

Graduate Curriculum Committee
November 19, 2014
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), Paul Hampton (Biological Sciences), Alison Harris (Fine Arts), Kristin Huemann (Kinesiology), Darin Kamstra (Music and Theatre), Phil Kavanagh (Computer Science, Math and Statistics),

Committee members absent: Jacob Jones (Social and Behavioral Sciences) and Jared Workman (Physical and Environmental Sciences)

Ex-officio members present: Barbara Borst (Library) and Regis Tucci (Catalog Description Reviewer)

Recording Secretary: Kristen Hague

- I. Welcome
- II. Announcements
 - A. Membership
 1. Jared Workman has stepped down as the PES representative; a new representative will be appointed
 - B. Meetings
 1. The next meeting and last day to consider curriculum proposals for 2015-2016 is February 25th; the submission deadline for Library and course descriptions is January 29th, and the submissions deadline to the GCC Chair is February 5th
- III. New Business
 - A. The Intra-Departmental Curriculum Change Memo is being revised so that it doesn't include information about program deletion, deactivation, or reactivation
 - B. Course Modification: NURS 625
 1. NURS 625 is being modified because it is not appropriately challenging for DNP students. Changes include incorporating an IRB research project as well as an increased focus on statistical software use
 2. Discussion
 - a. A suggestion was made to modify the proposed course description from "use of SPSS statistical software" to "use of statistical software" so that future course modifications wouldn't be necessary if the software changes
 - b. **Motion: to approve the course modification with the suggested change in course-description wording (Bickham/Kavanagh); motion carried**

IV. Old Business

A. Report/Minutes from Sub-Committee on Graduate Student Learning Objectives

1. The sub-committee members met to discuss, revise, and propose institutional student learning outcomes for graduate programs because the previous outcomes did not distinguish between master's and doctoral levels

2. The sub-committee is proposing six master's-level and six doctoral-level outcomes

3. Discussion

a. Two of the outcomes—Quantitative Fluency and Ethical Reasoning—seem more applicable to certain programs than others

b. Specifically, while they fit well with CMU's current graduate programs, they might not fit with programs like Music or English where quantitative methods/analysis and ethical/legal issues aren't common

c. Three options were discussed: removing the outcomes entirely, allowing programs to pick four of the six outcomes to measure, or establishing a procedure by which future programs can apply for an exemption from the outcomes

d. Motion: to extend the meeting end time from 5:00pm to 5:10pm (Kavanagh/Blake); motion carried

e. There's some urgency because Nursing needs to develop new program outcomes for its master's and doctoral program by the end of the 2014-2015 school year

f. Motion: to table the discussion and ask the sub-committee to continue working on the outcomes (Forrest/Kavanagh); motion carried

g. Motion: to approve the sub-committee's minutes with the specification that the GCC is not approving the outcomes (Kavanagh/Forrest); motion carried

V. **Motion: to adjourn at 5:10 (Huemann/Forrest); motion carried**

**Graduate Student Learning Outcome Sub-Committee
Colorado Mesa University**

Members:

Steve Werman, Assistant Vice President of Academic Affairs

Bette Schans, Director of Assessment

Blake Bickham, Associate Professor of Teacher Education (Chair)

Donald Carpenter, Professor of Business/Computer Information Systems

Sandy Forrest, Professor of Nursing

Meeting Dates: 10/20/14, 10/27/14, 11/3/14, 11/10/14, 11/17/14

Minutes:

The above sub-committee members met to discuss, revise, and propose institutional student learning outcomes for graduate programs. The sub-committee began with the four graduate (masters'/doctoral degree) outcomes that were previously created by the CMU graduate advisory council. This sub-committee was charged with establishing graduate student outcomes that would align better with CMU's existing baccalaureate and associate level learning outcomes.

The sub-committee is proposing 6 master's level student learning outcomes and 6 doctoral level outcomes. The categories addressed in the outcomes are: Specialized Knowledge/Applied Learning; Quantitative Fluency; Communication Fluency; Critical Thinking; Information Literacy; and Ethical Reasoning.

The previous 4 outcomes were labeled as "graduate level" outcomes with no distinction between master's and doctoral levels. However, some accrediting bodies seek this distinction at the institutional level. The nursing program's accrediting body does seek that distinction. Therefore, we decided to establish a distinction between the 2 sets of outcomes. Outcomes 2-5 are the same at the master's and doctoral level, while outcomes 1 and 6 are where the sub-committee felt that the distinction between a master's and doctoral degree were clear.

The sub-committee has written these outcomes with Bloom's taxonomy in mind. In addition, the outcomes are written generally so that any current or future program may align to these outcomes.

The proposed outcomes are on the following page.

Prepared by Blake R. Bickham,
11/17/14

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, or statistical methods 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 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)