



Graduate Executive Committee

5/9/2025

Minutes

Attendees:

Voting Members: Assma Sawani, Bob Camley, Carlos Diaz, Heather Song, James Van Scotter, Johanna Cresswell Baez, Katie Sullivan, Lei “Frank” Zhang, Mandi Elder, Robin Kempf, Steve Tragesser, TS Kalkur

Non – Voting Members: Andrew Lac, Asjia Trotter-McGill, Bee Bish, Chris Beiswanger, David DuBois, Deanna Johnson, Deborah Pollard, Diep Dao, Elena Svetieva, Hillary Fouts, Janel Owens, Janice Thorpe, Jenny Russell, Jessica Kirby, Jose Mora, Karin Larkin, Kim Paine, Lauren Harriott, Mary Rupp, Megan Rogers, Rosey Reidl Smith, Stephani Hosain, Stephanie Gangemi, Susan Eldridge

Agenda Items:

- LAS proposal for Graduate Certificate Proposal, Leading Through Change certificate (Janice Thrope and Elena Svetieva)
GEC voted to recommend the approval of the LAS Graduate Certificate Proposal (10 agree, 0 disagree, 0 abstain)
- COB proposal to increase MBA Core from 24 to 27 credits (James Van Scotter)
GEC voted to recommend the approval of the proposal to increase MBA Core requirements (8 agree, 0 disagree, 0 abstain)
- CPS proposal to change Public Management Certificate name and revise courses (Robin Kempf)
GEC voted to endorse the CPS Certificate name change (12 agree, 0 disagree, 0 abstain)
- Resources for students and faculty are available on the new Graduate Student Mentoring Website <https://graduateschool.uccs.edu/mentoring> (Janel Owens)
 - Please complete the GoogleForm with any feedback you have for the mentoring page: <https://forms.gle/3ASTRSnKZP8jnvKSA>

Informational Items:

- The Graduate Healthcare Administration Certificate will officially transfer ownership from the College of Business to the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. This change formalizes the collaboration that has already existed between the two colleges and aligns the program more directly with its target audience in the healthcare field. The curriculum and course offerings will remain unchanged at this time. An MOU outlining this transition has been reviewed by the Provost and legal counsel, finalized, and signed. The colleges will continue to collaborate to support student success and uphold program quality.
- The GES AMP program is increasing the number of credits to 12
- The MS Athletic Training program has changed the application deadlines and application/admissions requirements:
 - Deadlines:
 - Priority deadline is November 1
 - Secondary application deadline is January 5
 - Final deadline is May 15

- Requirements:
 - Changed required prerequisite of General Biology II to General Biology
 - Applications now require a current resume

Please see the attached document for more details on the revisions for admissions

- The MA in Counseling Program often referred to as “Air Force Officer Command” or AOC will discontinue the use of this label externally and be referred to by the subplan name “Leader and Leadership Development”
- The Sociology MS has updated their application deadlines:
 - Fall:
 - Priority Deadline is April 1
 - General Deadline is August 1
 - Spring
 - Deadline is January 1
- COB MBA Team voted to allow non-degree seeking graduate students to our classes and take up to 9 credits of graduate coursework before applying to a certificate or degree program.
- COB MBA Team voted to increase our current AMP programs to allow students to complete up to 12 credit hours in their senior year.
- COB MBA Team voted to expand our COB senior admit policy to allow students from any undergraduate major with GPA 3.5 or higher to apply for senior admit into the MBA program, and to allow students to complete up to 12 credits (formerly 6 credits), and to allow students to take classes during their entire senior year (formerly last semester only).
- Effective AY 26-27, College of Business has voted to remove Foundation courses (ACCT 5500, BUAD 5500, and QUAN 5500) from being pre-requisites for students without a recent undergraduate business degree. Content from ACCT 5500 and BUAD 5500 will have sufficient coverage in other MBA CORE classes.
- Correction to last meeting info items: “Faculty have voted to remove most pre-requisite requirements for COB graduate classes as well as open COB graduate course to all Graduate Students. Courses are no longer limited to College of Business Graduate students only to promote more cross campus collaboration.” We have vote to eliminate the Foundation courses and many other pre-requisites, but a few courses do still need pre-requisites.
- Chemistry and Biochemistry has increased AMP to 12 credits

