled. We want to provide a strong work force that can meet the demands of our community, clients, and vulnerable populations.

As Grand Junction continues to expand, our ability to meet the community needs with advanced clinicians is vital. We also want to ensure that our students have a local program to continue their career advancement, specialization, and training without moving to another city or state. This will help with the retention of strong clinical social workers in our community to serve those in need.

... Please see CIM proposal for full text.

**Social Work: Advanced Standing**

**MSW Program Addition - Approved**

**Gustafson | Stone**

**UCC Discussion:** These Master in Social Work programs meet the demands of our community as we serve vulnerable populations with mental health or psychiatric issues, addiction, family conflict, therapeutic needs, trauma, etc. Social Workers are seen across many organizations such as forensic social work, veteran’s administration, schools, hospice, palliative care, libraries, medical and psychiatric hospitals, police, correctional facilities, and more. This program anticipates filling in some of the professional gaps in our community. As of today, there are 27 employment opportunities in Grand Junction that require a Masters in Social Worker degree that continue to go unfilled. We want to provide a strong work force that can meet the demands of our community, clients, and vulnerable populations. As Grand Junction continues to expand, our ability to meet the community needs with advanced clinicians is vital. We also want to ensure that our students have a local program to continue their career advancement, specialization, and training without moving to another city or state. This will help with the retention of strong clinical social workers in our community to serve those in need.

**Change Item Description**

**Departmental Justification**

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B. From the US Bureau of Labor and Statistics, social workers provide support to a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Overall employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations.

CMU is adding a Master in Social Work program to meet the demands of our community as we serve vulnerable populations with mental health or psychiatric issues, addiction, family conflict, therapeutic needs, trauma, etc. Social Workers are seen across many organizations such as forensic social work, veteran’s administration, schools, hospice, palliative care, libraries, medical and psychiatric hospitals, police, correctional facilities, and more. This program anticipates filling in some of the professional gaps in our community. As of today, there are 27 employment opportunities in Grand Junction that require a Masters in Social Worker degree that continue to go unfilled. We want to provide a strong work force that can meet the demands of our community, clients, and vulnerable populations.

As Grand Junction continues to expand, our ability to meet the community needs with advanced clinicians is vital. We also want to ensure that our students have a local program to continue their career advancement, specialization, and training without moving to another city or state. This will help with the retention of strong clinical social workers in our community to serve those in need.

... Please see CIM proposal for full text.

**Effective Term - Summer 2022**

**Courses**

**The following is a summary: Additional information can be found on the individual curriculum proposals.**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>SOWK 510: History and Philosophy of Social Work</b>	<b>Course Addition - Approved</b>	<b>Powell   Watters</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course for the MSW program. This is the foundation course for the master of social work program, providing a historical understanding and theoretical foundations of practice. The course will develop the foundation of knowledge, values, skills, practice settings and groups served by social workers. This meets the CSWE accreditation standard for the foundation year of social work.	
<b>SOWK 511: Human Behavior and Social Environment</b>	<b>Course Addition - Approved</b>	<b>Powell   Watters</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course for the MSW program. This is the foundation course for the master social work program, providing a social work perspective on human development across the life cycle. Focusing on the biological, psychological, social, cultural and spiritual aspects of human functioning to assist with skill building and independent practice. This meets the CSWE accreditation standard for the foundation year of social work.	
<b>SOWK 512: Social Justice in Social Work Practice</b>	<b>Course Addition - Approved</b>	<b>Powell   Watters</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a required foundation course for the MSW program to assist students in learning independent practice skills to work with vulnerable populations.	
<b>SOWK 513: Social Work Theory and Practice with Individuals and Families</b>	<b>Course Addition - Approved</b>	<b>Powell   Watters</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course for the MSW program. This is the foundation course for the master social work program, to assist students with understanding evidence-based interventions and skill development of clinical practice with individuals and families. This meets the CSWE accreditation standard for the foundation year of social work.	

