

**Graduate Curriculum Committee  
Meeting Minutes  
February 13, 2019  
Tomlinson Library, Meeting Room 331**

**Members Present:** Amanda Benzin, Scott Bevill, Cynthia Chovich, Philip Gustafson, Eli Hall, Kristin Heumann, Bridget Marshall, Tamera Minnick, Kyle Stone, Jeremy Tost, and Jun Watabe.

**Members Absent:** Paul Hampton and Jason Reddoch.

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

**Guests:** Blake Bickham, Jeremy Hawkins, and Bette Schans.

**Recording Secretary:** Emily Dodson

Chair Heumann called the meeting to order at 4:03.

**I. Announcements**

- a. Chair Heumann introduced Tost, who will now be serving as the GCC representative for Social and Behavioral Sciences.

**II. Curriculum Proposals**

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

Note on tabled items: The committee agreed to table a number of items for further review and revision. All revisions will be due to the committee on March 4<sup>th</sup> and sent to the full committee for review on the same day. The committee will then meet on March 13<sup>th</sup> to vote.

**Further details for all proposals begin on page 8, and final versions of the proposals with requested revisions begin on page 64.**

**III. New Business**

**a. Vice-Chair Election**

Chair Heumann called for GCC Vice-Chair nominations to serve in this position for the remainder of the academic year. **Motion: To nominate and elect Benzin as the GCC Vice-Chair. The motion unanimously carried to nominate and elect Benzin as the GCC Vice-Chair.**

**b. New Curriculum Information Management (CIM) System**

Dodson discussed progress on the new CIM system. We are currently in the development phase, which will be followed by a testing phase in which committee members will be asked to submit test proposals. The testing phase

will allow us to experience how the system works and determine if any changes are needed prior to full implementation. It is projected that the new system will be in use starting in the 2019-2020 curriculum cycle.

#### **IV. Information Items**

**Adjournment:**

With no objections from the committee, Chair Heumann adjourned the meeting at 5:30.

Respectfully submitted by Emily Dodson, February 14, 2019.

# Summary of GCC Actions on Curriculum Proposals

2/13/2019

Proposal	Committee Action	Members (motion/second)	Effective Date
39 Program Addition: MSN Nursing: Family Nurse Practitioner (FNP)	Tabled	Chovich, Stone	Fall 2019
1 Course Addition: NURS 536 Leading Through Quality, Policy, and Ethics  It was requested that a date be added to the committee representative line.	Approved contingent upon corrections	Stone, Gustafson	Fall 2019
2 Course Addition: NURS 545L Curriculum Design/Evaluation Laboratory  A date and signature for the committee representative was requested.	Approved contingent upon corrections	Benzin, Chovich	Fall 2019
3 Course Addition: NURS 565 Role Development: Nurse Educator  Because this is a co-requisite to NURS 560, it was requested that the prerequisites be modified to match those for NURS 560: NURS 502, NURS 540, NURS 545, and NURS 545L. It was also requested that the sentence "Changes in the curriculum to incorporate designated clinical hours teaching were made based on the site visitors recommendation" be removed. This caused confusion about the expectations for this specific course as it instead refers to expectations for the co-requisite.	Approved contingent upon corrections	Benzin, Stone	Fall 2019
4 Course Addition: NURS 577 Clinical Practicum: Advanced Health Assessment  It was requested that the program title be added for the MSN in the affected programs table.	Approved contingent upon corrections	Hall, Benzin	Fall 2019
5 Course Addition: NURS 586 Clinical Procedures  An abbreviated title was requested. This can be the same as the full title as this is under 30 characters, but the abbreviated field needs completed.	Approved contingent upon corrections	Chovich, Stone	Fall 2019
6 Course Addition: NURS 588 Diagnostic Testing  No discussion.	Approved	Benzin, Stone	Fall 2019
7 Course Addition: NURS 605 Mental and Behavioral Health  This and all remaining proposals from Health Sciences were tabled for further review.	Tabled	Chovich, Stone	Fall 2019
8 Course Addition: NURS 615 Clinical Practicum: Mental and Behavioral Health	Tabled	Chovich, Stone	Fall 2019
9 Course Addition: NURS 627 Health Information Systems in Advanced Nursing Practice	Tabled	Chovich, Stone	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
10 Course Addition: NURS 725 Doctor of Nursing Practice Scholarly Project: Development	Tabled	Chovich, Stone	Fall 2019
11 Course Modification: NURS 500 Theoretical Foundations	Tabled	Chovich, Stone	Fall 2019
12 Course Modification: NURS 501 Nursing Research Methods	Tabled	Chovich, Stone	Fall 2019
13 Course Modification: NURS 502 Health Information Systems	Tabled	Chovich, Stone	Fall 2019
14 Course Modification: NURS 504 Health Policy	Tabled	Chovich, Stone	Fall 2019
15 Course Modification: NURS 505 Quality Assessment and Improvement in Health Care Settings	Tabled	Chovich, Stone	Fall 2019
16 Course Modification: NURS 525 Pathophysiologic Concepts	Tabled	Chovich, Stone	Fall 2019
17 Course Modification: NURS 526 Pharmacology for Advanced Nurse Practitioners	Tabled	Chovich, Stone	Fall 2019
18 Course Modification: NURS 527 Advanced Health Assessment	Tabled	Chovich, Stone	Fall 2019
19 Course Modification: NURS 535 Health Promotion and Disease Prevention	Tabled	Chovich, Stone	Fall 2019
20 Course Modification: NURS 540 Teaching Strategies for the Nurse Educator	Tabled	Chovich, Stone	Fall 2019
21 Course Modification: NURS 545 Curriculum Design/Evaluation	Tabled	Chovich, Stone	Fall 2019
22 Course Modification: NURS 560 Nurse Educator	Tabled	Chovich, Stone	Fall 2019
23 Course Modification: NURS 601 Primary Care of the Child/Adolescent	Tabled	Chovich, Stone	Fall 2019
24 Course Modification: NURS 602 Primary Care of the Adult	Tabled	Chovich, Stone	Fall 2019
25 Course Modification: NURS 603 Primary Care of the Older Person	Tabled	Chovich, Stone	Fall 2019
26 Course Modification: NURS 604 Primary Care of Rural Populations	Tabled	Chovich, Stone	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
27 Course Modification: NURS 610 Clinical Practicum: Child/Adolescent	Tabled	Chovich, Stone	Fall 2019
28 Course Modification: NURS 620 Clinical Practicum: Adult	Tabled	Chovich, Stone	Fall 2019
29 Course Modification: NURS 625 Statistics for Health Sciences	Tabled	Chovich, Stone	Fall 2019
30 Course Modification: NURS 626 Epidemiology	Tabled	Chovich, Stone	Fall 2019
31 Course Modification: NURS 630 Clinical Practicum: Older Person	Tabled	Chovich, Stone	Fall 2019
32 Course Modification: NURS 640 Clinical Practicum: Rural Health Care	Tabled	Chovich, Stone	Fall 2019
33 Course Modification: NURS 650 Family Nurse Practitioner Preceptorship I	Tabled	Chovich, Stone	Fall 2019
34 Course Modification: NURS 652 Family Nurse Practitioner Preceptorship II	Tabled	Chovich, Stone	Fall 2019
35 Course Modification: NURS 660 Transition to Doctor of Nursing Practice	Tabled	Chovich, Stone	Fall 2019
36 Course Modification: NURS 700 Evidence-Based Practice	Tabled	Chovich, Stone	Fall 2019
37 Course Modification: NURS 750 Doctor of Nursing Practice Project: Evidence-Based Practice I	Tabled	Chovich, Stone	Fall 2019
38 Course Modification: NURS 760 Doctor of Nursing Practice Project: Evidence-based Practice II	Tabled	Chovich, Stone	Fall 2019
42 Program Modification: DNP Family Nurse Practitioner: 9611	Tabled	Chovich, Stone	Fall 2019
43 Program Modification: MSN Nursing-Nursing Education: 8612	Tabled	Chovich, Stone	Fall 2019
41 Program Deletion: Grad Cert Health Information Technology Systems: 7603 Deletion	Tabled	Chovich, Stone	Fall 2019
40 Program Deletion: MSN Nursing-Nursing Leadership and Administration: 8613 Deletion	Tabled	Chovich, Stone	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
<p>44 Course Addition: EDUC 600 Master's in Education Capstone</p> <p>The committee requested clarification for how the department will handle enrollment of students from different Master's programs in a single capstone course. Bickham clarified that this will be handled at the section-level. Different sections will be offered with instructors from the various master's programs. Students will be advised to enroll in a section with an instructor for their specific program.</p>	Approved	Gustafson, Chovich	Fall 2019
<p>45 Course Modification: EDUC 599A ITL 3: Directed Teaching: Elementary Education</p> <p>No discussion.</p>	Approved	Hall, Stone	Fall 2019
<p>56 Course Modification: EDUC 599B ITL 3: Directed Teaching: Secondary Education</p> <p>No discussion.</p>	Approved	Hall, Stone	Fall 2019
<p>51 Program Modification: MA Education-Educational Leadership/Principal Licensure: 8201</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>52 Program Modification: MA Education-Exceptional Learner/Special Education: 8216</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>54 Program Modification: MA Education-Initial Teacher Licensure-Elementary: 8213</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>55 Program Modification: MA Education-Initial Teacher Licensure-K-12 Physical Education: 8137</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>56 Program Modification: MA Education-Initial Teacher Licensure-Secondary: 8215</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>53 Program Modification: MA Education-Teacher Leader: 8214</p> <p>Bodyfelt asked for clarification on the removal of the comprehensive exam. Bickham informed the committee that this is no longer required for this specific degree. This is now only required for the Educational Leadership/Principal Licensure program.</p>	Approved	Hall, Marshall	Fall 2019
<p>50 Program Modification: MAEd Education-Applied Mathematics: 8241</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019
<p>57 Program Modification: MAEd Education-Rhetoric and Literary Studies: 8221</p> <p>No discussion.</p>	Approved	Hall, Marshall	Fall 2019

