University of Colorado
Colorado Springs

Graduate Executive Committee
April 8, 2016
Minutes

Attendees: Kerry Peterson, Sylvia Mendez, Jeff Spicher, Dale Deboer, Whitney Porter, Karen Livesey, Ron Koch, Craig Elder, Cindy Zomchek, Wang Chao, Steve Miller, Jose Mora, Rory Lewis, Emily Skop, Edwardo Portillos, Mandi Elder, Lynne Calhoun, Molly Maxfield, David Moon, Kelli Klebe, Sarah Elsey, KrisAnn McBroom

<u>**Business**</u>

- Psychiatric Mental Health Nurse Practitioner course of study Certificate and Psychiatric Mental Health Nurse Practitioner MSN option (PMHNP; Kerry Peterson)
    - o Nursing would like to begin a PMHNP course of study certificate as well as an MSN option. This will meet needs in an area of Nursing that currently has a shortage of advanced practice nurses. There is a shortage specifically in El Paso and Teller Counties. This program will not require any additional campus resources (i.e., expenses can be covered by available college or program resources).
    - o Action: GEC voted to recommend the approval of both the course of study certificate and the MSN option in PMHNP.

- Economics certificates (Dale Deboer)
    - ▪ Elementary Economic Education
    - ▪ Economic Education
    - ▪ Personal Finance Literacy Education
    - o All three certificates are currently being offered but needed to go through the new process that has been established for certificates. These certificates are geared towards K-12 teachers who are teaching economics but do not have a background in economics. This will require no additional resources to campus. These courses are post baccalaureate, but are not true graduate level courses in economics, more extended learning/professional development for professionals in the community who are teaching.
    - o Action: GEC voted to recommend approval of the three economics certificates.

- Nursing proposal for BSN-DNP and MSN-DNP program (Jeff Spicher)
    - o The Doctorate of Nursing program has created both a part-time and full-time track for students who are entering with a BSN-DNP and MSN-DNP. They will be lowering the total number of credits to 70 total credits (reduction of 2 or 3 credits depending on option) for someone entering with a BSN and 33 total credits (reduction of 2 credits) for someone entering with an MSN. The 2 credits that were dropped for all options were clinical residency credits in the following 2 courses NURS 7070 and NURS 7090. In the Adult NP option an additional credit was dropped when 2 courses were combined (NURS 6930 (2 credits) and NURS 6940 (4 credits)). These will be combined to one course that is 5 credits. The Adult NP option had 73 credits to start and will now be70 total credits. The Family NP had 72 and will now be 70 total credits.
    - o Action: GEC voted to recommend approval of the reduction in credits and restructuring of the Doctorate in Nursing program.

- Sociology certificates (Eddie Portillos)
    - Advanced Research Methods
    - Teaching Sociology
  - The two Sociology certificates are currently being offered/cataloged as Gainful Employment certificates, however, they should have been Course of Study certificates. Sociology would like to remove the GE's in Advanced Research Methods and Teaching Sociology and add course of study certificates in Advanced Research Methods and Teaching Sociology.
  - Action: GEC voted to recommend approval of the change in Sociology certificates to course of study.
- David Moon on assessment (Executive Summary below): The attached document concerning the campus focus groups on assessment process and procedures was sent to the Committee of Undergraduate Education (CUE) last month and now to GEC for feedback. The executive summary suggests that some people have different views of what the campus expects from assessment and what the programs expect as well as a desire for more opportunities for people interested in assessment to get together. The Assessment Office is planning to hold brown bag trainings and discussions starting this semester. They are also looking at the possibility of doing workshops as well as an event with panel speakers from programs who have improved on their assessments. After the accreditation visit, they would also like to have a discussion about the review and feedback received from the visit. The Assessment Office will also work on communication with the campus about assessment requirements and expectations. The GEC members expressed no strong input or opinions about the process or future tasks.

Announcements
- We are gathering information about program specific recruitment. Please remember to submit your surveys about recruitment funding due to Sarah Elsey (selsey@uccs.edu) by April 11 5:00 pm

- Spring 2016 GEC Meetings (10:00-11:30):
  - May 6 (UC 124): NOTE CHANGE FROM NORMAL 2nd FRIDAY DUE TO COMMENCEMENT CEREMONY CONFLICT

- Fall 2016 GEC Meetings (10:00-11:30; Dwire 204)
  - September 9; October 14; November 11; December 9
- Spring 2017 GEC Meetings (10:00-11:30; locations TBD)
  - February 10; March 10; April 14; May 5 (A week early due to commencement conflict)

Upcoming Events:
- Spring into Wellness Challenge 2016: Runs March 28th-May 8th 2016. Each week will present a new focus on wellness (e.g., physical, intellectual, emotional, financial, occupational). Students who are interested in participating can contact Meghan Weiss (Myohann@uccs.edu).

- GSA Graduation Celebration: Open to all GSA members. Those are graduating can pick up their GSA cords for commencement. **April 29th, 2016 in Clyde's from 5:30-7:00.**

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 campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: _Psychiatric Mental Health Nurse Practitioner (PMHNP)_

2. Department(s): _Nursing_

3. College(s)/Institutions: _Helen and Arthur E Johnson Beth-El College of Nursing + Health Sciences_

4. Faculty Director/Advisor: _Kerry Peterson, PhD, DNP, PMHNP-BC_

5. Type of Certificate:

   ☐ Gainful Employment

   ☒ Course of Study

   ☐ Professional Development

   ☐ Non-notated

6. Expected start date (semester and year): _Fall 2016_

7. Number of required credit hours: _26 credits_

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters): _5 semesters_

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

   a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.
   b. Courses and requirements (e.g., minimum grades) to complete the certificate.
   c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)
   d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).
   e. Costs of offering the certificate program.
   f. Expected benefits, income, return on investment.
   g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
   h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

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

a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.

The PMHNP Certificate fits into the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences mission to provide excellence in education, scholarship, and practice in the health professions. Specifically, this certificate program will prepare graduates to become PMHNPs with the knowledge and skills necessary to assess, diagnose, and treat mental health conditions for patients across the lifespan in a variety of settings.

b. Courses and requirements (e.g., minimum grades) to complete the certificate.

