

**Graduate Curriculum Committee
Meeting Minutes
March 6, 2024
DH 204**

Members Present: Cynthia Chovich, Eliot Jennings, Bridget Marshall, Cassidy Herringer, Megan Sherbenou, Dongjun Rew, Mo LaMee, KyoungHwa Oh, and Sherine Antoun

Members Absent: Colin Carman, Jonathan Hinkle, and Erik Packard

Ex-officio members present: Janel Davis, Maggie Bodyfelt, Barb Borst, Morgan Bridge

Guests present: Jason Bennett

Recording Secretary: Lisa Bessette

Chair Chovich called the meeting to order at 4:02pm.

I. Announcements

- A. A reminder that CIM will reopen in August. Due date for this fall is December 20.

II. Curriculum Proposals

- A. See page 3 for the proposals.

III. Unfinished Business

- A. The SLO differentiation wording to be added to the Curriculum Manual that was voted on and approved at the September 6 GCC meeting was presented. Cassidy Herringer and Bridget Marshall reported on their research. Cassidy Herringer presented additional phrasing to be included in the original document. The additional phrasing will be added to the original approved document and sent out for review and approval at the April 3 meeting.
- B. Bridget Marshall motioned, with a second from Cassidy Herringer, to nominate Sherine Antoun as GCC Vice Chair for academic year 2024-25. The committee voted and unanimously approved Dr. Antoun for GCC Vice Chair. Bridget Marshall motioned, with a second from Sherine Antoun, to nominate Cynthia Chovich as GCC Chair for academic year 2024-25. The committee voted and unanimously approved Dr. Chovich for GCC Chair.

IV. Ex-Officio Reports

- A. Associate Vice President of Academic Affairs for Assessment and Accreditation
 - i. Thanked the Committee for their work on the curriculum proposals this year.
- B. Registrar's Office

- i. The Registrar's Office is working on processing courses and programs through the final steps of workflow that were approved by the committee last fall. Once completed, processing of the proposals approved in February will occur. Items that were approved at today's meeting will be finalized by beginning of May. The originator of the proposals will receive an automated email from CIM when a proposal has completely finished workflow.
- C. Financial Aid Deputy Director Stewart
 - i. Nothing to report
- D. Librarian Borst
 - i. Nothing to report
- E. Catalog Description Reviewer Varner
 - i. Nothing to report.

V. Informational Items

- A. Chair Chovich reminded the Committee that all graduate courses need to have the topical course outline, SLOs, semester offered, and engagement minutes added in CIM. Please continue working on the courses in your programs.
- B. If departments have curriculum changes that impact student registration, changes must be in and approved at the December GCC meeting to appear in the spring for fall registration. Curriculum changes that are not approved at the December meeting will not be available for student registration until late April/May.

VI. New Business

- A. Next meeting is April 3rd at 4:00 pm in Library 331.

Adjournment:

With no objections from the committee, Chair Chovich adjourned the meeting at 4:57 pm.

Respectfully submitted, Lisa Bessette, 03/07/24.

GCC Curriculum Proposals March 6, 2024

Effective Term - Summer 2024

Programs

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

Title	Degree	Committee Action	Motion Second
8155: Athletic Training	MS	Program Modification - Approved	Herringer Sherbenou

GCC Discussion: The Master of Science in Athletic Training (MSAT) program is accredited by the Commission of Accreditation on Athletic Training Education (CAATE) as a professional graduate health care program. The faculty, clinical preceptors, and current students have provided feedback on how the curriculum could be modified to maximize student success and to prepare for a 2025 CAATE accreditation self-study and site visit. Unanimously, all stakeholders have agreed that the following specific changes are needed toward these goals: 1. Begin program in summer to better prepare students with clinical skills necessary for active engagement in first clinical experience in August. 2. Increase student knowledge in anatomy, taping/wrapping skills, emergency care skills, and therapeutic modalities in preparation for first clinical experience in August at either on-campus or off-campus clinical affiliated sites. 3. Increase focus on depth, rather than breadth, of content in each course to allow students to increase confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence. In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes. These proposed substantive curricular changes significantly increase the total number of credits in the program from 38 to 53. We recognize that this will also increase the total cost of the program and the potential perceived negative impact for prospective students. However, a proposed curriculum with a total of 53 credits would still make Colorado Mesa University the 3rd lowest of all accredited Athletic Training programs within Colorado, Utah, Arizona, Idaho, New Mexico. The CMU total of 53 credits would still be significantly lower than the average program (59.67 credits) and the median program (59.67).

