



Graduate Executive Committee
April 10, 2020
Minutes

Attendees:

Voting Members: Linda Button, Margaret Harris, Janel Owens, Steven Tragesser, David Moon, Leilani Feliciano, David Fenell, Brandon Vogt, Catherine Simmons, Jeremy Bono, Jonathan Caudill, Karen Livesey, Amanda Elder, Jeff Spicher, Kay Yoon, Brian Duvick, Brian McAllister, Jeff Montez de Oca, Sylvia Mendez, Jeff Ferguson, Rory Lewis

Non-Voting Members: Kylie Rossman, Kelli Klebe, Sarah Elsey, David DuBois, Kristina Ewald, Wendi Clouse, Wang Chao, Sudhanshu, Semwal, Kristen Walcott, Jose Mora, Elizabeth Daniels, Mary Rupp, Jessi Smith

- Gifted and Talented Certificate (Linda Button) See attached certificate form and PowerPoint presentation.
 - The GEC voted to recommend approval of Gifted and Talented Certificate (19 Yes, 0 No, 1 Abstain)
- Accelerated CS Master's Degrees (Sudhanshu Semwal) See attached proposal
 - The GEC voted to recommend approval of Accelerated Master's option (18 Yes, 0 No, 2 Abstain)
- Operations Management Emphasis and Graduate Certificate name change to Operations & Supply Chain Management (Jeffery Ferguson) See attached request
 - The GEC voted to recommend approval of name change (20 Yes, 0 No, 0 Abstain)
- Research and Graduate Students Concerns and Strategies
 - General Discussion—the following concerns were expressed:
 - **RESEARCH ACCESS:** Students need access to research labs and restricted data. Students most impacted are those starting second year not those graduating in May (although there are some short delays). Need to allow students to return to laboratories/offices as soon as possible. For people who need secure access to restricted day may try to use products that allow remote secure access to files. One person suggested: "OnlyOffice"
 - **TA DUTIES:** Students TA duties may have changed or there is expectation that there may be fewer labs next year and thus fewer TAs needed which impacts financial stress. TA duties can be rearranged into grader positions, support for faculty doing online/remote teaching.
 - **FINANCIAL STRESS:** Students reporting more financial stress. Many may have lost their jobs. Note: The CARES act allows graduate students to receive unemployment but not yet sure how it will be implemented in Colorado. Stay tuned.
 - **CHILD CARE:** Students may be experiencing work-life balance as they are now doing homeschooling, childcare, work, and school all for home.
 - **Keep us posted of needs your students have so we can at least advocate for their needs and help where possible.**
 - Signing electronic thesis/dissertation paperwork: All thesis paperwork is available to sign electronically. Thesis checks, forms, instructions and ability to get copies and binding will all be done electronically. PLEASE DO NOT PRINT OUT FORMS AND SIGN AND THEN SCAN. Sign electronically. See procedures and instructions at the Graduate School website:
<https://www.uccs.edu/graduateschool/current-students/graduating-this-semester>

- Online teaching training for graduate students: FRC has offered to run a workshop for graduate students for summer/fall teaching. No expressed interest during meeting. If you are interested, contact us and we can try to organize.
- Summer research emergency funding: We have about \$10,000 set aside for covering emergency research funding for graduate students whose research were negatively impacted. Asked for suggestions on how to distribute. Ideas from GEC: students who can't work but need to stay and finish; funded projects which paid students who were not able to work but now need funds to continue grant work. Reach out if have ideas or if have students in need. If not needed we will use these funds for two more research scholarships.
- Reach out to current and new students about Summer and Fall: Applicants and current students maybe feeling stress about what will be happening next. Please reach out to them to encourage them and inform them about what will be happening in your programs.

Informational items:

- Chemistry/Biochemistry Non-Thesis Track Changes
 - Allow 5000-level laboratory courses to count towards the requirement of having at 21 credit hours from chemistry and biochemistry courses
 - Allow up to 3 credits CHEM 5904 and up to 3 credits CHEM 7000 may be counted towards 30 hour credit minimum for degree. For students taking CHEM 7000, they do not need to take CHEM 7050 (i.e., 7000 can be used as substitute for 7050).
- Counseling MA Degree Program Changes
 - GRE and MAT tests will be changed from required to “optional but encouraged”
 - Changing COUN 5300, COUN 5110, and AOCC 5800 from required courses (in particular subplan) to elective courses and thus increasing overall number of elective credits but not changing overall program credits.