Announcements:

- As a reminder, dissertation defenses are open to the public and we encourage departments to share information with departments and colleges to allow students, faculty and staff to attend.
- The Graduate Student Experience Survey is open to students until May 30. Please distribute this flyer to your students and encourage them to participate. Students who participate can choose to be entered into a drawing for a chance to win an Amazon gift card.
- Fall 2025 New Student Welcome Reception will be Monday, August 18, 2025. This event is open to all new Summer 2025 and Fall 2025 admits to connect with other students, staff, and faculty, and to learn about available campus resources. Program representatives are welcome to attend and can RSVP by following the QR code on the attached flyer, or this link:

<https://mlc.uccs.edu/event/11141245>

- Spring 2025 Commencement is Friday, May, 16, 2025
- Please encourage your new grad students to attend the Grad Bash hosted by Orientation in July/August. Students can register using the QR code on the flier or by following this link:
<https://orientation.uccs.edu/new-student-welcome-bash>

Department of Communication Graduate Certificate Proposal***Leading Through Change***

The graduate certificate in *Leading Through Change* aims to provide our students with targeted, skills-based education that aligns closely with industry requirements, and allows them to demonstrate the competencies needed to excel in their chosen fields. *Leading Through Change* is a 4 course, **12-credit hour certificate based on three cornerstones** of effective professional communication: change communication, inclusive communication and virtual/digital communication. It is awarded to graduate students who successfully complete courses that demonstrate their capacity in organizational change and development and appreciate how to communicate effectively in diverse and global contexts and who demonstrate communication skills in the virtual and digital space.

Leading Through Change was approved by LAS Curriculum and Requirements committee on September 18th, 2024, LAS Chairs and Directors on October 4th, 2024, and by full LAS Faculty at the Fall 2024 meeting on November 22nd, 2024.

Integrating the *Leading Through Change* Graduate Certificate in our department's curriculum will not only enhance our educational offerings but also meet the evolving needs of students and employers. By providing focused, flexible, and industry-aligned education, we can ensure our graduates are well-prepared for successful careers.

Rationale

The market for certificates and microcredentials and certificates has experienced significant growth and is projected to continue growing (Gamage & Dehideniya, 2025). Employers view micro-credentials as strategic tools to identify talent with specific skills and improve organizational productivity ("How Employers Perceive Micro-Credentials," 2025). Beyond trends, our rationale for developing the *Leading Through Change* certificate was focused on meeting the needs of our students and community and driving campus growth through increased educational access.

Improving student career outcomes: Our student population is mostly made up of communication professionals (e.g., social media managers, media production specialists, sports journalists/marketers) who are looking to level up their career through building their communication knowledge, skills and capacities. Our certificate program targets the leadership development of this unique population and allows them to signal the marketable leadership skills that they develop as a result of taking our classes.

Serving the needs of our community: Though the standard college age population may be decreasing, human lives and careers are getting longer. Getting early and mid-career adults back into class is a key way to not just meet the human development needs of our community, but to ensure the viability and sustainability of our campus.

Flexibility and access: Our online MA program is designed to provide our students with a flexible pathway to earning a higher degree. *Leading Through Change* is designed to provide students with



immediate professional recognition of their efforts, and in doing so increase persistence with the MA program.

Background and development

In Fall 2019, the Department of Communication at UCCS started planning, researching, and concept-testing the inclusion of micro-credentialing and certificates as part of our broader program offerings. The initiative was shaped with input from both **internal and external stakeholders**, including department faculty and Community Advisory Board, survey research with alumni, prospective customers and students, as well as input from the local business community.

The process involved understanding which skills areas are seen as growing and important, and examining how our current course offerings address those key competencies. Finally, we workshopped with our Community Advisory Board on ensuring that the language we use to describe the program is clear and connects with industry standards and usage.

Resources and Capacity

The courses are already taught at the graduate level in our department, by qualified full-time faculty. The certificate was designed with consideration of current teaching capacity and academic scheduling, the availability of graduate faculty, and ensuring that each area has courses that are taught at least yearly.