Proposal	Committee Action Members (motion/second)	Effective Date
<p>58 Program Modification: MAEd Education-Social Sciences: 8271</p> <p>No discussion.</p>	Approved	Hall, Marshall
<p>48 Program Deactivation: Grad Cert Education-English for Speakers of Other Languages: 7201 Deactivation</p> <p>Bickham clarified that this is just a temporary deactivation with hope of regenerating student interest, allowing for a reactivation of the program.</p>	Approved	Benzin, Minnick
<p>47 Program Deactivation: MA Education-English for Speakers of Other Languages: 8200 Deactivation</p> <p>Bickham clarified that this is just a temporary deactivation with hope of regenerating student interest, allowing for a reactivation of the program.</p>	Approved	Hall, Benzin
<p>49 Program Deletion: Grad Cert Education-Teacher Leader: 7204 Deletion</p> <p>No discussion.</p>	Approved	Chovich, Watabe

# GCC Proposal Summary 2/13/2019

Department: Health Sciences

## Course Additions

NURS 536

Credit Hours 03

Course Title: Leading Through Quality, Policy, and Ethics

Abbreviated Title: Quality, Policy, and Ethics

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Admission to the Master of Science in Nursing or Doctor of Nursing Practice Program

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Health Sciences DNP, Family Nurse Practitioner: 9611

Health Sciences MSN, Nursing-Nursing Education: 8612

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

## Course description for catalog:

Survey of leadership theories and skills, quality improvement principles, health policies, and ethical and legal issues to prepare for advanced nursing roles on the local, national, and/or global level using evidence-based practice for contemporary social change and complex health care delivery systems.

## Justification:

In order to develop the new track for the Master of Science as a Family Nurse Practitioner program, a survey course was required to meet the expectations of the accrediting body. After review of curricular content, several courses with overlapping content were combined into a single course. This course addition includes elements of nursing leadership, policy, ethics, and quality improvement, which are required to be core content across all cognates by our accrediting bodies.

## Topical course outline:

1. Historical and contemporary health policy and politics
2. Ethical and legal issues in healthcare (Code of Ethics, Legal Statutes)
3. Leadership and change theory (Organizational structure, Basic finance)
4. Quality improvement methods and tools
5. Data driven decision-making
6. Communication, conflict management, and teamwork

## Student Learning Outcomes:



## Course Additions

1. Analyze historical and current issues related to health care policy.
2. Appraise common ethical and legal issues in health care.
3. Critique nursing leader's contribution at the local, national, and/or global level.
4. Examine quality improvement methods and tools to evaluate clinical care and patient safety.
5. Compare and contrast leadership theories for application in complex healthcare systems.
6. Formulate data driven decision-making processes for effective change in a variety of settings and/or populations.

### Discussions with affected departments:

This addition does not affect other departments but has been discussed internally and approved by the graduate faculty at a fall 2018 strategic planning meeting.

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Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

## Course Additions

NURS 545L

Credit Hours 1

Course Title: Curriculum Design/Evaluation Laboratory

Abbreviated Title: Curric Design/Eval Lab

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Fall 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Acceptance to the Master of Science in Nursing program

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

NURS 545

Requirement or listed choice for any program of study: Yes  No

Health Sciences MSN, Nursing-Nursing Education: 8612

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Approaches to curricular design and evaluation within nursing education. Program and course development for online, hybrid, and face-to-face courses, assessment and evaluation concepts, and basic legal and ethical issues for nursing education will be explored.

### Justification:

Practicum hours are required by the accreditation agency. The clinical lab component will be a co-requisite of NURS 545 Curriculum Design and Evaluation. New expected student learning outcomes for the Master of Science in Nursing program were developed and approved by faculty in the fall of 2018.

### Topical course outline:

1. Processes of curriculum development
  - a. Program and course development
  - b. Related to online, hybrid, and/or face-to-face courses
2. Curriculum assessment and evaluation techniques
  - a. Program and course assessment and evaluation
3. Ethical and legal issues in nursing education

### Student Learning Outcomes:

1. Evaluate the process of curriculum development in nursing education.
2. Examine course and program assessment and evaluation methods.
3. Discover ethical and legal issues related to curriculum development and evaluation.
4. Develop practical skills related to curriculum design and evaluation in academia and/or clinical practice.

Course Additions

5. Employ understanding and actively participate in curriculum development and evaluation practices within nursing education.

Discussions with affected departments:

N/A

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Proposed by: Erin Donovan

Expected Implementation: Fall 2019

## Course Additions

**NURS 565**

Credit Hours 3

Course Title: Role Development: Nurse Educator

Abbreviated Title: Role Devel: Nurse Educator

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

NURS 545 and NURS 545L

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

NURS 560

Requirement or listed choice for any program of study: Yes  No

Health Sciences MSN, Nursing-Nursing Education: 8612

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Exploration of the role and responsibilities of a nurse educator in a variety of settings will be discovered. Concepts and issues specific to nurse educators will be examined, while concluding this course through a comprehensive literature review on a topic of choice related to a nurse educator role.

### Justification:

The Master of Science Nurse Educator program was identified as a program needing improvements by the site visitors at accreditation in fall 2018. Changes in the curriculum to incorporate designated clinical hours teaching were made based on the site visitors recommendation. Core courses were evaluated to align with the new Master of Science student learning outcomes. Role development theory for nurse educators was identified as weak. This new course will address the nurse educator program deficiencies in curriculum.

### Topical course outline:

1. Roles and responsibilities of a nurse educator
2. Professional and educational issues
3. Scholarship and evidence-based practices
4. Legal and ethical issues in nursing education
5. Faculty development and continuing education

### Student Learning Outcomes:

1. Analyze the role and responsibilities of the nurse educator.
2. Assess professional and educational issues as they relate to a nurse educator.
3. Develop a comprehensive literature review on a topic of choice related to a nurse educator role.

## Course Additions

4. Discover legal and ethical issues in nursing education.
5. Compile strategies to promote personal and professional growth as a nurse educator.

Discussions with affected departments:

N/A

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Proposed by: Erin Donovan EdD

Expected Implementation: Fall 2019

## Course Additions

**NURS 577**

Credit Hours 01

Course Title: Clinical Practicum: Advanced Health Assessment

Abbreviated Title: Clin Pract: Adv Health Assess

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

EL SLO: N/A

Prerequisites: Yes  No

NURS 525

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

NURS 527

Requirement or listed choice for any program of study: Yes  No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Application of didactic content related to advanced health assessment of individuals across the lifespan.

#### Justification:

The course content had been embedded in the didactic course NURS 527. The accreditation body recommended breaking out the clinical content from the didactic content to facilitate the objectives of clinical practicum hours being distinct from the didactic content.

#### Topical course outline:

1. Comprehensive health history taking
2. Comprehensive physical assessment related to:
  - a. Integument: skin, hair, nails
  - b. Head and neck
  - c. Thorax and lungs
  - d. Cardiovascular and lymphatic systems
  - e. Abdomen
  - f. Breasts and axillae
  - g. Musculoskeletal system
  - h. Neurological system

## Course Additions

- i. Male genitourinary system
- j. Female genitourinary system
- 3. Genetic screening and genomic concepts

### Student Learning Outcomes:

1. Demonstrate comprehensive health history taking of individuals across the lifespan, including individuals from different socioeconomic, cultural, and ethnic backgrounds.
2. Demonstrate advanced health assessment of individuals across the lifespan, including individuals from different socioeconomic, cultural, and ethnic backgrounds.
3. Appraise clinical findings for variations of normal and abnormal clinical presentations.
4. Articulate advanced health assessment findings to peers, faculty, and other clinicals in both oral and written formats.

### Discussions with affected departments:

Health sciences faculty are aware of this change and are in agreement.

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Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

## Course Additions

**NURS 586** Credit Hours 01

Course Title: Clinical Procedures

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

EL SLO: N/A

Prerequisites: Yes  No

NURS 525, NURS 526, NURS 527 and NURS 777

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Exploration of common clinical procedures performed by primary care nurse practitioners.

#### Justification:

The course is consistent with expected program outcomes at the national level. The curriculum guidelines from the National Organization of Nurse Practitioner Faculty (NONPF) include a component designated specifically for understanding principles and execution of procedures.

#### Topical course outline:

1. Procedures for eyes, ears, nose, and throat
2. Procedures for the musculoskeletal system
3. Procedures for the integumentary system
4. Urogenital procedures
5. Gynecologic procedures
6. Bowel care
7. Wound care

#### Student Learning Outcomes:

1. Demonstrate proficiency with specific clinical procedures encountered in the primary care setting.
2. Justify when specific clinical procedures are indicated for the purpose of clinical decision making.
3. Explain evidence-based practices, including patient preferences and health care ethics, related to selection of clinical procedures.



## Course Additions

4. Defend the role of the advanced practice nurse in performing various clinical procedures.

### Discussions with affected departments:

The health science faculty are aware of this change and agree with the change.

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Proposed by: K. Bridget Marshall DNP

Expected Implementation: Fall 2019

## Course Additions

**NURS 588** Credit Hours 01

Course Title: Diagnostic Testing

Abbreviated Title: Diagnostic Testing

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2021

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

NURS 525, NURS 526, NURS 527 and NURS 577

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Exploration of clinical diagnostic testing for the purpose of diagnosing and monitoring pathophysiologic processes underlying health and illness.

