



Graduate Executive Committee

12/12/2025

Minutes

Attendees:

Voting Members:

Bob Camley, Brian McAllister, Carlos Diaz, Christina Jimenez, Cindy Yee, Diep Dao, Heather Song, Jeremy Bono, Jessica Berrett, Johanna Baez, Justin Cole, Kara Carnes-Holt, Katie Sullivan, Sherry McCormick(as proxy for LaVonne Johnson), Frank Zhang, Mandi Elder, Morgan Shepherd, Robert Mitchell (as proxy for Patty Witowsky), Rory Lewis

Non-Voting Members:

Alyssa Langness, Andrew Lac, Asjia Trotter-McGill, Bee Bish, Carolyn Daley, Chris Beiswanger, David DuBois, Deanna Johnson, Hillary Fouts, Janel Owens, Jeff Deickman, Jessica Kirby Jose Mora, Karin Larkin, Karlye Enkler, Kim Paine, Kylie Swanson, Lauren Harriott Mary Rupp, Megan Rogers, Monica Yoo, Rosey Reidl Smith Sam Adams, Sarah Long, Sofi Cruz Duke, Stephani Hosain, Stephanie Trujillo, Sudhanshu Semwal, Susan Eldridge

Agenda Items:

- College Business Proposed New Graduate Certificate in Business Analytics (Morgan Shepherd)
GEC voted to recommend new Certificate (15 agree, 0 disagree, 1 abstain)
- College Business Proposed New Graduate Certificate in HR Management (Morgan Shepherd)
GEC voted to recommend new Certificate (15 agree, 0 disagree, 1 abstain)
- Graduate School Proposed Changes to AMP Policy (Hillary Fouts)
GEC voted to recommend AMP policy changes (13 agree, 0 disagree, 1 abstain)
 - Concerns were raised on whether “current UCCS student who has completed at least 30 credit hours at UCCS” limits the ability of transfer students to utilize AMP – the Graduate School is willing to consider changing this policy. Please discuss with your departments and send feedback to graddocs@uccs.edu

Informational Items:

- The MSc Applied Physiology – Elite Sport Performance Program has added a second option to fulfill the Internship requirement with HPNU 5991 Apprenticeship in Elite Sport. Typically, the internship requirement is satisfied by completing 3 internship placements *at different sites* worth 3 credit hours each. This new option would offer some students a more embedded experience by having them complete the Apprenticeship course instead where they would complete all 9 credit hours *at one site*.
- The GES department will now have admissions in both Fall (January 15th deadline) and Spring (October 15th deadline).
- The following admission changes have been made to COE programs:
 - Instructional Technology Certificate will have a final Fall application deadline of 8/15
 - SPED MA is now offered as a hybrid degree (in person and online)

- MA TESOL is no longer offered only online, and has an in-person or hybrid option
- IECE
 - application deadlines are now: Spring 2026: Jan 13, 2026, Summer 2026: Jun 8, 2026, Fall 2026: Aug 15, 2026
 - application requirements are now: official transcripts, a goal statement, resume/cv, 1 letter of recommendation, and a background check
- The following admissions changes have been made in the College of Business:

For regular MBA and Certificate admissions:

Pathway 1: GPA 3.0* or above for an undergraduate or graduate degree from a regionally accredited institution.

Pathway 2: GPA less than 3.0** for an undergraduate degree from a regionally accredited institution, and at least **ONE** of the following:

- Submit a resume demonstrating 3+ years of relevant professional work experience and/or military experience; or
- Meet the minimum GMAT or GRE test scores; or
- Minimum 9 semester hours of relevant graduate course work at a regionally accredited institution with 3.0 GPA or higher; or
- A holistic essay stating your graduate school goals and demonstrating your commitment and perseverance to successfully complete the program (this option will go to committee review no matter what the GPA is)

*Cumulative GPA or GPA for last 60 credit hours, whichever is higher.

**Your application will go through committee review if your GPA is under 2.75

For all COB AMP admissions:

Completion of the AMP Intent form and admission into the BA in XX to MBA AMP is required prior to taking the dual-credit XX Major/MBA courses at the 6000 level.