Curriculum

We have identified several courses under each key area that will allow students to demonstrate competencies in that area. Students have an option of which course(s) they will take to fulfill each of the three core areas of the certificate.

Change Communication – choose 2

- a. Comm 5950: Leadership and Organizational Change (Taught 1x per year)

A dynamic and practical class offering assessment activities and dialogues focusing on the demands that the current environment of change and innovation place on organizational leadership. The course equips students with knowledge of the key steps and models of the change process and enables students to evaluate the outcomes and effectiveness of change leadership.

- b. Comm 5230: Crisis Communication (Taught 2x per year)

Emphasizing the role of communication in organizations, we will use a proactive three-stage approach to crisis management: pre-crisis, crisis, and post-crisis. You will learn to: Scan the environment for potential threats to an organization; Diagnose an organization's vulnerabilities; Understand different kinds of crises, such as natural disasters, biological crises, product recalls,



technological crises, malevolence, sexual harassment, and workplace violence crises; Prevent crisis by detecting warning signs and selecting an appropriate course of action; Use theories (e.g., the situational crisis communication theory, the theory of image restoration discourse) and strategies to develop solutions in the event of a crisis; Evaluate the effectiveness of possible solutions; Plan solution implementation; Plan post-crisis evaluation procedures. Meets with COMM 4230.

c. Comm 6160: Creating a Learning Organization (Taught 1x per year)

This practical course focuses on personal and professional development as individuals and groups contribute to organizational productivity and success. You will be introduced to the interrelated fields of training and development, talent acquisition, and reskilling, upskilling, and next-skilling as fundamental components of organizational culture and change management. Meets with COMM 4160.

Inclusive Communication – choose 1

d. COMM 5770: Leadership Communication in a Global Environment (Taught 1x per year)

You will explore leaders' responsibilities, challenges facing leaders in a global context, and the relationship between leadership and culture. The course focuses on many questions vital to organizational success: What does it mean to be a competent cosmopolitan leader? How do we manage intercultural conflict? What cross-cultural considerations should we take into account to promote innovation, creativity, and change? What is the role of technology in the globally connected workplace? etc. Meets with COMM 4770.

e. COMM 5280: Multicultural Diversity and Workplace Communication (Taught 1x per year)

In the contemporary networked and globalized economy, workforces in the U.S. are becoming ever more diverse in their backgrounds, experiences, and perspectives. While workforce diversity can serve as a catalyst for innovation, learning, and effectiveness at both individual and organizational levels, when misunderstood or mismanaged, it can challenge employee relationships, performance, and team effectiveness. This course is designed to help students better understand the multi-dimensionality of workforce diversity, identify challenges to diversity management, and learn how to develop an inclusive environment in the workplace. Class materials and activities focus on contemporary theories and research on diversity management, their applications to real-life scenarios, case studies, and self-reflections on diversity management at work.

f. Comm 5250: Conflict and Negotiation (Taught 1x per year)



This dynamic course focuses on the human side of organizations and the emotional intelligence required to work together productively. You will learn about the nature of conflict, interests and goals, power, emotions and emotional well-being, and the principles of negotiation required to work through organizational resistance toward transformational change. (Meets with COMM 4250)

Virtual and Digital Communication – choose 1

g. COMM 5600: Virtual Teams (Taught 1x per year)

Teams are primary work units in many contemporary organizations. Organizations rely on teams, as opposed to single individuals, when it comes to complex problem solving and decision making. Therefore, teamwork skills are becoming ever more crucial competencies to be successful in organizational life. With growing multi-national operations and recent advances in communication technologies, teams whose members are geographically dispersed and culturally and nationally diverse are no longer a rarity. Such teams operating in virtual context face unique challenges when collaborating with members across temporal and geographic borders. This course addresses how team processes in virtual contexts are different from those in face-to-face settings and what it takes to become a successful leader and a member of a virtual team. Class materials focus on various theories and research, case studies, simulations, and their applications to real-life virtual teams.

h. Comm 5350 Integrated Marketing Communication (Taught 2x per year)