#### Justification:

The course is consistent with expected program outcomes at the national level. The curriculum guidelines from the National Organization of Nurse Practitioner Faculty (NONPF) include a component designated specifically for understanding principles and execution of diagnostic testing.

#### Topical course outline:

1. Radiologic testing (radiographs, computed tomography, magnetic resonance imaging, positron emission tomography)
2. Electrocardiography
3. Ultrasonography
4. Clinical laboratory testing

#### Student Learning Outcomes:

1. Justify necessity of clinical diagnostic testing based on patients' clinical presentation and physical examination findings.
2. Compare and contrast the risks, benefits, and costs associated with specific clinical diagnostic tests.
3. Evaluate diagnostic test findings.

#### Discussions with affected departments:

Course Additions

Health sciences faculty are aware of the change and are in agreement.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Department: Teacher Ed

Course Additions

EDUC 600

Credit Hours 1

Course Title: Master's in Education Capstone

Abbreviated Title: Master's in Education Capstone

Contact hours per week: Lecture                      Lab                      Field                      Studio                      Other 1

Type of Instructional Activity: Independent Studies/Directed Readings/Directed Res

Academic engagement minutes: 750                      Student preparation minutes: 2625

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Teacher Ed MA, Education-Educational Leadership/Principal Licensure: 8201

Teacher Ed MA, Education-Teacher Leader: 8214

Teacher Ed MA, Education-Exceptional Learner/Special Education: 8216

Teacher Ed MA, Education-Initial Teacher Licensure-Elementary: 8213

Teacher Ed MA, Education-Initial Teacher Licensure-Secondary: 8215

Teacher Ed MA, Education-Initial Teacher Licensure-K-12 Physical Education: 8137

Course is a requirement for a new program:

3 MA programs are not available in the drop-down box above but are existing programs that will be affected: Rhetoric and Literacy Studies (8221); Social Sciences (8271); Applied Mathematics (8241).

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Justification:

Topical course outline:

Student Learning Outcomes:

Discussions with affected departments:

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Proposed by: Blake R. Bickham

Expected Implementation: Fall 2019

**Course Modifications**

EDUC 599A

Intended semester to offer modified course for the 1st time: Fall 2019

**Current**

**Proposed**

Course Prefix: EDUC

Course No.: 599A

Credit Hours: 12

Course Title: ITL 3: Directed Teaching: Elementary Education

Times for Credit: 1 1

Prerequisites:

Current:

Proposed:

Requirement or listed choice for any program of study: Yes  No

Change affects program sheet or grad requirements: Yes  No

Teacher Ed MA, Education-Initial Teacher Licensure-Elementary: 8213

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Elementary: 7205

Justification:

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Proposed by: Blake R. Bickham

Expected Implementation: Fall 2019

## Course Modifications

EDUC 599B

Intended semester to offer modified course for the 1st time: Fall 2019

### **Current**

### **Proposed**

Course Prefix: EDUC

Course No.: 599B

Credit Hours: 12

Course Title: ITL 3: Directed Teaching: Secondary Education

Times for Credit: 1

1

Prerequisites:

Current:

Proposed:

Requirement or listed choice for any program of study: Yes  No

Change affects program sheet or grad requirements: Yes  No

Teacher Ed MA, Education-Initial Teacher Licensure-Secondary: 8215

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Secondary, English: 7206

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Secondary, History: 7207

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Secondary, Math: 7208

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Secondary, Biology: 7209

Teacher Ed Grad Cert, Education-Initial Teacher Licensure-Secondary, Spanish: 7210

Justification:

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Proposed by: Blake R. Bickham

Expected Implementation: Fall 2019

## Program Deactivation

Department: Teacher Ed

Degree Type: MA

Program: Education-English for Speakers of Other Languages: 8200

Justification:

Teach-out Plan:

Term and year in which all students will have completed: Summer 2015

Year to reexamine program's status: We have been recruiting for the program and

Recommended alternative program:

Teacher Ed MA, Education-Exceptional Learner/Special Education: 8216

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

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Program Deactivation

Department: Teacher Ed

Degree Type: Grad Cert

Program: Education-English for Speakers of Other Languages: 7201

Justification:

Teach-out Plan:

Term and year in which all students will have completed: Summer 2015

Year to reexamine program's status: We have been recruiting for the program and

Recommended alternative program:

Teacher Ed MA, Education-Exceptional Learner/Special Education: 8216

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

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Program Deletion

Department: Teacher Ed

Degree Type: Grad Cert

Program: Education-Teacher Leader: 7204

Justification:

Teach-out Plan:

Term and year in which all students will have completed: Summer 2019

Year to reexamine program's status: 2019

Recommended alternative program:

Teacher Ed MA, Education-Teacher Leader: 8214

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

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Program Modification

Education-Applied Mathematics: 8241

Degree Type: MAEd

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Award: Master of Arts in Education**  
**Program of Study: Applied Mathematics**

**About This Major . . .**

The Master of Arts in Education, Applied Mathematics is a ~~33~~32-hour program.

All CMU program completers are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, all recipients of an Applied Mathematics Graduate Certificate will be able to:

1. Employ mathematical, computational and/or statistical methods to address topics in applied mathematics (specialized knowledge/applied learning, quantitative fluency);
2. Create oral and written arguments, well-grounded in theories and methods of applied mathematics (communication fluency, quantitative fluency);
3. Formulate and evaluate hypotheses related to applied problems, issues, concepts, and perspectives (critical thinking, quantitative fluency).

In addition, the Master of Arts in Education graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges for instruction. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research based change and innovation in education. (Specialized Knowledge and Applied Learning).

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

## **Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

## **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a “B” toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

## **PROGRAM-SPECIFIC REQUIREMENTS**

- A bachelor’s degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Acceptance into the Applied Mathematics graduate certificate program.
- ~~332~~ semester hours and capstone presentation are required for the Master of Arts in Education Degree in Applied Mathematics.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**MASTER OF ARTS IN EDUCATION: APPLIED MATHEMATICS REQUIREMENTS** (332 semester hours, must pass all courses with a grade of "B" or better.)

**Required Courses** (9 semester hours)

- MATH 500 - Introduction to Graduate Studies in Applied Mathematics (3)
- MATH 510 - Applied Probability and Statistics (3)
- MATH 520 - Applied Numerical Methods (3)

**Elective Courses** (9 semester hours)

Select 9 credits from the following courses:

- MATH 530 - Applied Mathematical Modeling (3)
- MATH 540 - Applied Audio and Image Processing (3)
- MATH 550 - Mathematical Logic & Foundations in Mathematics (3)
- MATH 560 - Applied Number Theory (3)
- MATH 570 - Applied Cryptography (3)
- MATH 596 - Topics (1-3)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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**Master of Arts in Education Core Courses** (154 semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDUC 600 – Master’s in Education Capstone (1)

~~**Capstone: The Master of Arts in Education requires the successful completion of the capstone competency. The capstone culminates in a professional presentation representing enduring understanding illustrating a synthesis of learning. This presentation must represent sufficient rigor to earn final approval from Colorado Mesa University to grant the Master of Arts degree in Education**~~

## SUGGESTED COURSE SEQUENCING

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### Year One, Summer Semester

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- MATH 500 - Introduction to Graduate Studies in Applied Mathematics (3)

### Year One, Fall Semester

- EDUC 501 - Educational Technology (2)
- MATH 510 - Applied Probability and Statistics (3)

### Year One, Spring Semester

- EDTL 513 - Information Based Educational Practice and Statistics (3)
  - MATH 520 - Applied Numerical Methods (3)
- 

### Year Two, Summer Semester

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- Elective (3)

### Year Two, Fall Semester

- [EDUC 600 – Master’s in Education Capstone \(1\) Capstone Presentation](#)
- Elective (3)

### Year Two, Spring Semester

- Elective (3)
-

Program Modification

Education-Educational Leadership/Principal Licensure: 8201

Degree Type: MA

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Degree: Master of Arts in Education**  
**Program of Study: Educational Leadership (EDLD)**

**About This Major . . .**

The Master of Arts in Education, Educational Leadership/Principal Licensure is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas. The degree is awarded after successful completion of ~~38~~ 37 semester hours for the Educational Leadership concentration. The program is designed to provide the student with ~~124~~ 124 hours of Master's foundation ~~courses~~ knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and~~ research, ~~and a capstone project~~. The subsequent courses focus on Educational Leadership skills and competencies.

The program is guided and adheres to the Colorado Professional Standards for Principals. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference from the profession, educator professional license, and a statement of purpose. Applicants must hold a valid teaching licensure to be considered for admission. The degree is granted after completion of all courses with a grade of B or better, successful completion of a capstone project, and a ranking of proficient or better on all elements of a comprehensive exam.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (Educational Leadership) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education leadership. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an educational leader. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

**Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.



Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

#### **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- [Students may not apply coursework with a grade lower than a "B" toward graduation requirements.](#)
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

**Commented [DE1]:** This is supposed to be here. This is an administrative modification.

#### **PROGRAM-SPECIFIC REQUIREMENTS**

- ~~387~~ semester hours for the Master of Arts in Education, Educational Leadership.
- [Students must earn a "B" in every course at the graduate level.](#)
- A bachelor's degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Applicants must hold a valid Professional Colorado Educator License.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**Commented [DE2]:** I deleted this because it is an institutional requirement. This is an administrative modification.