Admission into the BA in XX to MBA AMP is competitive, as students must meet all the following criteria to be admitted into the program:

- A current UCCS student who has completed at least 30 credit hours at UCCS
- Student must have junior class standing or higher
- A cumulative UCCS GPA of at least 3.0
- Student has a declared major in the XX Bachelor program
- Completion of at least 15 credits hours in the XX major
- Any Compass Curriculum deficiencies must be completed
- Meet the standards and admissions requirements for both programs as outlined in the UCCS catalog

- Completion of a 1-page (double spaced, 1-inch margins) essay outlining the student's career goals

Announcements:

- The Graduate School is looking for feedback on our policy on Time Limit for Completion of Degrees for Doctoral programs and extending the limit to 10 years. Please send any thoughts you have on this topic to graddocs@uccs.edu.
- Please reach out to hfouts@uccs.edu if you have concerns, questions, or information from your professional organizations about the Department of Education's Professional Degree list. You can find the list here: <https://www.ed.gov/media/document/2025-rise-professional-student-definition-1012025-1-pm-version-112486.pdf>
- UCCS 3 Minute Thesis Competition will have preliminary rounds January 27th or 28th and the finals will be held on February 3rd. Priority registration is December 19th and final registration is January 21st. Please see the attached flyer for details
- Deanna Johnson will be filling in for Fall 2025 and Spring 2026 graduation, and thesis/dissertation checks in the Grad School while Lauren Harriott is out on leave. Please make sure all questions are sent to graddocs@uccs.edu

GEC Meetings for (Academic Year) all meetings are from 10:00-11:30

- Fall GEC Meetings
- Spring GEC Meetings
 - 2/6, 3/13, 4/3, 5/1

Graduate Certificate Proposal

Graduate Certificate in Business Analytics

The proposed Graduate Certificate in *Business Analytics* aims to provide students with foundational analytics skills that allow them to demonstrate the competencies needed to excel in business. The explosive growth of data generation has created an unprecedented demand for professionals who can transform raw information into strategic business insights. Today's business landscape requires leaders who understand not just what the data shows, but how to leverage analytics for competitive advantage, operational efficiency, and informed decision-making.

Employers consistently report a critical skills gap in data literacy among business graduates (Deloitte, 2024). Companies across industries, from healthcare and finance to retail and manufacturing, need professionals who can bridge the gap between technical data analysis and business strategy. This demand spans roles from marketing analysts and operations managers to strategic planners and consultant positions.

A streamlined graduate certificate in business analytics addresses the needs of working professionals seeking to enhance their analytical capabilities, especially for adult learners. By focusing on essential competencies like statistical analysis using Python, data visualization, predictive modeling, and business intelligence, the certificate provides immediate, applicable skills that professionals can implement in their current roles while building toward career advancement. The certificate responds directly to market demands while providing the flexibility and focus that today's professionals require for career advancement in an increasingly data-centric business environment.

Rationale

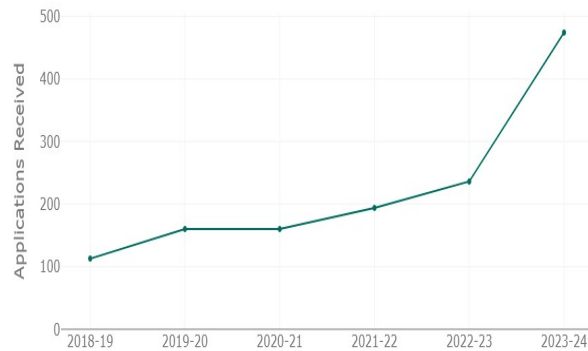
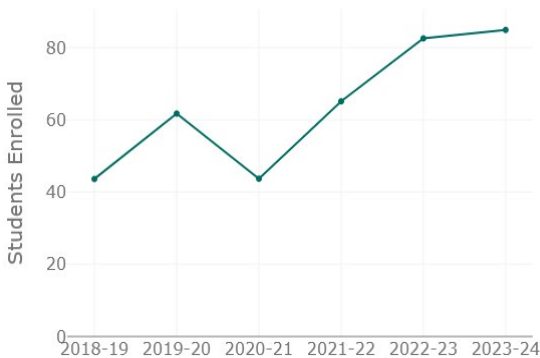
Employers face a persistent and increasing skills gap, especially in analytics. This demand for data-driven skills has led to a need for credentialing to bridge the gap. The certificate prepares graduates for the growing field of business analytics and data-driven development ecosystems (McKinsey & Co, 2025). Central to this need is the use of purposeful, actionable data that analytics to understand impact, track growth, and support strategic initiatives (ATD, 2024). Python proficiency serves as a cornerstone skill that enables professionals to demonstrate concrete analytical competencies to employers, positioning them for roles that increasingly require data-driven decision-making capabilities. Market trends also indicate there is a noticeable shift towards non-degree credentials like certifications and micro-credentials, which many believe will become as valued as traditional university degrees in the future (Gasperson, 2025). The evolving job market necessitates continuous learning, upskilling, and reskilling to remain relevant, driving demand for credentials reflecting newly acquired skills (O'Leary, 2024). Learners and employers are increasingly interested in the impact of credentials on careers, including wage gains, career



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mobility, and promotion potential. AACSB Analytics Hub shows increasing student interests as reflected by average applications and average enrollment per program (out of 21 reporting programs) since 2018 (AACSB, 2025).