This course provides you with the knowledge and skills to create holistic and integrated strategic communication and brand campaigns by focusing on strategies used in contemporary organizational practices. The course highlights diverse communication tactics and mediums including traditional and social media advertising, public relations, and digital communication. This course is excellent for anyone interested in creating and evaluating effective communication campaigns that span the entirety of an organization, from internal stakeholders such as employees to local and global external audiences.

i. Comm 6250 Storytelling for Strategic Leadership (Taught Intermittently)

This course empowers you to craft impactful communication using the principles of storytelling. Whether it is to communicate a leadership vision, philosophy or values, or tell the story behind new initiatives or an organizational mission, understanding how stories are structured is a key leadership skill. You will learn, analyze, and apply storytelling communication best practices in crafting effective leadership communication across multiple domains. The course spans the areas of public speaking, leadership, organizational and strategic communication, offering you the ability to both



understand and practice what effective storytelling looks like for different audiences and contexts.

Campus and system context

Leadership Communication has a long-established tradition at UCCS, founded by Mike Hackman back in the 1980s. We are proud to continue and grow his leadership legacy within the Department of Communication.

In designing our offerings, we were mindful of what is currently available both at the campus level, and regionally within the CU system.

UCCS College of Education: <https://coe.uccs.edu/academics/leadership-research-foundations>

1. Adaptive leadership (UG, civilians and military; hybrid, requires Ft Carson visits)
2. Leader and Leadership Development (offered to selected Academy Military Training (AMT) NCOs at USAFA)

Differentiator: Leadership (MA) within the CoE is very much designed as an educational leadership pathway. By contrast, our students are simply professionals looking to develop their leadership skills within their professions, and to become leaders in the rapidly changing, digital age.

UCCS College of Business: Graduate Certificate in Management in COB: <https://business.uccs.edu/programs/graduate/certificates>

Differentiator: Our graduate students are often already employed professionals, who need the flexibility of a fully online degree in order to level up their career while maintaining their current work and life schedules. They would not be able to access a leadership certificate which would require in-person attendance.

UC Denver also has some **undergraduate** leadership certificates (Emerging Leader and a Leadership Certificate in Sustainability, which seems to be still being redesigned).

References

Gamage, K. A. A., & Dehideniya, S. C. P. (2025). Unlocking Career Potential: How Micro-Credentials Are Revolutionising Higher Education and Lifelong Learning. *Education Sciences*, 15(5), 525. <https://doi.org/10.3390/educsci15050525>

How employers perceive micro-credentials. (2025, January 30). *Acreditta*. <https://info.acreditta.com/en/blog/digital-credentials/How-employers-perceive-micro-credentials/>

COB Course Addition

The College of Business has voted to add BUAN 6000: Business Analytics to the MBA core. This addition serves as an update and replacement for QUAN 5500: Business Statistics which was previously a Foundation pre-requisite course for the MBA. The addition of BUAN 6000 to the MBA Core will increase the MBA Core from 24 to 27 credits. The curriculum taught within QUAN 5500 has already been updated to teach this Business Analytics content. Hence, all this change will do is change this course from a Foundation pre-requisite into a required MBA Core course, and will reassign the course a new course number. The overall number of courses for the degree will not change.

Proposal for Changing Program Name from “Public Management Certificate” to “Public Administration Leadership and Management”

Proposal: The Department of Public Administration would like to propose changing the program name of its “Public Management Certificate” to “Public Administration Leadership and Management.”

In addition, we propose a slight amendment to the courses required to complete the certificate. Currently, the certificate is made up of four courses or 12 hours. We currently require one course:

- PADM 5001 - Introduction to Public Administration and Public Service

We ask the student to choose three of the following four courses:

- PADM 5002 - Organizational Management and Behavior
- PADM 5004 - Economics and Public Finance
- PADM 5005 - The Policy Process and Democracy
- PADM 5006 - Ethics and Leadership

We propose that a student will be required to complete the following three courses:

- PADM 5001 - Introduction to Public Administration and Public Service
- PADM 5002 - Organizational Management and Behavior
- PADM 5006 - Ethics and Leadership)

The student will be asked to complete one of the following two courses:

- PADM 5004 - Economics and Public Finance
- PADM 5005 - The Policy Process and Democracy

Justification: The justification for this change is:

- It has come to our attention that potential students are confused about the public management certificate and how it might be useful to them.
- The name change will emphasize the elements of leadership and management in the public and nonprofit sectors, which are skills that are attractive to them.
- We also will require that students take the courses specifically addressing leadership and management in addition to the introductory course in order to make the course competencies align with the new name. They will then choose their fourth course amongst the other two courses available to them.