Courses:

NXXXX (3) Mental Health Assessment and Interventions Across the Lifespan
NXXXX (6) Adult Psychiatric Diagnosis and Management for the PMHNP
       *135 contact hours
NXXXX (6) Geriatric Psychiatric Diagnosis and Management for the PMHNP
       *135 contact hours
NXXXX (6) Child & Adolescent Psychiatric Diagnosis and Management for the PMHNP
       *135 contact hours
NXXXX (5) Synthesis PMHNP practicum
       *225 contact hours

* TOTAL CREDITS = 26 (630 contact hours of PMHNP practicum)

Requirements:

- Completion of 26 credits with a grade of "B" or more
- Completion of certificate requirements within six years

c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)

- Minimum cumulative GPA of 3.0 for all previous course work
- Curriculum Vitae or Resumé
- Completion of an accredited Master's degree in nursing program
- Current unrestricted Registered Nurse License from the state where you practice during practicum rotations
- Passing score on the Test of English as a Foreign Language (TOEFL) if your native language is not English.
- Submission of all application materials by posted deadlines

d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).

Intent to Complete Certificate Form- Turned into Diane Busch, Program Assistant for Graduate Nursing

e. Costs of offering the certificate program.

$28,000 per year in instructional costs to pay faculty

f. Expected benefits, income, return on investment.

"The outlook for PMH APRNs is excellent! As with all nursing specialties, there is a shortage of psychiatric-mental health advanced practice nurses. According to Health eCareers, PMHNPs were the #2 most in demand APRN position in the first quarter of 2015. And the United States Bureau of Labor Statistics expects the demand for APRNs to grow approximately 31% over the next decade, much faster than the national average for all occupations. The rate of pay to expect as a PMH APRN will depend on where you work, your level of experience and any additional certifications you obtain" (APNA, 2015)

2014 Median pay for APRNs was $102,670 per year or $49.36 per hour

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm

There is also a shortage of PMHNPs and mental health providers in El Paso and Teller Counties

g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)

$100 technology fee for each online course

h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

N/A

Proposed PMHNP-MSN Degree Plan

Full Time Option:

Summer	Fall	Spring
	N6100 (3) Phil & Theory N6740 (3) Adv Pathophys (6)	N6120 (3) Research N6730 (3) Adv Assess *45 contact hours (6)
6110 (3) Policy & APN N6280 (3) Clinical Pharm (6)	NXXXX (3) Mental Health Assessment and Interventions Across the Lifespan (3)	NXXXX (6) Adult Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)
NXXXX (6) Geriatric Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)	NXXX (6) Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)	N7024 (4) Clinical Research Application [*OR optional N7000 Thesis (5)] NXXXX (5) Synthesis PMHNP practicum *225 contact hours (Synthesis may be completed over two semesters) (9)

TOTAL CREDITS = 48 (630 contact hours of PMHNP practicum)

Proposed Post- Masters PMHNP Degree Plan

Full Time Option:

Summer	Fall	Spring
	NXXXX (3) Mental Health Assessment and Interventions Across the Lifespan (3)	NXXXX (6) Adult Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)
NXXXX (6) Geriatric Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)	NXXX (6) Child and Adolescent Psychiatric Diagnosis and Management for the PMHNP *135 contact hours (6)	NXXXX (5) Synthesis PMHNP practicum *225 contact hours (5)

TOTAL CREDITS = 26 (630 contact hours of PMHNP practicum)

Required Signatures

Additional names and signature lines may be added as necessary (e.g., center directors)

Requested by:

Kerry Peterson   _Kerry Peterson_   _4/4/16_
Faculty: Name   Signature   Date

Approvals:

Amy Silva Smith   _Amy Silva-Smith_   _4/4/16_
Department Chair: Name   Signature   Date

Nancy Ann   _NANCY SMITH_   _4.4.16_
College Dean: Name   Signature   Date

_____   _____   _____
Campus Committee Chair: Name   Signature   Date
Graduate School Dean or Vice Provost of Academic Affairs

_____   _____   _____
Campus Certificate Implementation   Signature   Date
Committee Chair: Name

_____   _____   _____
Provost: Name   Signature   Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____   Plan Code: _____

Career Code: _____   Subplan Code: _____

Program Code: _____   Effective Date: _____

Date Assigned: _____

Meets all federal Gainful Employment Certificate Requirements?: Yes   No
If no, what requirements are missing?

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 campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: __Certificate in Elementary Economic Education__

2. Department(s):__Department of Economics__

3. College(s)/Institutions: __College of Letters, Arts, and Sciences__

4. Faculty Director/Advisor: ___Dr. John Brock___

5. Type of Certificate:

    ☐ Gainful Employment

    ☒ Course of Study

    ☐ Professional Development

    ☐ Non-notated

6. Expected start date (semester and year): On-going

7. Number of required credit hours: __12__

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
    __2 to 3 years__

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

    a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.
    b. Courses and requirements (e.g., minimum grades) to complete the certificate.
    c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)
    d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).
    e. Costs of offering the certificate program.
    f. Expected benefits, income, return on investment.
    g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
    h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

a. The Certificate in Elementary Economic Education is a certificate that the Department of Economics, via the Center for Economic Education, has been offering since 2003. The certificate was developed to provide an incentive for K-6 teachers to obtain a body of knowledge that would better allow them to present economic content to primary school students as mandated by state standards.

b. Required courses:

   Economics 5010 (3 units): Economics for Educators

   Economics 6030-1 (1 unit): Methods for Teaching Elementary Economics; Small Sense

   Economics 6030-2 (2 units): Methods for Teaching Elementary Economics; Mini-Society

   Economics 6310 (6 units): Special Topics in Teaching Economics

   All courses require a C (or Passing grade for Pass/Fail offerings)

c. The program is open to current K-12 teachers or to those actively pursuing K-12 teaching licensure.

d. Notification of the application for the certificate will be made to the LAS Extended Studies Director and the Director of the Center for Economic Education. Approvals will be given by the Chair of the Department of Economics and the Dean of the College of Letters, Arts, and Sciences. A&R will be notified by the LAS Extended Studies Director of the satisfaction of all approvals for transcript notation.