Change Item Description

List all proposed changes to the program:

Department Justification

1) Adding the following courses: ATRN 506 Clinical Skills in Athletic Training, ATRN 507 Acute Care in Athletic Training, ATRN 508 Therapeutic Modalities, ATRN 515 Seminar in Evidence-Based Practice I, ATRN 516 Seminar in Evidence-Based Practice II, ATRN 517 Seminar in Evidence-Based Practice III, ATRN 536 Clinical Education in Athletic Training III, ATRN 537 Clinical Education in Athletic Training IV, ATRN 540 Clinical Anatomy ATRN 541 Clinical Evaluation of Lower Extremity Injuries, ATRN 542 Clinical Evaluation of Head and Spine Injuries, ATRN 543 Clinical Evaluation of Upper Extremity Injuries, ATRN 544 General Health Conditions and Pharmacology, ATRN 551 Principles of Rehabilitation, ATRN 552 Advanced Rehabilitation and Manual Therapy, ATRN 553 Psychosocial Interventions in Athletic Training, ATRN 554 Functional Performance in Athletic Training, ATRN 580 Transition to Practice in Athletic Training, ATRN 593 Capstone Research Project in Athletic Training. 2)

Removing these courses from the program. These courses will be deleted when current students complete the old program. Because we will phase in these changes, no courses have been deleted at this time. Additionally, the program assessment plan will be update next year after the program is fully implemented. ATRN 502 Research Methods II, ATRN 511 Professionalism in Athletic Training/Healthcare Ethics I, ATRN 512 Professionalism in Athletic Training/Healthcare Ethics II, ATRN 521 Injury and Illness Diagnosis and Management I, ATRN 522 Injury and Illness Diagnosis and Management II, ATRN 523 Advanced Therapeutic Interventions, ATRN 524 Pharmacology and Sport Performance, ATRN 533 Clinical Education in Athletic Training III, ATRN 534 Clinical Education in Athletic Training IV, KINE 501 Research Methods, KINE 587 Research 4) Adjusted course prerequisites for admissions requirements. 5) Increasing the program from 38 to 53 hours. 6) Begin the program in the summer versus the fall.

Describe discussions about this proposal within the department and outcomes.

The proposed changes were discussed and approved by the Department of Kinesiology in a meeting on October 31, 2023.

8158: Occupational Therapy	MS	Program Modification - Tabled	Marshall Herringer
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GCC Discussion: This proposal was tabled while the meeting minutes for the following courses are being clarified: OCCU 550, OCCU 552, and OCCU 553.

Change Item Description	Department Justification
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Effective Term - Summer 2024

Courses

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

Title	Credits	Committee Action	Motion Second
ATRN 506: Clinical Skills in Athletic Training	1	Course Addition - Approved	Marshall Sherbenou

GCC Discussion: This course will focus on skills acquisition for orthopedic taping and wrapping, durable medical equipment fitting, and fit/removal of protective equipment to minimize the risk of injury or re-injury to meet accrediting standards.

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3. Increase focus on depth, rather than breadth, of content in each course to allow students to increase confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence.

Change Item Description

Old

New

New Proposal: No differences to report

ATRN 507: Acute Care in Athletic Training 3

Course Addition - Approved

Marshall | Sherbenou

GCC Discussion: This course will focus on the knowledge and application of skills related to the evaluation and management of patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent to meet accrediting standards.

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Change Item Description

Old

New

New Proposal: No differences to report

ATRN 508: Therapeutic Modalities 2

Course Addition - Approved

Marshall | Sherbenou

GCC Discussion: This course focuses on the pathophysiology of human tissue in response to injury, the neurophysiology of pain perception, and the influence of various interventions on the early phases of the rehabilitation process required by CAATE.