<p><b>SOWK 514: Social Work Theory and Practice with Groups, Organizations, and Communities</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Masters of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This is a new course for the MSW program. This is the foundation course for the master social work program, to assist students with understanding evidence based interventions and skill development of working with groups, organizations, and community organizing. This meets the CSWE accreditation standard for the foundation year of social work.</p>	
<p><b>SOWK 515: Social Work Policy and Practice</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Masters of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This course examines social policy and its implications on micro- and macro-level systems in a historical perspective and in the context of political, economic, social, and cultural dimensions of society. The focus of this course is on social work policy practice, including political advocacy, and the process of policy formulation/development, implementation, and evaluation/analysis at the local, state, and federal levels of government. This meets the CSWE accreditation standard for the foundation year of social work.</p>	
<p><b>SOWK 516: Psychopathology for Social Work Practice</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This is a required foundation course for the MSW program to assist students in learning about mental health, assessment, diagnosing, and interventions. This course is required as social workers make up a large percentage of mental health clinicians in the United States. This is also a requirement to understand and apply this information for clinical licensure. The MSW program prepares students for independent practice and licensure. This meets the CSWE accreditation standard for the foundation year of social work.</p>	
<p><b>SOWK 521: Advanced Ethical, Legal, and Professional Issues in Social Work Practice</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This is a required MSW course to learn how to apply social work ethics across diverse populations, social work settings, and within state laws. Ethics is required on all clinical licensure exams and is a required part of the CSWE curriculum based on our core competencies and practice behaviors. This meets the CSWE accreditation standard for the advanced year of social work.</p>	

<p><b>SOWK 522: Clinical Supervision and Leadership in Social Work Practice</b></p> <p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		<p><b>Course Addition - Approved</b></p> <p><b>Powell   Watters</b></p>
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>The purpose of this course is to help students explore the various types of leadership traits and theories which are important in the field of social work and supervision. The course examines various contexts of practice and the influence of politics, economics, technology, and socio-cultural factors within leadership and supervisory practice. This meets the CSWE accreditation standard for the advanced year of social work.</p>	
<p><b>SOWK 523: Advanced Social Work Practice with Individuals and Families</b></p> <p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		<p><b>Course Addition - Approved</b></p> <p><b>Powell   Watters</b></p>
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This is a new course for the MSW program. This is the advanced clinical course for the master social work program to assist students with understanding evidence-based interventions and skill development of clinical practice with individuals and families. This meets the CSWE accreditation standard for the advanced year of social work.</p>	
<p><b>SOWK 524: Advanced Social Work Practice with Groups, Organizations, and Communities</b></p> <p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		<p><b>Course Addition - Approved</b></p> <p><b>Powell   Watters</b></p>
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This is a new course for the MSW program. This course prepares advanced graduate students to provide psycho therapeutic and psycho-educational group interventions, ability to engage in clinical organization interventions, and work with community organizations. The purpose of this course is for students to learn and use advanced theories, approaches, and skills in social work practice across groups, organizations and within the community level. The focus of this course is to learn how to effect change in the macro-level social systems environment (e.g., groups, organizations, institutions, communities, and society at large). Students will gain advanced community practice skills that will enable them to become change agents for complex social issues with disenfranchised groups. The course is designed to help students develop an analytical and empirical approach to empowering communities; it may use a community-based service-learning pedagogy. The course builds on the social work "person-in-environment" perspective by focusing on the client system and its environmental contexts as a partner in practice. This course is particularly relevant to direct practice with and advocacy for diverse dis-empowered groups in society. This advances clinical knowledge of working with the mezzo and macro perspective of social work. This meets the CSWE accreditation standard for the advanced year of social work.</p>	