e. The classes for the certificate are offered in conjunction with the Colorado Council on Economic Education. The Council covers the cost of delivering the courses. As such, there is no direct cost to the university. Students who wish to receive continuing education (C2) course credit pay a per-credit fee negotiated with LAS Extended Studies to cover the administrative costs of the courses and certificate.

f. The certificate program is part of the outreach effort of the Department of Economics. This effort is managed by the Center for Economic Education. These outreach efforts typically bring department faculty in contact with 1,000 Colorado K-12 teachers each year. This effort strongly serves the K-12 education community and increases the visibility of both the department and the university. The C2 courses offered under the direction of the Center for Economic Education typically generate $30,000 to $50,000 annually in revenue for the campus.

g. The program does not charge any special fees.

h. n/a

Required Signatures

Additional names and signature lines may be added as necessary (e.g., center directors)

Requested by:

Dale DeBoer
_____   _____   12/11/15
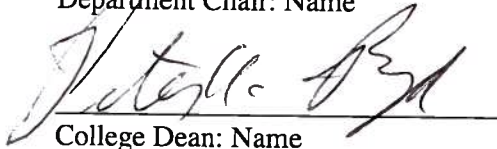Faculty: Name   Signature   Date

Approvals:

Dale DeBoer
_____   _____   12/11/15
Department Chair: Name   Signature   Date

_____   _____   12/10/15
College Dean: Name   Signature   Date

_____   _____   _____
Campus Committee Chair: Name   Signature   Date
Graduate School Dean or Vice Provost of Academic Affairs

_____   _____   _____
Campus Certificate Implementation   Signature   Date
Committee Chair: Name

_____   _____   _____
Provost: Name   Signature   Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____   Plan Code: _____

Career Code: _____   Subplan Code: _____

Program Code: _____   Effective Date: _____

Date Assigned: _____

Meets all federal Gainful Employment Certificate Requirements?:   Yes   No
If no, what requirements are missing?

Certificate Approval Processes Approved 6/2/15

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 campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: __Certificate in Economic Education__

2. Department(s): __Department of Economics__

3. College(s)/Institutions: __College of Letters, Arts, and Sciences__

4. Faculty Director/Advisor: __Dr. John Brock__

5. Type of Certificate:

   ☐ Gainful Employment

   ☒ Course of Study

   ☐ Professional Development

   ☐ Non-notated

6. Expected start date (semester and year): __On-going__

7. Number of required credit hours: __12__

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
   __2 to 3 years__

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

   a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.
   b. Courses and requirements (e.g., minimum grades) to complete the certificate.
   c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)
   d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).
   e. Costs of offering the certificate program.
   f. Expected benefits, income, return on investment.
   g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
   h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

Certificate Approval Processes Approved 6/2/15

a. The Certificate in Economic Education is a certificate that the Department of Economics, via the Center for Economic Education, has been offering since 2003. The certificate was developed to provide an incentive for K-12 teachers to obtain a body of knowledge that would better allow them to present economic content to primary and secondary school students as mandated by state standards.

b. Required courses:

Economics 5010 (3 units): Economics for Educators

Economics 6040 (3 unit): Methods for Teaching Economics

Economics 6310 (6 units): Special Topics in Teaching Economics

All courses require a C (or Passing grade for Pass/Fail offerings)

c. The program is open to current K-12 teachers or to those actively pursuing K-12 teaching licensure.

d. Notification of the application for the certificate will be made to the LAS Extended Studies Director and the Director of the Center for Economic Education. Approvals will be given by the Chair of the Department of Economics and the Dean of the College of Letters, Arts, and Sciences. A&R will be notified by the LAS Extended Studies Director of the satisfaction of all approvals for transcript notation.

e. The classes for the certificate are offered in conjunction with the Colorado Council on Economic Education. The Council covers the cost of delivering the courses. As such, there is no direct cost to the university. Students who wish to receive continuing education (C2) course credit pay a per-credit fee negotiated with LAS Extended Studies to cover the administrative costs of the courses and certificate.

f. The certificate program is part of the outreach effort of the Department of Economics. This effort is managed by the Center for Economic Education. These outreach efforts typically bring department faculty in contact with 1,000 Colorado K-12 teachers each year. This effort strongly serves the K-12 education community and increases the visibility of both the department and the university. The C2 courses offered under the direction of the Center for Economic Education typically generate $30,000 to $50,000 annually in revenue for the campus.

g. The program does not charge any special fees.

h. n/a

Required Signatures

Additional names and signature lines may be added as necessary (e.g., center directors)

Requested by:

Dale DeBoer
_____

Faculty: Name — Signature — Date _12/1/15_

Approvals:

Dale DeBoer
_____

Department Chair: Name — Signature — Date _12/1/15_

_____

College Dean: Name — Signature — Date _12/10/15_

_____

Campus Committee Chair: Name — Signature — Date
Graduate School Dean or Vice Provost of Academic Affairs

_____

Campus Certificate Implementation
Committee Chair: Name — Signature — Date

_____

Provost: Name — Signature — Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____ Plan Code: _____

Career Code: _____ Subplan Code: _____

Program Code: _____ Effective Date: _____

Date Assigned: _____

Meets all federal Gainful Employment Certificate Requirements?: Yes   No
If no, what requirements are missing?

