



Graduate Executive Committee
April 8, 2022
Minutes

Attendees:

Voting Members: Katie Anderson-Pence, Katie Sullivan, Steven Tragesser, Jeremy Bono, Catherine Simmons, Sylvia Mendez, Kathrin Spendier, Michael Corl, Jon Caudill, Amanda Elder, Michael Kisley, Allen Schoffstall, Jeffery Ferguson, Brandon Vogt, James Pearson, Carole Traylor, Diane Stutey, Yang Wei, David Moon, Rory Lewis

Non-Voting Members: Kylie Rossman, Beth Cutter, Mandy Hansen, Constance Staley, David DuBois, Cortny Stark, Mary Rupp, Jessica Kirby, Kevin Laudner, Lisa Stone, Sam Adams, Jose Mora, Andrea Williams, Amy Rodas, Roger Martinez, Gurvirender Tejay, Rosey Reidl Smith, Stephani Hosain, Janice Dowsett, Sara Qualls,

- International Affairs Conversation (Mandy Hansen)
 - Online programs are not eligible to international students enrolled on a F-1 student visa per Federal Government
 - Students must be full time for in-person study each fall and spring semester. 5-6 credits per semester for graduate students with 3 credits (Or 1 class) need to be in person
 - STEM and business are primary degree areas for international students – so these fields need to take care when looking at online only formats
 - Newly developed programs can be added to federal list after the program has started to be reviewed and approved

- Graduate Level Substance Use and Recovery Counseling Certificate (Cortny Stark) [Proposal Attached]
 - David Moon Recommended that because this certificate has two different pathways that have different credit requirements – that this should be two separate certificates.

The GEC voted to recommend approval of the new certificates (18 yes, 1 no, 0 abstain)

- Alternative Licensure Program Graduate Certificate (Beth Cutter) [Proposal Attached]

The GEC voted to recommend approval of the new certificate (20 yes, 0 no, 0 abstain)

- DEI Holistic Admissions Update (Roger Martinez & Lisa Stone) [Presentation Attached]

Deans Report:

- Graduate Student Funding
 - Research and Mentored Doctoral Fellowships have been awarded
 - Thank you to all reviewers for their hard work and participation
 - Be prepared for the deadlines for Graduate Out-of-State Scholarships (due May 13) and Tuition Matching Grants (due May 9).
 - Please follow procedures for awarding; you have all been given the amount of awards for your department; it is up to you to award and use to recruit/retain students. If you are not using your funds, let us know immediately

- Graduate Student Appreciation Week is wrapping up!
 - The Graduate School hosted events every day this week with much success
 - Kudos to Lauren Leigh and Alisha Meyer for getting this off the ground, along with the UCCS Alum that participated in our Tuesday panel, and the Chancellor for coming to meet students on Tuesday

Announcements:

- Graduate Research Showcase cancelled this year. No room was reserved for this spring, and the semester is marching on! Now that we have staff to plan events like these, next year, we'll give it the attention it deserves
- Spring Commencement is Friday May 13, 2022, at the Broadmoor World Arena
 - Morning Ceremony at 10:30am (LAS)
 - Afternoon Ceremony 2:30pm (All other Colleges)

GEC Meetings for 2021-2022 all meetings are from 10:00-11:30

- Spring 2022 GEC Meetings
 - May 6 (one week early due to commencement)

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: Alternative Licensure Program Graduate Certificate

2. Department(s): Teaching & Learning

3. College(s)/Institutions: College of Education, University of Colorado Colorado Springs

4. Faculty Director/Advisor: Elizabeth S. Cutter

5. Type of Certificate:

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

6. Expected start date (semester and year): Fall 2022

7. Number of required credit hours: 33

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

Depending on when candidates are admitted and how many courses they complete per semester, 3-5 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.

The vision of the UCCS College of Education is to be 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. Our mission is to prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

An alternative teacher licensure program provides flexibility for candidates who have not already completed a traditional educator preparation program that included student teaching, but who meet state requirements for content knowledge in their desired endorsement area, to readily assume teaching positions. Alternative licensure programs are more important than ever due to critical teacher shortages across the country and throughout Colorado. An alternative licensure program like the ALP at UCCS is attractive to prospective candidates (and their employers)

because it consists of graduate-level courses that may be applied to the Master’s Degree in Curriculum and Instruction.