The Department has voted unanimously on 4/15/2025 to support this change.

Timeline: The new program name, once approved, will be effective in Spring 2026.

CIP code for new program name: There is no change to CIP codes

Execution Plan:

CIP code for new program name: There is no change to CIP codes

Execution Plan:

Students admitted in Spring 2026 will be in the Public Administration Leadership and Management Certificate program automatically. Students who entered the certificate program prior to Spring 2026 will have the option to stay in the Public Management Certificate program or switch to the Public Administration Leadership and Management Certificate program by requesting a petition, which will be reviewed and approved by the Master of Public Administration Program Director.

Signatures:

Program Chair, Department. DATE

Dean, College. DATE

Provost. DATE

Chancellor. DATE

Admissions Information

The MSAT considers an applicant's full range of qualifications, professional, and personal experiences in our holistic admissions process. Our requirements include both traditional and holistic measures that describe the applicant's academic performance and preparation for success in the graduate program. Our holistic admissions approach provides considerations for students whose individual circumstances may not meet the traditional measures but have more to their story that demonstrates their ability to be successful in the graduate program.

Review of applications is completed through the lens of academic performance and clinical potential (i.e.: academic progression over time, problem solving), persistence, grit, motivation, and intellectual curiosity (i.e.: leadership, overcoming challenges, achievements), as well as professional and life experiences (i.e.: extracurricular activities, relevant work experience, multicultural competence, other relevant background).

Program Prerequisites

The following pre-requisite requirements apply for both concurrent and 2-year MSAT applicants.

Applicants must have a 3.0 minimum GPA at time of admission. The minimum 3.0 GPA must be maintained at completion of all pre-requisite courses and completion of bachelor's degree. Courses must be completed with a C- or better at the time of application OR enrolled in at the time of admission. Courses in progress during the semester of application must also be completed with a C- or better to complete the admission process. Course syllabi for courses not taken at UCCS may be required for review and approval. Pre-requisites taken greater than 10 years prior to application may not be considered. Applicants who do not meet the minimum requirements can be considered through our holistic admissions consideration process (see below for details).

Required Pre-requisite Courses:

- General Biology ~~H~~(organismic/cellular biology) w/ lab (4ch)
 - should include topics such as organismic/human cellular function and metabolism, genetics, etc.; this course should be for majors, and not a survey course nor a evolution, ecological, plant-based course
- Human Anatomy w/ lab (4ch minimum)+
- Human Physiology w lab (4ch minimum)+
 - +Combined anatomy and physiology is acceptable, but must be a minimum of 8 credits across two semesters and include labs for both semesters; a single semester combined course will not meet this requirement
- Exercise Physiology w/ lab (3ch)
- Biomechanics or Kinesiology (3ch)
- General Chemistry I w/ lab (4ch)

- this course should be for majors, and not a survey course
- General Physics I w/ lab (4ch) (algebra-based or higher)
- General Psychology (3ch)
- Inferential Statistics (3ch)
- General Nutrition (or upper division Sport Nutrition) (3ch)
 - General Nutrition should be for majors, and not a personal nutrition or survey of nutrition course

Required Pre-requisite Content (The below two requirements can be met with a course, a certification or alternative means as indicated below. #)

- Exercise Prescription or Health Assessment (3ch)
 - Course that includes instruction in items such as exercise prescription, general health/fitness assessment, blood pressure, and movement assessment, etc.
 - NSCA-CPT or ACSM-CPT will be considered in place of this requirement
 - Demonstration of alternative means that meet this requirement (i.e.: work experiences, etc.)
- Care and Prevention of Sport Injuries (3ch)
 - HSCI 4610 Sport Injury Prevention or ATRN 4000 Foundations of Athletic Training I (available online through UCCS, may be taken to meet this requirement)
 - Demonstration of alternative means that meet this requirement (i.e.: medic experience, etc.)
 - Athletic training student aid experience will not count as an alternative means.