**GRADUATE CERTIFICATE: EDUCATION, EDUCATIONAL LEADERSHIP REQUIREMENTS** (387 semester hours, must earn a “B” or better in each course)

**Core Courses** (12+ semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 600 – Master’s in Education Capstone (1)**

~~Capstone: The Master of Arts in Education requires the successful completion of the capstone competency. The capstone culminates in a professional presentation representing enduring understanding illustrating a synthesis of learning. This presentation must represent sufficient rigor to garner final approval from Colorado Mesa University to grant the Master of Arts degree in Education. Educational Leadership students will do their oral presentation in their school or district as part of their requirements for the Internship.~~

**Educational Leadership Courses** (26 semester hours)

- EDLD 504 - Best Practices in Curriculum, Assessment, Instruction (3)
- EDLD 505 - Reform and Organizational Change in Education (2)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDLD 515 - Dynamic School Leadership in a Democratic Society: Introduction to School Administration (2)
- EDLD 520A - Principalship I (2)
- EDLD 520B - Principalship II (2)
- EDLD 530 - Legal Aspects of School Administration: Educational Policy and the Law (2)
- EDLD 531 - School Finance & Budgeting (1)
- EDLD 535 - Internship in Educational Leadership I (1)
- EDLD 540 - School Improvement & Accountability (2)
- EDLD 542 - Instructional Supervision and Management/HR (3)
- EDLD 544 - Strategies in School Improvement (2)
- EDLD 545 - Internship in Educational Leadership II (1)

**Additional Requirements**

- ~~Capstone: The Master of Arts in Education requires the successful completion of the capstone competency. The capstone culminates in a professional presentation representing enduring understanding illustrating a synthesis of learning. This presentation must represent sufficient rigor to garner final approval from Colorado Mesa University to grant the Master of Arts degree in Education. Educational Leadership students will do their oral presentation in their school or district as part of their requirements for the Internship.~~
- Comprehensive Exam:** Educational Leadership students are required to achieve proficiency on all elements of a comprehensive exam taken the final semester of the program. The written exam evaluates the critical thinking and problem solving skills of candidates in relation to the Colorado Professional Standards for Principals.

## SUGGESTED COURSE SEQUENCING

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### Year One, Summer Semester: 11 credits

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDLD 515 - Dynamic School Leadership in a Democratic Society: Introduction to School Administration (2)
- EDLD 520A - Principalship I (2)
- EDLD 531 - School Finance & Budgeting (1)

### Year One, Fall Semester: 8 credits

- EDUC 501 - Educational Technology (2)
  - EDLD 535 – Internship in Educational Leadership I (1)
  - EDLD 540 - School Improvement & Accountability (2)
  - EDLD 542 - Instructional Supervision and Management/HR (3)
- 

### Year Two, Spring Semester: 9 credits

- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDLD 530 - Legal Aspects of School Administration: Educational Policy and the Law (2)
- EDLD 544 - Strategies in School Improvement (2)
- EDLD 545 - Internship in Educational Leadership II (1)
- [EDUC 600 – Master’s in Education Capstone \(1\)](#)

### Year Two, Summer Semester: 10 credits

- EDUC 500 - Culture and Pedagogy (3)
  - EDLD 505 - Reform and Organizational Change in Education (2)
  - EDLD 504 - Best Practices in Curriculum, Assessment, Instruction (3)
  - EDLD 520B - Principalship II (2)
  - [Comprehensive Exam](#)
-

Program Modification

Education-Exceptional Learner/Special Education: 8216

Degree Type: MA

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Degree: Master of Arts in Education**  
**Program of Study: Exceptional Learner/Special Education (EDSE)**

**About This Major . . .**

The Master of Arts in Education, Exceptional Learner/Special Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas. The degree is awarded after successful completion of ~~36~~5 semester hours ~~with and~~ a Capstone Project. The program is designed to provide the student with ~~12~~4 hours of Master's foundation ~~courses~~knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and~~ research, ~~and a capstone project~~. The subsequent courses focus on Exceptional Learner/Special Education skills and competencies.

The program is designed in accordance with the Council for Exceptional Children (CEC) accreditation standards for Special Education generalist endorsement and approved by the Colorado Department of Education. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference from the profession, educator professional license, and a statement of purpose. Only students with valid teaching licensure will be considered for admission. The degree is granted after completion of all courses with a grade of B or better and a ranking of proficient or better on a Capstone Project.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (Exceptional Learner/Special Education) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research in guiding instruction for learners who are exceptional. (Communication Fluency)
2. Evaluate and formulate education plans based on research and legal requirements outlined in federal legislation. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of an advocate for learners who are exceptional. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

**Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

2019-20 Master of Arts, Education: Exceptional Learner/Special Education - EDSE (8216). Posted:

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

#### **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a "B" toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

**Commented [DE1]:** This is supposed to be here. This is an administrative modification.

#### **PROGRAM-SPECIFIC REQUIREMENTS**

- ~~365~~ semester hours for the Master of Arts in Education, Exceptional Learner/Special Education.
- Students must earn a "B" in every course at the graduate level.
- A bachelor's degree from an accredited college is required, prior to beginning the program.
- Admission to the program follows the general admissions policies and procedures for graduate programs outlined in the university catalog and online.
- A Statement of Purpose commenting on your personal educational philosophy and interest in the program and evidence of active involvement with youth and a copy of your Colorado Teaching Certificate are required.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**Commented [DE2]:** I deleted this because it is an institutional requirement. This is an administrative modification.

**MASTER OF ARTS: EDUCATION, EXCEPTIONAL LEARNER/SPECIAL EDUCATION REQUIREMENTS** (36~~5~~ semester hours)

**Core Courses** (12~~4~~ credits)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 600 – Master’s in Education Capstone (1)

**Exceptional Learner Courses** (24 semester hours)

- EDSE 500 - Foundations of Special Education Including Law (3)
- EDSE 501 - Instructional Strategies in Special Education (3)
- EDSE 502 - Behavioral Interventions for the Learner with Special Needs (3)
- EDSE 503 - Methods of Teaching Students w/Mild Disabilities Reading & Math (3)
- EDSE 506 - Educating Students with Low Incidence Disabilities in Inclusive Environments (3)
- EDSE 510 - The Learner who is Twice Exceptional Including Gifted and Talented (3)
- EDSE 515 - Internship K-6 Elementary Practicum in Special Education (3)
- EDSE 520 - Internship 7-12 Secondary Practicum in Special Education (3)

**Additional Requirements**

- ~~Capstone Project: Students are required to achieve proficiency on all elements of a Capstone Project completed by the final semester of the program. The Capstone Project evaluates the critical thinking and problem solving skills of candidates in relation to the Colorado Special Education, Generalist standards.~~

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**SUGGESTED COURSE SEQUENCING**

**Year One, Summer Semester: 9 credits**

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDSE 500 - Foundations of Special Education Including Law (3)

**Year One, Fall Semester: 11 credits**

- EDUC 501 - Educational Technology (2)
- EDSE 501 - Instructional Strategies in Special Education (3)
- EDSE 503 - Methods of Teaching Students w/Mild Disabilities Reading & Math (3)
- EDSE 515 - Internship K-6 Elementary Practicum in Special Education (3)

**Year Two, Spring Semester: 9 credits**

- EDSE 502 - Behavioral Interventions for the Learner with Special Needs (3)
- EDSE 506 - Educating Students with Low Incidence Disabilities in Inclusive Environments (3)
- EDSE 520 - Internship 7-12 Secondary Practicum in Special Education (3)

**Year Two, Summer Semester: 7~~6~~ credits**

- EDUC 500 - Culture and Pedagogy (3)
- EDSE 510 - The Learner Who is Twice Exceptional, Including Gifted and Talented (3)
- EDUC 600 – Master’s in Education Capstone (1) ~~Capstone Project~~

Program Modification

Education-Teacher Leader: 8214

Degree Type: MA

Modified Program Name: Teaching and Leadership

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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## 2019-2020 PROGRAM REQUIREMENTS

Degree: Master of Arts in Education

Program of Study: ~~Teacher Leadership~~ Teaching and Leadership

### About This Major . . .

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise. The degree is awarded after successful completion of ~~310~~ semester hours for the ~~Teacher Leader~~ Teaching and Leadership concentration. The program is designed to provide the student with ~~124~~ hours of Master's foundation ~~knowledge courses~~ in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and research, and a capstone project~~. The subsequent courses focus on ~~Teacher Leader~~ Teaching and Leadership skills and competencies.

The program is guided and adheres to ~~the Teacher Leader Model's national~~ standards researched and created by the Teacher Leadership Exploratory Consortium. Admission to the program follows the stated guidelines for graduate admission procedures as outlined in the university catalog. Additionally, students must provide two letters of reference from the profession and a statement of purpose. ~~Only students with valid teaching licensure shall be considered for admission.~~ The degree is granted after completion of all courses with a grade of B or better, ~~and a ranking of proficient or better on all elements of a comprehensive exam.~~

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (~~Teaching and Leadership~~) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for instructional leadership. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a ~~teaching~~ and leadership. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in diverse classrooms, addressing differentiation for public education students. (Specialized Knowledge and Applied Learning)

### Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a ~~certificatedegree~~. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

### Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

### INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- ~~Students may not apply coursework with a grade lower than a "B" toward graduation requirements.~~
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

**Commented [DE1]:** This is supposed to be here. This is an administrative modification.

### PROGRAM-SPECIFIC REQUIREMENTS

- ~~310~~ semester hours for the Master of Arts in Education, Teaching and Leadership.
- ~~Students must earn a "B" in every class at the graduate level.~~
- A bachelor's degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- ~~Applicants must hold a valid Professional Colorado Educator License.~~
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**Commented [DE2]:** I deleted this because it is an institutional requirement. This is an administrative modification.

