



**Graduate Executive Committee**

**11/7/2025**

**Minutes**

**Attendees:**

**Voting Members:**

Bob Camley, Brian McAllister, Carlos Diaz, Cindy Yee, Diep Dao, Heather Song, James Pearson, Jeremy Bono, Jessica Berrett, Johanna Baez, Justin Cole, Katie Sullivan, LaVonne Johnson, Frank Zhang, Leilani Feliciano, Mandi Elder, Morgan Shepherd, Patty Witkowski, Rory Lewis, Scott Trimboli

**Non – Voting Members:**

Adham Atyabi, Andrea Williams, Andrew Lac, Asjia Trotter-McGill, Bee Bish, Bri Newland, Carolyn Daley, David DuBois, David Moon, Deanna Johnson, Hillary Fouts, Janel Owens, Jeff Deickman, Jennifer Kling, Jennifer Newcomb, Jose Mora, Karin Larkin, Karlye Enkler, Katie Busby, Kim Paine, Kristen Walcott, Kristina Ewald, Kylie Swanson, Lauren Harriott, Markus Moeder-Chandler, Mary Rupp, Megan Rogers, Sam Adams, Scott Kupferman, Shonda Johnson, Sofi Cruz Duke, Stephani Hosain, Stephanie Trujillo, Steve Bistricky, Susan Eldridge, Wendi Clouse

**Agenda Items:**

- College of Letters, Arts & Sciences Proposed Revision of Communication Program (Katie Sullivan)  
GEC voted to recommend the program revision (12 agree, 0 disagree, 1 abstain)
- College of Business Proposed New AMP (Jennifer Kling)  
GEC voted to recommend new AMP (20 agree, 0 disagree, 0 abstain)
- College of Education Proposed New MA in Military Leader Development (Markus Moeder-Chandler)  
GEC voted to recommend new MA (19 agree, 0 disagree, 1 abstain)
- Graduate School Policy on Student Appeals (Hillary Fouts)  
GEC voted to recommend the change in policy on student appeals (10 agree, 0 disagree, 0 abstain)

**Informational Items:**

- Please see attached documents for details on minor changes to required courses for the Graduate Certificate in Electric Drivetrain Technology
- GES has made the following changes to AMP admissions requirements:
  - A cumulative CU GPA of 3.50
  - Have junior class standing or higher
  - A current UCCS student who has completed at least 30 credit hours, at least 3 of which must be from Geography & Environmental Studies courses
  - Completion of at least 15 hours in the major
  - Student has declared major in Geography & Environmental Studies
- The Mechanical and Aerospace Engineering Department has approved the Aerospace and Mechanical Engineering AMP program to allow 12 credit hours to double count for BS and MS provided that the student maintains a 3.0 GPA and receives a B or better grade on all double counting courses

- The online school counseling endorsement program housed in the Counseling and Human Services Dept (COE) is no longer offered on campus and is only available online
- The SAHE program early admissions deadline has changed from December 15<sup>th</sup> to January 15<sup>th</sup>
- The Social Work Program now requires ASP (Advanced Standing) Social Work students' applications to have at least 1 letter of recommendation from a current professor in their social work program

#### Announcements:

- The Graduate School is looking for feedback on our policy regarding AMP credits not applying to a doctoral degree. Please send any thoughts you have on this topic to [graddocs@uccs.edu](mailto:graddocs@uccs.edu).
- The Graduate School will be launching a new Graduate Transfer Credit Form through OnBase soon, please make sure that all program directors have access to the C-GS document category in OnBase
- Information on how faculty can gain access to iThenticate can be found on the Graduate School's website under the Faculty and Staff Resources page: <https://graduateschool.uccs.edu/faculty-staff-resources#ithenticate> or on the FRC website under the TurnItIn tab: [https://frc.uccs.edu/technology\\_tools/turnitin](https://frc.uccs.edu/technology_tools/turnitin)
- The UCCS Graduate Student Employee Appointment Manual is now available on the Graduate School website in three places:
  - Faculty and Staff Resources: <https://graduateschool.uccs.edu/faculty-staff-resources#graduate-assistantships-policy>
  - Funding > Graduate Assistantships: <https://graduateschool.uccs.edu/graduate-assistantships>
  - Current Student Resources > Funding & Financial Support: <https://graduateschool.uccs.edu/current-student-resources>
- Please make sure all your webpages have the updated link for applications: <https://www.uccs.edu/apply>
- All new programs should contact the VMA office during development for guidance so that veteran and military students can easily apply their benefits.
- If you would like to participate in a survey about Graduate Program Director Workload and Compensation, please complete this form: [https://forms.office.com/Pages/ResponsePage.aspx?id=-kOTUson0GrLqcMEA0IENxPlg1xB\\_tFmvsgY8cuPkZUQ1ROMVc0VUVMNElOWTVIwVhBVEExMDA0Ui4u](https://forms.office.com/Pages/ResponsePage.aspx?id=-kOTUson0GrLqcMEA0IENxPlg1xB_tFmvsgY8cuPkZUQ1ROMVc0VUVMNElOWTVIwVhBVEExMDA0Ui4u)
- UCCS Graduate and Professional School Fair is February 10<sup>th</sup> and free for UCCS programs, please see attached flyer for more information
- UCCS 3 Minute Thesis Competition will have preliminary rounds January 27<sup>th</sup> or 28<sup>th</sup> and the finals will be held on February 3<sup>rd</sup>. Priority registration is December 19<sup>th</sup> and final registration is January 21<sup>st</sup>. Please see the attached flyer for details

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

- Fall GEC Meetings
  - 12/12
- Spring GEC Meetings
  - 2/6, 3/13, 4/3, 5/1

## **Communication Graduate Program Revision Proposal**

**REQUEST:** Request for revision to the degree program: MA, Communication.  
Reduction from 33 to 30 required credit hours.

