

**Graduate Curriculum Committee  
Meeting Minutes  
March 3, 2021  
via Zoom**

**Members Present:** Amanda Benzin, Scott Kessler, Cynthia Chovich, Philip Gustafson, Kyle Stone, Erin Donovan, Josh Butler, Amanda Lavelle, Alli Powell, James Perez, Jun Watabe, and Eric Watters.

**Members Absent:** Chris Dieni

**Ex-officio members present:** Maggie Bodyfelt, Barbara Borst, Janel Davis, Morgan Bridge, and Holly Teal

**Guests:** Jeremy Hawkins, Sloane Milstein

**Recording Secretary:** Aaron Osborne

Chair Chovich called the meeting to order at 3:02pm.

**I. Announcements**

- a. Chair Chovich thanked the committee for the early approval of the minutes of the last meeting. This allowed the Occupational Therapy proposal to continue to move through the approval process.
- b. Chair Chovich announced that all proposals currently in CIM will be acted upon this meeting and next. If the proposal did not make it to today's meeting, it will be acted upon in April. Consequently, the April meeting will be needed this year.

**II. Unfinished Business**

- a. None

**III. Curriculum Proposals**

**Summary of curriculum proposal details and committee actions on curriculum proposals begins on page 3.**

**IV. New Business**

- a. Chair Chovich reminded the committee that elections for Chair and Vice-Chair will need to occur next meeting. Anyone interested should contact the Chair, Vice Chair or the AVPAA. Chair Chovich stated she would be willing to serve as Chair again and Vice-Chair Benzin concurred that she would be willing to serve again as Vice-Chair. Voting will occur next meeting for these two positions.
- b. Discussion followed on the need for approvals for minor changes such as grammar, spelling, indents, etc., particularly during the summer during clean-

up/implementation of CIM proposals, CLASS and CAT. AVPAA Bridge stated she felt faculty should approve all curriculum changes, even the minor changes. A motion was made by Eric Watters and seconded by Kyle Stone to allow the Chair and Vice Chair to approve minor changes, particularly during the summer, with these changes then appearing as an item on the consent agenda at the first meeting of the fall. The motion passed.

**V. Information Items**

- a. Chair Chovich discussed that CIM is now closed, which means new proposals cannot be entered into CIM. The goal is to have CIM reopen sometime late summer so faculty may begin to enter curriculum changes.

**Adjournment:**

With no objections from the committee, Chair Chovich adjourned the meeting at 4:45pm.

Respectfully submitted by Aaron Osborne, March 4, 2021.

**Programs - Effective Term: Summer 2021**

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

<b>Title</b>	<b>Degree</b>	<b>Status</b>	<b>Motion   Second</b>
<p><b>: Criminal Justice Leadership and Policy</b></p> <p><b>GCC Discussions:</b> This program had already gone through workflow and received approval to the GCC Executive Committee level. However, in order to insure correct formatting, the form needed to be redone which necessitated rolling back the proposal to Dr. Reece. No other discussions.</p>	<b>MA</b>	<b>Program Addition - Approved</b>	<b>Stone   Butler</b>
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>The MCJLP program is a six semester (including summers) academic program. Admission into the program is competitive. The MCJLP program ensures the highest quality of education by offering collective learning experiences that emphasize leadership, policy, and administration, which enable students to pursue numerous career paths and promotional advancement within the criminal justice field. Graduates of the MCJLP program are well positioned to secure those employment and promotional opportunities in policing, the courts system, corrections, or continuing graduate studies.</p>		
<p><b>7205: Education: Initial Teacher Licensure-Elementary</b></p> <p><b>GCC Discussions:</b> Changes in course offerings required a program modification. No other discussions.</p>	<b>GCT</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Benzin</b>
<p><b>Change Item Description</b></p> <p>List all proposed changes to the program:</p> <p>Justify each proposed modification to the program:</p> <p>Describe discussions about this proposal within the department and outcomes.</p>	<p><b>Departmental Justification</b></p> <p>EDUC 586A becomes EDUC 586</p> <p>586 A section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the 586A and 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.</p> <p>Discussed creation of newly streamlined 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich, and Instructor of record Nick Bardo. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, 586A section will be deactivated.</p>		
<p><b>7206, 7207, 7208, 7209, 7210: Education: Initial Teacher Licensure-Secondary</b></p> <p><b>GCC Discussions:</b> Changes in course offerings required a program modification. No other discussions.</p>	<b>GCT</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Benzin</b>
<p><b>Change Item Description</b></p> <p>List all proposed changes to the program:</p> <p>Justify each proposed modification to the program:</p> <p>Describe discussions about this proposal within the department and outcomes.</p>	<p><b>Departmental Justification</b></p> <p>EDUC 586B replaced by EDUC 586</p> <p>EDUC 586 B section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A and EDUC 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.</p> <p>Discussed creation of newly streamlined EDUC 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, EDUC 586B section will be deactivated.</p>		