**MASTER OF ARTS: EDUCATION, TEACHING and LEADERSHIP REQUIREMENTS** (31 semester hours)

**Core Courses** (12 semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 600 – Master’s in Education Capstone: (1)**

**Teaching and Leadership Courses** (19 semester hours)

- EDTL 510 - Teacher Leadership I (2)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDTL 518 - Diversity and Differentiated Instruction (2)
- EDLD 504 - Best Practices in Curriculum, Assessment, and Instruction (3)
- EDLD 515 - Dynamic School Leadership in a Democratic Society: Introduction to School Administration (2)
- EDLD 542 - Instructional Supervision and Management/HR (3)
- EDLD 540 - School Improvement & Accountability (2)
- EDLD 544 - Strategies in School Improvement (2)

**Additional Requirements**

- ~~Comprehensive Exam: Teacher Leader students are required to achieve proficiency on all elements of a comprehensive exam taken the final semester of the program. The written exam evaluates the critical thinking and problem-solving skills of candidates in relation to the Colorado Professional Standards for Principals. —~~

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**SUGGESTED COURSE SEQUENCING**

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**Year One, Summer Semester**

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDLD 515 - Dynamic School Leadership in a Democratic Society: Introduction to School Administration (2)
- EDUC 503 - Introduction to Educational Research and Design (3)

**Year One, Fall Semester**

- EDLD 542 - Instructional Supervision and Management/HR (3)
- EDLD 540 - School Improvement & Accountability (2)
- EDUC 501 - Educational Technology (2)

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**Year Two, Spring Semester**

- EDTL 510 - Teacher Leadership I (2)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- **EDLD 544 - Strategies in School Improvement (2)**
- **EDUC 600 – Master’s in Education Capstone (1)**

**Year Two, Summer Semester**

- EDUC 500 - Culture and Pedagogy (3)
  - EDLD 504 - Best Practices in Curriculum, Assessment, and Instruction (3)
  - EDTL 518 - Diversity and Differentiated Instruction (2)
-

Program Modification

Education-Initial Teacher Licensure-Elementary: 8213

Degree Type: MA

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Degree: Master of Arts in Education**  
**Program of Study: Initial Teacher Licensure – Elementary**

**About This Major . . .**

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas or seek initial licensure. The degree is awarded after successful completion of ~~498~~ semester hours. The program is designed to provide the student with ~~12~~ ~~eleven~~ hours of core courses, knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and~~ ~~research~~, and a capstone project. The additional coursework concentrates on Initial Teacher Licensure – Elementary concentration.

The program is designed using the cohort model with a group of participants completing all requirements in a two-year cycle. New cohorts may begin each summer. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference, proof of working with youth, and a statement of purpose.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (Initial Teacher Licensure-Elementary) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education instruction. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a K-12 educator. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

**Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

#### **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students may not apply coursework with a grade lower than a "B" toward graduation requirements.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

**Commented [DE1]:** This is supposed to be here. This is an administrative modification.

#### **PROGRAM-SPECIFIC REQUIREMENTS**

- ~~498~~ semester hours for the Master of Arts in Education, Initial Licensure: Elementary.
- Students must earn a "B" in every class at the graduate level.
- A bachelor's degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Pre-requisite leveling classes may be required prior to admittance to the program.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**Commented [DE2]:** I deleted this because it is an institutional requirement. This is an administrative modification.

**MASTER OF ARTS: EDUCATION, INITIAL LICENSURE: ELEMENTARY REQUIREMENTS (498 semester hours)**

**Core Courses (12+ semester hours)**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- [EDUC 600 – Master’s in Education Capstone \(1\)](#)

**ITL – Elementary Courses (37 semester hours)**

- EDUC 585 – Elementary Integrated Science, Social Studies, & Art Theory & Methodology K-6 (3)
- EDUC 587 – Elementary Reading & Language Arts Theory & Methodology K-6 (3)
- EDUC 588 – Elementary Mathematics Theory & Methodology K-6 (3)
- EDUC 592A – ITL Elementary Pre-Internship (4)
- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)
- EDUC 599A - ITL 3: Directed Teaching: Elementary Education (12)

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**SUGGESTED COURSE SEQUENCING**

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**Year One, Summer Semester: 12 credits**

- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)

**Year One, Fall Semester: 13 credits**

- EDUC 585 – Elementary Integrated Science, Social Studies, & Art Theory & Methodology K-6 (3)
- EDUC 587 – Elementary Reading & Language Arts Theory & Methodology K-6 (3)
- EDUC 588 – Elementary Mathematics Theory & Methodology K-6 (3)
- EDUC 592A – ITL Elementary Pre-Internship (4)

**Year One, Spring Semester: 12 credits**

- EDUC 599A - ITL 3: Directed Teaching: Elementary Education (12)

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**Year Two, Summer Semester: 9 credits**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)

**Year Two, Fall Semester: 3+ credits**

- EDUC 501 - Educational Technology (2)
  - [EDUC 600 – Master’s in Education Capstone \(1\)](#)
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Program Modification

Education-Initial Teacher Licensure-K-12 Physical Education: 8137

Degree Type: MA

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Degree: Master of Arts in Education**  
**Program of Study: Initial Teacher Licensure - K-12 Physical Education**

**About This Program . . .**

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas or seek initial licensure. The degree is awarded after successful completion of ~~35.49~~ semester hours. The program is designed to provide the student with ~~12eleven~~ hours of core courses knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and research,~~ and a capstone project. The additional coursework allows the student to focus on a Post Baccalaureate Licensure Program – K-12 education concentration.

The program is designed using the cohort model with a group of participants completing all requirements in a two-year cycle. New cohorts may begin each year. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference, proof of working with youth, and a statement of purpose.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Masters in Education in Initial Teacher Licensure – K-12 Physical Education graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education instruction. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a K-12 educator. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

**Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

### **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a "B" toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

### **PROGRAM-SPECIFIC REQUIREMENTS**

- ~~498~~ semester hours for the Master of Arts in Education, Initial Licensure: K-12 Physical Education
- A bachelor's degree from an accredited college is required prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Pre-requisite leveling classes may be required prior to admittance to the program.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

### **MASTER OF ARTS IN EDUCATION: INITIAL TEACHER LICENSURE—K-12 PHYSICAL EDUCATION REQUIREMENTS (498 semester hours)**

#### Core Courses (12 semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 600 – Master's in Education Capstone (1)

#### ITL – K-12 Physical Education Courses (37 semester hours)

- EDUC 580 - Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580F - Methods of Teaching Secondary Physical Education (3)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)
- EDUC 599C - ITL 3: Directed Teaching (12)

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### SUGGESTED COURSE SEQUENCING

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**Year One, Summer Semester: 12 credits**

- EDUC 586A - Accommodating Diverse & Exceptional Needs k-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)

**Year One, Fall Semester: 13 credits**

- EDUC 580 - Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580F - Methods of Teaching Secondary Physical Education (3)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)

**Year One, Spring Semester: 12 credits**

- EDUC 599C - ITL 3: Directed Teaching (12)
- 

**Year Two, Summer Semester: 9 credits**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)

**Year Two, Fall Semester: ~~3~~ 4 credits**

- EDUC 501 - Educational Technology (2)
  - [EDUC 600 – Master’s in Education Capstone \(1\)](#)
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Program Modification

Education-Initial Teacher Licensure-Secondary: 8215

Degree Type: MA

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Degree: Master of Arts in Education**  
**Program of Study: Initial Teacher Licensure – Secondary**

**About This Major . . .**

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas or seek initial licensure. The degree is awarded after successful completion of ~~49~~8 semester hours. The program is designed to provide the student with ~~eleven~~ 12 hours of core courses, knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, ~~and~~ research, and a capstone project. The additional coursework allows the student to focus on a Post Baccalaureate Licensure Program – Secondary education concentration.

The program is designed using the cohort model with a group of participants completing all requirements in a two-year cycle. New cohorts may begin each year. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference, proof of working with youth, and a statement of purpose.

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Master of Arts in Education (Initial Teacher Licensure – Secondary) graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education instruction. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a K-12 educator. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

### Graduation Process

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

### INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- ~~Students may not apply coursework with a grade lower than a "B" toward graduation requirements.~~
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

**Commented [DE1]:** This is supposed to be here. This is an administrative modification.

### PROGRAM-SPECIFIC REQUIREMENTS

- ~~498~~ semester hours for the Master of Arts in Education, Initial Licensure: Secondary.
- ~~Students must earn a "B" in every class at the graduate level.~~
- A bachelor's degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Pre-requisite leveling classes may be required prior to admittance to the program.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**Commented [DE2]:** I deleted this because it is an institutional requirement. This is an administrative modification.