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

BUAN 6000- Business Analytics Fundamentals*

This course introduces business analytics basics, focusing on how to describe data and make data-driven decisions. Topics covered include essential descriptive analytics and statistical methods, with emphasis on applying these techniques to real-world business problems. Students will gain hands-on experience with industry-standard tools, like Microsoft Excel and Python, while studying data visualization, probability distributions, regression analysis, and business analytical techniques. Through applied projects, students will develop the technical and analytical skills necessary for decision making in business environments. The course combines statistical theory with practical applications, preparing students to leverage business analytics for solving complex business challenges.

**BUAN 6000 serves as the parameter course that unlocks the remaining courses in the certificate.*

BUAN 6100 - Visual Analytics: Principles and Applications for Business

Data is an asset for any business and organization. This MBA course equips students with the skills needed to harness the power of data in a business context. How to present and visualize data is an



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important skill for business professionals. It delves into the principles and techniques from design science, psychological science, and business disciplines to empower business professionals to extract strategic insights, make informed decisions, and communicate their findings effectively for business operations.

BUAN 6200 - Applied Predictive Analytics for Strategic Insights

In today's data-driven business landscape, predictive analytics is crucial for strategic decision-making. This course is designed to equip MBA students with the knowledge and skills to leverage predictive analytics for making strategic decisions in the business world. Students will learn how to use Python and Excel to analyze data, build predictive models, and derive actionable insights from data-driven predictions. The course covers topics including data types, sources, and quality assessment, as well as data preparation and exploratory data analysis. Students learn about classification, clustering, and regression analysis. Dimensionality reduction techniques are explored to simplify complex data. Additionally, students gain the ability to extract insights from unstructured text data. Ethical considerations, addressing accuracy, fairness, and privacy, are emphasized. Upon course completion, students develop the competency to drive strategic success through predictive analytics, making data-informed, ethical decisions.

BUAN 6300 - Business Intelligence for Managers

This is an introductory course to cover a broad range of concepts and applications of Business Intelligence (BI) from the managerial perspective. This course provides students with a solid foundation in BI, reinforced with hands-on practice to help future managers use and understand analytics. Real-world cases throughout illustrate the capabilities, costs, and justifications of BI as applied to a variety of businesses. Skills introduced include data collection, data integration, data analysis, data presentation, and actionable insights. Some examples in the business domain include stock price prediction, social media analytics, customer analytics, etc.

References

- AACSB (2025). Analytics Hub. Retrieved from https://analyticshub.aacsb.edu/ent?list_ids=497
- Deloitte (2024). Closing the Skills Gap with Dynamic Partnerships. *Deloitte, Quinnipiac, AACSB*. <https://www.aacsb.edu/insights/reports/2025/closing-the-skills-gap-with-dynamic-partnerships#:~:text=Report,and%20robust%20partnerships%20across%20industries>.
- Gasperson, S. (2025, February 4). Global trends in credentialing: Key insights from the 2025 ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/global-trends-in-credentialing-key-insights-2025/>
- McKinsey & Co (2025). Reimagined: Development in the Future of Work. *McKinsey & Co*. <https://www.mckinsey.com/~media/mckinsey/featured%20insights/people%20in%20pro>



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gress%20blog/learning%20trends%202025/2025_mckinsey%20learning%20perspective.pdf

O’Leary, L. (2024, May 20). A summary of insights for credentialing from the ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/a-summary-of-insights-from-the-ets-human-progress-report/>

Procedures for Approval of Certificate Programs

See [Campus Certificate Policy \(200-023\)](#) and [CU System APS 1040](#) prior to completing the certificate application.