**TIMELINE:** Beginning Fall 2026

**CONTACT:** Dr. Katie Sullivan, Associate Professor, Graduate Program Director [ksulliv8@uccs.edu](mailto:ksulliv8@uccs.edu)

### **MA, Communication Overview:**

The fully online MA in Communication caters to recent graduates, mid-career, and experienced professionals who seek to level-up their careers by gaining sought-after professional skills in written, oral, and digital/multimedia communication. Our program enables students to reach diverse audiences to solve complex communication problems. Students select classes in professional communication, emphasizing leadership, organizational, strategic or media-based communication. The program is particularly attuned to the changing nature of communication, technology, and trends.

### **Proposed Changes to the MA, Communication Degree Program**

We propose decreasing the number of required credit hours in the degree from 33 credits to 30 credits by eliminating the required “out-of-department” elective.

### **Rationale for Program Changes—reduction of 3 credit hours by deleting out-of-department elective requirement.**

Reducing the number of required credit hours will make our graduate program more competitive with other communication graduate programs, particularly regionally, and align with the UCCS strategic plan for strategic growth “that strengthens enrollment, expands in-demand academic programs, and strives for affordability for students.”

Currently, our program requires students to complete 11 courses/33 credits:

1. Four required courses: Comm 5010, Comm 6030, Comm 6040 and Comm 6050.
2. Six graduate-level communication electives of their choosing (out of list of 22 options)
3. One graduate-level course from outside of communication – most of our students select a class from the College of Business, as they also have 8-week online courses similar to Comm course offerings and scheduling.

We propose to drop the one out-of-department elective, keeping the rest of the program requirements as is.

Our program’s competitive advantage is that we are *one of* the only entirely online COMM MA programs in the region. However, we struggle to compete broadly around program cost and degree completion time. Moving to 30 credit hours and dropping the requirement to take

classes from outside of the program brings us in line with the following regional COMM MA programs and helps us to compete around program completion time and cost.

CURRENT UCCS MA Communication: 33 credit hours, requires outside-of-department elective

- CU Denver, MA Communication: 30 credit hours, no outside of department electives
- CU Boulder, MA Communication: 30 credit hours, no outside of department electives
- CU Boulder, Professional MA Corporate Communication: 30 credit hours, no outside of department electives
- CSU, MA Communications and Media Management: 30 credit hours, no outside of department electives

[This chart has additional data.](#)

### **Resources to Support Change**

There are no additional costs associated with the reduction of credit hours.

### **Approval**

The reduction in credit hours has been approved by the Department of Communication graduate faculty and the by the Chair, Dr. Maja Krakowiak.

Further, we are seeking approval via the Graduate Executive Committee (Nov. 7<sup>th</sup>) and will submit the change to the LAS Curriculum and Review committee (Nov. 19<sup>th</sup>) as an informational item.

**Bachelor of Arts in Philosophy to Master of Business Administration (MBA)  
Accelerated Master Program**

**Program Description:**

The Bachelor of Arts in Philosophy to Master of Business Administration (MBA) Accelerated Master Program (AMP) is designed to allow students to work concurrently on the BA and the MBA. Up to 12 graduate credit hours earned while enrolled in the BA to MBA AMP can be counted toward the fulfillment of requirements for both programs. For the courses to be credited for requirements in both degree programs, they must be taken after admission to the AMP and prior to completion of the undergraduate degree. Courses also must be from the list of identified courses approved for dual credit.

The purpose of the BA in Philosophy to MBA AMP is to provide an opportunity for high achieving students to complete their undergraduate degree in Philosophy and graduate degree in Business Administration in an accelerated time frame. The result should be to increase opportunities for access to graduate education and expand career prospects. It is also a forward-thinking cross-college partnership between the College of Letters, Arts, and Science (LAS) and the College of Business (COB). Development of the program directly exemplifies the UCCS core values of integration, innovation, collaboration, inclusive diversity, and dynamic responsible growth.

Students admitted to the dual program will earn a Bachelor of Arts in Philosophy upon completion of the BA requirements and will be eligible to participate in the undergraduate commencement ceremony. Students admitted to the BA to MBA AMP must apply for full graduate admission and be accepted to the Master of Business Administration program. BA to MBA AMP students are not guaranteed admission to the MBA program.

BA in Philosophy to MBA AMP students desiring to continue to the MBA program after completing the BA in Philosophy degree must meet with the MBA Program Director and submit an intent form prior to completing courses which will be applied to the BA in Philosophy to MBA AMP. Prior to graduation, students must also submit a formal application to the MBA program, which includes all official transcripts, a written statement of intent, and letters of recommendation.