**MASTER OF ARTS: EDUCATION, INITIAL LICENSURE: SECONDARY REQUIREMENTS** (498 semester hours)

**Core Courses** (12+ semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 600 – Master’s in Education Capstone (1)

**ITL Secondary Courses** (37 semester hours)

- EDUC 586B - Accommodating Diverse & Exceptional Needs 7-12 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)
- EDUC 592B - ITL Secondary Pre-Internship (4)
- Complete one of the following , based on content area concentration:
  - EDUC 580A – Secondary Instructional Methods for English Language Arts (2)
  - EDUC 580B – Secondary Instructional Methods for Social Studies (2)
  - EDUC 580C – Secondary Instructional Methods for Mathematics (2)
  - EDUC 580D – Secondary Instructional Methods for Science (2)
  - EDUC 580E – Secondary Instructional Methods for Spanish (2)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 599B - ITL 3: Directed Teaching (12)
- EDUC 570 – Classroom Management (1)

**SUGGESTED COURSE SEQUENCING**

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**Year One, Summer Semester: 12 credits**

- EDUC 586B - Accommodating Diverse & Exceptional Needs 7-12 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)

**Year One, Fall Semester: 13 credits**

- EDUC 592B - ITL Secondary Pre-Internship (4)
- EDUC 580 A-E - Secondary Methods (2)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 570 – Classroom Management (1)

**Year One, Spring Semester: 12 credits**

- EDUC 599B - ITL 3: Directed Teaching (12)
- 

**Year Two, Summer Semester: 9 credits**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)

**Year Two, Fall Semester: 3+ credits**

- EDUC 501 - Educational Technology (2)
  - EDUC 600 – Master’s in Education Capstone (1)
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Program Modification

Education-Rhetoric and Literary Studies: 8221

Degree Type: MAEd

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Award: Master of Arts in Education**  
**Program of Study: Rhetoric and Literary Studies**

**About This Major . . .**

The Master of Arts in Education, Rhetoric and Literary Studies program is a dynamic program designed to meet the needs of education professionals who desire to teach lower-division college English courses in high school or higher education but who don't have the necessary graduate credits to do so. The degree is awarded after successful completion of ~~33~~2 credit hours in graduate coursework in English and education, and the program is designed to provide students with more advanced knowledge in education research, curriculum, instruction, culture and pedagogy, educational technology, composition and rhetoric, literary theory, linguistics, creative writing, and American and British literature.

All CMU program completers are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, all recipients of a Rhetoric and Literary Studies Graduate Certificate will be able to:

1. Contribute to scholarly advancement in composition/rhetoric, linguistics, creative writing and literary studies by completing projects individually and collaboratively. (Specialized Knowledge/Applied Learning)
2. Generate oral and written communication based on sound theories of composition/rhetoric, linguistics, creative writing and literary studies. (Communication Fluency)
3. Formulate hypotheses related to research problems, issues, and concepts in the fields of composition/rhetoric, linguistics, creative writing and literary studies. (Critical Thinking)
4. Synthesize information from a base of scholarly resources related to composition/rhetoric, linguistics, creative writing and literary studies. (Information Literacy)
5. Evaluate moral, ethical, legal, or professional challenges in the disciplines of composition/rhetoric, linguistics, creative writing and literary studies. (Ethical Reasoning)

In addition, the Master of Arts in Education graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges for instruction. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research based change and innovation in education. (Specialized Knowledge and Applied Learning).

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

## **Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

## **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a “B” toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

## **PROGRAM-SPECIFIC REQUIREMENTS**

- A bachelor’s degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Acceptance into the Rhetoric and Literary Studies graduate certificate program.
- ~~332~~ semester hours and capstone presentation are required for the Master of Arts in Education Degree in Rhetoric and Literary Studies.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**MASTER OF ARTS IN EDUCATION: RHETORIC AND LITERARY STUDIES REQUIREMENTS** (332 semester hours, must pass all courses with a grade of "B" or better.)

**Required Courses** (18 semester hours)

- ENGL 521 - Seminar in Literary Theory (3)
- ENGL 543 - Language Systems and Linguistic Diversity (3)
- ENGL 550 - Studies in Creative Writing (3)
- ENGL 554 - Topics in British and Commonwealth Literature (3)
- ENGL 561 - Topics in American Literature (3)
- ENGL 586 - Seminar in Rhetoric and Composition (3)

**Master of Arts in Education Core Courses** (154 semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDUC 600 – Master’s in Education Capstone (1)

~~Capstone: The Master of Arts in Education requires the successful completion of the capstone competency. The capstone culminates in a professional presentation representing enduring understanding illustrating a synthesis of learning. This presentation must represent sufficient rigor to earn final approval from Colorado Mesa University to grant the Master of Arts degree in Education~~

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**SUGGESTED COURSE SEQUENCING**

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**Year One, Summer Semester**

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- ENGL 586 - Seminar in Rhetoric and Composition (3)

**Year One, Fall Semester**

- EDUC 501 - Educational Technology (2)
- ENGL 521 - Seminar in Literary Theory (3)

**Year One, Spring Semester**

- EDTL 513 - Information Based Educational Practice and Statistics (3)
- ENGL 554 - Topics in British and Commonwealth Literature (3)

**Year Two, Summer Semester**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- ENGL 550 - Studies in Creative Writing (3)

**Year Two, Fall Semester**

- ENGL 543 - Language Systems and Linguistic Diversity (3)
- ~~Capstone Presentation~~ EDUC 600 – Master’s in Education Capstone

**Year Two, Spring Semester**

- ENGL 561- Topics in American Literature (3)
-

Program Modification

Education-Social Sciences: 8271

Degree Type: MAEd

Revision to program sheet: Yes  No

Description of modification:

Justification:

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

Proposed by: Blake R. Bickham

Director of Teacher Education Signature: Blake R. Bickham

Expected Implementation: Fall 2019

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**2019-2020 PROGRAM REQUIREMENTS**  
**Award: Master of Arts in Education**  
**Program of Study: Social Sciences**

**About This Major . . .**

The Master of Arts in Education, Social Sciences is a ~~33~~2 credit hour program. This program is designed for high school teachers who need certification to teach history and political science courses for lower-division college level credit.

All CMU program completers are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, all recipients of a Social Sciences Graduate Certificate will be able to:

1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively (specialized knowledge/applied learning);
2. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences (communication fluency);
3. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives (critical thinking);
4. Synthesize, evaluate, or refine the information base of various scholarly sources (information literacy); and
5. Evaluate moral, ethical, legal, or professional challenges within the discipline (ethical reasoning).

In addition, the Master of Arts in Education graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges for instruction. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research based change and innovation in education. (Specialized Knowledge and Applied Learning).

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended certificate.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

## **Graduation Process**

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

## **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a “B” toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

## **PROGRAM-SPECIFIC REQUIREMENTS**

- A bachelor’s degree from an accredited college is required, prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Acceptance into the Social Sciences graduate certificate program.
- ~~33~~ 32 semester hours and capstone presentation are required for the Master of Arts in Education Degree in Social Sciences.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

**MASTER OF ARTS IN EDUCATION: SOCIAL SCIENCES REQUIREMENTS** (33~~2~~ semester hours, must pass all courses with a grade of “B” or better)

**Required Courses** (18 semester hours)

- HIST 501 - Early American History (3)
- HIST 502 - Late American History (3)
- HIST 510 - Early European History (3)
- HIST 511 - Modern European History (3)
- POLS 501 - Theories of Political Science (3)
- POLS 505 - American Government (3)

**Master of Arts in Education Core Courses** (15~~4~~ semester hours)

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDTL 513 - Information Based Educational Practice and Statistics (3)
- EDUC 600 – Master’s in Education Capstone (1)

~~**Capstone:** The Master of Arts in Education requires the successful completion of the capstone competency. The capstone culminates in a professional presentation representing enduring understanding illustrating a synthesis of learning. This presentation must represent sufficient rigor to earn final approval from Colorado Mesa University to grant the Master of Arts degree in Education~~

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**SUGGESTED COURSE SEQUENCING**

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**Year One, Summer Semester**

- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- HIST 501 - Early American History (3)

**Year One, Fall Semester**

- EDUC 501 - Educational Technology (2)
- HIST 502 - Late American History (3)

**Year One, Spring Semester**

- EDTL 513 - Information Based Educational Practice and Statistics (3)
- HIST 510 - Early European History (3)

**Year Two, Summer Semester**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- HIST 511 - Modern European History (3)

**Year Two, Fall Semester**

- ~~Capstone Presentation~~ EDUC 600 – Master’s in Education Capstone (1)
- POLS 501 - Theories of Political Science (3)

**Year Two, Spring Semester**

- POLS 505 - American Government (3)
-

Final Versions of Nursing  
Proposals with Revisions  
Requested by the Graduate  
Curriculum Committee



## 2018-2019 COURSE ADDITION OR COURSE REINSTATEMENT FORM

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

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Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **536** Credit hours: **03**

Course name: **Leading Through Quality, Policy, and Ethics**

Course abbreviated schedule name\* (30 characters maximum): **Quality, Policy, and Ethics**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Lecture**

Academic engagement minutes for a term: **2250** Student preparation minutes for a term: **9000**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Summer 2020

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

---

### Prerequisites

Does this course have any prerequisites? Yes  No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite.  
Admission to the Master of Science in Nursing or Doctor of Nursing Practice Program

Will this course be a prerequisite for any course? Yes  No

If yes, submit a course modification request for each course.

**Co-requisites**

Does this course have any co-requisites? Yes  No

If yes, clearly state all co-requisites below and submit a course modification request for each course.

Will this course be a requirement or a listed choice for any program of study? Yes  No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	DNP	Family Nurse Practitioner: 9611
Health Sciences	MSN	Nursing-Nursing Education: 8612

If this course will be a requirement for a new program(s) of study, please enter below.

**MSN FNP**

**Submit a program modification request and a revised program sheet for each program listed above.  
All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? Yes  No   
If yes, explain:

EQUIPMENT: Does the course require additional equipment? Yes  No   
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? Yes  No   
If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

Survey of leadership theories and skills, quality improvement principles, health policies, and ethical and legal issues to prepare for advanced nursing roles on the local, national, and/or global level using evidence-based practice for contemporary social change and complex health care delivery systems.