<b>7237: Education: Initial Teacher Licensure K-12 Physical Education</b>	<b>GCT</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussions:</b> Changes in course offerings required a program modification. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	EDUC 586A replaced by EDUC 586		
Justify each proposed modification to the program:	EDUC 586 A section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A and EDUC 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.		
Describe discussions about this proposal within the department and outcomes.	Discussed creation of newly streamlined EDUC 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, EDUC 586A section will be deactivated.		
<b>8100: Business Administration</b>	<b>MBA</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Stone</b>
<b>GCC Discussions:</b> Removed the Graduate Record Examination (GRE) admission requirement for the MBA Program. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Removed the Graduate Record Examination (GRE) admission requirement for the MBA Program		
Justify each proposed modification to the program:	1. The MBA Committee has reviewed the GRE scores for our MBA students from AY16, 17, 18, and 19. The GRE as a predictor of success is questionable and also echoed in various scholarly research articles of recent years. During the Spring of 2020, the administration of the GRE (a proctored exam) shifted strictly online due to COVID-19 and we eventually removed the GRE requirement at the request of the President due to the decisions other Universities were making towards removing the GRE as an admissions requirement (this occurred in June 2020). A scan of numerous MBA programs that required the GRE just 2 years ago now shows nearly 90% have removed the GRE as an admissions requirement. Removing the GRE as an admission requirement keeps us on par with other MBA program admission standards.		
Describe discussions about this proposal within the department and outcomes.	As mentioned above, the GRE admission requirement has been researched and monitored closely for the past 3 years and the MBA Committee has engaged in dialogue and discussion surrounding this decision. A vote to remove the GRE from our MBA admission standards passed unanimously 2/15/2021 during the MBA Committee meeting.		

<b>8150: Sport Management</b>	<b>MS</b>	<b>Program Modification - Approved</b>	<b>Benzin   Watters</b>
<b>GCC Discussions:</b> Replaced one course for another. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	Removal of KINE 591 Directed Readings and change to KINE 550 Contemporary Issues in Sport Management.		
Justify each proposed modification to the program:	Change - Removal of KINE 591 Directed Readings and add KINE 550 Contemporary Issues in Sport Management. KINE 591 was a course that all Sport Management students took during their first semester in the program. With the maturation of the program we have found that a number of students select the major with limited background in Sport Management. As a university prescribed course number, we did not think "directed readings" was a good title for a course that introduced students to the field of sport management. Because of this, we created a new introductory course (KINE 550) with content appropriate for an individual who is unfamiliar with graduate level sport management. In summary, the change addresses the name and content of the course being taught.		
Describe discussions about this proposal within the department and outcomes.	During KINE Faculty meeting during Fall 2020, it was determined that prescribed numbers should be used as described, and not for regularly occurring courses taught as part of the program plan.		
<b>8155: Athletic Training</b>	<b>MS</b>	<b>Program Modification - Approved</b>	<b>Stone   Benzin</b>
<b>GCC Discussions:</b> The updated hours of observation and added 3+2 option were approved by GCC, fall 2020. Upon suggestion from the accrediting site reviewers, this change is moving when the electives are offered. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Change the admission requirement of required 135 hours of observation to recommended 150 hours of observation 2. Add in a 3+2 option for admission that builds off of the Exercise Science program sheet		
Justify each proposed modification to the program:	1. This change makes it possible for the 3+2 option to work. In the current approach, students pick up these observation hours as part of the internship course which they complete during their senior year. Since they will not be completing a traditional senior year, we needed to look for another option. The internship requirement will now be replaced with clinical education hours while actually in the in Athletic Training Program. 2. This change is meant to facilitate a CMU student becoming an athletic trainer sooner. Further, since much of the senior year in the Exercise Science program is flexible, this was a natural fit. The adjustment to having Exercise Science electives completed in the summers allows for a student to not be limited to online courses while maintaining a manageable course load during their final year in the athletic training program while they are completing an immersion clinical experience.		
Describe discussions about this proposal within the department and outcomes.	This idea was discussed on August 24, 2020 as a department. No concerns were raised. The paperwork was reviewed electronically. All concerns were addressed prior to this being submitted to GCC. The adjustment to the 3+2 program wherein we shifted the electives forward resulted from an accreditation Peer Review visit that took place February 10 - 12, 2021. We discussed their suggestion as a program faculty during this visit, and submitted the paperwork shortly thereafter.		