This certificate is for a licensure program that has been in existence and continuously approved by the Colorado Department of Education (CDE) since 2007. A list of all alternative teacher licensure programs approved by Colorado’s State Board of Education appears here: <https://www.cde.state.co.us/cdeprof/educator-preparation-institution-search>.

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

Each of the ten courses listed below must be completed with a grade of B- or better to complete the certificate. Candidates’ subplans vary by endorsement, with the only difference being the content methods course unique to their endorsement subplan.

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
CURR 5004	Schools, Society & Diversity	3
CURR 5005	Educational Psychology	3
SPED 5001	Introduction to Special Education	3
CURR 5750	ESL for Educators	3
CURR 5014	Instructional & Classroom Management Strategies I	3
CURR 5016	Instructional & Classroom Management Strategies II	3
CURR 5018	Alternate Teacher Seminar in Secondary Ed I	3
CURR 5020	Alternate Teacher Seminar in Secondary Ed II	6
CURR 5407	Teaching Content & Discip. Literacy to Adolescents	3
One content methods course, corresponding to the endorsement subplan indicated below.		
ENG	CURR 5491	Secondary English Methods
MAT	CURR 5492	Secondary Math Methods
SCI	CURR 5493	Secondary Science Methods
SSD	CURR 5494	Secondary Social Studies Methods
WRL	CURR 5495	World Language Methods
		TOTAL
		33

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

- Bachelor’s degree or higher from an accredited institution
- Undergraduate GPA ≥ 2.75
- Submit a graduate application online. A complete application includes the following:
 - Official transcripts from all institutions attended
 - Three references
 - Current resume
 - Advising appointment and interview with program coordinator
 - Career Goals Statement answering the following:

- What motivates you to choose teaching as your career? What specific events or experiences in life have led you to want to be a teacher?
 - Program candidates must be self-starters, highly motivated, and able to work independently and manage multiple demands on their time. How do you know you will be able to succeed in such a fast-paced and rigorous program?
 - What personal strengths and/or resources do you bring to the program and to the teaching profession? What area(s) do you recognize that you still need to learn more about?
- 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).
- Upon successful* completion of all ten of the abovementioned courses, the candidate should present a completed Approved Program Verification form to the program coordinator. The program coordinator will review the form and, upon approval, forward it for the signature of the College of Education’s certification officer.
 - The Teaching & Learning department maintains a list of completers, by program, in Sharepoint. The program coordinator will ensure that the list is updated so that an academic support professional can forward it to A&R.

*Candidates must earn a grade of B- or better in each course. CURR 5020 includes two capstone assessments: (1) A portfolio of evidence demonstrating proficiency in each element of the Colorado Teacher Quality Standards and (2) the edTPA, a national performance assessment evaluated by Pearson Education, Inc.

- e. Costs of offering the certificate program.

The Alternative Licensure Program is not a new program. According to a program proforma completed with the College of Education’s Finance and Administration Manager, April Keller, in October 2021, the expenditures and revenue projected for the 2022-23 academic year are as follows:

TOTAL ACADEMIC PROGRAM EXPENDITURES	\$134,828
REVENUE	\$336,848
Gift funds	
Other funds- Fees	
REVENUE AFTER DIRECT EXPENDITURES	\$202,020
Indirect Exp (46%)	\$154,950
Total Remainder	\$47,070

On this proforma, columns for previous years and projections for the future show consistent trends of revenue exceeding expenditures.

There will be no additional costs incurred by the College or the Department of Teaching and Learning for converting the ALP from a licensure (ALTN-LICG) to a certificate (ALTN-CERG) program, as the program already exists and is authorized by the Colorado Department of Education.