**Justification for the proposed new course:**

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In order to develop the new track for the Master of Science as a Family Nurse Practitioner program, a survey course was required to meet the expectations of the accrediting body. After review of curricular content, several courses with overlapping content were combined into a single course. This course addition includes elements of nursing leadership, policy, ethics, and quality improvement, which are required to be core content across all cognates by our accrediting bodies.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

- 
1. **Historical and contemporary health policy and politics**
  2. **Ethical and legal issues in healthcare (Code of Ethics, Legal Statutes)**
  3. **Leadership and change theory (Organizational structure, Basic finance)**
  4. **Quality improvement methods and tools**
  5. **Data driven decision-making**
  6. **Communication, conflict management, and teamwork**

**Student learning outcomes**

Upon completion of this course, a student should be able to:

- 
1. **Analyze historical and current issues related to health care policy.**
  2. **Appraise common ethical and legal issues in health care.**
  3. **Critique nursing leader's contribution at the local, national, and/or global level.**
  4. **Examine quality improvement methods and tools to evaluate clinical care and patient safety.**
  5. **Compare and contrast leadership theories for application in complex healthcare systems.**
  6. **Formulate data driven decision-making processes for effective change in a variety of settings and/or populations.**

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

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This addition does not affect other departments but has been discussed internally and approved by the graduate faculty at a fall 2018 strategic planning meeting.

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

**Implementation Deadlines:**

Non-substantive course changes approved at the September curriculum meeting generally will appear in the next Jterm/spring course schedule. Substantive changes to or addition/deletion of a course that is required in any degree program and approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum

committee chair. (Note: in the approval process only the VPAA can ultimately approve or deny the request).

PROPOSED AND PREPARED BY:

Name: **Kathleen Hall**  
Email: khall@coloradomesa.edu

Date: **12/31/2018**  
Phone: x1773

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **K. Bridget Marshall**

Date: **2/16/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/9/2019**

**Submit to the chair of the appropriate curriculum committee.**

## 2018-2019 COURSE ADDITION OR COURSE REINSTATEMENT FORM

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **545L** Credit hours: **1**

Course name: **Curriculum Design/Evaluation Laboratory**

Course abbreviated schedule name\* (30 characters maximum): **Curric Design/Eval Lab**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture                      Lab **2**                      Field                      Studio                      Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Laboratory: Academic/Clinical**

Academic engagement minutes for a term: **1500** Student preparation minutes for a term: **1500**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Fall 2019

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

---

### Prerequisites

Does this course have any prerequisites? Yes  No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite. Acceptance to the Master of Science in Nursing program

Will this course be a prerequisite for any course? Yes  No

If yes, submit a course modification request for each course.

**Co-requisites**

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Does this course have any co-requisites? Yes  No

If yes, clearly state all co-requisites below and submit a course modification request for each course.  
NURS 545

Will this course be a requirement or a listed choice for any program of study? Yes  No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	MSN	Nursing-Nursing Education: 8612

If this course will be a requirement for a new program(s) of study, please enter below.

**Submit a program modification request and a revised program sheet for each program listed above.**  
**All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? Yes  No   
If yes, explain:

EQUIPMENT: Does the course require additional equipment? Yes  No   
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? Yes  No   
If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

---

Approaches to curricular design and evaluation within nursing education. Program and course development for online, hybrid, and face-to-face courses, assessment and evaluation concepts, and basic legal and ethical issues for nursing education will be explored.

**Justification for the proposed new course:**

Practicum hours are required by the accreditation agency. The clinical lab component will be a co-requisite of NURS 545 Curriculum Design and Evaluation. New expected student learning outcomes for the Master of Science in Nursing program were developed and approved by faculty in the fall of 2018.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

- 1. Processes of curriculum development**
  - a. Program and course development**
  - b. Related to online, hybrid, and/or face-to-face courses**
- 2. Curriculum assessment and evaluation techniques**
  - a. Program and course assessment and evaluation**
- 3. Ethical and legal issues in nursing education**

**Student learning outcomes**

Upon completion of this course, a student should be able to:

- 1. Evaluate the process of curriculum development in nursing education.**
- 2. Examine course and program assessment and evaluation methods.**
- 3. Discover ethical and legal issues related to curriculum development and evaluation.**
- 4. Develop practical skills related to curriculum design and evaluation in academia and/or clinical practice.**
- 5. Employ understanding and actively participate in curriculum development and evaluation practices within nursing education.**

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

N/A

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

**Implementation Deadlines:**

Non-substantive course changes approved at the September curriculum meeting generally will appear in the next Jterm/spring course schedule. Substantive changes to or addition/deletion of a course that is required in any degree program and approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA can ultimately approve or deny the request).

PROPOSED AND PREPARED BY:

Name: **Erin Donovan**

Date: **12/28/2018**

Email: edonovan@coloradomesa.edu

Phone: x1235

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Bridget Marshall**

Date: **2/16/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/10/2019**

**Submit to the chair of the appropriate curriculum committee.**



**2018-2019 COURSE ADDITION  
OR COURSE REINSTATEMENT FORM**

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **565** Credit hours: **3**

Course name: **Role Development: Nurse Educator**

Course abbreviated schedule name\* (30 characters maximum): **Role Devel: Nurse Educator**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture **3** Lab Field Studio Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Lecture**

Academic engagement minutes for a term: **2250** Student preparation minutes for a term: **9000**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Spring 2020

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

---

**Prerequisites**

Does this course have any prerequisites? Yes  No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite.  
NURS 502, NURS 540, NURS 545, and NURS 545L

Will this course be a prerequisite for any course? Yes  No

If yes, submit a course modification request for each course.

**Co-requisites**

Does this course have any co-requisites? Yes  No

If yes, clearly state all co-requisites below and submit a course modification request for each course.  
NURS 560

Will this course be a requirement or a listed choice for any program of study? Yes  No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	MSN	Nursing-Nursing Education: 8612

If this course will be a requirement for a new program(s) of study, please enter below.

**Submit a program modification request and a revised program sheet for each program listed above.  
All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? Yes  No   
If yes, explain:

EQUIPMENT: Does the course require additional equipment? Yes  No   
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? Yes  No   
If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

Exploration of the role and responsibilities of a nurse educator in a variety of settings will be discovered. Concepts and issues specific to nurse educators will be examined, while concluding this course through a comprehensive literature review on a topic of choice related to a nurse educator role.

**Justification for the proposed new course:**

The Master of Science Nurse Educator program was identified as a program needing improvements by the site visitors at accreditation in fall 2018. Core courses were evaluated to align with the new Master of Science student learning outcomes. Role development theory for nurse educators was identified as weak. This new course will address the nurse educator program deficiencies in curriculum.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

1. Roles and responsibilities of a nurse educator
2. Professional and educational issues
3. Scholarship and evidence-based practices
4. Legal and ethical issues in nursing education
5. Faculty development and continuing education

**Student learning outcomes**

Upon completion of this course, a student should be able to:

1. Analyze the role and responsibilities of the nurse educator.
2. Assess professional and educational issues as they relate to a nurse educator.
3. Develop a comprehensive literature review on a topic of choice related to a nurse educator role.
4. Discover legal and ethical issues in nursing education.
5. Compile strategies to promote personal and professional growth as a nurse educator.

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

N/A

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

**Implementation Deadlines:**

Non-substantive course changes approved at the September curriculum meeting generally will appear in the next Jterm/spring course schedule. Substantive changes to or addition/deletion of a course that is required in any degree program and approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA can ultimately approve or deny the request).

PROPOSED AND PREPARED BY:

Name: **Erin Donovan EdD**

Email: edonovan@coloradomesa.edu

Date: **12/30/2018**

Phone: x1306

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Bridget Marshall**

Date: **1/9/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/10/2019**

**Submit to the chair of the appropriate curriculum committee.**

**2018-2019 COURSE ADDITION  
OR COURSE REINSTATEMENT FORM**

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **577** Credit hours: **01**

Course name: **Clinical Practicum: Advanced Health Assessment**

Course abbreviated schedule name\* (30 characters maximum): **Clin Pract: Adv Health Assess**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture                      Lab **2**                      Field                      Studio                      Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Laboratory: Academic/Clinical**

Academic engagement minutes for a term: **1500** Student preparation minutes for a term: **1500**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Spring 2020

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

N/A

---

**Prerequisites**

Does this course have any prerequisites? Yes  No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite.  
NURS 525

Will this course be a prerequisite for any course? Yes  No

If yes, submit a course modification request for each course.

### Co-requisites

Does this course have any co-requisites? Yes  No

If yes, clearly state all co-requisites below and submit a course modification request for each course.  
NURS 527

Will this course be a requirement or a listed choice for any program of study? Yes  No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	DNP	Family Nurse Practitioner: 9611
Health Sciences	MSN	Nursing-Nursing Education: 8612

If this course will be a requirement for a new program(s) of study, please enter below.

**MSN FNP**

**Submit a program modification request and a revised program sheet for each program listed above.  
All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? Yes  No   
If yes, explain:

EQUIPMENT: Does the course require additional equipment? Yes  No   
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? Yes  No   
If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

Application of didactic content related to advanced health assessment of individuals across the lifespan.

**Justification for the proposed new course:**

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The course content had been embedded in the didactic course NURS 527. The accreditation body recommended breaking out the clinical content from the didactic content to facilitate the objectives of clinical practicum hours being distinct from the didactic content.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

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1. **Comprehensive health history taking**
2. **Comprehensive physical assessment related to:**
  - a. **Integument: skin, hair, nails**
  - b. **Head and neck**
  - c. **Thorax and lungs**
  - d. **Cardiovascular and lymphatic systems**
  - e. **Abdomen**
  - f. **Breasts and axillae**
  - g. **Musculoskeletal system**
  - h. **Neurological system**
  - i. **Male genitourinary system**
  - j. **Female genitourinary system**
3. **Genetic screening and genomic concepts**

**Student learning outcomes**

Upon completion of this course, a student should be able to:

---

1. **Demonstrate comprehensive health history taking of individuals across the lifespan, including individuals from different socioeconomic, cultural, and ethnic backgrounds.**
2. **Demonstrate advanced health assessment of individuals across the lifespan, including individuals from different socioeconomic, cultural, and ethnic backgrounds.**
3. **Appraise clinical findings for variations of normal and abnormal clinical presentations.**
4. **Articulate advanced health assessment findings to peers, faculty, and other clinicals in both oral and written formats.**

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

---

Health sciences faculty are aware of this change and are in agreement.