<b>8213: Education: Initial Teacher Licensure-Elementary</b>	<b>MAEd</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussions:</b> Replaced inactivated course with new course. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	EDUC 586A replaced by EDUC 586		
Justify each proposed modification to the program:	EDUC 586 A section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A and EDUC 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.		
Describe discussions about this proposal within the department and outcomes.	Discussed creation of newly streamlined EDUC 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich, and Instructor of record Nick Bardo. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, EDUC 586A section will be deactivated.		
<b>8215: Education: Initial Teacher Licensure-Secondary</b>	<b>MAEd</b>	<b>Program Modification - Approved</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussions:</b> Replaced inactivated course with new course. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	EDUC 586B replaced by EDUC 586		
Justify each proposed modification to the program:	EDUC 586 B section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A and EDUC 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.		
Describe discussions about this proposal within the department and outcomes.	Discussed creation of newly streamlined EDUC 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich, and Instructor of record Nick Bardo. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, EDUC 586B section will be deactivated.		

8217: Education: Teaching and Leadership	MAEd	Program Modification - Approved	Gustafson   Benzin
<p><b>GCC Discussions:</b> Total credit hour reduction, adjusted credit hours of two courses, removed inactivated courses and replaced them with new and existing courses. No other discussions.</p>			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	<p>1) Reduce total number of hours from 31 to 30.2) Add 1 hour to EDLD 515 and EDLD 540.3) Inactivate EDTL 510, EDTL 518, EDLD 544, EDLD 504.4) Add EDLD 506 to replace EDLD 5045) Add EDUC 586 to replace EDTL 518</p>		
Justify each proposed modification to the program:	<p>1. The Teaching and Leadership Program overlaps with the Education Leadership program. These changes coincide with changes to the Education Leadership/Principal License Program while allowing it to still stand alone as Master's Program in leadership for those NOT seeking a principal license, thus the decrease in hours from 31 to 30.2. One hour added to EDLD 540 accounts for the inactivation of EDLD 544--converting 2, 2-credit courses to 1, 3-credit course. Add 1 credit to EDLD 515 to meet needs of State Requirements and to allow for more depth in current topics. 3. Inactivating EDTL 510, EDTL 518, EDLD 544, EDLD 504. While the program has a lot of overlap with the principal program, it is a more focused program, requiring less total hours. Replacing EDTL 510 allows us to reduce the total number of hours required by the program while maintaining the appropriate curriculum overlap with the principal program. EDTL 518 section will be replaced by the newly created EDUC 586 course. EDUC 586 covers the necessary curriculum on diversity education. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A, EDUC 586B, with the EDTL 518 offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teaching and Leadership (MA) degree programs. EDLD 544's content will now be incorporated in EDLD 540, which is being increased by 1 credit hour. Delete EDLD 504 because it does not align with any specific State Standards.4. Create EDLD 506 to replace EDLD 504 and EDTL 510. Delete EDLD 504 because it does not align with any specific State Standards.5. EDTL 518 section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A, EDUC 586B, with the EDTL 518 offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teaching and Leadership (MA) degree programs.</p>		
Describe discussions about this proposal within the department and outcomes.	<p>All parties within the department have discussed the changes and agreed to it. Mark Schmalz, the Coordinator for the Leadership programs, has reviewed State requirements and comparable programs and also discussed changes with current faculty. For the addition of EDUC 586 addition, the department discussed the creation of newly streamlined 586 course on 11/17/2020 with Department Head Blake Bickham, Teacher Leader program Coordinator Mark Schmalz, ITL program coordinator Cynthia Chovich, and Instructor of record Nick Bardo. Discussion resulted in the proposal for the new course, which would alleviate confusion for future students and also streamline course offerings for multiple programs. As part of this discussion, EDUC 586A, EDUC 586B, and EDTL 518 section will be deactivated.</p>		