Instructions for the graduate application process are available on the College of Business website: [Application Process Checklist | College of Business](#). BA in Philosophy to MBA AMP students are not required to continue with the MBA program after completion of the BA in Philosophy. However, BA in Philosophy to MBA AMP students are admitted on the premise that they intend to complete both degrees. If they choose to withdraw from this program prior to completing both degrees, they will not be allowed to return later and dual count credits.

**BA in Philosophy:**

General Requirements for the BA in Philosophy Include:

- 30 credit hours of Philosophy course work, 21 hours must be upper division (3000+ level).
- An additional 18 hours in a Concentration area must be completed for students in the AMP. The concentration area for BA Philosophy to MBA AMP students will be a business prep concentration that will include 9 hours of undergraduate Business courses (ACCT 2010, ACCT 2020, and QUAN 2010), STRT 6000, and two additional MBA Core Courses of the student's choosing.
- Students must also complete INFS 1100 to fulfill their Compass Curriculum Explore – Society, Behavior and Health requirement.
- All major course work must be completed with a grade of C, or better.



# University of Colorado Colorado Springs

## **Master of Business Administration Degree requirements include:**

- Completion of a minimum of 30 hours of graduate work with a grade point average of B (3.0) or better.
- Students must earn grades of C or better in all courses applied to the degree.
- The 30 hours include 27 hours of core courses, and 3 hours of MBA elective courses.
- Students enrolled in the BA in Philosophy to MBA AMP will complete STRT 6000 and two additional MBA core courses as part of the undergraduate degree.
- BA in Philosophy to MBA AMP students must complete all of the MBA course courses and additional MBA degree requirements as outlined in the university catalogue.

## **Dual Credits:**

BA in Philosophy to MBA AMP allows students to count 12 semester credit hours toward both the Bachelor of Arts in Philosophy and the Master of Business Administration. For credits to be double counted, the following conditions must be met:

- Dual credit courses must be from among those approved, included in the list of courses approved for dual credit below.
- Dual credit courses must be completed with a B or better
- Dual credit courses must be taken for graduate credit (5000 level or above)

## **Courses approved for Dual Credit:**

- STRT 6000 (required)
- ACCT 6100
- BUAN 6000
- FNCE 6000
- INFS 6000
- MGMT 6000
- MKTG 6000
- OPTM 6000

## **Standards for Admission:**

- Completion of the AMP Intent form and admission into the BA in Philosophy to MBA AMP is required prior to taking the dual-credit Philosophy/MBA courses at the 6000 level. Admission into the BA in Philosophy to MBA AMP is competitive. Students must meet the following criteria:
  - 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 3.0
  - Student is a declared major in the Philosophy bachelor's program
  - Completion of at least 15 credits hours in the major
  - Any MAPS deficiencies must be completed prior to admission to the accelerated master's degree program.
  - Meet the standards and admissions requirements for both programs as outlined in the UCCS catalogue (which may include higher standards than those listed above and/or additional criteria).
  - Completion of a 1-page (double space, 1-inch margins) essay outlining the student's career goals.

## **Program Retention Criteria:**

Students must maintain a 3.0 GPA throughout the undergraduate portion of the program and a 3.0 GPA throughout the graduate portion of the program. To remain in the program, students must meet the requirements of the respective programs as outlined in the UCCS catalog. If students fail to maintain



# University of Colorado Colorado Springs

requirements for either program they will be dismissed from the AMP in accordance with the policies outlined in these documents. In cases where the student appeals a dismissal decision, the policy of the college whose requirements are not being met will be followed.

**Departmental Authority:**

Both the LAS and COB programs will track students enrolled in the BA in Philosophy to MBA AMP. Both the LAS and COB will 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. Advising responsibilities for the undergraduate portion of this degree will be the responsibility of Academic Advising. Advising for the MBA portion of the AMP will be the responsibility of the MBA program director.



# University of Colorado Colorado Springs

BA Philosophy to MBA AMP Five-Year Degree Plan

## FIVE-YEAR DEGREE PLAN

Please note that this is an example degree program and your program may vary. Students are responsible for completing all course prerequisites.

Year One	√	FALL	Hours	√	SPRING	Hours
		ENGL 1310	3		ENGL 1410	3
		GPS 1010	3		Reasoning Skills Course	3
		PHIL 1120 or 3420	3		PHIL Elective	3
		General Elective (Oral Communication)	3		Explore – Society, Behavior and Health Course	3
		General Elective	3		General Elective (Inclusiveness)	3
		<b>Total</b>	15		<b>Total</b>	15

Year Two	√	FALL	Hours	√	SPRING	Hours
		PHIL Elective	3		UD PHIL Elective	3
		Explore – Physical & Natural World Course	3		UD PHIL Elective	3
		Explore – Arts, Humanities & Cultures Course	3		Explore – Society, Behavior & Health Course	1
		General Elective	3		Explore – Physical & Natural World Course	3
		General Elective ( <i>Writing Intensive</i> )	3		Natural Science Lab	1
					General Elective	3
		<b>Total</b>	15		<b>Total</b>	16