<p><b>SOWK 525: Social Work Research and Program Evaluation</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This is a new course for the MSW program. This course will enable students to apply the methods of social work research to the evaluation of social work micro and macro perspectives. Students are expected to become familiar with issues related to the design, monitoring, and assessment of social work programs and interventions, using both quantitative and qualitative methods. This will enable students to understand and use evidence-based interventions in treatment and to engage in program evaluations. This meets the CSWE accreditation standard for the advanced year of social work.</p>	
<p><b>SOWK 526: Advanced Psychopathology for Social Work Practice</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Powell   Watters</b></p>
<p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This is a required advanced course for the MSW program to assist students in learning about mental health, assessment, differential diagnosis, testing, and interventions. This course is aimed at providing an advanced comprehensive overview of psychopathology from an historical and current scientific perspective. Specifically, a focus on conceptualization issues, systems of classification/diagnosis, research design/methods, core characteristics, clinical symptomatology and etiology of adult and child psychopathology. This course will examine various theoretical models, discuss clinical cases, and review treatment strategies. Throughout this course, reference to research findings that inform understanding of a variety of issues in the field of psychopathology will occur. This course will assist MSW graduates with passing their clinical licensure exam. This meets the CSWE accreditation standard for the advanced year of social work.</p>	
<p><b>SOWK 551: Trauma Informed Practice</b></p>	<p><b>Course Addition - Approved</b></p>	<p><b>Stone   Powell</b></p>
<p><b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.</p>		
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>	
<p>New Proposal: No differences to report</p>	<p>This course will cover the latest trauma theories and treatments, and take an in-depth critical examination of different populations affected by trauma including child abuse survivors, war veterans, domestic violence survivors, victims of accidents or crimes, and communities and schools that are devastated by abuse, neglect, and addiction. This class will include an analysis of theoretical frameworks for understanding trauma, including neurobiological aspects and types of trauma, history of traumatology, and impact of trauma on individuals, family and communities. The course will also cover trauma-informed care models and evidence-based trauma practice models with an emphasis on strengths, resiliency, coping, multicultural issues and cultural competency. The overall purpose of the course is to learn relevant theories of trauma and recovery and relate them to social work practice.</p>	

<b>SOWK 552: Restorative Justice and Social Work</b>	<b>Course Addition - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course provides an introduction and exposure to the principles of restorative justice and its application to the treatment of human suffering from crime and related social problems. It explores the needs and roles for key stakeholders (victims, offenders, communities, justice systems), and introduces students to some of the current programs at community, state and international levels. The framework of the course is, in part, based on social work values and the ethical decision-making process. Students will learn how to address social problems marked by human conflict, oppression, power and harm, e.g. partner abuse, hate crimes. Finally, students will examine the empirical evidence for restorative justice. The overall purpose of the course is to learn relevant theories of restorative justice and treatment interventions to support to social work practice. The profession recognizes a need for social workers to have a strong understanding of restorative practices and concepts.	
<b>SOWK 553: Substance Abuse: Assessment, Interventions, and Treatment</b>	<b>Course Addition - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	Addiction is pervasive in all aspects of society, particularly in the health care and social service sectors. This course provides social workers with an opportunity to explore perspectives and develop evidence-based intervention skills to work with substance use and abuse issues with individuals and families. Application of knowledge about core practice skills including identification and screening, assessment, interventions, and case management to ensure effective interventions across systems occurs. This will prepare students to appropriately work with substance abuse in the clinical field after graduation.	
<b>SOWK 554: Crisis Intervention and Social Work</b>	<b>Course Addition - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course examines the phenomena of clinical crises and emergencies, as well as the related treatment modalities of crisis intervention and emergency intervention. This course builds on foundation content about psychological crises and crisis intervention in Individuals and Families, and Human Behavior in the Social Environment. This course will prepare students to provide effective crisis interventions in clinical practice, preparing students to work with mental health, psychiatric emergencies, community crisis, and natural disasters across the ecological perspective.	

<b>SOWK 555: Global Relations and International Social Work</b>		
<b>Course Addition - Approved</b> <b>Stone   Powell</b>		
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	By examining international models of social work practice, this course is relevant to students who plan to work with ethnic/immigrant/refugee populations in the United States or across the globe.	
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<b>SOWK 594A: Field Education: Foundation Seminar I</b>		
<b>Course Addition - Approved</b> <b>Stone   Gustafson</b>		
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum/ internships. Assessment data will be obtained from these courses.	
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<b>SOWK 594B: Field Education: Foundation Seminar II</b>		
<b>Course Addition - Approved</b> <b>Stone   Gustafson</b>		
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum /internships. Assessment data will be obtained from these courses.	