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courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description	Old	New
New Proposal: No differences to report		

ATRN 513: Administration in Athletic Training	3	Course Modification - Approved	Herringer LaMee
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GCC Discussion: Prereqs/coreqs updated to reflect new program requirements and sequence. With the addition of new ATRN courses and the rearrangement of course material in the new courses, ATRN 553 and ATRN 554 were added as prereqs and ATRN 517 and ATRN 536 are now both coreqs. Topical course outline and SLOs added since not transferred in with CIM. The Master of Science in Athletic Training (MSAT) program is accredited by the Commission of Accreditation on Athletic Training Education (CAATE) as a professional graduate health care program. The faculty, clinical preceptors, and current students have provided feedback on how the curriculum could be modified to maximize student success and to prepare for a 2025 CAATE accreditation self-study and site visit. Unanimously, all stakeholders have agreed that the following specific changes are needed toward these goals: 1. Begin program in summer to better prepare students with clinical skills necessary for active engagement in first clinical experience in August. 2. Increase student knowledge in anatomy, taping/wrapping skills, emergency care skills, and therapeutic modalities in preparation for first clinical experience in August at either on-campus or off-campus clinical affiliated sites. 3. Increase focus on depth, rather than breadth, of content in each course to allow students to increase confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence. In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description	Old	New
Prerequisites:	ATRN 511	ATRN 553 and ATRN 554
Corequisites:		ATRN 517 and ATRN 536

ATRN 515: Seminar in Evidence-Based Practice Research I	1	Course Addition - Approved	Marshall Sherbenou
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GCC Discussion: This course will focus on the examination of the methods of research in athletic training, with a focus on intervention effectiveness to align with CAATE standards.

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confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence. In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 516: Seminar in Evidence-Based Practice Research II	1	Course Addition - Approved	Marshall Sherbenou
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GCC Discussion: This course will focus on the examination of the methods of research in athletic training, with a focus on epidemiology and health care disparities, and aligns with CAATE standards.

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In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 517: Seminar in Evidence-Based Practice Research III	1	Course Addition - Approved	Marshall Sherbenou
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GCC Discussion: This course has as a focus the examination of the methods of research in athletic training, with a focus on prevention of injuries to align with CAATE standards.

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Change Item Description	Old	New
New Proposal: No differences to report		

ATRN 531: Clinical Education in Athletic Training I	2	Course Modification - Approved	Herringer LaMee
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GCC Discussion: Prereqs/coreqs updated to reflect new program requirements and sequence. With the addition of new ATRN courses and the rearrangement of course material in the new courses, ATRN 506, ATRN 507, ATRN 508, and ATRN 540 were added as prereqs and ATRN 515, ATRN 541, ATRN 542, and ATRN 551 are now all coreqs. Engagement minutes changed to better reflect time needed by students in clinicals. Topical course outline and SLOs added since not transferred into CIM. The Master of Science in Athletic Training (MSAT) program is accredited by the Commission of Accreditation on Athletic Training Education (CAATE) as a professional graduate health care program. The faculty, clinical preceptors, and current students have provided feedback on how the curriculum could be modified to maximize student success and to prepare for a 2025 CAATE accreditation self-study and site visit. Unanimously, all stakeholders have agreed that the following specific changes are needed toward these goals: 1. Begin program in summer to better prepare students with clinical skills necessary for active engagement in first clinical experience in August. 2. Increase student knowledge in anatomy, taping/wrapping skills, emergency care skills, and therapeutic modalities in preparation for first clinical experience in August at either on-campus or off-campus clinical affiliated sites. 3. Increase focus on depth, rather than breadth, of content in each course to allow students to increase confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence. In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description	Old	New
Prerequisites:	Admission to the MS Athletic Training program	ATRN 506, ATRN 507, ATRN 508, and ATRN 540
Corequisites:		ATRN 515, ATRN 541, ATRN 542, and ATRN 551

Academic engagement minutes per term:

17280 - 21120
Academic engagement minutes are calculated based on the expectations that students will spend 18-22 hours (1080- 1320 minutes) per week at their clinical site for 16 weeks of the semester. No student preparation minutes are needed as engagement minutes exceed minimum requirements.