Year Three	√	FALL	Hours	√	SPRING	Hours
		UD PHIL Elective	3		UD PHIL Elective	3
		HUM 3990	3		General Elective	3
		General Elective	3		General Elective	3
		General Elective	3		General Elective	5
		General Elective ( <i>Sustainability</i> )	3		General Elective ( <i>Oral Communication</i> )	3
		<b>Total</b>	15		<b>Total</b>	17

+75Year Four	√	FALL	Hours	√	SPRING	Hours
		UD PHIL Elective	3		PHIL 4950	3
		UD PHIL Elective	3		UD General Elective	3
		UD General Elective ( <i>Inclusiveness</i> )	3		UD General Elective	3
		General Elective- STRT 6000	3		UD General Elective- MBA Core Course	3
		General Elective- MBA Core Course	3		General Elective- MBA Core Course	3
		<b>Total</b>	15		<b>Total</b>	15





University of Colorado  
Colorado Springs

MBA	√	FALL	Hours	√	SPRING	Hours
		MBA Core Course	3		MBA Core Course	3
		MBA Core Course	3		MBA Elective Course	3
		MBA Core Course	3		STRT 6500	3
		Total	9		Total	9

## **Executive Summary for Proposal of a new Master of Arts in Military Leader Development**

This proposal is for the Military Leader Development MA that enrolls active-duty Air Force and Space Force officers (Majors) in preparation for assuming Squadron Command at the United States Air Force Academy. The Department of Counseling and Human Services (CHS) Air Officer Commanding MA in Counseling, emphasizing applied leadership development, leader development, human relations skills, theory-based practices, and experiential learning through high quality fieldwork experiences has been in existence for 21 years. In 2004, the Air Officer Commanding emphasis in the MA in Counseling was developed in partnership with the United States Air Force Academy in response to the Agenda for Change Congressional Act to prepare incoming squadron commanders to lead, develop leaders, mitigate sexual assault, discrimination, and hazing incidents. Over the last twenty years, UCCS CHS has served the USAFA AOC and supporting AMT programs, graduating 22 students each year from active-duty USAF and USSF. At the request of USAFA, USAF, USSF, and DoD, the College of Education seeks to create a new standalone MA degree based on this previous history with USAFA, titled MA in Military Leader Development. This program, if approved, anticipates continued enrollment of more than 22 active-duty USAF and USSF officers based on the existing ESA and MOU with USAFA. Following changes in DoD, USAF, USSF, and Executive orders, this program change is required and necessary to continue to partner with USAFA and build upon the existing twenty-year relationship between UCCS and USAFA.

The proposed degree of WLDP MA in Military Leader Development is predicated upon the following requirements as dictated by Executive Orders, DoD Memos, and updated USAFA/USAF/USSF policies:

1. Incoming students will be active-duty USAF and USSF Captains assuming the DO role upon degree completion.
2. USAFA and USAF/USSF have required that course work align with Federal directives, Department of Defense Guidelines, and USAF/USSF needs. Therefore, Executive Coaching and Leadership Coaching will replace previous counseling coursework.
3. The degree program will consist of 30 graduate credit hours to align with USAFA and USAF/USSF strategic needs.

*What is the WLDP Leader Development Program?* This emphasis in the Welsh Leadership Development Program (WLDP) master's degree is a one-year, comprehensive curriculum for developing selected Captains and Majors in the US Air Force and US Space Force for the important responsibility of leading a cadet squadron at the United States Air Force Academy.

This training program was piloted in 1999, formalized in 2003, and is a sustained collaboration between the UCCS College of Education and the United States Air Force and United States Space Force.

This inclusive and interdisciplinary program includes graduate curriculum, fieldwork, ongoing and topical colloquia, and personal and professional assessments designed to support coaching and leadership development. This degree program facilitates critical thinking, enhances interpersonal effectiveness, broadens perspectives on coaching and mentoring, develops influencing skills, and improves the student's ability to lead change and development among cadets.

The job description of a Squadron Commander, from COCI 36-3522, requires officers to be competent in mentoring, capable of leading, teaching, and evaluating cadets through all aspects of cadet and

military life, able to enforce standards, demonstrate nearly impeccable role modeling, competent in guiding the squadron's leadership team, and skilled in working with cadets, individually and as a group.

## **History and Philosophy**

The Department of Counseling and Human Services (CHS) at the University of Colorado Colorado Springs (UCCS) has operated as a stand-alone program since 1967. The department offers a Master of Arts degree in Counseling with track specializations in Counseling and Leadership, Clinical Mental Health Counseling and School Counseling. A pilot of the emphasis in Counseling and Leadership was initiated by the Department of Counseling and Human Services and the United States Air Force Academy (USAFA) in 1999-2000 to prepare a small cohort of seven future Air Officers' Commanding (AOC). The program was expanded and formalized in 2003-2004 as the need for specific influencing skills, leader, and leadership development preparation in the human domains of leadership was recognized as important to AOC success with their cadet squadrons. The need for specific training in "counseling and leadership" was directly identified in the 2003 source documents of Appendix A. "United States Air Force Academy: Agenda for Change."