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 campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: __Certificate in Personal Financial Literacy Education__

2. Department(s):__Department of Economics__

3. College(s)/Institutions: __College of Letters, Arts, and Sciences__

4. Faculty Director/Advisor: __Dr. John Brock__

5. Type of Certificate:

    ☐ Gainful Employment

    ☒ Course of Study

    ☐ Professional Development

    ☐ Non-notated

6. Expected start date (semester and year): __On-going__

7. Number of required credit hours: __12__

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
    __2 to 3 years__

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

    a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.
    b. Courses and requirements (e.g., minimum grades) to complete the certificate.
    c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)
    d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).
    e. Costs of offering the certificate program.
    f. Expected benefits, income, return on investment.
    g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
    h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

a. The Certificate in Personal Financial Literacy Education is a certificate that the Department of Economics, via the Center for Economic Education, has been offering since 2012. The certificate was developed to provide an incentive for K-12 teachers to obtain a body of knowledge that would better allow them to present personal financial literacy content to primary and secondary school students as mandated by state standards.

b. Required courses:

    Economics 5010 (3 units): Economics for Educators

    Economics 6050 (3 unit): Methods for Teaching Secondary Financial Literacy

    Economics 6310 (3 units): Special Topics in Teaching Economics

    Economics 6320 (3 units): Special Topics in Personal Financial Economics

    All courses require a C (or Passing grade for Pass/Fail offerings)

c. The program is open to current K-12 teachers or to those actively pursuing K-12 teaching licensure.

d. Notification of the application for the certificate will be made to the LAS Extended Studies Director and the Director of the Center for Economic Education. Approvals will be given by the Chair of the Department of Economics and the Dean of the College of Letters, Arts, and Sciences. A&R will be notified by the LAS Extended Studies Director of the satisfaction of all approvals for transcript notation.

e. The classes for the certificate are offered in conjunction with the Colorado Council on Economic Education. The Council covers the cost of delivering the courses. As such, there is no direct cost to the university. Students who wish to receive continuing education (C2) course credit pay a per-credit fee negotiated with LAS Extended Studies to cover the administrative costs of the courses and certificate.

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g. The program does not charge any special fees.

h. n/a

Required Signatures

Additional names and signature lines may be added as necessary (e.g., center directors)

Requested by:

Dale DeBoer
_____   _____   12/11/15
Faculty: Name   Signature   Date

Approvals:

Dale DeBoer
_____   _____   12/11/15
Department Chair: Name   Signature   Date

_____   _____   17/10/15
College Dean: Name   Signature   Date

_____   _____   _____
Campus Committee Chair: Name   Signature   Date
Graduate School Dean or Vice Provost of Academic Affairs

_____   _____   _____
Campus Certificate Implementation   Signature   Date
Committee Chair: Name

_____   _____   _____
Provost: Name   Signature   Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____   Plan Code: _____

Career Code: _____   Subplan Code: _____

Program Code: _____   Effective Date: _____

Date Assigned: _____

Meets all federal Gainful Employment Certificate Requirements?: Yes   No
If no, what requirements are missing?

DNP Curriculum Review & Revisions

Rationale: The nursing department chair at Beth-El charged the DNP coordinator with revising the existing DNP curriculum. This was in part due to the fact that, the attrition of the BSN-DNP students was greater than 50% and that no significant revisions had been made to the curriculum since its inception.

Charge: Review all of the courses in the DNP curriculum, revise where needed, eliminate redundancies, and create sequencing and courses that may improve attrition rates and be more competitive when compared to other programs.

Action: A task force was created to review all of the DNP curriculum. This group made suggestions for changes to course descriptions, course objectives, course content, new course creation and course sequencing. New curricular plans were proposed and approved by the Graduate Nursing Curriculum Committee on 3/14/16.

Proposed Changes to the DNP Curriculum:
- Creation of a part-time and full-time BSN-DNP degree plan
- Elimination of 2 Clinical Residency credits decreasing the total required credits for the BSN-DNP degree from 73 (ANP) or 72 (FNP) to 70 credits (Post-MSN 33 credits)
- Combining of N6930 Foundational Prin. of care of older adults and NURS 6940 Geriatric clinical syndromes into one, five credit course to standardized credits across NP options
- Revision of course descriptions, course objectives and course content to update the curriculum
- Revision of program outcomes
- Creation of four, one credit DNP project seminars to start students on their DNP project earlier in the program
- Sequencing change for some courses to better reflect developmental needs of the student
- Cross listing one to two courses with the college of business, MBA Healthcare Administration students (in discussion)

Plan: To start the new curricular plan in the summer of 2016 with the incoming class of DNP students. We will continue to track attrition rates to see if the changes in the curriculum plan will decrease student attrition.

Proposed Post-MSN DNP Curriculum Plan

	Semester 1 (SUMMER)	Semester 2 (FALL)	Semester 3 (SPRING)
YEAR 1	NURS7010 (3) Theoretical Foundations of Reflective Practice **Credits: 3**	NURS7030 (4) Advanced Health Care Policy, Ethics and Law *(45 hrs Clinical Residency)* NURSXXXX (1) DNP Project Seminar I **Credits: 5**	NURS7100 (4) Org. System Ldrshp & Qual Imp. *(45 hrs Clinical Residency)* NURSXXXX (1) DNP Project Seminar II **Credits: 5**
YEAR 2	NURS7070 (3) Population Based Health Care for Improving the Nation's Health **Credits: 3**	NURS7110 (3) Inferential Statistics NURSXXXX (1) DNP Project Seminar III **Credits: 4**	NURS7080 (3) Clinical Nursing Scholarship for Evidence-Based Practice NURSXXXX (1) DNP Project Seminar IV **Credits: 4**
YEAR 3	NURS7090 (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing NURS8030 (1) DNP Project **Credits: 4**	NURS8030 (3) DNP Project **Credits: 3**	NURS8030 (2) DNP Project **Credits: 2**

Pending approval by UCCS GEC on 4-8-16

Total Credits = 33

Proposed Full-Time BSN-DNP Curriculum Plan

	Semester 1 (SUMMER)	Semester 2 (FALL)	Semester 3 (SPRING)
YEAR 1	NURS7010 (3) Theoretical Foundations of Reflective Practice NURS7070 (3) Population Based Health Care for Improving the Nation's Health **Credits: 6**	NURS6120 (3) Research and Knowledge Translation in Nursing NURS6740 (3) Advanced Pathophysiology NURSXXXX (1) DNP Project Seminar I **Credits: 7**	NURS6730 (3) Health Assessment *(45 contact hrs of clinical)* NURS7100 (4) Org. System Ldrshp & Qual Imp. *(45 hrs Clinical Residency)* NURSXXXX (1) DNP Project Seminar II **Credits: 8**
YEAR 2	NURS6280 (3) Clinical Pharmacotherapeutics NURS7090 (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing **Credits: 6**	NURS6910 (6) Primary Care of Adults and Families with Acute Health Conditions *(90 hrs clinical practicum)* NURS7110 (3) Inferential Statistics NURSXXXX (1) DNP Project Seminar III **Credits: 10**	NURS6920 (6) Primary Care of Adults & Families with Chronic Health Conditions *(90 hrs clinical practicum)* NURS7080 (3) Clinical Nursing Scholarship for Evidence-Based Practice NURSXXXX (1) DNP Project Seminar IV **Credits: 10**
YEAR 3	NURS6900 (5) Primary Care of Pediatric Patients and Families *(90 hrs clinical practicum)* *OR* NURSXXXX (5) ANP – Gero: Combo course *(90 hrs clinical practicum)* NURS8030 (1) DNP Project **Credits: 6**	NURS7030 (4) Advanced Health Care Policy, Ethics and Law *(45 hrs Clinical Residency)* NURS6980 (4) Synthesis Practicum *(180 hours of practicum)* NURS8030 (2) DNP Project **Credits: 10**	NURS6980 (4) Synthesis Practicum *(180 hours of practicum)* NURS8030 (3) DNP Project **Credits: 7**