**Programs - Effective Term: Summer 2021**

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

<b>Title</b>	<b>Status</b>	<b>Initiator</b>
<p><b>CRMJ 593: Master’s Culminating Experience</b></p> <p><b>GCC Discussions:</b> New course to replace old capstone and align course number/title with Curriculum Policies and Procedures Reserve Course Descriptions. No other discussions.</p>	<b>Course Addition - Approved</b>	<b>Stone   Benzin</b>
<p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This new course is being submitted to replace the existing CRMJ 610 - Master' Capstone course. This is a change to the title and course number only. There are no substantive changes to the existing CRMJ 610 course. The change to the course number and title are to align the existing CRMJ 610 – Master’s Capstone course, which will be deleted, with the wording and course number restriction changes recently made to the Curriculum Policies and Procedures Manual.</p>	
<p><b>CRMJ 610: Master’s Capstone</b></p> <p><b>GCC Discussions:</b> Course being replaced with new course number and title under CRMJ 593 to align with Curriculum Policies and Procedures. No other discussions.</p>	<b>Course Inactivation - Approved</b>	
<p><b>Change Item Description</b></p> <p>Delete Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>The course is being renamed to align with the recent changes to course titles and number restrictions in the Curriculum Polices and Procedures Manual. The course number change requires this course to be inactivated and replaced with the duplicate course with the new name and title. There are no substantive changes to the course.</p>	
<p><b>EDTL 510: Teacher Leadership I</b></p> <p><b>GCC Discussions:</b> Replacing EDTL 510 allows us to reduce the total number of hours required by the program while maintaining the appropriate curriculum overlap with the principal program. No other discussions.</p>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<p><b>Change Item Description</b></p> <p>Delete Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>The Teaching and Leadership master's program is a leadership degree developed for educators who are seeking a leadership degree but do not want or need the principal endorsement. While the program has a lot of overlap with the principal program, it is a more focused program, requiring less total hours. Replacing EDTL 510 allows us to reduce the total number of hours required by the program while maintaining the appropriate curriculum overlap with the principal program.</p>	
<p><b>EDTL 511: Teacher Leadership II</b></p> <p><b>GCC Discussions:</b> Course never offered. No other discussions.</p>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<p><b>Change Item Description</b></p> <p>Delete Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This course was created but has never been offered or used in any graduate programs. There is no need for it to continue to appear in the course catalog.</p>	
<p><b>EDTL 512: Facilitation and Presentation</b></p> <p><b>GCC Discussions:</b> Course never offered. No other discussions.</p>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<p><b>Change Item Description</b></p> <p>Delete Proposal: No differences to report</p>	<p><b>Departmental Justification</b></p> <p>This course was created but has never been offered or used in any graduate programs. There is no need for it to continue to appear in the course catalog.</p>	



<b>EDTL 517: Assessment Literacy</b>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussions:</b> Course never offered. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course was created but has never been offered or used in any graduate programs. There is no need for it to continue to appear in the course catalog.	
<b>EDTL 525: Internship I</b>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussions:</b> Course never offered. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course was created but has never been offered or used in any graduate programs. There is no need for it to continue to appear in the course catalog.	
<b>EDTL 526: Internship II</b>	<b>Course Inactivation - Approved</b>	<b>Stone   Powell</b>
<b>GCC Discussions:</b> Course never offered. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course was created but has never been offered or used in any graduate programs. There is no need for it to continue to appear in the course catalog.	
<b>EDUC 570: Classroom Management</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Engagement/preparation minutes update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		750
Student preparation minutes for a term:		1500
<b>EDUC 580: Secondary Instructional Methods Across the Curriculum</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Engagement/preparation minutes update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000

