

Graduate Curriculum Committee  
February 25, 2015  
Dominguez Hall 312

**Meeting was called to order by Chair Don Carpenter at 4:00pm**

Committee members present: Blake Bickham (Teacher Education), Don Carpenter (Business), Sandy Forrest (Health Sciences), Kristen Hague (Languages, Literature and Mass Communication), Alison Harris (Fine Arts), Kristin Heumann (Kinesiology), Jake Jones (Social and Behavioral Sciences), Darin Kamstra (Music and Theatre), Phil Kavanagh (Computer Science, Math and Statistics),

Committee members absent: Paul Hampton (Biological Sciences) and Kim White (Physical and Environmental Sciences)

Ex-officio members present: Barbara Borst (Library), Susan Longest (Catalog Description Reviewer) and Steve Werman (Academic Affairs/Graduate Programs/Graduate Advisory Committee)

Guests: Debra Bailey (Health Sciences), Valerie Dobbs, (Teacher Education), Jean Gauley (Teacher Education), and Mark Schmalz (Teacher Education)

Recording Secretary: Kristen Hague

- I. Welcome
- II. Announcements
  - A. Membership
    1. Kim White has replaced Jared Workman as the PES representative
  - B. Meetings
    1. The next meeting—and last meeting of the year—is April 14<sup>th</sup>
    2. GCC members whose terms are expiring are asked to seek replacement members in their departments before the April meeting
- III. Old Business
  - A. At the previous meeting, the committee voted to table discussion of the graduate SLO's so the Subcommittee could meet again and consider the wording of the Quantitative Fluency SLO
  - B. **Motion: to untable the discussion (Kavanagh/Heumann); motion carried**
  - C. Discussion
    1. Grad SLO Subcommittee added “or other analytical processes” to the Quantitative Fluency SLO
    2. Bette Schans informed the Subcommittee that new graduate programs will be able to seek exemptions from the SLO if appropriate
    3. **Motion: to approve the MA SLO's as written and to approve the PhD SLO's once the new language is added to the Quantitative Literacy SLO (Kamstra/Bickham); motion carried**

IV. New Business

A. Business Department

1. Intradepartmental Prerequisite Change: ECON 505

2. Discussion

- a. The prerequisites are being changed because of redundancy; CISB 241 and STAT 200 are already prerequisites for CISB 341 and MANG 341
- b. **Motion: to approve prerequisite change (Forrest/Harris); motion carried**

B. Teacher Education Department

1. Course Modification: EDLD 515; EDTL 513; and EDLD 545

a. Discussion

- i. Students and faculty feedback informed the decision to drop a credit for EDLD 515 because of overlap with outcomes in other courses where outcomes were better integrated
- ii. **Motion: to approve the course modifications (Kavanagh/Forrest); motion carried**

2. Program Modification: EDLD Certificate, EDLA MA, Teacher Leader Certificate, and Teacher Leader MA

a. Discussion

- i. These programs need to be modified to reflect the above course modifications
- ii. **Motion: to approve the program modifications (Forrest/Jones); motion carried**

C. Department of Health Sciences

1. Course Addition: NURS 604

a. Discussion

- i. NURS 640 exists in the current curriculum and provides students with opportunities to work with underserved and rural population; however, the course needs a theory component to help students attain a more comprehensive understanding of the role of nurse practitioner for these populations.
- ii. **Motion: to approve course addition with removal of apostrophe from “student’s” in the course justification (Bickham/Heumann); motion carried**

2. Course Modification: NURS 600, 603, NURS 610, NURS 620, NURS 630, NURS 640, and NURS 650

a. Discussion

- i. These changes increase the credit load in classes and provide students with more clinical hours outside of their capstone course

- ii. **Motion: to approve course modifications with removal of apostrophes from “student’s” in justifications (Kavanagh/Bickham); motion carried**

3. Program Modification: DNP

a. Discussion

- i. The DNP program and program sheet need to be modified to reflect the above changes
- ii. Current students who have not taken the affected courses will have to take them in their new versions, as per CMU policy
- iii. **Motion: to approve program modification with correction of credit hour totals on the program sheet (Kavanagh/Kamstra)**

- V. **Motion: to adjourn at 4:58 (Harris/Kamstra); motion carried**

## **Colorado Mesa University Graduate Student Learning Outcomes**

### **A student graduating with a Master's degree from CMU will:**

1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively. (Specialized Knowledge/Applied Learning)
2. Employ discipline-specific logical, mathematical, statistical methods, or other analytical processes to address a topic or issue. (Quantitative Fluency)
3. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences. (Communication Fluency)
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)
6. Articulate moral, ethical, legal, or professional challenges within the discipline. (Ethical Reasoning)

### **A student graduating with a Doctoral Degree from CMU will:**

1. Advance science, education, leadership, practice, or policy within a chosen discipline by completing an original research project approved by a faculty panel. (Specialized Knowledge/Applied Learning)
2. Employ discipline-specific logical, mathematical, or statistical methods, or other analytical processes to address a topic or issue. (Quantitative Fluency)
3. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences. (Communication Fluency)
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)
6. Choose ethical and legal courses of action in research and professional practice. (Ethical Reasoning)