Pending approval by UCCS GEC on 4-8-16

Total Credits = 70

Proposed Part-Time BSN-DNP Curriculum Plan

	Semester 1 (SUMMER)	Semester 2 (FALL)	Semester 3 (SPRING)
YEAR 1	NURS7010 (3) Theoretical Foundations of Reflective Practice **Credits: 3**	NURS6120 (3) Research and Knowledge Translation in Nursing **Credits: 3**	NURS7100 (4) Org. System Ldrshp & Qual Imp. *(45 hrs Clinical Residency* **Credits: 4**
YEAR 2	NURS7070 (3) Population Based Health Care for Improving the Nation's Health NURS6280 (3) Clinical Pharmacotherapeutics **Credits: 6**	NURS7030 (4) Advanced Health Care Policy, Ethics and Law *(45 hrs Clinical Residency)* NURS7110 (3) Inferential Statistics **Credits: 7**	NURS6730 (3) Health Assessment *(45 contact hrs of clinical)* NURS6740 (3) Advanced Pathophysiology **Credits: 6**
YEAR 3	NURS6900 (5) Primary Care of Pediatric Patients and Families *(90 hrs clinical practicum)* *OR* NURSXXXX (5) ANP – Gero: Combo course *(90 hrs clinical practicum)* **Credits: 5**	NURS6910 (6) Primary Care of Adults and Families with Acute Health Conditions *(90 hrs clinical practicum)* NURSXXXX (1) DNP Project Seminar I **Credits: 7**	NURS6920 (6) Primary Care of Adults & Families with Chronic Health Conditions *(90 hrs clinical practicum)* NURSXXXX (1) DNP Project Seminar II **Credits: 7**
Year 4	NURS7090 (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing **Credits: 3**	NURS6980 (2) Synthesis Practicum *(90 hours of practicum)* NURSXXXX (1) DNP Project Seminar III **Credits: 3**	NURS6980 (2) Synthesis Practicum *(90 hours of practicum)* NURS7080 (3) Clinical Nursing Scholarship for Evidence-Based Practice NURSXXXX (1) DNP Project Seminar IV **Credits: 6**
Year 5	NURS8030 (1) DNP Project **Credits: 1**	NURS6980 (2) Synthesis Practicum *(90 hours of practicum)* NURS8030 (2) DNP Project **Credits: 4**	NURS6980 (2) Synthesis Practicum *(90 hours of practicum)* NURS8030 (3) DNP Project **Credits: 5**

Pending approval by UCCS GEC on 4-8-16

Total Credits = 70

The Doctorate of Nursing Practice (DNP) represents the highest level of preparation in nursing practice based on nursing science, and prepares leaders for nursing practice. The DNP program offered by the Beth-El College of Nursing and Health Sciences at the University of Colorado at Colorado Springs (UCCS) will build upon the base of a Master's Degree in Nursing Preparation in Nurse Practitioner (NP) and Clinical Nurse Specialty (CNS) programs and excellence of practice based on validations by standard sets of competencies in national certification processes and specialty credentials.

The UCCS program is based upon the essential concepts of the DNP curriculum as approved by the American Association of Colleges of Nursing in September 2005, and the accrediting body for DNP programs, the Commission of Collegiate Nursing Education (CCNE).

Post-MSN Level Admission Requirements:
- Active RN license in State of Practice
- Master of Science Degree in Nursing from an accredited (CCNE/NLN) program
- Undergraduate Cumulative GPA: 3.0; Graduate Cumulative GPA 3.3
- National Certification as NP or CNS, or CNS portfolio reflecting expertise
- Two copies of official transcripts from all colleges or universities attended
- Submission of three letters of reference (professionals or nursing educators)
- Curriculum vitae and completion of application essay
- Completion of the all application materials by due date. Online application access can be found at http://www.nursingcas.org/   Graduate application. Application Deadline: February 3 each year.
- Submit proof of:
    - MMR vaccinations (2 required) or titers showing immunity to all three diseases (not required if born before January 1, 1957)
    - Varicella vaccinations (2 required) or titer showing immunity
    - Hepatitis B series of vaccinations (3 required) or titer showing immunity.
    - Current PPD (TB skin test) test or last chest x-ray if unable to take PPD
    - Current tetanus vaccination
    - Current CPR certification at the BLS level
    - Proof of health insurance
    - National Certification as NP or CNS, or CNS portfolio reflecting expertise

- Completion of required Criminal Background check and Drug Screen (at student expense) will be required upon admission.
    - -Applicants must have the following courses or equivalents for initial admission.
    - N6100 Philosophical Foundations of Advanced Practice Nursing
    - N6110 Health Care Policy and Advanced Practice Nursing
    - N6120 Advanced Nursing Research
    - Graduate Level Statistics (pre or co-requisite)

What happens after you application is Complete?
The admission committee will review all applications during a meeting 10-15 business days after the deadline. No application is considered unless all items required have been received. The student is given written notification as to admission status via postal mail, sent out on the 10 business days after the meeting has been held.

Requirements for DNP degree
Once admitted the student must complete a minimum of 35 credits at the graduate level. Students must maintain a grade of "B" or better in all courses. A GPA of 3.0 must be maintained to remain in the program. Students are expected to adhere to the student code of ethics and honor code. A successfully defended Capstone project is required. The student must complete degree requirements within seven years.