<b>EDUC 580A: Secondary Instructional Methods for English Language Arts</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Course description and engagement/preparation minutes update. No other discussions.		
<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 theory and practice of teaching English language arts in middle and high schools. Current strategies programs, materials, and media for the development of curriculum in reading comprehension, language, linguistics, and rhetoric. Lesson preparation and presentation required.	Advanced theory and practice of teaching English language arts in middle and high schools. Current strategies programs, materials, and media for the development of curriculum in reading comprehension, language, linguistics, and rhetoric.
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		6000
<b>EDUC 580B: Secondary Instructional Methods for Social Studies</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Course description and engagement/preparation minutes update. No other discussions.		
<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 theory and practice of teaching history and the social sciences in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in United States history, world history, government, civics, political science, geography, economics, and behavioral science. Lesson preparation and presentation required.	Advanced theory and practice of teaching history and the social sciences in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in United States history, world history, government, civics, political science, geography, economics, and behavioral science.
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		6000

<b>EDUC 580C: Secondary Instructional Methods for Mathematics</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
<b>GCC Discussions:</b> Changing the EDUC 586B prerequisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Course description and engagement/preparation minutes update. No other discussions.		
<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 theory and practice of teaching mathematics in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in arithmetic, basic algebra, functions, graphing, probability, statistics, and integrated math. Lesson preparation and presentation required.	Advanced theory and practice of teaching mathematics in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in arithmetic, basic algebra, functions, graphing, probability, statistics, and integrated math.
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		6000
<b>EDUC 580D: Secondary Instructional Methods for Science</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
<b>GCC Discussions:</b> Changing the EDUC 586B prerequisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Course description and engagement/preparation minutes update. No other discussions.		
<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 theory and practice of teaching science in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: scientific methodology, techniques, and history; physical, life, and earth sciences; and science and technology. Lesson preparation and presentation required.	Advanced theory and practice of teaching science in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: scientific methodology, techniques, and history; physical, life, and earth sciences; and science and technology.
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		6000

<b>EDUC 580E: Secondary Instructional Methods for Spanish</b> <b>Course Modification - Approved</b> <b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Course description and engagement/preparation minutes update. No other discussions.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  Prerequisites: Academic engagement minutes per term: Student preparation minutes for a term:	<b>Old</b> Advanced theory and practice of teaching Spanish in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: interpretive listening, structure of the language and grammatical accuracy, interpretive reading, and cultural perspectives. Lesson preparation and presentation required.  EDUC 591 and EDUC 586B	<b>New</b> Advanced theory and practice of teaching Spanish in middle and high schools. Current strategies, programs, materials, and media for the development of curriculum in: interpretive listening, structure of the language and grammatical accuracy, interpretive reading, and cultural perspectives.  EDUC 591 and EDUC 586  1500  6000
<b>EDUC 580F: Secondary Instructional Methods for Physical Education</b> <b>Course Modification - Approved</b> <b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Course description and engagement/preparation minutes update. No other discussions.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  Prerequisites: Academic engagement minutes per term: Student preparation minutes for a term:	<b>Old</b> Advanced theory and practice of instructional strategies on a practical application level for prospective secondary physical education teachers preparing for entry into student teaching. Current strategies, programs, materials, and media for the development of curriculum in physical education in secondary classrooms. Lesson preparation and presentation required.  EDUC 591 and EDUC 586A	<b>New</b> Advanced theory and practice of instructional strategies on a practical application level for prospective secondary physical education teachers preparing for entry into student teaching. Current strategies, programs, materials, and media for the development of curriculum in physical education in secondary classrooms.  EDUC 591 and EDUC 586  2250  9000