Announcements

- Research Showcase Cancelled
- Spring 2020 GEC Meeting May 8 (10:00-11:30; virtual)
- May 15 1:00pm Commencement telecast (with opportunity to give shouts to students)
- Fall and Summer New Student Welcome: August 17th, 2020 from 5:00-6:30pm in Berger Hall. Link for new students to register is on Graduate School website. Email selsey@uccs.edu if you have questions
- Software availability remotely:
 - IT has developed instructions for both Windows so you can download and install SPSS on your own computer. These instructions are located here - <https://kb.uccs.edu/display/KB/SPSS+Download>. There is also a Mac version of SPSS available from the same download link.
 - SPSS has extended their 14 day trial of their software until June 15, which would cover your license until the end of the semester. <https://www.ibm.com/account/reg/us-en/signup?formid=urx-19774>
 - IT has launched [Remote Desktop Finder](#) which is available for all of the campus community. Remote Desktop Finder allows Faculty, Staff, and Students to find and use an OIT lab computer and any of the loaded software, from a remote location, as they would if they were on campus. Applications for Remote Desktop Finder are available via Windows and Mac operating

systems as well as some mobile operating systems. Information and instructions [can be found here](#). [VPN](#) is required to access this service.

- COVID-19 Changes/Considerations
 - Deadlines for thesis/dissertation defenses and submissions modified
https://www.uccs.edu/graduateschool/sites/graduateschool/files/inline-files/FA_2019-SP_%20SU_2020%20List%20of%20Deadlines%20updated_032020_5.pdf
 - Can submit ALL paperwork electronically for thesis/dissertation checks and approval. See <https://www.uccs.edu/graduateschool/current-students/graduating-this-semester>
 - Students who were registered for Spring 2020 and submitted paperwork to graduate Spring 2020, but could not finish due to COVID-19 related disruptions, will not need to register Summer 2020.
 - As always, you may request an extension for students who have met the time limits.
 - If students timeline has run out and course validations will be needed in summer but did not need to be completed in Spring and they submitted graduation paperwork for Spring 2020, you will not need to do validations in Summer.
 - Program changes to consider: moving timelines for application or decisions; changing standardized test requirements
- Fellowships
 - Tuition Matching Grants and Out-of-state Recruitment Scholarships still can be used; you will still need to have matching funds; **DEADLINE CHANGE—Get your awardees to me by May 28.**
 - Graduate Research Fellowship Awardees

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: Gifted and Talented Education Certificate

2. Department(s): Teaching and Learning

3. College(s)/Institutions: College of Education

4. Faculty Director/Advisor: Linda Button

5. Type of Certificate:

- ☒ Gainful Employment
- ☐ Course of Study
- ☐ Professional Development
- ☐ Non-notated

6. Expected start date (semester and year): Summer Semester 2020

7. Number of required credit hours: 25

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
5 Semesters—Summer (2), Fall (2), Spring (2) Summer (2) Fall (1)

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 certificate will provide teachers with research-based professional coursework to increase their capacity, knowledge and skills to become master teachers of gifted and talented education for grades PK-12. The certificate has the potential to increase the number of graduate students who initially may be interested in receiving a certificate in Gifted and Talented Education PK-12. The certificate will help serve the needs of communities in the Pikes Peak region and Southern Colorado by Deepening and extending the capacity, knowledge and skills of teachers. It will also impact a great number of elementary, middle-school and high school identified students over time.