DNP Curriculum Plan Options

Our rigorous DNP program options are totally online, no campus visits are required. Clinical Residency hours are set up and done in the geographic area where you live and work.

You can expect to spend 12-15 hours per week for every 3 credit hours of online course work. It is important that you plan accordingly to be successful. Most courses are 3 credits, the capstone courses are 5 credits. Enrollment in 6 credits per semester is considered full time at graduate level.

Students who are admitted into the Post Masters program who have previously completed a 3-credit course in graduate statistics that has not been used previously for degree credit and has been approved for transfer credit by the Graduate School have the option to choose either the two- or three-year plan. Post Masters students who have not previously completed an approved 3-credit course in graduate statistics are required to enter the three-year plan in order to complete statistics in their second semester.

For additional information:
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Email: dbusch@uccs.edu

DNP – Post Masters Curriculum (2 Year Plan)			
	Semester 1 (Summer)	**Semester 2** (Fall)	**Semester 3** (Spring)
Year 1	**NURS 7010** (3) **Theoretical Foundations of Reflective Practice** **Credits = 3**	**NURS 7030** (4) **Advanced Health Care Policy, Ethics and Law** *(1 credit Clinical Residency)* **NURS 7100** (4) **Org. Systems Ldrshp & Qual. Imp.** *(1 credit Clinical Residency)* **Credits = 8**	**NURS 7070** (4) **Population Based Health Care for Improving the Nation's Health** *(1 credit Clinical Residency)* **NURS 7080** (3) **Clinical Nursing Scholarship for Evidenced-Based Practice** **Credits = 7**
Year 2	**NURS 7090** (4) **Business, Finance and Entrepreneurship for Advanced Practice Nursing** *(1 credit Clinical Residency)* **Credits = 4**	**NURS 8030** (5) **DNP Capstone** **Credits = 5**	**NURS 8030** (5) **DNP Capstone** **Credits = 5**
			Total Credits = 32 *+3 credits of statistics (transferred) = 35 credits*
Year 2	**NURS 8030** (5) **DNP Capstone** **Credits = 5**	**NURS 8030** (5) **DNP Capstone** **Credits = 5**	**Total Credits = 35**

DNP – Post Masters Curriculum (3 Year Plan)		
Semester 1 (Summer)	**Semester 2** (Fall)	**Semester 3** (Spring)
NURS 7010 (3) **Theoretical Foundations of Reflective Practice** **Credits = 3**	**NURS 7110** (3) **Inferential Statistics for Health Care Professionals** *(offered for students who do not have graduate statistics)* **NURS 7100** (4) **Org. System Ldrshp & Qual. Imp.** *(1 credit Clinical Residency)* **Credits = 7**	**NURS 7070** (4) **Population Based Health Care for Improving the Nation's Health** *(1 credit Clinical Residency)* **Credits = 4**
NURS 7090 (4) **Business, Finance and Entrepreneurship for Advanced Practice Nursing** *(1 credit Clinical Residency)* **Credits = 4**	**NURS 7030** (4) **Advanced Health Care Policy, Ethics and Law** *(1 credit Clinical Residency)* **Credits = 4**	**NURS 7080** (3) **Clinical Nursing Scholarship for Evidenced-Based Practice** **Credits = 3**
	NURS 8030 (5) **DNP Capstone** **Credits = 5**	**NURS 8030** (5) **DNP Capstone** **Credits = 5**
		Total Credits = 35

DNP – Post Baccalaureate Curriculum (3 Year Plan)

	Semester 1 (Summer)	Semester 2 (Fall)	Semester 3 (Spring)
Year 1	NURS 6280 (3) Clinical Pharmacotherapeutics NURS 7010 (3) Theoretical Foundations of Reflective Practice Credits = 6	NURS 6120 (3) Research and Knowledge Translation in Nursing NURS 7100 (4) Org. System Ldrshp & Qual. Imp. *(1 credit Clinical Residency)* NURS 7110 (3) Inferential Statistics *(offered for students who do not have graduate statistics)* Credits = 10	NURS 6730 (3) Health Assessment (includes 45 contact hrs of precepted clinical hours) NURS 6740 (3) Advanced Pathophysiology NURS 7070 (4) Population Based Health Care for Improving the Nation's Health *(1 credit Clinical Residency)* Credits = 10
Year 2	NURS 7090 (4) Business, Finance and Entrepreneurship for Advanced Practice Nursing *(1 credit Clinical Residency)* Credits = 4	(Specialty Core) NURS 6910 (6) Primary Care of Adults & Families with Acute Health Conditions *(90 hours of practicum))* NURS 7030 (4) Advanced Health Care Policy, Ethics and Law *(1 credit Clinical Residency)* Credits = 10	(Specialty Core) NURS 6920 (6) Primary Care of Adults & Families with Chronic Health Conditions *(90 hours of practicum)* NURS 7080 (3) Clinical Nursing Scholarship for Evidenced-Based Practice Credits = 9
Year 3	(Specialty Core) NURS 6900** (5) Primary Care of Pediatric Patients and Families *(90 hours of practicum)* (Specialty Core) NURS 6930* (2) Foundational Principles of Care of Older Adults *(45 hours of practicum)* Credits = 2* or 5** *Adult-Gero NP **Family NP	(Specialty Core) NURS 6940* (4) Geriatric Clinical Syndromes *(45 hours of practicum)* (Specialty Core) NURS 6980** (4) FNP Synthesis Practicum *(180 hours of practicum)* NURS 8030 (5) DNP Capstone Credits = 9 *Adult-Gero NP **Family NP	(Specialty Core) NURS 6980* (4) AGNP Synthesis Practicum *(180 hours of practicum)* (Specialty Core) NURS 6980** (4) FNP Synthesis Practicum *(180 hours of practicum)* NURS 8030 (5) DNP Capstone Credits = 9 *Adult-Gero NP **Family NP
	(Specialty Core) NURS 6980* (4) AGNP Synthesis Practicum *(180 hours of practicum)* Credits = 4* *Adult-Gero NP		**Total Credits = 73 (Adult-Gero NP) or 72 (Family NP)**

(Revised 11/10/14)

<h1 style="text-align:center;">**Sociology Certificate Proposal to Graduate Executive Committee**</h1>

Purpose

The purpose of this proposal is to solicit approval from the Graduate Executive Committee (GEC) to officially change the sociology department's certificates from Gainful Employment to Course of Study certificates. We currently offer the following three Course of Study certificates: Diversity, Teaching Sociology and Advanced Research Methods.