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**SOWK 594C: Field Education: Course Addition - Approved Stone | Gustafson**  
**Advanced Seminar I**

**GCC Discussion:** New course for new Master of Social Work (MSW) programs. No other discussion.

**Change Item Description**

New Proposal: No differences to report

**Departmental Justification**

Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students' self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum/internships. Assessment data will be obtained from these courses.

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**SOWK 594D: Field Education: Course Addition - Approved Stone | Gustafson**  
**Advanced Seminar II**

**GCC Discussion:** New course for new Master of Social Work (MSW) programs. No other discussion.

**Change Item Description**

New Proposal: No differences to report

**Departmental Justification**

Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students' self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum internships. Assessment data will be obtained from these courses.

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**SOWK 597A: Field Education: Social Work Course Addition - Approved Stone | Gustafson**  
**Practicum I**

**GCC Discussion:** New course for new Master of Social Work (MSW) programs. No other discussion.

**Change Item Description**

New Proposal: No differences to report

**Departmental Justification**

Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.

<b>SOWK 597B: Field Education: Social Work Practicum II</b>		<b>Course Addition - Approved</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Proposal: No differences to report	Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.		
<b>SOWK 599A: Field Education: Social Work Internship I</b>		<b>Course Addition - Approved</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
New Proposal: No differences to report	Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	
<b>SOWK 599B: Field Education: Social Work Internship II</b>		<b>Course Addition - Approved</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> New course for new Master of Social Work (MSW) programs. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Proposal: No differences to report	Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.		

<b>EDUC 521: Educational Foundations, Student Development, and Ethics</b>		
<b>Course Addition - Approved</b> <b>Stone   Gustafson</b>		
<p><b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 3-credit course will be a foundations level course for education. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This course is the result of restructuring EDUC 591, a nine-credit course taught each summer. The restructuring of EDUC 591 is to break the nine-credit course into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 3-credit course will be a foundations level course for education. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU.</p>	
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<b>EDUC 562: Curriculum, Instruction, and Assessment</b>		
<b>Course Addition - Approved</b> <b>Stone   Gustafson</b>		
<p><b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This course is the result of restructuring EDUC 591, a nine-credit course taught each summer. The restructuring of EDUC 591 is to break the nine-credit course into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow. This course most closely mirrors the junior-level courses in our undergraduate curriculum. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU.</p>	
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<b>EDUC 570: Classroom Management</b>		
<b>Course Modification - Approved</b> <b>Gustafson   Benzin</b>		
<p><b>GCC Discussion:</b> The change to the prerequisites reflects the restructuring of the ITL elementary licensure program.</p>		
<p><b>Change Item Description</b></p> <p>Student preparation minutes for a term:</p> <p>Prerequisites:</p>	<p><b>Old</b></p> <p>1500</p> <p>EDUC 591 and EDUC 586</p>	<p><b>New</b></p> <p>3000</p> <p>EDUC 521, EDUC 562 and EDUC 586</p>