ATRN 532: Clinical Education in Athletic Training II	2	Course Modification - Approved	Herringer LaMee
<p>GCC Discussion: Prereqs/coreqs updated to reflect new program requirements and sequence. With the addition of new ATRN courses and the rearrangement of course material in the new courses, ATRN 515, ATRN 531, ATRN 541, ATRN 542, and ATRN 551 were added as prereqs and ATRN 516, ATRN 543, ATRN 544, and ATRN 552 are now all coreqs. Minutes changed to better reflect hours needed by students in clinicals. Topical course outline and SLOs added since did not migrate into CIM. The Master of Science in Athletic Training (MSAT) program is accredited by the Commission of Accreditation on Athletic Training Education (CAATE) as a professional graduate health care program. The faculty, clinical preceptors, and current students have provided feedback on how the curriculum could be modified to maximize student success and to prepare for a 2025 CAATE accreditation self-study and site visit. Unanimously, all stakeholders have agreed that the following specific changes are needed toward these goals: 1. Begin program in summer to better prepare students with clinical skills necessary for active engagement in first clinical experience in August. 2. Increase student knowledge in anatomy, taping/wrapping skills, emergency care skills, and therapeutic modalities in preparation for first clinical experience in August at either on-campus or off-campus clinical affiliated sites. 3. Increase focus on depth, rather than breadth, of content in each course to allow students to increase confidence and critical-thinking skills in content knowledge, skill acquisition, and skill competence. In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.</p>			
Change Item Description	Old	New	
Prerequisites:	ATRN 531	ATRN 515, ATRN 531, ATRN 541, ATRN 542 and ATRN 551	
Corequisites:		ATRN 516, ATRN 543, ATRN 544, and ATRN 552	

Academic engagement minutes per term:

19200-23040
Academic engagement minutes are calculated based on the expectations that students will spend 20-24 hours (1200- 1440 minutes) per week at their clinical site for 16 weeks of the semester. No student preparation minutes needed since engagement minutes exceed minimum minutes required.

ATRN 536: Clinical Education in Athletic Training III	4	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This course will continue to focus on the exploration of athletic training clinical experiences with concentration on application of clinical skills as a competent clinician, with focus on patient-centered care, evidence-based practice, and critical thinking and aligns with CAATE standards.

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Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 537: Clinical Education in Athletic Training IV	4	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This course is a continuation of the exploration of athletic training clinical experiences with a concentration on application of clinical skills as an experienced clinician, with focus on patient-centered care, evidence-based practice, and critical thinking providing students the hands-on experiences needed as dictated by CAATE.

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Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 540: Clinical Anatomy	3	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This course will focus on the application of anatomy as it relates to injury pathologies for future healthcare practitioners and include skill acquisition of clinical palpation, range-of-motion assessment, and manual muscle testing to align with CAATE standards.

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Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 541: Clinical Evaluation of Lower Extremity Injuries	3	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This courses focuses on the recognition, evaluation, and clinical diagnosis of musculoskeletal and neurological pathologies of the lower extremity with emphasis placed on using an evidence-based approach to performing a comprehensive, systematic clinical examination in athletic

training settings and aligns with CAATE standards.

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Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 542: Clinical Evaluation of Head and Spine Injuries	3	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This course will focus on the recognition, evaluation, and clinical diagnosis of musculoskeletal and neurological pathologies of the head, neck, and spine with emphasis placed on using an evidence-based approach to performing a comprehensive, systematic clinical examination in athletic training settings.

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Change Item Description	Old	New
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New Proposal: No differences to report

ATRN 543: Clinical Evaluation of Upper Extremity Injuries	3	Course Addition - Approved	Antoun Herringer
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GCC Discussion: This course will focus on the recognition, evaluation, and clinical diagnosis of musculoskeletal and neurological pathologies of the upper extremity with emphasis placed on using an evidence-based approach to performing a comprehensive, systematic clinical examination in athletic training settings to align with CAATE standards.

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Change Item Description

Old

New

New Proposal: No differences to report

ATRN 544: General Health Conditions and Pharmacology

3

Course Addition - Approved

Antoun | Herringer

GCC Discussion: This course will concentrate on the exploration of general health conditions and pharmacology in an athletic patient population with emphasis on the basics of pharmacology and application of this knowledge to health conditions common in an athletic population using a systems approach to align with CAATE standards.