1. Departments, centers, institutes, colleges or schools may start the certificate process by completing the certificate form and getting the appropriate approvals. Part I and all relevant signatures need to be completed for all certificates. Part II needs to be completed for financial aid eligible certificate programs only.
2. Each certificate should be approved by the appropriate academic units following the department, college, school, or institute processes for certificate approval. It is important that faculty members are involved in the approval process. Certificates proposed by academic centers must be approved by the college or institute that houses the center. If multiple colleges are involved, each relevant college must approve the certificate.
3. Send the proposal to the appropriate campus committee
 - a. Undergraduate Certificates are sent to the Vice Provost of for Undergraduate Education and Academic Planning.
 - b. Graduate Certificates are sent to the Dean of the Graduate School.
4. Proposals are reviewed by the appropriate campus committees/units.
 - a. Undergraduate academic certificates are reviewed by the Council on Undergraduate Education, which makes a recommendation to approve or not approve the certificate. The committee may send the proposal back to the originating unit for further information.
 - b. Graduate academic certificates are reviewed by the Graduate Executive Committee, which makes a recommendation to approve or not approve the certificate. The committee may send the proposal back to the originating unit for further information.
 - c. Professional development (noncredit) certificates must be sent to campus-wide extended studies (CWES) for notification and to work out any administrative duties that CWES may have.
 - d. The Campus Certificate Implementation Committee consists of representatives from Institutional Research, Financial Aid, Campus-wide Extended Studies, and Admissions and Records. This committee reviews documentation for appropriateness for financial aid eligibility and any broad campus concerns (e.g. transcript notation, CDHE and System approval, set up in CU-SIS). Concerns and suggested changes will be given to the chair of the appropriate undergraduate or graduate committee. The chair of the committee will contact the program official who instigated the certificate process to communicate the concerns.
5. Following approval by the appropriate review committees, the proposal is sent to the Provost for approval. Chancellor will need to approve if the certificate is going to CU System for review by Regents for placement on CDHE SURDS list.
6. Following approval by the Provost, the proposal is distributed to appropriate offices in order to implement the certificate. The initiating department is informed of the decision/outcome and timeline for implementation (e.g., admitting students).

Certificate Approval Form

In order for a certificate program to be reviewed, please fill out the form below and submit to the appropriate college and committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: _____

2. Department(s): _____

3. College(s): _____

4. Faculty Director/Advisor: _____

5. Type of Certificate:

☐ Financial Aid Eligible, Stand-alone certificate (formerly Gainful Employment)

☐ Course of Study (only for UCCS students in degree program)

☐ Professional Development (offered through extended studies)

Note: If Financial Aid eligible certificate, will need approval by Regents.

6. Expected start date (semester and year): _____

7. Number of required credit hours: _____

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters): _____

9. Preferred CIPⁱ code (XX.XXXX): _____

10. Is there a **licensure** associated with this certificate? YES **NO**

a. If yes, name of licensure: _____

b. If yes, website where NC-SARAⁱⁱ licensure disclosures exist: _____

11. What percent of courses in the certificate will be delivered via distance or **online** education?

a. 100%

b. 50-99%

c. 1-49%

d. 0%

12. Institutions accredited by the Higher Learning Commission are required to seek prior approval for credit-bearing certificate programs in which 50% or more of the courses were developed for the program and not derived from courses in existing academic programs. What percentage of the total courses required for this certificate were developed for this certificate and not derived from courses in existing programs?

a. < 50%

b. 50-100%

13. Describe the certificate program. Include in your description the following information:

Please see appendix at the end with these details.

- a. Certificate Description: Describe the field of study and basic design of the proposed certificate including how fits into the role and mission of the institution.
- b. Workforce Demand: Supply evidence of the opportunities available to certificate completers.
- c. Academic Requirements: Describe the admission criteria and list the courses and credit hours required for completion and the number of courses to be offered online.
- d. Tuition and Fees: Provide the tuition rate and any mandatory fees.
- e. Resource Requirements: Explain the resources required to deliver the program, clearly indicating new resources that must be secured.
- f. Enrollment: Provide enrollment projections for the first five years of implementation.
- g. Budget: Provide revenue and expenditure estimates, including the primary sources and uses of funds.
- h. The admission and exit process (include requirements for applying to certificate, process for completion). These details are important for Course of Study and Professional Development certificates. Financial Aid eligible certificates require formal application process through admissions.
- i. Other relevant information: Include any other information deemed relevant to support new certificate proposals.