Recommended Courses (Courses that can enhance a student's application):

- Essentials of Strength & Conditioning
 - NSCA Certified Strength and Conditioning Specialist (CSCS) will be considered as meeting this pre-requisite.
- Culture & Health
- Medical Terminology

Pre-requisite Review

Prospective applicants may choose to have a pre-requisite review completed. An individual can submit official or unofficial transcripts for review by the Program Director for consideration of meeting the pre-requisites. A course syllabus may be required for complete review of the pre-requisites. The Program Director may also review the courses via the institution's catalog on their respective website. If the course description is similar to the UCCS course description, the course may be considered for admission. The Program Director will notify the prospective student of the decision via email. Pre-requisite reviews are only good for a 2-year period from time of review.

BS/MSAT Concurrent Degree Program Admissions Requirements

- Completion of UCCS Graduate School Application

- ATCAS application is also acceptable
- Cumulative undergraduate GPA of 3.0 or higher
- One official transcript(s) from each institution other than UCCS where pre-requisite courses are being/were taken.
- Completion of MSAT Program Application Personal Information
- Personal Statement
- **Current Resume**
- Two (2) Written Recommendations
 - One from a college professor
 - One from an athletic trainer
- [Documentation of 50 hours of observation of an athletic trainer in practice](#)
 - We understand that some students may have difficulty gaining access to an athletic trainer to complete observation experiences. The observation requirement is intended to help the prospective student understand the profession they are declaring for their future, however if you are unable to complete the 50 hours of observation, we will accept documentation of interviews conducted with two different athletic trainers that demonstrate your understanding of athletic training as a profession. Please download this [document on the observation hours](#) alternative to assist you with meeting this requirement.
- Concurrent degree applicants must meet requirements (pre-requisites may be in progress); provisional admission **and holistic admissions considerations related to GPA are** not considered for concurrent degree students.

Two-year Master's Degree Program Admissions Requirements

- Completion of ATCAS application
- Submission of UCCS Graduate School Application Fee (the UCCS Graduate School application does NOT have to be completed).
- Cumulative undergraduate GPA of 3.0 or higher
 - Applicants holding a master's degree: Master's GPA of 3.0 or higher
- One official transcript(s) from bachelor's degree granting institution.
 - If applicable, applicants with a graduate degree should also submit a transcript from the degree granting institution(s).
 - Additional transcripts are required from each institution where pre-requisite courses are being/were taken if not the degree granting institution(s).
- Completion of MSAT Program Application Personal Information
- Personal Statement
- **Current Resume**
- Two (2) Written Recommendations
 - One from a college professor
 - One from an athletic trainer
- [Documentation of 50 hours of observation of an Athletic Trainer in practice](#)
 - We understand that some students may have difficulty gaining access to an athletic trainer to complete observation experiences. The observation requirement is

intended to help the prospective student understand the profession they are declaring for their future, however if you are unable to complete the 50 hours of observation, we will accept documentation of interviews conducted with two different athletic trainers that demonstrate your understanding of athletic training as a profession. Please download this [document on the observation hours](#) alternative to assist you with meeting this requirement.

- Submission of GRE scores (optional)
 - The GRE is optional for all applicants should the applicant want to strengthen their application.
 - Recommended minimum GRE scores: 150 verbal, 148 quantitative, and 4.0 analytical. UCCS institution code: 4874

#Holistic Admissions Consideration

Our holistic admissions approach provides considerations for students whose individual circumstances may not meet the traditional measures but have more to their story that demonstrates their ability to be successful in the graduate program.

Applicants who do not meet the traditional measures of minimum cumulative GPA requirement or pre-requisite competency (see pre-requisites) ~~can~~ **must** submit additional documentation to support their application **to be considered**. The relevant documentation is determined by the student but must express how the applicant can be successful in the graduate program **despite** a lower GPA and/or applying proficiency in exercise prescription/health assessment and basic sport injury prevention.