<p><b>EDUC 578: Elementary Reading and Language Arts Theory and Methodology K-6</b></p> <p><b>Course Addition - Approved</b>      <b>Stone   Gustafson</b></p> <p><b>GCC Discussion:</b> Course is being proposed to replace EDUC 587. The X87 is now reserved for Research Courses. EDUC 587 will be inactivated.</p>		
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This course is being proposed to replace EDUC 587 which was deactivated based on the Graduate Curriculum Committee creating reserved numbers for courses that meet specific needs within departments. This course's number is 587. The X87 is now reserved for Research Courses. This is a replacement course being created with a course number not ending in X87. Field hours are now being embedded in this course. In addition, this new course reflects the restructuring of the ITL elementary licensure program course sequence and an acknowledgement of the field experience hours.</p>	
<p><b>EDUC 580: Secondary Instructional Methods Across the Curriculum</b></p> <p><b>Course Modification - Approved</b>      <b>Gustafson   Benzin</b></p> <p><b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>Prerequisites:</p>	<p><b>Old</b></p> <p>EDUC 591 and EDUC 586</p>	<p><b>New</b></p> <p>EDUC 521, EDUC 562, and EDUC 586</p>
<p><b>EDUC 580A: Secondary Instructional Methods for English Language Arts</b></p> <p><b>Course Modification - Approved</b>      <b>Gustafson   Benzin</b></p> <p><b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>Prerequisites:</p>	<p><b>Old</b></p> <p>EDUC 591 and EDUC 586</p>	<p><b>New</b></p> <p>EDUC 521, EDUC 562, and EDUC 586</p>
<p><b>EDUC 580B: Secondary Instructional Methods for Social Studies</b></p> <p><b>Course Modification - Approved</b>      <b>Gustafson   Benzin</b></p> <p><b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>Prerequisites:</p>	<p><b>Old</b></p> <p>EDUC 591 and EDUC 586</p>	<p><b>New</b></p> <p>EDUC 521, EDUC 562, and EDUC 586</p>
<p><b>EDUC 580C: Secondary Instructional Methods for Mathematics</b></p> <p><b>Course Modification - Approved</b>      <b>Gustafson   Benzin</b></p> <p><b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.</p>		
<p><b>Change Item Description</b></p> <p>Prerequisites:</p>	<p><b>Old</b></p> <p>EDUC 591 and EDUC 586</p>	<p><b>New</b></p> <p>EDUC 521, EDUC 562, and EDUC 586</p>

<b>EDUC 580D: Secondary Instructional Methods for Science</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580E: Secondary Instructional Methods for Spanish</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. Changes to topical course outline. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
Topical Course Outline:	Intro to course; ACTFL (membership, benefits, costs) Using Spanish in Classroom; Warm ups; coping cards; bienvenidas; How not to use Spanish in the Classroom Presentations: Bienvenidas Presenting Vocabulary—mistakes, problems, challenges Teaching Vocabulary using only Spanish Other ideas for teaching vocabulary: using a dictionary Using corpora ACTFL Proficiency Guidelines History of Grammar Teaching methodologies: Grammar Translation Method, Direct method, Audiolingual method—Drills, TPR, TPRS, Content Based Instruction Future of foreign language instruction Communicative Approach The role of the instructor (Atlas complex) Structured Inputà Structured output Output vs. Structured Output Scaffolding Listening Comprehension Presentations: Grammar Motivating Students--Games, etc. Incorporating Culture Lesson Plans Using Songs Ideas for Creating Speaking Activities Information Gap Activities, etc. Presentations: Culture Giving Feedback Chapter 1—Arriba or Panorama Presentations: Speaking Activities Teaching Listening	Intro to course; ACTFL (membership, benefits, costs) Using Spanish in Classroom; Warm ups; Coping cards; bienvenidas How not to use Spanish in the Classroom Presentations: Bienvenidas Presenting Vocabulary—mistakes, problems, challenges Teaching Vocabulary using only Spanish Other ideas for teaching vocabulary: using a dictionary Using corpora ACTFL Proficiency Guidelines History of Grammar Teaching methodologies: Grammar translation method, Direct method, Audiolingual method—Drills, TPR, TPRS, Content Based Instruction Future of foreign language instruction Communicative Approach The role of the instructor (Atlas complex) Structured Inputà Structured output Output vs. Structured Output Scaffolding Listening Comprehension Presentations: Grammar Motivating Students--Games, etc. Incorporating Culture Lesson Plans Using Songs Ideas for Creating Speaking Activities Information Gap Activities, etc. Presentations: Culture Giving Feedback Arriba or Panorama Presentations: Speaking Activities Teaching Listening