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
2. Submit this completed form to the Library's Curriculum Committee representative a week prior to the published proposal submission deadline.
3. Obtain departmental approval according to department-specific procedures.

**Implementation Deadlines:**

Non-substantive course changes approved at the September curriculum meeting generally will appear in the next term/spring course schedule. Substantive changes to or addition/deletion of a course that is required in any degree

program and approved at the September-February curriculum meetings are generally implemented the following academic year. See Section II.D of the Curriculum Manual. Exceptions are rare and granted only in extenuating circumstances. To request a different effective date, the academic department head should contact the curriculum committee chair. (Note: in the approval process only the VPAA can ultimately approve or deny the request).

PROPOSED AND PREPARED BY:

Name: **Kathleen Hall**  
Email: khall@coloradomesa.edu

Date: **1/9/2019**  
Phone: x1773

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **K. Bridget Marshall DNP**

Date: **1/9/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/9/2019**

**Submit to the chair of the appropriate curriculum committee.**



## 2018-2019 COURSE ADDITION OR COURSE REINSTATEMENT FORM

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **586** Credit hours: **01**

Course name: **Clinical Procedures**

Course abbreviated schedule name\* (30 characters maximum): **Clinical Procedures**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture                      Lab **2**                      Field                      Studio                      Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Laboratory: Academic/Clinical**

Academic engagement minutes for a term: **1500** Student preparation minutes for a term: **1500**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Summer 2020

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

N/A

---

### Prerequisites

Does this course have any prerequisites? Yes  No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite.  
 NURS 525, NURS 526, NURS 527 and NURS 777

Will this course be a prerequisite for any course? Yes  No

If yes, submit a course modification request for each course.

**Co-requisites**

Does this course have any co-requisites? Yes  No

If yes, clearly state all co-requisites below and submit a course modification request for each course.

Will this course be a requirement or a listed choice for any program of study? Yes  No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	DNP	Family Nurse Practitioner: 9611

If this course will be a requirement for a new program(s) of study, please enter below.

**MSN FNP**

**Submit a program modification request and a revised program sheet for each program listed above.  
 All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
 If yes, explain:

FACULTY FTE: Will additional faculty FTE be required? Yes  No   
 If yes, explain:

EQUIPMENT: Does the course require additional equipment? Yes  No   
 If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities? Yes  No   
 If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

Exploration of common clinical procedures performed by primary care nurse practitioners.

**Justification for the proposed new course:**

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The course is consistent with expected program outcomes at the national level. The curriculum guidelines from the National Organization of Nurse Practitioner Faculty (NONPF) include a component designated specifically for understanding principles and execution of procedures.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

- 
1. Procedures for eyes, ears, nose, and throat
  2. Procedures for the musculoskeletal system
  3. Procedures for the integumentary system
  4. Urogenital procedures
  5. Gynecologic procedures
  6. Bowel care
  7. Wound care

**Student learning outcomes**

Upon completion of this course, a student should be able to:

- 
1. Demonstrate proficiency with specific clinical procedures encountered in the primary care setting.
  2. Justify when specific clinical procedures are indicated for the purpose of clinical decision making.
  3. Explain evidence-based practices, including patient preferences and health care ethics, related to selection of clinical procedures.
  4. Defend the role of the advanced practice nurse in performing various clinical procedures.

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

---

The health science faculty are aware of this change and agree with the change.

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
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Email: brmarshall@coloradomesa.edu

Phone: x1840

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Bridget Marshall**

Date: **1/9/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/9/2019**

**Submit to the chair of the appropriate curriculum committee.**

## 2018-2019 COURSE ADDITION OR COURSE REINSTATEMENT FORM

**INSTRUCTIONS:** Prepare this form on a campus computer with Microsoft Office 2013 or 2016, and use the tab key to advance from one form field to the next. Do “enable content” when opening the form. Converting this form to use with a different processing program will corrupt the programming. Corrupt forms will not be accepted.

---

Department Name: **Health Sciences**

Is this a previously deleted course being reinstated? Yes  No

(Note: Courses can only be reinstated with the course number and prefix used previously if the title and course content are essentially the same as previously offered)

Course prefix: **NURS** Course number: **588** Credit hours: **01**

Course name: **Diagnostic Testing**

Course abbreviated schedule name\* (30 characters maximum): **Diagnostic Testing**

\* Only necessary if name exceeds 30 characters. Otherwise, enter full name.

Contact hours per week: Lecture                      Lab **2**                      Field                      Studio                      Other

Type of Instructional Activity (from Table III.2 of Curriculum Policies and Procedures Manual):

**Laboratory: Academic/Clinical**

Academic engagement minutes for a term: **1500** Student preparation minutes for a term: **1500**

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer the course for the first time: Summer 2021

Number of times course may be taken for credit: 1

Is this to be an essential learning course? Yes  No

*If yes, see Section III.L of the Curriculum Manual and complete the following:*

Select the Essential Learning category:

The Essential Learning Student Learning Outcomes are:

1. Produce effective arguments and summaries in written English.
2. Present information effectively in spoken English.
3. Demonstrate quantitative literacy.
4. Critically examine and evaluate an argument.
5. Demonstrate investigative and analytical thinking skills to solve problems.
6. Select and use appropriate information or techniques in an academic project.
7. Construct an academic project using techniques and methodologies from multiple disciplines.

After consulting with the Essential Learning Committee chair, list a minimum of two Essential Learning Student Learning Outcomes (see above) that this course will meet. The outcomes must, at a minimum, include the ones designated by the Essential Learning Committee as appropriate for a course in the proposed category. For each outcome listed, also include 2-3 sentences describing *HOW* the course will meet each EL outcome. The description should portray that in proposing this as an EL course, faculty have specific ideas about how instructors can work with students to improve the appropriate skills.

---

### Prerequisites

Does this course have any prerequisites?      Yes       No

If yes, clearly state all prerequisites below. Include courses and other requirements. If more than one option, use parenthesis to indicate groupings. "Or consent of instructor" is implied and should not be listed as a prerequisite.  
NURS 525, NURS 526, NURS 527 and NURS 577

Will this course be a prerequisite for any course? Yes       No   
If yes, submit a course modification request for each course.

**Co-requisites**

Does this course have any co-requisites?      Yes       No

If yes, clearly state all co-requisites below and submit a course modification request for each course.

Will this course be a requirement or a listed choice for any program of study?      Yes       No

If yes, select all existing programs of study for which this course will be a requirement or a listed choice from the drop-down lists below. Use the tab key to advance from one box to the next.

Dept	Degree Type	Program
Health Sciences	DNP	Family Nurse Practitioner: 9611

If this course will be a requirement for a new program(s) of study, please enter below.

**MSN FNP**

**Submit a program modification request and a revised program sheet for each program listed above.  
All prerequisites to this course must be included in each program of study listed above.**

DUPLICATION/CROSS-LISTING: Is there overlapping content with present courses offered on campus? Yes  No   
If yes, explain:

FACULTY FTE: Will additional faculty FTE be required?      Yes       No   
If yes, explain:

EQUIPMENT: Does the course require additional equipment?      Yes       No   
If yes, explain:

LAB FACILITIES: Does the course require additional lab facilities?      Yes       No   
If yes, explain:

**Course description for the catalog (do not list pre-reqs and co-reqs):**

Exploration of clinical diagnostic testing for the purpose of diagnosing and monitoring pathophysiologic processes underlying health and illness.

**Justification for the proposed new course:**

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The course is consistent with expected program outcomes at the national level. The curriculum guidelines from the National Organization of Nurse Practitioner Faculty (NONPF) include a component designated specifically for understanding principles and execution of diagnostic testing.

**Topical course outline:** (List of topics only. Do not attach syllabus.)

- 
- 1. Radiologic testing (radiographs, computed tomography, magnetic resonance imaging, positron emission tomography)**
  - 2. Electrocardiography**
  - 3. Ultrasonography**
  - 4. Clinical laboratory testing**

**Student learning outcomes**

Upon completion of this course, a student should be able to:

- 
- 1. Justify necessity of clinical diagnostic testing based on patients' clinical presentation and physical examination findings.**
  - 2. Compare and contrast the risks, benefits, and costs associated with specific clinical diagnostic tests.**
  - 3. Evaluate diagnostic test findings.**

**Discuss the proposal with all departments that might be affected by the proposal.**

List the departments and the date and outcome of the discussion below.

---

Health sciences faculty are aware of the change and are in agreement.

**In addition to providing all the above information, also accomplish the following:**

1. Submit the course catalog description to the Catalog Description Evaluator a week prior to the published proposal submission deadline.
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PROPOSED AND PREPARED BY:

Name: **K. Bridget Marshall**

Email: brmarshall@coloradomesa.edu

Date: **12/28/2018**

Phone: x1840

REVIEWED BY DEPARTMENT'S CURRICULUM COMMITTEE REPRESENTATIVE:

Name: **Bridget Marsahl**

Date: **1/9/2019**

APPROVED BY DEPARTMENT HEAD:

Name: **Bette Schans**

Date: **1/9/2019**

**Submit to the chair of the appropriate curriculum committee.**