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

The certificate completers must maintain a GPA of at least 3.0 and must earn a grade of "B" or higher in all of the following courses:

- CURR 5201: Foundations of Gifted Education 3 cr.
- CURR 5202: The Assessment and Identification of Gifted and Talented Students 3 credits
- CURR 5203: Psychology of the Gifted: Social, Emotional Needs, and Special Populations 3 credits
- CURR 5204: Under-identified and Underserved: Giftedness in Poverty & Culturally Diverse 1 credit
- CURR 5206: Creativity in Gifted Education 3 credits
- CURR 5211: Curriculum Models and Aligned Programming for Gifted Students 3 credits
- CURR 5214: Differentiated Instruction and Research-based Strategies for Teaching the Gifted 3 credits
- CURR 5215 – Gifted Program Leadership 3 credits

- CURR 5230: Gifted and Talented Practicum 3 credits

The Department Chair, Mark Malone, was approached by a representative of School District 20 who had taught in the GT program for UCCS. She said that there was a need in that district, as well as other districts in the Pikes Peak region and Southern Colorado, for teachers to be endorsed in Gifted and Talented. Dr. Manning Freeman stated that she was working closely with the Colorado Department of Education on the revised Standards for Gifted and Talented Education and the licensure endorsement. During the meeting, it was decided that Dr. Manning Freeman would revise the 9 Gifted and Talented Education courses in the cognate to meet the new CDE standards and requirements for the Core Endorsement. There was enough interest across districts to offer a cohort beginning Summer Semester 2020.

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

Students who enroll in the program must be degreed teachers with current teaching licenses and meet the criteria for being admitted to the M.A. in Curriculum and Instruction. Students in the program may elect to earn an M.A. degree in Curriculum and Instruction.

- 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).

Students must complete all 9 courses with a GPA of 3.0 or higher and pass the PRAXIS Test for Gifted and Talented Education. The faculty liaison will provide a list of completers to A&R so that the students' transcripts will be changed to reflect the new certificate.

- e. Costs of offering the certificate program.

The Department of Teaching and Learning will support the cohort by having a faculty member co-teach the first and last classes and will have qualified Gifted and Talented teachers in the school districts teach the other courses.

- f. Expected benefits, income, return on investment.

There is potential to recruit students from this certificate program for the M.A. degree program in Curriculum and Instruction.

- 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.)

Students will pay other fees consistent with graduate classes in the College of Education with regular campus fee schedules.

- 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.

This is a Gainful Employment certificate program.

Part II (for GE Certificates)

1. Program website URL for certificate program:

<https://www.uccs.edu/coc/departments/teaching-and-learning/programs/ma-curriculum-and->

2. Provide a narrative description of how the institution determined the need for the program. Describe what need this program will address and how the institution became aware of that need. If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative.

Representative faculty and administrators from the College of Education and the Department of Teaching and Learning have been in contact with the Colorado Department of Education (CDE) and regional leaders from the Pikes Peak region and Southern Colorado in Gifted and Talented Education regarding the increased need for teachers who are have a licensure endorsement or "Core" in Gifted and Talented Education. The new state requirement for district representatives is based on the revised CDE Standards for Gifted and Talented. The Department of Teaching and Learning previously offered courses that met the requirements for endorsement as well as being a cognate for the Master's degree in Curriculum and Instruction. Two years ago, two things occurred. The Teaching and Learning instructor who was qualified to teach Gifted and Talented classes left. Then, another local and qualified was hired.

3. Provide a narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers.

The proposed Gifted and Talented Education Certificate is designed to meet the needs of local school districts by providing a course of study that meets the requirements of the Colorado Department of Education for a PK-12 licensure endorsement in Gifted and Talented Education. As a result of the revised GT Standards and the CDE requirement that GT teachers must meet these new standards, many veteran teachers who have been teaching identified gifted and talented students are not in compliance with the new state directive and requirements. It is the goal of the Department of Teaching and Learning and the College of Education to help teachers be endorsed to teach PK-12 GT students.

4. Provide a narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.

According to the Bureau. of Labor Statistics, the annual mean wage for teachers is \$53,000.

School districts often provide a stipend for teachers serving in the role of Gifted and Talented teacher, district or school coordinator.

5. Was the program reviewed and approved by any external groups such as:

- Business Advisory Board
- Program Integrity Board
- Oversight/regulatory agencies (other than CDHE or accrediting agencies)
- Business that would likely employ graduates of the program

6. Provide a narrative description of how the program was reviewed or approved by, or developed in conjunction with, the entities selected in #5. For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the appropriate federal agencies upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

Meetings were held with the Chair and Assistant Chair of the Department of Teaching and Learning and the Coordinator of Gifted and Talented Education in School District 20. A meeting was held with the Teaching and Learning Department Chair, the Assistant Chair, the Chair of the COE Curriculum Committee, the Associate Dean of the COE, D20 Chief Financial Officer, the D20 Coordinator of Gifted and Talented, and other D20 administrators on November 8, 2019. It was decided that a GT Certificate Program for teachers, in District 20 and other districts, would move forward.