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In addition, CAATE Standard 42 now requires faculty to teach in those subject-matter areas where they can demonstrate “contemporary expertise”. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. With a new MSAT faculty member hired in August of 2023 with a clinical expertise in orthopedic evaluation skills, the MSAT faculty have re-organized curricular content into courses that focus on faculty teaching within their areas of clinical expertise and aligned with the input of our stakeholders in order to maximize student preparedness, critical-thinking, and patient outcomes.

Change Item Description

Old

New

New Proposal: No differences to report

ATRN 551: Principles of Rehabilitation

3

Course Addition - Approved

Marshall | Rew

GCC Discussion: This course will look at the theory, application, and practical use of traditional therapeutic interventions utilized in the treatment of musculoskeletal injuries from initial injury to return to activity to align with CAATE standards.

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Change Item Description

Old

New

New Proposal: No differences to report

ATRN 552: Advanced Rehabilitation and Manual Therapy

3

Course Addition - Approved

Marshall | Rew

GCC Discussion: This course will concentrate on the theory, application, and practical use of advanced therapeutic interventions utilized in the treatment of musculoskeletal injuries from initial injury to return to activity and include various manual therapies, advanced screening techniques, functional movement analysis and intervention, and non-traditional modalities to align with CAATE standards.

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Change Item Description	Old	New
New Proposal: No differences to report		

ATRN 553: Psychosocial Interventions in Athletic Training	1	Course Addition - Approved	Marshall Rew
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GCC Discussion: This course will prepare students to educate patients about their overall health and mental wellness strategies across the lifespan with a focus on the role of mental health both before and after injury, along with psychosocial strategies needed to assist patients who may exhibit a variety of mental health disorders to align with CAATE standards.

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Change Item Description	Old	New
New Proposal: No differences to report		

ATRN 554: Functional Performance in Athletic Training	3	Course Addition - Approved	Marshall Rew
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GCC Discussion: This course will explore functional performance in an athletic patient population with review of the basics of wellness/healthy nutrition and the components of a comprehensive program to maximize functional performance and aligns with CAATE standards.

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Change Item Description

Old

New

New Proposal: No differences to report

ATRN 580: Transition to Practice in Athletic Training

2

Course Addition - Approved

Marshall | Rew

GCC Discussion: This course will prepare the student for the national certification examination for athletic trainers with focus on the soft-skills necessary for transition to a successful career in athletic training. Topics will include verbal and non-verbal communication, emotional intelligence, conflict management, interviewing skills, and leadership development and aligns with CAATE standards.

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Change Item Description

Old

New

New Proposal: No differences to report

ATRN 593: Capstone Research Project in Athletic Training

2

Course Addition - Approved

Marshall | Rew

GCC Discussion: This course will focus on the application of evidence-based principles to develop a clinical question dealing with diagnosis or intervention which once identified, students will initiate a literature review to gather evidence to answer the clinical question using the format of a Critically Appraised Topic (CAT) and aligns with CAATE standards.

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Change Item Description	Old	New
New Proposal: No differences to report		
ENGL 521: Seminar in Literary Theory	3	Course Modification - Approved
Antoun Marshall		
GCC Discussion: Addition of topical outlines and SLOs for existing upper-division courses is needed to bring our records up-to-date. Academic engagement minutes and student preparation minutes, typical semester offered, SLO's, and topical course outline were added (info was not transferred when CIM was implemented). Admission to graduate studies added as a prerequisite to clearly denote to students this is a graduate course.		
Change Item Description	Old	New
Prerequisites:		Admission to graduate studies
ENGL 543: Language Systems and Linguistic Diversity	3	Course Modification - Approved
Antoun Marshall		
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Prereq changed to admission to graduate studies to clearly denote to students this is a graduate course.		
Change Item Description	Old	New
Prerequisites:	Bachelor's degree	Admission to graduate studies
ENGL 550: Studies in Creative Writing	3	Course Modification - Approved
Antoun Marshall		
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLO's, and topical course outline were added (info was not transferred when CIM was implemented). Admission to graduate studies added as a prerequisite to clearly denote to students this is a graduate course.		
Change Item Description	Old	New
Prerequisites:		Admission to graduate study
ENGL 554: Topics in British and Commonwealth Literature	3	Course Modification - Approved
Antoun Marshall		
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLO's, and topical course outline were added (info was not transferred when CIM was implemented). Admission to graduate studies added as a prerequisite to clearly denote to students this is a graduate course.		