Comprehension Giving Feedback Portfolio: Chapter 1 Arriba or Panorama Presentations: Listening Comprehension Activities Developing Reading Comprehension Skills Developing Writing Skills Presentations: Reading, Writing Activities Teaching Pronunciation	Comprehension Giving Feedback Portfolio: Chapter 1 Arriba or Panorama Presentations: Listening Comprehension Activities Developing Reading Comprehension Skills Developing Writing Skills Presentations: Reading, Writing Activities Teaching Pronunciation
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<b>EDUC 580F: Secondary Instructional Methods for Physical Education</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> This change of the prerequisites reflects the restructuring of the ITL secondary licensure program. No other discussion.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586

<b>EDUC 584: Secondary Literacy Methods Across the Curriculum</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> This change reflects new course sequence and embedded field hours. Prerequisites and course description updated. No other discussion.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced exploration of multiple forms of student literacies. Study and application of reading and comprehension strategies for literacy instruction in middle school and high school content areas. Candidates develop a fully integrated unit to implement in field study.	Advanced exploration of multiple forms of student literacies. Study and application of reading and comprehension strategies for literacy instruction in middle school and high school content areas. Candidates develop a fully integrated unit to implement in field study. This course includes a minimum of 200 field hours.
Prerequisites:	EDUC 586 and EDUC 591	EDUC 521, EDUC 562, and EDUC 586

<b>EDUC 585: Elementary Integrated Science, Social Studies, and Art Theory and Methodology K-6</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<p><b>GCC Discussion:</b> The changes reflect the restructuring of the ITL elementary licensure program course sequence and an acknowledgement of the field experience hours. Course description and prerequisites updated. No other discussion.</p>		
<p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Old</b> Advanced exploration in the study and application of content standards in science, art, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas.</p>	<p><b>New</b> Advanced study and application of content standards in science, art, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 40 hours of field experience.</p>
<p>Prerequisites:</p>	<p>EDUC 591 and EDUC 586</p>	<p>EDUC 521, EDUC 562, and EDUC 586</p>
<b>EDUC 587: Elementary Reading and Language Arts Theory and Methodology K-6</b>	<b>Course Deletion - Approved</b>	<b>Stone   Powell</b>
<p><b>GCC Discussion:</b> This course's number is 587. The X87 is now reserved for Research Courses. Course will be replaced by EDUC 578. No other Discussion.</p>		
<p><b>Change Item Description</b> Delete Proposal: No differences to report</p>	<p><b>Departmental Justification</b> The deactivation of this course is based on the Graduate Curriculum Committee creating reserved numbers for courses that meet specific needs within departments. This course's number is 587. The X87 is now reserved for Research Courses. An identical course will be created with a course number not ending in X87. No content changes for this course will take place. This course is being replaced by EDUC 578.</p>	

<b>EDUC 588: Elementary Mathematics Theory and Methodology K-6</b>	<b>Course Modification - Approved</b>	<b>Gustafson   Benzin</b>
<p><b>GCC Discussion:</b> The changes reflect the restructuring of the ITL elementary licensure program course sequence and an acknowledgement of the field experience hours. Course description and prerequisites changed. No other discussion.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
<p>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p>Advanced exploration in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education.</p>	<p>Advanced exploration in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 80 hours of field experience.</p>
<p>Prerequisites:</p>	<p>EDUC 591 and EDUC 586</p>	<p>EDUC 521, EDUC 562, and EDUC 586</p>
<b>EDUC 591: ITL 1: Foundations of Curriculum, Instruction, and Assessment</b>	<b>Course Deletion - Approved</b>	<b>Stone   Powell</b>
<p><b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. The 3-credit course will be a foundations level course for education. The 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow. No other discussion.</p>		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
<p>Delete Proposal: No differences to report</p>	<p>This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. This course is being replaced with EDUC 521 (3 credits) and EDUC 562 (6 credits).</p>	



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**EDUC 592A: ITL Elementary Course Deletion - Approved Stone | Powell**  
**Pre-Internship**

**GCC Discussion:** The field experience hours from the deletion of EDUC 592A will be embedded in EDUC 585, EDUC 578, and EDUC 588. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. No other discussion.