7. Describe how you will determine the on-time completion rate, job placement rate, and median loan debt in order to disclose the information on the departmental website.

In order to meet compliance and accountability standards, the program manager will work with Institutional Research and the Financial Aid office to track individual completion outcomes, to include those listed above. The data will be displayed on the program's website.

8. When do you intend to begin disbursing Title IV funds to students: Summer 2020

9. Estimate the cost of the program (you may change table as needed for your certificate and whether the program is online or in-person but make sure you include all information needed for GE designation):

	Per Term	Annual
Tuition and fees	Summer 2020-Fall 2021	\$11,352 Total
Room and board	n/a	n/a
Books and supplies	\$30 per course	\$120

Additional explanation of costs, if necessary (e.g., cost per credit hour):

10. Using the Standard Occupational Classifications <http://www.bls.gov/soc>, select the primary occupational group for which the Gainful Employment Program will train the student:

- a. Select the primary occupational group for which the Gainful Employment Program will train the student:
12 Elementary, Middle and High School teachers
- b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

25-3099

11. Have you read the Gainful Employment regulations posted at <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html> and are you aware that failure to comply and failure to meet "gainfulness" could make your program ineligible for the Title IV financial aid on an annual basis? ☒ YES ☐ NO

Have you reviewed the regulations for any further requirements in the application?

☒ YES ☐ NO

Required Signatures

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

Requested by:

Linda Button	<u>Linda J. Button</u>	Mar 31, 2020
_____ Faculty: Name	_____ Signature	_____ Date

Approvals:

Mark Malone	<u>Mark R. Malone</u>	Mar 31, 2020
_____ Department Chair: Name	_____ Signature	_____ Date

Leslie Grant	<u>Leslie Grant</u>	Apr 1, 2020
_____ College Curriculum Committee Chair: Name	_____ Signature	_____ Date

Valerie Martin Conley	<u>Valerie Martin Conley</u>	Apr 1, 2020
_____ College Dean: Name	_____ Signature	_____ Date

Kelli Klebe	_____	_____
_____ Graduate School Dean or Vice Provost of Academic Affairs	_____ Signature	_____ Date

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

Tom Christensen	_____	_____
_____ 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?

Memo

To: Kelli Klebe, Dean of the Graduate School

From: Rob Block, Associate Dean *Robert Block*

Ying Fan, Department Chair of Business Analysis *Ying Fan*

Jeff Ferguson, College Committee *Jeffrey M. Ferguson*

Date: March 3, 2020

RE: Change of Name for Operations Management Emphasis & Graduate Certificate

The College of Business Graduate Curriculum Committee discussed and approve the name change of the Operations Management Emphasis and Graduate Certificate to “Operations & Supply Chain Management”.

This change reflects the current and evolving focus of the curriculum, which includes fundamental operations management, supply chain management and process management. Motivations for changing the name of area of emphasis/graduate certificate are three-fold.

- 1) Thanks to evolving curriculum in recent years, the current curriculum covers comprehensive topics for operations and supply chain management through foundation, core and elective courses.
- 2) The updated name is better in alignment with the trending job market demand, where operations and supply chain management positions are in high demand.
- 3) The updated name is consistent with the name used for similar areas of emphasis in our peer AACSB accredited schools.

With the change, students can further highlight their skill assets in supply chain management, which provides competitive advantage in the job market.

Accelerated Master's Program offerings from the Computer Science Department

The Accelerated Master's degree program in Computer Science offers the opportunity of pursuing the Bachelor of Science (BS) or Bachelor of Arts (BA) in Computer Science, or closely related areas, and any of the Master's degrees offered by the Computer Science department, leading to award of both degrees at the completion of the joint program. The main benefit of the program is that it allows for up to six credit hours to be used for both the BS/BA and Master's degree. **The BS is awarded and then the MS begins with the 6 credits from the BS transferred.** The program is normally a 5-6 year program designed for currently enrolled University of Colorado at Colorado Springs (UCCS) students.