Change Item Description		Old	New
Prerequisites:			Admission to graduate studies
ENGL 561: Topics in American Literature	3	Course Modification - Approved	Antoun Marshall
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLO's, and topical course outline were added (info was not transferred when CIM was implemented). Admission to graduate studies added as a prerequisite to clearly denote to students this is a graduate course.			
Change Item Description		Old	New
Prerequisites:			Admission to graduate studies
ENGL 586: Seminar in Rhetoric and Composition	3	Course Modification - Approved	Antoun Marshall
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Admission to graduate studies added as a prerequisite to clearly denote to students this is a graduate course.			
Change Item Description		Old	New
Prerequisites:			Admission to graduate studies
OCCU 510: Scholarship and Research	2	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed redundant SLOs already met in other courses within our curriculum and added relevant SLOs. Edited one SLO to reflect wording as prescribed by ACOTE, our accrediting agency.			
Change Item Description		Old	New
OCCU 511: Lifespan and Occupational Performance	2	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed duplicate SLOs already being taught in other courses and added relevant SLOs. All SLOs are written as prescribed by our accrediting agency, ACOTE.			
Change Item Description		Old	New
OCCU 512: Professional Skills and Occupation-Based Practice I	2	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed extraneous SLOs that were already being met in other courses. Added relevant SLOS. All SLOs are written as prescribed by our accrediting agency, ACOTE.			
Change Item Description		Old	New
OCCU 513: Functional Anatomy and Movement	3	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed one learning objective related to dysphagia assessment and intervention, as this learning objective is already taught and met in two other courses (OCCU 523 and OCCU 531).			
Change Item Description		Old	New

OCCU 514: Wellness and Occupational Performance	2	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed occupational therapy history and theories/frames of reference/models of practice from course outline, as this content is the basis for the recently-created OCCU 516, and extensively explored there. Additionally removed one learning outcome (Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues) as this learning objective is redundant and already addressed in two other classes.			
Change Item Description		Old	New
OCCU 515: Occupation-Based Practice and Theory for Older Adults	4	Course Modification - Approved	Marshall Sherbenou
GCC Discussion: Removed extraneous SLOs that were met elsewhere in the curriculum and added more relevant SLOs. All SLOs are written in the prescribed format required by our accrediting body, ACOTE.			
Change Item Description		Old	New
OCCU 520: Brain, Behavior and Occupation	3	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: The previous description of the course did not include behavioral brain content which is clearly indicated in the title of the course. This knowledge is foundational for the OCCU 534 course in mental health practice of occupational therapy. The original course is only 2 credits and is being changed to 3 credits, and after teaching the course for two summers, the faculty acknowledges this is insufficient to provide necessary neurological knowledge for occupational therapy practice. The original course has no lab component, which is needed as students need to be able to apply neurological knowledge in assessment, intervention, and treatment activities.			
Change Item Description		Old	New
Type of Instructional Activity:		Lecture	Mixed Instructional Method

Course description for the catalog:

Foundational neuroscience preparation, including nervous system development and plasticity in typical development as well as in response to trauma and disease. Topics include the neuronal pathways underlying function with emphasis on sensation, movement, cognition and pain. By analyzing differences in central and peripheral nervous system functions, students learn to articulate how occupational performance affects, and is affected by, neurological processing.

Foundational neuroscience preparation, including: nervous system structures and development, neurotransmission and neurohormonal mechanisms, plasticity in typical development, and response to trauma and disease. Covers neuronal pathways underlying function, with emphasis on sensation, movement, cognition, pain, behavior, emotion, sex, sleep/rest, language, and learning. Analysis of differences in nervous system function to understand how occupational performance relates to processing of neurological structures.

