

**Graduate Curriculum Committee
Meeting Minutes
March 2, 2022
UC 221**

Members Present: Josh Butler, Amanda Benzin, Cynthia Chovich, Philip Gustafson, Catherine Whiting, Alli Powell, Kathleen Hall (for Erin Donovan), James Perez, Amanda Lavelle, Scott Kessler, Eric Watters

Members Absent: Kyle Stone

Ex-officio members present: Janel Davis, Maggie Bodyfelt

Recording Secretary: Aaron Osborne

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

I. Announcements

- A. Chair Chovich reminded all that CIM closed on February 4th. All proposals for next catalog year have been submitted. New proposals will not be able to be submitted to workflow until CIM is reopened. However, you may continue to work on creating new proposals.
- B. Chair Chovich announced that the two proposals viewed during this March 2 meeting were the last in the GCC proposal queue for the 2022-2023 catalog year.

II. Unfinished Business

- A. Chair Chovich briefly reviewed the Graduate Certificates, with all certificates aligning with a minimum of two of the Masters/Doctoral Student Learning Outcomes. She clarified that it would be two outcomes from either two Masters Student Learning Outcomes or two Doctoral Student Learning Outcomes based on certificate level, not mixed and matched. Gustafson moved to approve and adopt the proposed wording and Hall seconded. The motion passed.

- 1. Proposed wording for Graduate Certificates

- a. *Graduate Certificates will, at a minimum, align with either two Masters Student Learning Outcomes or two Doctoral Student Learning Outcomes, depending on certificate level. Certificates may choose to use more than two Student Learning Outcomes, if desired.*
- B. Chair Chovich explained that the current wording for student teaching required 12 credit hours for both undergraduate and graduate-level student teachers. The new wording would require 12 credit hours for undergraduate still but change the graduate credit hours to 9. Additionally, the new wording would change the undergraduate 12-credit hour course to 12 credit hour semester as some programs use more than one course to come to that 12 credit hours. Butler motioned and Watters seconded to vote on the changes. The motion passed.
- a. Proposed changes:
 - i. The language originally said a 12-credit hour course. However, we have several programs where the students are actually taking 2 courses that add up to 12 credit hours. We are changing “course” to “semester” to more accurately reflect what is actually in place.
 - ii. Add the distinction that 12 credit hours is for undergraduates in student teaching and that 9 credit hours is for graduate students in student teaching. See this change in 2 places below.

"For Student Teaching, this should be a 12-credit hour semester for undergraduate or a 9-credit hour course for graduate. Per the Curriculum Policies and Procedures Manual, a “Student must complete at least 600 clock hours over at least 75 days for 12 credit hours (undergraduate) or 9 credit hours (graduate).” This results in 40 contact hours per week, which should be entered in the Field/Studio/Other contact hour field below. Additionally, a minimum of 3,000 student engagement per credit hour must be entered below. For preparation minutes, enter a sufficient number of minutes to facilitate student preparation for classes/student teaching and exit requirements."

III. Curriculum Proposals

Details and summary of committee actions on curriculum proposals begins on page 4.

IV. New Business

- A. Health Sciences may be proposing a new post-master's track for the DNP next catalog year (Fall of 2024) because there currently is no track available at CMU.

- B. Chair Chovich asked for nominations for Chair and Vice-Chair of the Graduate Curriculum Committee for next academic year. With no recommendations, Chair Chovich announced that she and Vice-Chair Benzin would be happy to serve again. Butler motioned and Kessler seconded that the committee vote to elect Chair Chovich and Vice-Chair Benzin to their current committee positions for the next academic year. The motion passed.

- C. Chair Chovich announced that the GCC queue for the 2022-2023 catalog year was complete and that the committee would likely not meet again until next fall.

- D. Watters reminded the committee that there was call for some need to make minor changes to proposals while the catalog was being updated, and that the committee had previously passed a motion to allow the executive committee members to make minor changes. Watters motioned and Butler seconded that this be allowed again for this catalog year. The motion passed.

V. Information Items

- A. There were none.

Adjournment:

With no objections from the committee, Chair Chovich adjourned the meeting at 4:20pm.

Respectfully submitted by Aaron Osborne, March 2, 2021.