- a. Certificate Description: Describe the field of study and basic design of the proposed certificate including how fits into the role and mission of the institution.
 - This certificate aligns with our mission and vision by meeting the needs of industry. Employers consistently report a critical skills gap in data literacy among business graduates (Deloitte, 2024). Companies across industries, from healthcare and finance to retail and manufacturing, need professionals who can bridge the gap between technical data analysis and business strategy. This demand spans roles from marketing analysts and operations managers to strategic planners and consultant positions. This certificate prepares students for direct needs in the workforce.
- b. Workforce Demand: Supply evidence of the opportunities available to certificate completers.
 - Students successfully completing the program will be awarded *UCCS Graduate Certificate in Business Analytics*. The certificate trains students from diverse technical and non-technical backgrounds by providing basic cross disciplinary knowledge of data analytics at a level appropriate for business workers, managers, and leaders across the business industry. This certificate will provide those workers with a credential to help them enter a range of data analyst or research jobs. Nationally, Indeed.com indicates that there are currently over 20,000 job openings for “quantitative researcher”, 11,000 job openings for “data analyst”, over 12,000 jobs for “business analyst”, over 7,000 jobs for “financial analyst”, over 800 jobs for “budget analyst”, and 11,000 jobs for “business intelligence analyst”. In addition to these examples, there are several other examples of job offerings for “UX Researcher”, “design researcher”, and “user researcher” that align with the skills taught in this certificate. In the front range alone, there are over 1,500 analytics-related job openings according to Indeed. Of the jobs in the Colorado Springs area, salaries ranged from \$60,000 to \$250,000, depending on the role.
 - Searching analytics jobs outside of the Colorado area yielded thousands of job postings across the US with many remote opportunities. The job locations were often in metropolitan areas like Chicago, New York, Pittsburgh, Boston, Miami, Seattle, Houston, Dallas, Baltimore, Philadelphia, San Francisco, and Los Angeles, among others. This is a growing occupational field, but UCCS is well situated to be a dominant player in providing analytics training for businesses, because of the demand for employees with quantitative skillsets. The certificate program we are proposing can be used for upskilling current employees to make them more effective in their jobs, or for assisting professional workers who already possess a bachelor’s degree and are transitioning into a new career field, or a new industry.
- c. Academic Requirements: Describe the admission criteria and list the courses and credit hours required for completion and the number of courses to be offered online.
 - Bachelor's degree from a regionally accredited university with a cumulative grade point average of 3.0 or better. Students need to complete required courses with requisite grades as per UCCS policy. To graduate, the Graduate Certificate in Business Analytics completion form must be signed by the Program Director of Graduate Programs and Dean of the College of Business Administration. Courses: BUAN 6000 Business Analytics Fundamentals; BUAN6100 Visual Analytics: Principals & Applications for Business; BUAN 6200 Applied Predictive Analytics for Strategic Insights; BUAN 6300 Business Intelligence for Managers. 12 credit hours are required for completion. All courses are offered online.
- d. Tuition and Fees: Provide the tuition rate and any mandatory fees.
 - This certificate will follow the standard tuition rates for in-state and out-of-state tuition rates and fees.
- e. Resource Requirements: Explain the resources required to deliver the program, clearly indicating new resources that must be secured.

- This certificate already exists as an emphasis in the program; it will require no additional resources.
- f. Enrollment: Provide enrollment projections for the first five years of implementation.
 - Based on the enrollment numbers for the current, more lengthy, certificate, we expect 10 students a year for the next five years, totally 50 new students.
- g. Budget: Provide revenue and expenditure estimates, including the primary sources and uses of funds.
 - Based on the current tuition tables of \$9,899 for four 3-credit courses, revenue for the first year is expected to be \$98,990 for 10 students. We do not expect any additional expenditures to execute the certificate. Teaching loads are not expected to change give the cross-listing of courses
- h. The admission and exit process (include requirements for applying to certificate, process for completion). These details are important for Course of Study and Professional Development certificates. Financial Aid eligible certificates require formal application process through admissions.
 - Both graduate certificate and MBA students would apply through the standard graduate school admission process. Once matriculated, MBA students would declare the certificate as part of their MBA studies.
- i. Other relevant information: Include any other information deemed relevant to support new certificate proposals.
 - None, thank you.

ⁱ CIP stands for Classification of Instructional Programs and is a numeric system used to identify degree and certificate programs that may have a variety of names. Please suggest a CIP by referring to the available codes at <https://nces.ed.gov/ipeds/cipcode/>.

ⁱⁱ To learn more about NC-SARA and the licensure disclosure requirements, please refer to the NC-SARA section at <https://ir.uccs.edu/institutionaldata/accreditation> and/or read the latest federal regulation at <https://ir.uccs.edu/sites/g/files/kjihxj1231/files/inline-files/CFR-2020-title34-vol3-sec668-43.pdf>.

Graduate Certificate Proposal

Graduate Certificate in Human Resource Management

The proposed *Graduate Certificate in Human Resource (HR) Management* serves as a critical educational pathway that addresses the evolving demands of modern organizational leadership and workforce management. The contemporary business landscape requires HR professionals who possess advanced competencies in strategic workforce planning, compliance management, and organizational development. A graduate certificate provides targeted, specialized knowledge that directly translates to workplace effectiveness, making graduates immediately valuable to employers seeking skilled HR practitioners.