The philosophical foundation for the CHS program was based on the most viable theories of human learning, development, and motivation. Moreover, the program holds an idealistic vision of human potential and what people can become. The program is designed to be continually evolving and places considerable responsibility on students for engagement with their own learning. The focus of the program is student-centered with the intention of helping students develop their own unique counseling and leadership potentials. Students are trained to facilitate development in their cadets by creating an environment that promotes self-awareness and personal growth. Students will master specific interdisciplinary knowledge and skills to accomplish this goal.

As stated earlier, in 2003 the Air Force Academy, under the recommendations made by the Agenda for Change, formalized a program at UCCS, which combined courses from the Counseling Program with Leadership courses recommended by the Academy. The program is designed to offer a curriculum that focuses on leadership, counseling, coaching/mentoring, and development. The intent of both UCCS and USAFA is to provide new commanders the skills, knowledge, abilities, and experiences necessary to be effective leader developers that can address the many academic, psychological, and developmental issues that cadets experience. The principles taught in this program are applicable to all levels of command and will prepare students for the most challenging aspects of modeling, developing, and leading at USAFA and in the operational Air Force.

In July of 2024, the incoming Superintendent of USAFA ordered an external review of the Welsh Leadership Development Program to assess alignment with updated needs of the USAF and USSF and overarching changes in the Department of Defense. In the Fall of 2024, an external review was ordered and conducted by Air University, the training and education arm of the USAF located at Maxwell Air Force Base. Upon completion of the external DoD and AU review, in partnership with UCCS and USAFA, key findings based on DoD, USAF, USSF, and USAFA changing operation needs were noted as-

- 1) Removal of Counseling specific course work
- 2) Expansion of Coaching and Executive Leadership course work
- 3) Reduction in credit hours to 30/36 credits for MA degree

- a. Findings connected to Federal and DoD budgetary constraints
  - b. Findings connected to time to completion for Squadron Commander operational readiness
- 4) Change of degree title from “Counseling and Leadership” to “Leader Development”
- 5) Continuation of USAFA and UCCS partnership
- 6) Maintaining 1-year program format
- 7) Creation of administration unit for Military Leader Development administrative unit under UCCS College of Education
- 8) Separate program oversight under umbrella of Military Leadership Development and Interdisciplinary Leadership
  - a. Includes Academy Military Trainer Program (no changes)
  - b. Includes Welsh Leadership Development Program and Coaching Symposium for USAFA Group Commanders, Chiefs, and other key-leaders (no changes)

## Goals, Competencies & Certifications

### Goal I: Role Modeling (Lives Honorably)

Students will develop necessary dispositions and attitudes to become high impact role-models to college-level students.

	Standard	USAFA Institutional Outcomes
a.	Demonstrates attitudes and knowledge reflected in the Air Force Core Values (Integrity First Service before self, and Excellence in all we do)	Clear Communication Leadership, Teamwork, and Organizational Management
b.	Identify, describe, and apply leadership theory to character development	Ethics and Respect for Human Dignity
c.	Demonstrate attitudes, knowledge and skills related to social and cultural sensitivity, awareness, and competence	Ethics and Respect for Human Dignity
d.	Demonstrate self-awareness, adaptability and understanding of how one impacts others	Clear Communication Human Condition, Culture, and Societies
e.	Understand and demonstrate ethical and character-based leadership practices	Ethics and Respect for Human Dignity
f.	Demonstrate skills necessary to promote resiliency, adaptive coping, GRIT, and a growth mindset	Warrior Ethos as Airmen and Citizens
g.	Demonstrate the ability to establish a relationship of mutual trust, confidence, credibility, and shared commitment	Warrior Ethos as Airmen and Citizens

h.	Demonstrate skills necessary to promote mutual respect, humility, and gratitude	Human Condition, Culture, and Societies Ethics and Respect for Human Dignity
i.	Demonstrates the skill of principle-based decision making	Ethics and Respect for Human Dignity Critical Thinking
j.	Demonstrate the skill of empathy and perspective taking	Human Condition, Culture, and Societies Clear Communication
k.	Models a disposition of emotional stability and healthy self-regulation	Ethics and Respect for Human Dignity
l.	Demonstrates intellectual curiosity in oneself and promotes intellectual stimulation in others	Ethics and Respect for Human Dignity Critical Thinking
m.	Demonstrate attitudes, knowledge and skills related to self-reflective and inclusive leadership	Ethics and Respect for Human Dignity Critical Thinking

### Goal II: Developmental Practices (Lifts Others)

Students will develop skills necessary to become high impact coaches/counselors to the Cadets under their command.