<b>EDUC 584: Secondary Literacy Methods Across the Curriculum</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Engagement/preparation minutes update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 586B and EDUC 591	EDUC 586 and EDUC 591
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000
<b>EDUC 585: Elementary Integrated Science, Social Studies, and Art Theory and Methodology K-6</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Course description and engagement/preparation minutes update. No other discussions.		
<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 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. Field based with online and classroom components.	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.
Prerequisites:	EDUC 591 and EDUC 586A	EDUC 591 and EDUC 586
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000
<b>EDUC 586: Accommodating Diverse and Exceptional Needs</b>		
<b>Course Addition - Approved</b>		
<b>Stone   Butler</b>		
<b>GCC Discussions:</b> New course to act as a combination of the materials covered in EDUC 586A and 586B which have been inactivated. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course will streamline graduate offerings across programs, and combine previous separate sections of the 586A and 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.	

<b>EDUC 586A: Accommodating Diverse and Exceptional Needs K-6</b>		
<b>Course Inactivation - Approved</b> <b>Gustafson   Powell</b>		
<b>GCC Discussions:</b> Course is being replaced in an effort to simplify offerings. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	586 A section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the 586A and 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.	
<b>EDUC 586B: Accommodating Diverse and Exceptional Needs 6-12</b>		
<b>Course Inactivation - Approved</b> <b>Gustafson   Powell</b>		
<b>GCC Discussions:</b> Course is being replaced in an effort to simplify offerings. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	586 B section will be replaced by the newly created EDUC 586 course. This course will streamline graduate offerings across programs, and combine previous separate sections of the 586A and 586B offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teacher and Leadership (MA) degree programs.	
<b>EDUC 587: Elementary Reading and Language Arts Theory and Methodology K-6</b>		
<b>Course Modification - Approved</b> <b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Course description and engagement/preparation minutes update. No other discussions.		
<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 in designing, developing, implementing and assessing well-aligned, well-differentiated, discipline specific curricula, instruction, assessments and accommodations related to developmental, gender, bilingual, special education unique to K-6 Literacy Education. Field based with online and classroom components.	Advanced exploration in designing, developing, implementing and assessing well-aligned, well-differentiated, discipline specific curricula, instruction, assessments and accommodations related to developmental, gender, bilingual, special education unique to K-6 Literacy Education.
Prerequisites:	EDUC 591 and EDUC 586A	EDUC 591 and EDUC 586
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000

<b>EDUC 588: Elementary Mathematics Theory and Methodology K-6</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
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**GCC Discussions:** Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Course description and engagement/preparation minutes update. No other discussions.

<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 in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education. Field based with online and classroom components.	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.
Prerequisites:	EDUC 591 and EDUC 586A	EDUC 591 and EDUC 586
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000

<b>EDUC 592A: ITL Elementary Pre-Internship</b>	<b>Course Modification - Approved</b>	<b>Stone   Benzin</b>
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**GCC Discussions:** Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Course description and engagement/preparation minutes update. No other discussions.

<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):	Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%).	Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, team teaching (90%) and lead teaching (10%) in elementary education.
Prerequisites:	EDUC 591 and EDUC 586A	EDUC 591 and EDUC 586
Academic engagement minutes per term:		7500
Student preparation minutes for a term:		3000

**EDUC 592B: ITL Secondary Pre- Internship Course Modification - Approved Stone | Benzin**

**GCC Discussions:** Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Engagement/preparation minutes update. No other discussions.

<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):	Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%).	Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, team teaching (90%) and lead teaching (10%) in secondary education.
Prerequisites:	EDUC 591 and EDUC 586B	EDUC 591 and EDUC 586
Academic engagement minutes per term:		7500
Student preparation minutes for a term:		3000

**EDUC 592C: ITL K-12 Physical Education Pre-Internship Course Modification - Approved Stone | Benzin**

**GCC Discussions:** Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Instructional activity was changed to match the other two pre-internship courses already on the books. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Internship/Practicum Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%) in the Physical Education content area.	Field Instruction Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, team teaching (90%) and lead teaching (10%) in the Physical Education content area.
Prerequisites:	EDUC 591 and EDUC 586A	EDUC 591 and EDUC 586
Academic engagement minutes per term:		7500
Student preparation minutes for a term:		3000