**Change Item Description**

Delete Proposal: No differences to report

**Departmental Justification**

The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in the following courses: EDUC 585, EDUC 578, EDUC 588.

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**EDUC 592B: ITL Secondary Course Deletion - Approved Stone | Powell**  
**Pre-Internship**

**GCC Discussion:** The field experience hours from the deletion of EDUC 592B will be embedded in EDUC 580. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. No other discussion.

**Change Item Description**

Delete Proposal: No differences to report

**Departmental Justification**

The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in course: EDUC 580.

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**EDUC 592C: ITL K-12  
Physical Education Pre-  
Internship**

**Course Deletion - Approved**

**Stone | Powell**

GCC Discussion: The field experience hours from the deletion of EDUC 592A will be embedded in EDUC 580. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. No other discussion.

**Change Item Description**

**Departmental Justification**

Delete Proposal: No differences to report

The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in course: EDUC 580.

**EDUC 599A: ITL 3: Directed Teaching: Elementary Education**

**Course Modification - Approved**

**Gustafson | Benzin**

**GCC Discussion:** The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, for graduate, the 600 field hours are covered with 9 graduate credits since 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our competitors (UNC, Western, Metro). This change to prerequisites reflects the restructuring of the ITL secondary licensure program. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated. No other discussion.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Field/Studio/Other:	40	30
Total Contact Hours:	40	30
Academic engagement minutes per term:	36000	27000
Student preparation minutes for a term:	18000	13500
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May elementary school placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.	Continued, full-time, mentored elementary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.
Prerequisites:	EDUC 585, EDUC 586, EDUC 587, EDUC 588, EDUC 591, and EDUC 592A	EDUC 521, EDUC 562, EDUC 578, EDUC 585, EDUC 586, and EDUC 588

**EDUC 599B: ITL 3: Directed Teaching: Secondary Education**

**Course Modification - Approved**

**Gustafson | Benzin**

**GCC Discussion:** The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, for graduate, the 600 field hours are covered with 9 graduate credits since 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our competitors (UNC, Western, Metro). This change to prerequisites reflects the restructuring of the ITL secondary licensure program. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated. No other discussion.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Field/Studio/Other:	40	30
Total Contact Hours:	40	30
Academic engagement minutes per term:	36000	27000
Student preparation minutes for a term:	18000	13500
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May secondary school placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.	Continued, full-time, mentored secondary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning, across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.
Prerequisites:	EDUC 570, EDUC 580, EDUC 584, EDUC 586, EDUC 591, EDUC 592B, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E	EDUC 521, EDUC 562, EDUC 570, EDUC 580, EDUC 584, EDUC 586, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E

**EDUC 599C: ITL 3: Directed Teaching, Physical Education**

**Course Modification - Approved**

**Gustafson | Benzin**

**UCC Discussion:** The justification for the reduction of credits for the internship semester of the ITL post-baccalaureate licensure program is twofold. First, 9 credits better reflects the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. At present, the CMU ITL licensure program requires several credits more than our competitors (UNC, Western, Metro). This change to prerequisites reflects the restructuring of the ITL secondary licensure program. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated. No other discussion.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Field/Studio/Other:	40	30
Total Contact Hours:	40	30
Academic engagement minutes per term:	36000	27000
Student preparation minutes for a term:	18000	13500
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May Physical Education placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across sixteen weeks of full-time independent teaching consisting of one eight-week elementary placement and one eight-week secondary placement. One colloquium is an integral part of the experience requirement.	Continued, full-time, mentored Physical Education placement to develop independent professional competence in instructional design, implementation, and assessment. Students will document having had a positive effect on student learning, across 16 weeks of full-time independent teaching from January to May, consisting of one 8-week elementary placement and one 8-week secondary placement. One colloquium is an integral part of the experience requirement.
Prerequisites:	EDUC 580, EDUC 580F, EDUC 584, EDUC 586, EDUC 592C, and EDUC 591	EDUC 521, EDUC 562, EDUC 580, EDUC 580F, EDUC 584, and EDUC 586