	Standard	USAFA Institutional Outcomes
a.	Demonstrate effective micro-skills of communication	Clear Communication
b.	Demonstrate understanding of group dynamics, stages of group development, roles and responsibilities associated with leading/facilitating groups/teams	Leadership, Teamwork, and Organizational Management
c.	Demonstrate effective application of group facilitation and leadership skills	Leadership, Teamwork, and Organizational Management
d.	Demonstrate effective crisis intervention skills including psychological first aid, de-escalation, and conflict mediation.	Human Condition, Culture, and Societies
e.	Demonstrate effective knowledge and skills related to career counseling theory, assessment, and application to individual and system	Leadership, Teamwork, and Organizational Management
f.	Establish the terms of a coaching and mentoring engagement	Clear Communication
g.	Demonstrate understanding and application of effective instructional design	Scientific Reasoning and the Principles of Science

h.	Demonstrate understanding and skills related to the development and implementation of effective learning objectives	Critical Thinking
i.	Demonstrate understanding and skills related to conducting an effective debrief	Clear Communication
j.	Effectively manage and engage small and large groups of learners	Leadership, Teamwork, and Organizational Management
k.	Create effective learning environments (in-and-out of the classroom)	Human Condition, Culture, and Societies
l.	Effectively communicate through multiple teaching methods (1. verbal & non-verbal/body language, 2. In-person & Virtual, 3. Synchronous & Asynchronous)	Clear Communication

### Goal III: Leadership Foundations (Elevates Performance)

Students will develop mastery of the body of knowledge in high impact leadership.

	Standard	USAFA Institutional Outcomes
a.	Demonstrate a leadership style that promotes inspirational motivation, idealized influence, intellectual stimulation, and individualized considerations	Leadership, Teamwork, and Organizational Management
b.	Demonstrate attitudes, knowledge, and skills necessary for effective administration of USAFAs Leader of Character Framework	Ethics and Respect for Human Dignity Leadership, Teamwork, and Organizational Management
c.	Identify, describe, and apply leadership theory to student development	Critical Thinking Leadership, Teamwork, and Organizational Management
d.	Demonstrate effective assessment and conceptualization of individual, group, & system needs	Human Condition, Culture, and Societies
e.	Demonstrate the ability to effectively incorporate developmental counseling theories into both coaching/mentoring and leadership situations	Leadership, Teamwork, and Organizational Management  Human Condition, Culture, and Societies
f.	Evaluation of individual needs and establishing a plan with milestones and timelines	Critical Thinking
g.	Understanding organizational objectives and individualized developmental needs of its members	Critical Thinking
h.	Establishing a plan that focuses on a commitment for change and overall excellence	Critical Thinking
i.	Prioritizing goals and developmental methods	Critical Thinking
j.	Providing performance and developmental feedback	Clear Communication
k.	Demonstrate an openness to receive and incorporate feedback	Clear Communication

## B. Bona Fide Need

### B1. Student Demand

The College of Education completed an external review ordered by the Superintendent of USAFA, in conjunction with Air University, USAFA Cadet Wing (CW), USAFA Center for Character and Leadership Development (CCLD), and USAFA Department Faculty of Behavioral Leadership (DFBL) in the Fall of 2024 to assess programmatic strengths, needs, and required Federal and DoD changes to policy.

*Table 1: Five-year historical enrollment of the proposed WLDP MA in Counseling and Leadership, proposed degree title change- Leader Development*

Total Combined Students						
	202021	2021-22	2022-23	2023-24	2024-25	2025-26
MA Squadron Commanders	22	21	22	22	21	22
	22	21	22	22	21	22

(b) The MA in Military Leader Development is a degree that addresses current USAFA, USAF, USSF, and DoD needs for operation readiness, squadron commander training needs, and cadet development needs. For the last 20 years, the previous program has enrolled 21-22 students selected by the USAF, USSF, and USAFA for the group commander role. There is no change in number of students/officers selected for program enrollment. A current UCCS-USAFA Educational Service Agreement and Memorandum of Understanding is currently in place to continue enrollment at these enrollment number for the foreseeable future.

### B2. Workforce Demand

(a) The proposed MA in Military Leader Development is based on demonstrated need for 22 squadron commanders at USAFA per the current ESA and MOU. USAFA consists of 40 cadet squadrons, necessitating an ongoing and sustained enrolment and degree completion of 22 MA students each year to assume squadron command in late-may of each calendar year,

(b) 100% of WLDP MA Leader Development students are active dutyactive-duty USAF and USSF officers. As such, employment upon degree completion in 100%

## Geographical Program Representation

The WLDP is only now the only program of its nature in the United States following the discontinuation of the Eisenhower Leader Development Program partnership between the United States Military Academy (Wespoint) and Columbia University in Spring 2025. The UCCS WLDP had only one similar

program in the country which was the United States Military Academy- West Point (USMA) and Columbia University Partnership. It is highly recommended that the degree program changes be approved to maintain UCCS College of Education as a nationally recognized leader in Military Leader Development in partnership with US Uniformed Services.

### **C. Role and Mission Criteria**

The new degree proposal supports the strategic academic plan for the College of Education as it attempts to maintain and expand existing program offerings and create a sustainable pipeline and candidate pool within the USAF and USSF active duty officer ranks within the college and USAFA.

The mission of the College of Education The College of Education is the preparation provider of choice for all educators, counselors, and leaders of school districts, higher education institutions, clinical mental health agencies, and other non-profit agencies in Colorado Springs, El Paso County, and southern Colorado. We are known for our knowledge and understanding of contextual differences in these settings in Colorado Springs and rural/southern Colorado.