Effective Term - Summer 2022		Programs	
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Proposal	Degree	Committee Action	Motion Second
8614: Nursing: Nurse Educator	MSN	Program Modification - Approved	Butler Benzin
GCC Discussion: Minor edits to the program overview and updated the learning outcomes for the program. No other discussion.			

Change Item Description	Departmental Justification
List all proposed changes to the program:	<p>Minor edits to the program overview. MSN Expected Student Learning Outcomes (ESLOs) 1. Discover nursing leadership skills and behaviors for communication and interprofessional collaboration. (Master’s Essential II - Org Systems Leadership; Master’s Essential VII – Interprofessional collaboration); (CMU - Specialized Knowledge/Applied Learning; Communication Fluency); (Bloom’s Analyzing, Level 4); (NONPF– Leadership, Quality, Independent Practice) 2. Analyze quality improvement initiatives to generate or evaluate data for the practice environment. (Master’s Essential III – Quality Improvement; Master’s Essential IV – Scholarship); (CMU - Quantitative Fluency); (Bloom’s Analyzing, Level 4); (NONPF – Quality, Policies, Independent Practice) 3. Utilize information literacy for interprofessional collaboration, learning, and practice. (Essential V – Informatics Technology; Essential IX – Master’s level nursing practice); (CMU – Information Literacy); (Bloom’s Applying, Level 3); (NONPF – Technology Information Literacy, Independent Practice) 4. Distinguish legal, ethical, and regulatory processes for the impact on professional nursing practice. (Master’s Essential VI – Health policy advocacy); (CMU – 6; Ethical reasoning); (Bloom’s Analyzing – Level 4); (NONPF – Policies, Ethics, Independent Practice) 5. Create culturally relevant evidence-based health policy strategies for individual and aggregate populations. (Master’s Essential VIII – Clinical Prevention and Population Health); (CMU – Information Literacy); (Bloom’s Creating – Level 6); (NONPF - Practice Inquiry, Policies, Independent Practice) 6. Synthesize nursing and related sciences for applied learning across diverse populations. (Master’s Essential I – Science Humanities; Master’s Essential IX Level Nursing Practice); (CMU – Specialized Knowledge; Critical Thinking); (Bloom’s Creating, Level 6); (NONPF – Scientific Foundation, Practice Inquiry, Health Delivery System, Independent Practice)</p>

Justify each proposed modification to the program:

Added details to program overview about OSCEs. | Program learning outcomes were updated to include wording to assist with easier identification of exact CMU Master's level learning outcomes. Removed duplicate alignment of CMU outcomes to the MSN Student Learning Outcomes. For example, if our outcome was aligned with CMU's Communication Fluency outcome, the wording of communication was added to the MSN learning outcomes. No other changes were made. | MSN SLO 1 added the wording "nursing" and "communication and" - this helps to identify the CMU outcomes of Specialized Knowledge/Applied Learning and Communication Fluency. | MSN SLO 2 added the words "generate or evaluate" and "data for". It removed the wording "improve". These words help to identify the CMU outcome of Quantitative Fluency. Mapping to Communication Fluency, Critical Thinking, and Information Literacy were removed due to duplicate mapping to other MSN SLO's. | MSN SLO 3 removed the word "technology" and added the word "literacy" to help identify the CMU outcome Information Literacy. Mapping to Ethical Reasoning was removed due to duplicate alignment to SLO # 4. | MSN SLO 4 there were no changes to the outcome itself. | MSN SLO 5 added the words "evidence-based". This helps to identify the CMU outcome of Information Literacy. Mapping to the CMU outcome of Ethical Reasoning was removed. SLO 4 is aligned to that CMU outcome. | MSN SLO 6 there were no changes to the outcome itself. CMU outcome of Information Literacy was removed. It is mapped to MSN SLO 3 and 5 already.

Describe discussions about this proposal within the department and outcomes.

It was discussed to update the MSN outcomes while the MSN AGNP program was currently in the process of being approved for a 2022-2023 start. With new changes coming to the CIM software, discussions occurred to update the outcomes for all MSN programs at the same time. On October 19, 2021, graduate nursing faculty completed an online (via email) vote on the updates to the MSN outcomes. It was unanimous to proceed with the updates.

8615: Nursing: Family Nurse Practitioner

MSN

Program Modification - Approved

Watters | Powell

GCC Discussion: Minor edits to the program overview and updated the learning outcomes for the program. No other discussion.

Change Item Description

List all proposed changes to the program:

Departmental Justification

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