This credential offers a focused pathway for professionals seeking to transition into HR roles or advance within their current positions. Unlike broad MBA programs, the certificate delivers concentrated expertise in areas such as employment law, talent acquisition, performance management, and organizational behavior. These skills are immediately applicable and highly sought after. In an increasingly competitive job market, the certificate provides measurable credential differentiation. It demonstrates commitment to professional development and validates specialized knowledge to employers, often serving as a qualifying factor for HR leadership positions and salary advancement.

Rationale

Employers face a persistent and increasing skills gap, especially in artificial intelligence and other technological advancements (Deloitte, 2025). This demand for data-driven and technological skills has led to a need for credentialing to bridge the gap. The certificate prepares graduates for the embedded use of generative AI across all HR solutions, which help to automate repetitive tasks like generating content for job descriptions and training materials (Zielinski, 2024). Advanced predictive analytics tools became more crucial for strategic workforce planning and data-driven decision-making. HR departments used AI to analyze employee feedback, track performance metrics, and forecast talent shortages (Zielinski, 2024). With the rise of remote and contingent workforces, the need for secure digital identity management became a key hiring requirement to protect sensitive information and verify identity (Gilbert, et al., 2024). Market trends also indicate there is a noticeable shift towards non-degree credentials like certifications and micro-credentials, which many believe will become as valued as traditional university degrees in the future (Gasperson, 2025). The evolving job market necessitates continuous learning, upskilling, and reskilling to remain relevant, driving demand for credentials reflecting newly acquired skills (O'Leary, 2024). Learners and employers are increasingly interested in the impact of credentials on careers, including wage gains, career mobility, and promotion potential.



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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

MGMT 6000 Leading and Managing in Changing Times

This course is designed to prepare students to succeed personally and professionally in a rapidly changing, global world. The course begins with a focus on changing times and what it will take to succeed personally and organizationally. The course then focuses on leadership and management skills and skills in bringing out the best in people, teams, and organizations. The course ends with developing skills in managing stress, time, and your life.

MGMT 6300 Managing Human Resources for Competitive Advantage

Presents an overview of contemporary human resource management issues with an emphasis on conflict resolution and negotiation skills to enhance strategic organizational goals. Topics include the eight conflict resolution approaches, various negotiation approaches, employee recruitment, performance appraisal, employee development, reward systems, labor unions, and ethics.

MGMT 6500 Human Resource Management Analytics

HR Analytics uses data to strategically align HR practices with organizational goals to achieve competitive advantage. HR Analytics is a rapidly growing field within HRM (itself a growing profession). This course covers the analytical foundations of HR decisions and the application of analytics to specific HR functions. Students will learn to source, analyze, interpret, and communicate relevant HR metrics.

MGMT 6700 Current Topics in Human Resource Management

Topics and course descriptions vary.

References

Deloitte (2024). Closing the Skills Gap with Dynamic Partnerships. *Deloitte, Quinnipiac, AACSB*.

<https://www.aacsb.edu/insights/reports/2025/closing-the-skills-gap-with-dynamic-partnerships#:~:text=Report,and%20robust%20partnerships%20across%20industries>.

Gasperson, S. (2025, February 4). Global trends in credentialing: Key insights from the 2025 ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/global-trends-in-credentialing-key-insights-2025/>



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Gilbert, F., Shannon, M., & Spencer, E. (2024, February). 2024 HR technology trend predictions. *Deloitte*. <https://www.deloitte.com/us/en/services/consulting/blogs/human-capital/2024-hr-technology-trends.html>

O'Leary, L. (2024, May 20). A summary of insights for credentialing from the ETS Human Progress Report. *PSI*. <https://www.psiexams.com/knowledge-hub/a-summary-of-insights-from-the-ets-human-progress-report/>

Zielinski, D. (2024, January). HR Technology in 2024: GenAI, Analytics, and Skills Tech. *SHRM*. <https://www.shrm.org/topics-tools/news/technology/hr-tech-trends-2024#:~:text=This%20year%2C%20HR%20functions%20will,redescribe%20how%20work%20is%20done.>

Procedures for Approval of Certificate Programs

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3. Send the proposal to the appropriate campus committee
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1. Name of Certificate: _____

2. Department(s): _____

3. College(s): _____

4. Faculty Director/Advisor: _____

5. Type of Certificate:

☐ Financial Aid Eligible, Stand-alone certificate (formerly Gainful Employment)

☐ Course of Study (only for UCCS students in degree program)

☐ Professional Development (offered through extended studies)

Note: If Financial Aid eligible certificate, will need approval by Regents.