We engage in research that addresses real problems faced by our region, and we proactively seek opportunities that will bring additional resources to areas of need to support transformational educational experiences and the well-being of all students

The University of Colorado is a public research university with multiple campuses serving Colorado, the nation and the world through leadership in high-quality education and professional training, public service, advancing research and knowledge, and state-of-the-art health care. Further UCCS's mission states: *The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral degree programs* (Colorado Revised Statutes. Senate Bill 11-204. Section 2. 23-20-101 (1) (c) Approved June 10, 2011).

The proposed MA in Military Leader Development maintains and expands the COE's offerings at the graduate level and supports integration with the broader campus through strong connections to the Pikes Peak Region's substantial military community. It also aids in targeting a market niche not adequately served in the Southern Colorado region, State of Colorado, and Nationally.

### **D. Duplication**

#### **2. Course Titles & 3. Sample Curriculum**

As noted previously, there is only one similar program nationally for active-duty military officers in Leader Development for Military Academy Command Preparation. The only program nationally that may be viewed as duplicative is the USMA-Columbia University program.

*Proposed Outline for degree*

\*course under development



Term	Course	Notes
Summer A Term	LDEV 5010- Theories of Motivation and Behavior Change	
Summer A Term	LDEV 5210- Foundations of Leadership and Character	Sequenced
Summer B Term	LEAD 5700 – Introduction to Research and Statistics	Grad School Requirement
Summer B Term 2025	COUN 5240- Coaching and Consulting Practice	
Fall 2025	LDEV 5250- Leader & Leadership Development	Sequenced
Fall 2025	COUN 5530- Motivational Interviewing I & II	
Fall 2025	LDEV 5330- Ethics and Character Development	
Fall 2025	LDEV 5160- Fieldwork in Coaching & Leadership	2 credits
Spring 2025	LDEV 5280- Teams & Organizational Leadership	Sequenced
Spring 2025	LDEV 5160- Fieldwork in Coaching & Leadership	1 credit
Spring 2025	AU Agile Learning I	*course under development

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Military Leader Development can contribute to overall campus enrollment and retention efforts. The creation of this degree program can maintain the 21-year established partnership between UCCS and USAFA. The degree is designed to provide high flexibility for USAFA and incoming students/officers, while meeting changing national and international geopolitical military development needs. Additionally, UCCS COE has established ESA and MOU with USAFA and the DoD to maintain consistent and ongoing enrollment to serve these partner needs.

In concert with the MA in Military Leader Development proposal, COE is expanding focus on military student education and training, which includes the USAFA AMT certificate program established nearly 7 years ago, and the Leadership Development and Coaching Symposium in partnership with USAFA going into its fourth year and expanding.

The program change will also maintain UCCS and COE goals related to increasing diversity of enrolled students. Students and graduates of the MA in Military Leader Development will work with USAFA

cadets, many of whom are from underrepresented groups. The degree will continue to prioritize recruitment efforts, in partnership with USAFA CW to seek a diverse student body.

Furthermore, the MA in Military Leader Development aligns with the campus strategic plan to: “Build mutually beneficial cultural, civic, economic and system-wide collaborations with external partners and organizations to advance UCCS and the southern Colorado region.”

The MA in Military Leadership Development currently emphasizes self-awareness in leadership development, an integration of theories and practice, and applied learning through experience in fieldwork placements at USAFA and in university settings. Students obtaining this MA will receive the academic preparation and hands-on training required for assuming Squadron Command, and within the larger Armed Forces community to bring about positive changes in individuals, organizations, military communities and society.

There appears to be no identified impact on other campuses within the CU system. The impact on the library and computer labs has been no more than that from typical student use. The faculty will review academic journals to ensure the Leadership Development field, Executive Coaching and Leadership , and Social Science field is adequately supported which may benefit other programs on campus as well.

The following details the status of minor course changes and degree program requirements. AU Agile Learning is currently in development in partnership with USAFA Department Faculty of Behavioral Leadership and Air University. The Military Leader Development program has collaborated with these entities to build these courses within the degree program under UCCS COE graduate coursework and was approved by the COE curriculum committee in May 2025. No other courses are currently planned for addition.

Since the majority of the courses are offered through the College of Education, outside of USAFA DFBL partnerships, there is minimal impact on the campus as a whole, this would further benefit the college in providing quality education for soon-to-be active duty Squadron Commanders.

### **Program Costs and Needs**

The WLDP program is a well-established program, operating for the last twenty-one years in partnership with USAFA. As such, there are no needs for program start up costs, marketing, or recruiting. Current faculty lines engaged in program oversight and instruction will be maintained. A request for a dedicated Director of Military Leader Development and Visiting Professor is the only request to expand the program’s programming and research opportunities to align with the national recognition and expertise of this high impact program.

## Section A: Final Responsibility

1. All appeals regarding course grades or admission decisions shall follow the procedures established by the college in which the course was taken, or the admission decision was rendered. Appeals related to course grades and admission decisions will not be reviewed by the Graduate School.
2. Final authority on appeals submitted by graduate students concerning actions (other than grading, admissions decisions, and ethics code) taken by faculty members, program directors, academic college/school or graduate dean, or other administrative officials, rests with the Student Affairs Committee. If an appeal involves a matter affecting two or more University of Colorado campuses, the final action rests with the Provost and Executive Vice Chancellor of Academic Affairs. If an appeal relates to a student ethics code allegation, the student may seek an appeal of the Student Affairs Committee decision through the Academic Affairs Ethics Code Committee under UCCS Campus Policy APS 200-019.