<b>EDUC 599A: ITL 3: Directed Teaching: Elementary Education</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Instruction type and minutes changed to match course content/delivery according to the Curriculum Manual. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Field Instruction	Student Teaching
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May 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 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.
Prerequisites:	EDUC 586A, EDUC 585, EDUC 587, EDUC 588, EDUC 591, and EDUC 592A	EDUC 585, EDUC 586, EDUC 587, EDUC 588, EDUC 591, and EDUC 592A
Field/Studio/Other:	12	40
Total Contact Hours:	12	40
Academic engagement minutes per term:		36000
Student preparation minutes for a term:		18000
<b>EDUC 599B: ITL 3: Directed Teaching: Secondary Education</b>		
<b>Course Modification - Approved</b>		
<b>Stone   Benzin</b>		
<b>GCC Discussions:</b> Changing the EDUC 586B pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586B). Instruction type and minutes changed to match course content/delivery according to the Curriculum Manual. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Field Instruction	Student Teaching
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May 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 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.
Prerequisites:	EDUC 570, EDUC 580, EDUC 584, EDUC 586B, EDUC 591, EDUC 592B, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E	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
Field/Studio/Other:	12	40
Total Contact Hours:	12	40
Academic engagement minutes per term:		36000
Student preparation minutes for a term:		18000

**EDUC 599C: ITL 3: Directed Teaching, Physical Education**      **Course Modification - Approved**      **Stone | Benzin**

**GCC Discussions:** Changing the EDUC 586A pre-requisite to EDUC 586, reflecting the new course created (EDUC 586), while the older one was deactivated (EDUC 586A). Instruction type and minutes changed to match course content/delivery according to the Curriculum Manual. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Internship/Practicum	Student Teaching
Prerequisites:	EDUC 580, EDUC 580F, EDUC 584, EDUC 586A, EDUC 592C, and EDUC 591	EDUC 580, EDUC 580F, EDUC 584, EDUC 586, EDUC 592C, and EDUC 591
Field/Studio/Other:	37.5	40
Total Contact Hours:	37.5	40
Academic engagement minutes per term:		36000
Student preparation minutes for a term:		18000

**KINE 550: Contemporary Issues in Sport Management**      **Course Addition - Approved**      **Stone | Powell**

**GCC Discussions:** New introductory course for MS Sports Management. No other discussions.

<b>Change Item Description</b>	<b>Departmental Justification</b>
New Proposal: No differences to report	This course is the "introduction to sport management" for the master's degree. Students accepted into the Master of Science in Sport Management are not required to have a sport management or business undergraduate degree.

**NURS 501: Evidence-Based Practice**      **Course Modification - Approved**      **Gustafson | Stone**

**GCC Discussions:** The course objectives were misleading and misrepresented what will be taught in the course. Therefore, the course objectives were modified. Engagement/preparation minutes updated. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000

**NURS 565: Role Development: Nurse Educator**      **Course Modification - Approved**      **Gustafson | Stone**

**GCC Discussions:** The course objectives were misleading and misrepresented what will be taught in the course. Therefore, the course objectives were modified. Engagement/preparation minutes updated. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		9000

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**NURS 697: Clinical Practicum:  
Advanced Healthcare Leadership**

**Course Addition - Approved**

**Benzin | Powell**

**GCC Discussions:** A course created to help DNP students who lack required clinical hours obtain clinical hours. No other discussions.

**Change Item Description**

New Proposal: No differences to report

**Departmental Justification**

The DNP degree requires all students to perform a minimum of 1000 clinical hours. Because students entering the DNP program will have varying numbers of earned clinical hours at the time of matriculation, a new course is needed where students have the flexibility of clinical credit hours in order to meet the minimum 1000 clinical hour requirement for degree conferral. The clinical course is necessary for students lacking clinical hour. The course clinical expectation are to refine nursing leadership skills in the achievement of the DNP Degree. This clinical course and its credit hour flexibility is necessary for students having varied clinical hours upon entry. This course can be taken for a maximum total of 9 credits (50 clinical hours per credit) as deemed necessary after evaluation of transcripts by the graduate nursing program coordinators.