OCCU 522: Professional Skills and Occupation-Based Practice II	2	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Removed redundant SLOs already being taught in other classes within the curriculum and added relevant SLOs. All SLOs are written as prescribed by our accrediting agency, ACOTE.			
Change Item Description	Old	New	
OCCU 523: Occupation-Based Practice and Theory for Adults	4	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Removed SLOs and topics that were not relevant and were better covered in other courses within our curriculum. This effort is being made in order to streamline our curriculum and avoid redundancy. Added relevant SLOs. Edited a few SLOs so they are written as prescribed by ACOTE (our accrediting agency). To assure consistency and reflect number of hours actually needed, the contact hours were decreased.			
Change Item Description	Old	New	
Total Contact Hours:	6	5	
OCCU 530: Scholarship and Evidence-Based Practice I	2	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Added one relevant SLO and edited a couple other SLOs to reflect the exact language required, as dictated by our accrediting agency, ACOTE.			
Change Item Description	Old	New	

OCCU 531: Occupation-Based Practice and Theory for Children and Adolescents	4	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Removed two SLOs that are redundant, as they're thoroughly explored in another class (OCCU 533).			
Change Item Description		Old	New
OCCU 532: Assistive Technology and Occupation	2	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Added/removed SLOs in order to better align, streamline, and avoid redundancies in our OT curriculum. Edited wording to ensure SLOs are written exactly as prescribed by our accrediting agency, ACOTE.			
Change Item Description		Old	New
OCCU 533: Telehealth, Occupation and Modalities	2	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Removed and added SLOs to avoid redundancies in OT curriculum and improve content alignment. All SLOs are written in the format as prescribed and mandated by our accrediting agency, ACOTE.			
Change Item Description		Old	New
OCCU 534: Occupational Therapy and Mental Health Practice	2	Course Modification - Approved	Sherbenou Marshall
GCC Discussion: Faculty trialed this class with just one credit for the first time FA23; we realized that it would benefit our learners if we had more time for exploring content. This additional credit is being taken from OCCU 553.			
Change Item Description		Old	New
Credit hours:		1	2
OCCU 540: Scholarship and Evidence-Based Practice II	2	Course Modification - Approved	Herringer Oh
GCC Discussion: Slight revisions to SLO language to reflect the exact wording as is dictated by our accrediting agency, ACOTE.			
Change Item Description		Old	New
OCCU 541: Leadership and Ethics in Occupational Therapy	2	Course Modification - Approved	Herringer Oh
GCC Discussion: Removed two SLOs (one is already being met in OCCU 516, and the other in OCCU 533). Added one relevant SLO. Slightly edited two SLOs to reflect the exact language as dictated by our accrediting agency, ACOTE.			
Change Item Description		Old	New

OCCU 542: Occupation-Based Practice and Theory for Populations	4	Course Modification - Approved	Herringer Oh
GCC Discussion: Removed 5 SLOs that were redundant and already met elsewhere in the curriculum (specifically in OCCU 512, 514, 515, 522, 543, among others). Added 2 relevant SLOs. Edited the language of 1 SLO to reflect the exact wording as dictated by our accrediting agency, ACOTE. To assure consistency and reflect hours actually needed, the contact hours were reduced.			
Change Item Description		Old	New
Total Contact Hours:		6	5
OCCU 543: Professional Development Preparation	2	Course Modification - Approved	Herringer Oh
GCC Discussion: Removed one redundant SLO (already met in other classes, including OCCU 515 and 523). Edited the language of one SLO to reflect the exact wording as dictated by our accrediting agency, ACOTE. Added one relevant SLO.			
Change Item Description		Old	New
OCCU 550: Fieldwork Level IA and Seminar	1	Course Modification - Tabled	Marshall Herringer
GCC Discussion: This proposal was tabled for further clarification on the distribution of meeting minutes for this course as Mixed Instructional Method.			
Change Item Description		Old	New
OCCU 552: Fieldwork Level IC and Seminar	1	Course Modification - Tabled	Marshall Herringer
GCC Discussion: This proposal was tabled for further clarification on the distribution of meeting minutes for this course as Mixed Instructional Method.			
Change Item Description		Old	New
OCCU 553: Fieldwork Level ID and Seminar with Inter-Professional Education	1	Course Modification - Tabled	Marshall Herringer
GCC Discussion: This proposal was tabled for further clarification on the distribution of meeting minutes for this course as Mixed Instructional Method.			
Change Item Description		Old	New