## Section B: Student Appeal Procedures

The procedures for a student appeal to the Graduate School Dean and the GEC are:

1. An appeal will be officially accepted from a student only after it has been determined that the student has exhausted the appeals process in effect in the program, department, and college. The student has 14 calendar days to submit an appeal to the Graduate School after receiving a decision at the college level. If the appeal is for a Graduate School decision, the provost will appoint a member of the GEC to hear the initial appeal and to call the Student Affairs Committee together.
2. If a resolution to the problem identified in the student's appeal cannot be reached on the department or college level, the student may submit a written appeal to the Graduate School Dean. The written appeal must describe in detail the basis in fact for the opinion that the student has been treated unfairly academically and must describe actions taken to resolve the problem at the departmental level.
3. Upon receipt of a written appeal from a student, the Graduate School Dean will contact the appropriate departmental or college officer to get a response to the questions or objections raised by the student. In some cases, a written response from the department or college may be requested. The response and appeal are then sent to the Student Affairs Committee of the GEC. This committee makes a decision in the case. The decision from the Student Affairs Committee is final,

except in cases that involve a student ethics code allegation. In these cases, the student may seek an appeal to the Student Affairs Committee decision through the Academic Affairs Ethics Code Committee under UCCS Campus Policy APS 200-019.



### Changes to the Graduate Certificate in Electric Drivetrain Technology

The Graduate Certificate in Electric Drivetrain Technology (EDT) presently requires that students complete the following four required courses:

- 1) ECE 5710 (UCCS): *Modeling, simulation and identification of battery dynamics*
- 2) ECE 5720 (UCCS): *Battery management and control*
- 3) ECEN 5607 (CU-Boulder): *Power electronics for electrified transportation*
- 4) ECEN 5737 (CU-Boulder): *Adjustable speed AC drives*

CU Boulder has been unable to find an instructor for ECEN 5737 for more than one year, and due to retirement of a senior faculty member is also likely going to discontinue ECEN 5607. Therefore, in order for students currently in the EDT program and for new students entering the EDT program to be able to complete the EDT certificate, we must make other provisions for required courses #3 and #4. Since many EDT students are remote students, the replacement requirements must have options that allow the certificate to be completed completely online.

The proposed new curriculum for the EDT would require that the student complete the following four requirements:

- 1) ECE 5710 (UCCS): *Modeling, simulation and identification of battery dynamics*
- 2) ECE 5720 (UCCS): *Battery management and control*
- 3) ECEN 5607 (CU-Boulder): *Power electronics for electrified transportation*, **OR** ECE 5955 (UCCS): *Power electronics*, **OR** ECEN 5797 (CU-Boulder): *Intro to power electronics*
- 4) ECEN 5737 (CU-Boulder): *Adjustable speed AC drives*, **OR** ECE 5162 (UCCS): *Electric machines*

Additionally, since the courses under requirements #3 and #4 are not always offered online, requirement #3 or requirement #4 (but not both) may be satisfied by taking ECE 5730 (UCCS): *Physics-based battery management systems algorithms*, instead.

Therefore,

- Requirements #1 and #2 are unchanged. These courses are offered once per year, each, in a fully online format. No changes need to be made to the EDT curriculum for these requirements.
- Requirements #3 and #4 can still be satisfied using the prior curriculum – this provision is made for the benefit of students already in the program who may have already taken one or both of these courses.
- However, related options are made available for students who are unable to take the original courses for requirements #3 and #4 due changes in their availability from CU-Boulder.
  - Regarding requirement #3, UCCS does not presently have an instructor for ECE 5955; hence the possible substitution of ECEN 5797 at CU-Boulder which is offered annually.
  - Regarding requirement #4, UCCS does not presently have an online version ECE 5162, although one is in development. Until that time, the UCCS course ECE 5730 can serve to meet this requirement.

# Changes to: Graduate Certificate in Electric Drivetrain Technology

## EXISTING CURRICULUM

- ECE 5710: *Modeling, simulation and identification of battery dynamics*
- ECE 5720: *Battery management and control*
- ECEN 5607: *Power electronics for electrified transportation*
  - ◆ Probably being retired; might be replaced with a grid-tied power electronics course in the future.
- ECEN 5737: *Adjustable speed AC drives*
  - ◆ No instructor available for a couple of years

## PROPOSED MODIFIED CURRICULUM

- ECE 5710: *Modeling, simulation and identification of battery dynamics*
- ECE 5720: *Battery management and control*
- ECEN 5607: *Power electronics for electrified transportation*, **OR**
  - ◆ ECE 5955: *Power electronics*, **OR**
  - ◆ ECEN 5797: *Intro to power electronics*
- ECEN 5737: *Adj. speed AC drives*, **OR**
  - ◆ ECE 5162: *Electric machines*, **OR**
  - ◆ ECE 5730: *Physics-based battery management systems algorithms*



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