Problem

Four years ago the sociology department made the decision that our students could benefit from certificates offered by our department. Unaware of the bureaucratic differences and purpose of the two types of certificate programs, the graduate director originally submitted Gainful Employment applications but then realized our students would benefit more from Course of Study certificates. The graduate director then submitted Course of Study applications which were approved by GEC. The Gainful Employment applications were pulled but they were still processed by the University. Today the Office of Institutional Research officially recognizes that the sociology department offers two Gainful Employment Certificates. The problem impacts the two certificates listed below but does not impact the diversity certificate.

Certificates Involved

1. *Graduate Certificate in Advanced Research Methods*

This certificate trains Masters-level sociologists in a range of sociological research methods. Completion of the certificate provides evidence of competence in tools of quantitative and qualitative research methodology, which can be beneficial for enhancing future career options. Specific methodologies/skills covered include:

Advanced statistics (including multiple regression and path analysis)

Statistical modeling software (SPSS)

Participant Observation

Content Analysis

Ethnographic methods

Program Evaluation

Development of predictive/explanatory models

In today's data driven culture, the ability to design, carry out and appropriately interpret modeling projects that make sense of large data sets are skills that are marketable to private (e.g. market research analysts), non-profit and state employers as well as for those students interested in pursuing the Ph.D.

General Requirement

- Minimum requirement for completion: four courses, for a total of twelve to fourteen credits.
- A minimum grade of 3.3 is required for each course applied toward the certificate.
- All courses must be at the 5000 level or above in Sociology; independent studies may not be used to earn this certificate.
- Additional sociology special-topic methods courses may be offered that can be counted toward the graduate certificate. These courses must be approved in advance by the certificate coordinator.
- To complete the certificate program, students are required to submit a transcript and a five-page self-statement, evaluating three different quantitative or qualitative research methods in application to various research projects.
- The certificate will be mailed to recipients upon completion of a certificate audit and graduation and will appear on the transcript.

Course Options

SOC 5070 Research Methods
SOC 5170 Advanced Statistical Methods
SOC 5180 Community Analysis (Ethnographic Methods)
SOC 5200 Program Evaluation
SOC 5370 Media Studies (Content Analysis)
SOC 5830 Race & Ethnic Relations (Participant Observation)

2. Graduate Certificate in Teaching Sociology

The certificate consists of a three-semester sequence of courses, designed to prepare graduate students in sociology to teach at the university level.

- Training in development of university-level syllabi development and diversification
- Training in sociology-specific pedagogy, including lesson planning and instructional design
- Training in assessment
- Both in-class and undergraduate guest lecture experience
- Instruction in integrating technology into teaching
- Training in how to teach the concepts of privilege and oppression in the classroom
- Increase sensitivity and strategies to address the variety of sociological phenomena that regularly appear in university classrooms

This certificate is offered to graduate students enrolled in the Master's Program in Sociology and others who hold a BA from an accredited university in sociology or a

closely-related field with a GPA >2.75. Any student who has not been admitted into the Master's program must meet graduate admissions criteria.

General Requirements

- A minimum grade of 3.3 is required for each course applied toward the certificate.
- To complete the certificate program, students are required to submit a transcript and a five-page teaching philosophy statement.

Required Courses

SOC 5590 Seminar in Teaching Sociology

SOC 5580 Seminar in Inclusive Teaching

SOC 5160 Graduate Social Theory

Student Teaching (Choose A or B)

A. Teaching Practicum: Graduate Student Instructor (SOC 5100)– 3 credits
- No financial compensation
- Each student will work as a Teaching Assistant for one semester (attend classes, help grade, hold review sessions for exams, etc.)
- Teaching assistants will teach <u>at least</u> two lectures/or components of lecture
- Teaching assistants will write a reflection paper at conclusion of course
B. Paid Teaching Assistant
- Paid $1500 for the semester
- Expectation of 10 hours/week (duties outlined in TA application)
- Teaching assistants will teach <u>at least</u> two lectures/or components of lecture

Proposed Change

The graduate sociology program requests that the GEC committee officially recognize that the sociology department only offers Course of Study certificates and we also request the Teaching Sociology and Advanced Research Methods in Sociology Gainfully Employment certificates no longer be recognized by the Office of Institutional Research. In practice, the sociology department only offers course of study certificates which means for our students our certificate program is not changing and students will still be able to earn Course of Study certificates.

The State of Assessment of Student Learning at UCCS
Executive Summary

During the week of February 8-12, 2016, five one-hour focus groups were held with UCCS faculty from across campus that have a role in assessment for their department or program. All colleges on campus were represented. Discussion group sizes ranged from 6 to 8. The facilitator asked pre-determined prompting questions, added additional questions for clarification or follow-up, recorded notes, and ensured that everyone participated in the discussion.

The summary below is organized by the prompting questions and is the integrated understanding of the facilitator after listening closely for five hours while 35 dedicated faculty members shared their thoughts and feelings about the state of assessment of student learning at UCCS today.

I.   What are the main reasons UCCS does assessment of student learning?

Responses to this question fell into two broad categories: 1) to meet the requirements of external agencies and constituencies and 2) to improve our curricula, our teaching, and the student experience. Details under each category were extensive – faculty had no trouble coming up with reasons!

Fundamentally, faculty members believe they are always assessing student learning and using what they learn to improve their courses. The faculty in most departments and programs also periodically discuss the gaps and how to close them. However, there is a large disconnect between what faculty believe they are doing to improve student learning and what they are being requested to do by the campus assessment office. See more detail below in Section III.