Provisional Admission

~~Note:~~ Provisional admission may be considered for certain cases when an applicant's undergraduate degree and pre-requisite requirements do not meet admission standards or pre-requisite courses are not yet completed; provisional admission may be considered when the applicant's career history, advanced degrees, degree program rigor, etc. speak towards the applicant's ability to be successful in the MSAT Program. Provisional admission will be considered by the admissions committee on a case-by-case basis and is not a guarantee. Any requirements specified for alleviating the provisional admission status must be completed prior to and not later than the end of the first semester in the program. If pre-requisite course completion is the reason for provisional admission, these courses must be completed with a grade of C- or better prior to the start of the MSAT program as specified in the admissions letter.

How and When to Apply to the MSAT Program

Students should utilize the [Athletic Training Centralized Application System \(ATCAS\)](#) to apply. Current UCCS students should contact [Dr. Elder](#) for further information on applying.

There is a one-time application processing fee charged by ATCAS. Application materials provided within ATCAS will be brought into the UCCS admissions system when complete and verified by ATCAS. The [UCCS Graduate Application](#) fee is still required. You can pay your fee

[here](#). You DO NOT have to submit a new application to the UCCS Graduate School.

~~Rolling Admissions: Applications will be considered on a rolling basis beginning Oct. 1-May 30. Applications will be considered in the order in which the completed and verified application is received. Applicants desiring full financial aid consideration should consider a financial aid priority deadline of January 15 to allow time for full processing to meet the March 1 financial aid deadline. Please note there may be financial aid implications for applications received after the financial aid priority deadline.~~

Admissions Deadlines: Applications will be considered across 3 deadlines as seats remain available in the program.

- **Priority Application Deadline: Nov. 1.** Applicants with completed and verified applications in ATCAS received by Nov. 1 will be given priority consideration for admission.
- **Secondary Application Deadline: January 5.** Applicants with completed and verified applications in ATCAS received by January 5 will be considered for admission for any remaining seats in the program. Applicants desiring full financial aid consideration should meet the January 5 deadline to allow time for full processing to meet the March 1 financial aid deadline.
- **Final Deadline is May 15.** Applications received after the Secondary Application deadline will be considered for admission if seats remain available. Applications will be considered in the order in which a completed application is received. Please note there may be financial aid implications for applications received after the Secondary Application January 5 deadline.

Note: The MSAT is a controlled admissions program, meaning we have a set number of students who may be admitted each year. Acceptance into the MSAT is, therefore, not guaranteed. Students who are unsuccessful in gaining admission may choose to reapply in a subsequent admission cycle.

International Student Admissions

International students interested in applying to the MSAT program should follow the same application guidelines as all other applicants for either the concurrent or two-year route to admission. Plus, the following additional steps.

In addition to the admissions requirements above, international applicants:

- Must take both the [TOEFL](#) and the GRE if English is not the primary language. Competitive students should have a composite TOEFL iBT of at least 90, with recommended section scores of: listening 23, speaking 23, reading 22, and writing 22.
 - Scores must be submitted to UCCS. UCCS institution code: 4874. Comparable KITE scores may be accepted in place of TOEFL.
- Admissions interview will include a portion to assist with English proficiency evaluation.

- Upon the completion and verification of your ATCAS application, you will receive a private link to upload each foreign post-secondary transcript from institutions you have attended. These transcripts must include all courses and grades, must be issued in the original language, and be accompanied by certified English translations when applicable. This service is provided at no cost for UCCS applicants. More details will be communicated to you via email. Please make sure to check your email for the uploading instructions.

International students currently studying in the U.S. on F-1 visa and either applied for the optional practical training (OPT) or currently on OPT, please note, that UCCS encourages immediate internship placement which will meet the OPT requirement set forth by the visa regulation. Immediate internship participation will allow students to receive curriculum practical training eligibility upon receipt of approved internship/career placement. Internship opportunities should be discussed directly with the academic advisor and are not guaranteed until the applicant has been accepted by the academic program and UCCS. Please contact the International Admissions Office for information about international student requirements at UCCS:

Susan Eldridge, MA

Graduate Recruitment Specialist

seldrid3@uccs.edu

001-719-255-3996

Admission Decisions

Process for Student Selection to the Program:

Upon review of completed and verified applications, the Athletic Training Admissions Committee will conduct initial review of the applications for meeting minimum qualifications. Qualified applicants will be invited for an on-campus or video conference interview with the Athletic Training Admissions Committee. Interviews will be scheduled **within 3 weeks of the application deadline on a rolling basis, to be conducted within approximately two weeks of receipt of the completed application** (based on availability of the Admissions Committee).