6. Expected start date (semester and year): _____

7. Number of required credit hours: _____

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters): _____

9. Preferred CIPⁱ code (XX.XXXX): _____

10. Is there a **licensure** associated with this certificate? YES **NO**

a. If yes, name of licensure: _____

b. If yes, website where NC-SARAⁱⁱ licensure disclosures exist: _____

11. What percent of courses in the certificate will be delivered via distance or **online** education?

a. 100%

☒ 50-99%

c. 1-49%

d. 0%

12. Institutions accredited by the Higher Learning Commission are required to seek prior approval for credit-bearing certificate programs in which 50% or more of the courses were developed for the program and not derived from courses in existing academic programs. What percentage of the total courses required for this certificate were developed for this certificate and not derived from courses in existing programs?

a. < 50%

b. 50-100%

13. Describe the certificate program. Include in your description the following information:

a. Certificate Description: Describe the field of study and basic design of the proposed certificate including how fits into the role and mission of the institution.

The proposed Graduate Certificate in Human Resource (HR) Management serves as a critical educational pathway that addresses the evolving demands of modern organizational leadership and workforce management. The contemporary business landscape requires HR professionals who possess advanced competencies in strategic workforce planning, compliance management, and organizational development. A graduate certificate provides targeted, specialized knowledge that directly translates to workplace effectiveness, making graduates immediately valuable to employers seeking skilled HR practitioners.

b. Workforce Demand: Supply evidence of the opportunities available to certificate completers. Students successfully completing the program will be awarded UCCS Graduate Certificate in HR MGMT. The certificate trains students from diverse technical and non-technical backgrounds by providing basic cross disciplinary knowledge of human resource management at a level appropriate for business workers, managers, and leaders across the business industry. This certificate will provide those workers with a credential to help them enter a range of human resource jobs. Nationally, Indeed.com indicates that there are currently over 65,000+ job openings for human resource positions. 58,000 job openings for “HR Coordinator/Assistant”, over 4,000 jobs for “HR generalist”, and over 12,000 jobs for “HR Manager/Director”. Of the jobs in the immediate Colorado Springs area, salaries ranged from \$55,000 to \$250,000, depending on the role. Searching HR roles outside of the Colorado area yielded thousands of job postings across the US with many remote opportunities. The job locations were highly varied across all 50 states. According of the US Bureau of Labor Statistics, HR roles are growing at 6%, which is faster than average with the number of jobs in 2024 listed at 944,300 (BLS, 2025).

c. Academic Requirements: Describe the admission criteria and list the courses and credit hours required for completion and the number of courses to be offered online. Bachelor's degree from a regionally accredited university with a cumulative grade point average of 3.0 or better. Students need to complete required courses with requisite grades as per UCCS policy. To graduate, the Graduate Certificate in HR MGMT completion form must be signed by the Program Director of Graduate Programs and Dean of the College of Business Administration. Courses: MGMT 6000 Leading and Managing in Changing Times; MGMT 6300 Managing HR for Competitive Advantage, MGMT 6500 HR Management Analytics, and MGMT6700 Current Topics in HR MGMT. 12 credit hours are required for completion. All courses are offered online.

d. Tuition and Fees: Provide the tuition rate and any mandatory fees. This certificate will follow the standard tuition rates for in-state and out-of-state tuition rates and fees.

e. Resource requirements: Explain the resources required to deliver the program, clearly indicating new resources that must be secured. These courses already exists as an emphasis in the program; it will require no additional resources. We are just formalizing the emphasis as a certificate.

f. Enrollment: Provide enrollment projections for the first five years of implementation. Based on the enrollment numbers for the current emphasis we expect 10 students a year for the next five years, totaling 50 new students.

g. Budget: Provide revenue and expenditure estimates, including the primary sources and uses of funds. Based on the current tuition tables of \$9,899 for four 3-credit courses, revenue for the first year is expected to be \$98,990 for 10 students. We do not expect any additional expenditures to execute the certificate. Teaching loads are not expected to change given the courses are currently offered in the emphasis.

h. The admission and exit process (include requirements for applying to certificate, process for completion). These details are important for Course of Study and Professional Development certificates. Financial Aid eligible certificates require formal application process through admissions. Both graduate certificate and MBA students would apply through the standard graduate school admission process. Once matriculated, graduate students would declare the certificates part of their MBA or certificate studies. The program director of graduate programs will track progress and file the appropriate paperwork with the registrar's office to award the certificate.

i. Other relevant information: Include any other information deemed relevant to support new certificate proposals. N/A

ⁱ CIP stands for Classification of Instructional Programs and is a numeric system used to identify degree and certificate programs that may have a variety of names. Please suggest a CIP by referring to the available codes at <https://nces.ed.gov/ipeds/cipcode/>.