II.   Do faculty play an important role in deciding how assessment is carried out at UCCS?

Here the response categories could be called 1) yes, of course, who else? And 2) most faculty members are not engaged and are in fact disillusioned. It is clear that those faculty members tasked with managing assessment for their departments or units have a role, and it is clear that relevant committees regarding assessment are composed mostly of faculty. However, assessment coordinators are generally frustrated with the difficulty in creating and getting approval for assessment plans, changes to format and reporting that have occurred over the past 3 or 4 years, and the lack of response from some faculty when they request input or data.

Some faculty members feel that their expertise in assessment for their disciplines is being discounted and ignored by the assessment office and review committee. They express unhappiness at being driven into a specific format for an assessment plan even while acknowledging that the format is more flexible than it used to be. Some feel they are being "rubriced to death" and that measures that have seemed to work well for them for many years are no longer considered good enough.

These comments were not a referendum on Lynne Calhoun, director of the assessment office. In fact, many faculty commented on how easy Lynne is to work with, how tough her job is, and how she is understaffed for what we are trying to do. But while personal interactions with Lynne were overwhelmingly positive, the formal responses from her office were mystifying to most. Specifically, the following issues were mentioned: being told that the plan was not sufficient but not being told why or what to do to fix it, asking for best practices in a given area and not receiving any, submitting and waiting weeks or months for a response.

Some suggested solutions that came up in conversation:
1) Have a retreat for assessment coordinators and any interested faculty so they can learn exactly what UCCS is trying to do with this, what the external constituencies actually need, and how to translate all that into their departments or units
2) Communicate broadly what is required by HLC and why it is important – if there are some things we simply have to do, i.e. boxes to be checked even if we don't think they are helpful to improving student learning in our disciplines, let us know what those are
3) Trust the faculty in the departments to understand what they want their students to learn and that they work regularly to improve their courses and curriculum
4) Treat this as a communication and documentation problem, not a "failure to assess" problem

III. What does assessment look like in your department or unit?

Responses to this question were hugely varied. Two categories that stood out were 1) departments or units subject to external professional accrediting agencies such as AACSB, ABET, CAEP, etc. and 2) departments or units that do not have such professional accreditation.

For those who have professional accreditation, faculty members are involved and understand the importance. However, the primary focus is on meeting the perceived requirements of the accrediting agency, collecting the data, and doing the reports. Most accrediting agencies now want to see that we are using the data for improvement and we can show that. However, activity is much heightened in the year before the visit, and tails off for a while after that – it is not as consistent year after year as it might be.

For departments without professional accreditation, faculty members are less involved in producing assessment plans. The assessment coordinators end up being responsible for that. Faculty are usually involved in collecting data. Feedback loops are often lacking, as assessment coordinators are busy first rewriting assessment plans, then badgering faculty for data, then doing analyses and writing it up. While the write-up is communicated back to faculty, there is often no face-to-face faculty discussion of it.

While the above appears to be what is happening with formal assessment, there is an informal, more organic and ongoing assessment of student learning occurring in most departments and units. This is prompted by a committed department chair or assessment coordinator who engages the faculty in looking at the questions of student learning: Are they learning what we want them to? Are we preparing them appropriately to be out in the world generally and in our

discipline? Is our curriculum keeping up with what's happening in the world? Are we sharing best practices with each other? These conversations are rich and wide-ranging and qualitative. They are impossible to reduce to a number, but they are more likely to actually result in change that is seeking to improve student learning.

IV. What support and resources are available to your department to help you implement successful assessment?

Again, this varies widely. Departments preparing for external accreditation find the resources to get that done, usually through extraordinary effort.

For ongoing work, here are some of the arrangements across campus:
- The department chair or program director takes care of it
- There is a faculty assessment coordinator for whom it is part of their service load
- There is a faculty assessment coordinator who receives a course offload, but generally has additional responsibilities beyond assessment
- Assessment of artifacts is done in the summer by faculty who receive a small stipend (e.g. writing program)
- There is an assistant dean whose primary responsibility is assessment (College of Business)

Most feel the support and resources are insufficient to do an excellent job. Most believe that this is partly driven by instability in plans, lack of a clear schedule, and lack of time to have effective feedback sessions that "close the loop."

V. From your perspective, has assessment had a positive impact on UCCS at the campus-wide level?

Responses ranged from "yes, it's gotten us to look at some things we really need to be looking at" to "no, it's been a waste of time" to "I don't know – there's no communication about whether we're doing well or not."

The yes responses to this question were focused on the faculty conversations that have ensued in working on assessment plans and the value in periodically taking a deep dive into what we're doing and why with regard to student learning. There is also an understanding that the larger environment including government entities, parents, employers, and prospective students are demanding accountability and reassurance that the value they get is worth the cost of a higher education.

The no responses were focused more on the frustration many people feel at having taken a run at this year after year with no solid data yet on which to base decisions. While the current approach is seen as better than the past approaches, frustrations linger from experiences with SAAC, the WEAVE system, and filling out templates. There is feeling that things are still shifting around.

Other issues

In the course of the discussion, other issues would arise that were not directly related to one of the prompting questions. Here are some of them:

- How are we addressing the role of transfer students in our program assessments? Many programs have a high number of transfer students. Sometimes an identified gap in learning can be tracked down to the fact that not all students had certain foundations because they didn't take the early courses at UCCS.
- How are we viewing the role of students in their own learning? We can do everything we can think of to improve student learning but the student has a responsibility also. Given this, it may be that certain numerical targets are never attainable and/or that the quantitative results move up and down over time in a way that's not useful for driving positive change.
- There are concerns about Task Stream. How will it impact assessment? Will it do what we need or are there unintended consequences?
- There are concerns about GT Pathways, which is looking at a rubric-based approach that will require every institution to use the same rubrics. This means that the rubrics will be imposed from outside for those classes being assessed for GT Pathways.

Conclusion

We are on the way toward incorporating program level assessment of student learning into our operations. We are not there yet, but even the most frustrated faculty member acknowledges that we are improving our approach over time. In order to continue to create a culture of assessment on campus we should consider the following:
- Stabilize our approach so the assessment plans stay in place over several cycles
- Collect data, analyze, and close the loop with feedback to faculty
- Share stories of how effective assessment lead to positive changes and improved student learning
- Communicate how well we are doing overall