The Athletic Training Admissions Committee members will rate the applicants after completion of the interview process.

Applicants will be evaluated based on:

- Undergraduate GPA (minimum 3.0 GPA required)
 - Cumulative (30%)
 - Prerequisite courses GPA (20%)
- Personal Statement (10%)
- Letters of Recommendations (5%)
- Interview (15%)
- Overall Reviewer Rating (20%)
 - Demonstration of academic and clinical potential, persistence, grit, motivation,

- and intellectual curiosity
- Professional and life experiences
- Holistic admissions considerations
- Completion of Observation hours or Athletic Trainer Interview (checked for meeting requirements)

MOVE HOLISTIC ADMISSIONS ABOVE

Decisions

Applicants will be notified of the admission decision within approximately 10 business days after completion of interview.

Students will be notified of one of four admission decisions: Full Admission, Provisional Admission, Alternate[^], or Denied^{^^}.

Once notified of Full or Provisional Admission to the program, an applicant will be asked to respond in one of the following ways:

1. **Accept** admission to the program
2. **Hold** admission ~~(only valid through January 31)~~
 - The Hold is only valid for 4 weeks from the date the Hold is requested.
 - Applicants on the hold list ~~will not have a seat held for them~~ do not have a **guaranteed seat** until they Accept. If all seats are claimed prior to a hold applicant Accepting, the applicant will be moved to the alternate list.
 - Applicants on the Hold list will be placed on the list in the order of response.
 - Applicants on the Hold list must Accept by ~~January 31~~ **their hold date deadline** or they will be moved to the end of the Alternate list.
 - Applicants on the hold list may choose to defer their admission to the following year.
3. **Defer** admission
 - An applicant may choose to defer their admission until the next application cycle.
4. **Decline** the offer of admission.

[^]Alternates: **Beginning February 15, alternates will be offered admission in the order placed on the list, if seats remain in the program. Alternates who do not move to admission may request their application be deferred to the following year or may re-apply for a subsequent admissions cycle.**

^{^^}Denied: Applicants who are denied admission may re-apply for a subsequent admissions cycle.



Graduate School

UNIVERSITY OF COLORADO
COLORADO SPRINGS

2025 GRADUATE STUDENT SURVEY

UCCS Graduate Students,

We want to hear about your experiences within your graduate program and on campus as a whole.

The UCCS Graduate School is launching our biannual **Graduate Student Survey** on **APRIL 18, 2025!**

Please watch your **UCCS email** for the survey, and complete it before **MAY 30, 2025**.

The survey is **confidential** and takes approximately **20 minutes** to complete. Our goal is to gain a better understanding of graduate students' experience, so we can provide better support, advocate for student needs, and share lessons learned from you with faculty and staff in an **anonymous** way.

You may opt into a drawing for one of 100, **\$25 Amazon gift cards** we will give out in appreciation for participation.

If you have any questions, comments, or concerns, please contact us at **graddocs@uccs.edu**.





University of Colorado
Colorado Springs

FALL 2025

Graduate School Welcome Reception

A great opportunity for new UCCS graduate students to
connect with other students, staff, and faculty, and to
learn about available campus resources.

Dinner will be provided.

Monday, August 18, 2025

5:30 - 7:00 p.m.

Berger Hall

located in University Center

Free Parking on campus this week

RSVP by August 14th THRU
MOUNTAIN LION CONNECT!

Questions? 719-255-3417 or
gradinfo@uccs.edu





UCCS

Graduate School

UNIVERSITY OF COLORADO
COLORADO SPRINGS

Welcome Events Summer/Fall 2025

**Campus Resource Fair and Welcome
BASH**

Friday, July 11, 9am-noon
Friday, July 25, 9am-noon
Friday, August 8, 9am-noon



**Graduate School Welcome Reception
and Dinner**

Monday, August 18, 5:30-7:00pm
Berger Hall in University Center



gradinfo@uccs.edu
719-255-3417