The Master's degrees included in this proposal are: **MSCS, MSCS-GMI, ME Cybersecurity, and MESE.** Additional Master's degrees developed by the Computer Science department will automatically be included in this accelerated program.

The requirements for the accelerated program are equivalent to the aggregate of the BS/BA and Master's degrees, except that up to six credits hours can be applied toward both the BS/BA and Master's degree requirements. Students admitted to the accelerated degree program will undergo plan of study review which will determine the student's eligibility to continue in the accelerated degree program. This review will be conducted the semester in which the student will complete the BS/BA requirements. A student will be considered eligible to continue upon meeting the following minimum standards and criteria: completion of the requirements for a Bachelor of Science/Arts with a minimum cumulative G.P.A. of 3.25 or better, and maintenance of full time status (defined below) and the student shows clear interest focused in the Master's degree area. Meeting with the Program Director of the selected Master's degree program is **required** one to two years before the student files the Intent to Graduate from the MS program for the purpose of plan of study advising, and the development of a clear plan of study towards a possible path for their Master's degree program.

Upon determination of eligibility to continue after the review, the student will be recommended for formal admission to the Graduate School. Such a recommendation must be made by the CS Graduate Program Committee. Upon approval of the recommendation, the office of the Dean of the Graduate School will complete the necessary procedures to admit the candidate as a graduate student for the completion of their program. Any students not recommended for continuation in the accelerated degree program will be eligible to complete their Bachelor's degree.

The Accelerated Master's degree program will be administered jointly by the Graduate School and College of Engineering and Applied Science (EAS). CS will assume primary administrative authority and responsibility reflecting the full authority and standards of both the BS/BA and Master's degree. The Director of each Master's degree program will serve as the program administrator for the accelerated degree program for their Master's degree including required advising.

Application Process

[Process for Declaring Intent](#)

Minimum Standards and Procedural Elements

1. Students in the accelerated degree program must be full-time, continuously-enrolled students (average 24 undergraduate credits or more per year, or 18 graduate credits per year, or equivalent combinations thereof such as 12 undergraduate and 9 graduate credits). Students must maintain a minimum cumulative G.P.A. of 3.25 throughout their enrollment.
2. Only currently enrolled UCCS students may be considered for admission to the program. Transfer students must complete at least 24 credit hours in the BS/BA before applying to the accelerated program.
3. Students may apply for the accelerated program after they have completed a minimum of 30 credit hours of the core courses in their major. Applications will be accepted up until the graduate school admissions deadline for the department for the final semester of the undergraduate program. Minimum standards for admission require a cumulative G.P.A. of 3.25. The Director of the selected Master's degree program will be responsible for all admissions procedures and decisions.
4. Issues of satisfactory academic progress, petition/appeal, transfer credit and grievance will be the responsibility of the accelerated Program Director with participation by the CS Chair, EAS Dean, and Graduate Dean as appropriate. The accelerated Program Director will be responsible for dismissing or placing on probation those students who do not maintain the minimum requirements stated above.
5. Students who drop out or are dismissed from the accelerated program and have not yet had their mid-program review will be eligible to complete their Bachelor's degree, subject to the normal rules of that program. Students who drop out or are dismissed from the accelerated program after having had a successful mid-program review will be awarded the Bachelor in their chosen degree plan. They will be eligible to apply to their respective CS Master's program and transfer credits (subject to normal limitations) that were not used toward their Bachelor's Degree.
6. Students who are admitted to the accelerated program may NOT pursue a double degree or double major. Minor programs may be pursued.
7. Accelerated degree students may not be admitted to a Ph.D. program prior to completion of both the Bachelor's and the Master's degrees.
8. Students in the accelerated degree program may be eligible for RA/TA appointments at the discretion of their department. Undergraduate students are eligible, under the normal rules of appointment or eligibility, for RA/TA appointments, scholarships, fellowships or other types of support or recognition which would normally be available to undergraduate students. Likewise, students who have been approved and admitted to graduate student status will be eligible for RA/TA appointments, scholarships, fellowships or other types of support or recognition which would normally be available to graduate students.