ⁱⁱ To learn more about NC-SARA and the licensure disclosure requirements, please refer to the NC-SARA section at <https://ir.uccs.edu/institutionaldata/accreditation> and/or read the latest federal regulation at <https://ir.uccs.edu/sites/g/files/kjihxj1231/files/inline-files/CFR-2020-title34-vol3-sec668-43.pdf>.

UCCS Graduate School Policy for
Accelerated Master's Pathways

The accelerated master's pathway (AMP) allows high achieving students to pursue existing bachelor's and master's degrees concurrently. It is expected that a student in an AMP will move from the undergraduate to the graduate program with no break. The AMP allows UCCS undergraduate students to take graduate level courses which will count towards graduation requirements for both their bachelor's and master's degrees. For currently enrolled full-time UCCS students, the AMP typically enables them to complete both degrees in a total of 5 to 6 years.

Program Approval: To apply for approval for an AMP, the department must develop a proposal which describes the following:

- the AMP requirements,
- the relevant pathway and program curriculum,
- a list of undergraduate degrees that qualify,
- number of credit hours that can account for both degrees (including restrictions on courses which may be taken as an undergraduate),
- which bachelor's degree programs are eligible,
- a justification for the AMP,
- any anticipated expected cost increases, and
- the process for how students will be tracked to ensure they are meeting program criteria.

The department must receive approval from the participating undergraduate program, the college, the graduate school, and the provost. The program approval process must be completed prior to the catalog close for the catalog year the program is expected to start. Programs may not admit students until all approvals are received.

Courses Counting for both Degrees: The number of credit hours to be counted for both degrees cannot exceed 12 credits. No more than 12 graduate level credits can be taken

while an undergraduate and count towards the master's degree. If more graduate level credits are taken while an undergraduate student, those courses cannot be used towards the master's degree. Courses offered jointly as 4000/5000 level courses must be taken at the 5000 level. Programs may count undergraduate courses towards the graduate degree following the standard graduate school and program/college rules. All dual counting coursework must be a B or better grade. **Credits applied to both degrees may be applied to a doctoral degree with program director approval.**

Standards for Admission: Each program will develop admission standards. At a minimum, the following are required:

- A current UCCS student who has completed at least 30 credit hours at UCCS;
- Student must have junior class standing or higher for eligibility to be accepted into the program;
- A cumulative CU GPA of at least 3.00;
- Completion of at least 15 credits hours in the major;
- Student is a declared major in one of the specified bachelor's programs that correspond with their intended AMP;
- ~~Any MAPS deficiencies must be completed prior to admission to the AMP;~~
- Meet all departmental standards and requirements (which may include higher standards than those listed above and/or additional criteria);
- The student must be continually enrolled (Fall and Spring semesters) from undergraduate to graduate degree for courses to double count towards both degrees.

AMP Retention Criteria: Each program must develop criteria for a student remaining in the AMP. The criteria at a minimum should include:

- Students must maintain at least a 3.0 GPA throughout the pathway.
- If admission to another UCCS Master's or Doctoral program is sought, admission must follow completion of accelerated master's degree.

Tuition and Financial Aid Determination: Students in an accelerated master's pathway will be considered an undergraduate student until all requirements for the undergraduate degree have been met. During status as an undergraduate student, students will be eligible for financial aid following normal requirements and will pay undergraduate tuition rates (for graduate or undergraduate courses). When a student is changed from undergraduate to graduate status, then the student will be considered independent for determining financial aid eligibility and will pay graduate tuition rates (for graduate and undergraduate courses). Students moved to graduate student status are no longer eligible for COF. Students in the accelerated master's pathway may apply for scholarships following the standard processes and will be eligible for undergraduate or graduate scholarships and other aid depending on their classification as an undergraduate or graduate student.

Departmental Authority: The department is required to track students and to inform appropriate offices (e.g., admissions, records, academic advising, graduate school, financial aid) when a student is being admitted to the accelerated master's graduate status as well as when a student is removed from the program due to failing to meet program requirements or if student selects to voluntarily end enrollment in accelerated program. Failure to track students and inform the appropriate offices will disqualify programs from participating in the accelerated degree program.

Student Appeals: Students who are removed from an accelerated master's pathway may appeal the decision following the normal student appeals process for graduate students.

UCCS GRADUATE SCHOOL PRESENTS:

3-MINUTE THESIS



Competition

1 SLIDE - 3 MINUTES
RESEARCH AWARDS GIVEN

\$750 - \$500 - \$250

PRELIMINARY ROUNDS: JAN 27 OR 28
FINALS: FEBRUARY 3, 2026

Priority Registration DEC 19
Final Registration JAN 21

719-255-3417

GRADINFO@UCCS.EDU