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

The major benefit to the College and the Department of Teaching & Learning is a better way to track our students who complete initial licensure only (without the M.A.) and/or students who complete initial licensure several semesters before they finish their M.A. The latter group especially will benefit by having both their licensure certificate and their degree noted on their transcripts. In addition, we expect that designating the existing Alternative Licensure Program course sequence as a certificate program will have the following benefits:

- The Colorado Department of Education affords discretion to designated agencies for alternative licensure to waive certain requirements for prospective candidates demonstrating significant and comparable coursework, certificates, and/or previous employment as teachers in other states. Designation as a certificate program could make the ALP more visible, affordable, and attractive to candidates moving from out of state and offer additional assurance to them and their prospective employers that they have affiliated with a high-quality program.
 - Completers' transcripts currently note that they have completed a program for initial teacher licensure in Colorado. The added notation that the ALP is a gainful employment certificate might assist them in seeking employment out of state.
- 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.)
- There will be an application fee of \$60.00
 - Students will pay other fees consistent with other graduate classes in the College of Education and 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.

N/A

PART II (for GE Certificates)

1. Program website URL for certificate program:

<https://coe.uccs.edu/departments/teaching-and-learning/licensure-programs/alternative-licensure-program>

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.

The UCCS College of Education determined the need to add an alternative teacher licensure program almost as soon as the state legislature created alternative teacher programs through CRS 22-60.5-205 in 2007. The legislative declaration describes the intent of alternative programs as being to “provide a vehicle for designated agencies to customize the preparation of teacher candidates, reduce the number of persons employed under emergency authorizations, and help designated agencies recruit and employ nontraditional teacher candidates, while maintaining teacher preparation program standards, delivering high-quality educational services, and protecting the interests of students.”

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.

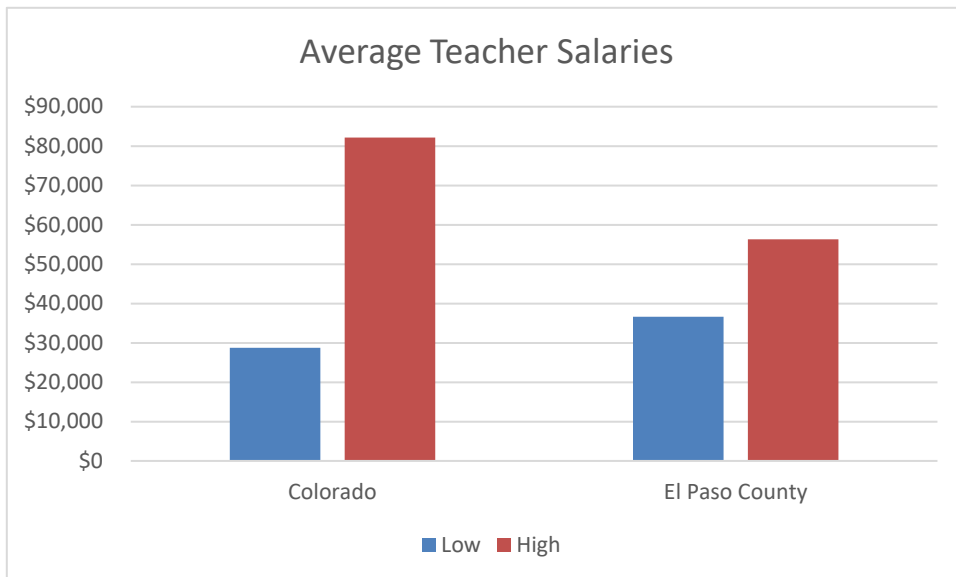
The original ALP was designed at a time when the Colorado Department of Education’s intention was for designated agencies for alternative licensure to be strategically located throughout the state to serve each geographic region’s unique needs. Dr. Jami Goetz, Executive Director of CDE’s Office of Professional Services at the time, asked UCCS to meet the need for a program in the Pikes Peak region that would lead to a master’s degree. (Most school districts incentivize ongoing graduate-level study by adding “steps” on their salary matrices for those earning master’s and doctoral degrees.) The current ALP still fills that niche. However, as the infrastructure for offering online coursework and conducting formal observations through a video platform has developed, so has our ability to serve candidates outside of the Pikes Peak region. While state rules still require that candidates be teaching *in* an accredited Colorado school *to* the Colorado Academic Standards, we are able to provide a pathway to licensure in secondary English language arts, mathematics, science, and social studies as well as in a variety of K-12 world languages to candidates throughout the state.

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.

In Colorado, teacher salaries vary by school district. According to the [Colorado Department of Education](#), in 2020-21 the average teacher salary across all public schools (including charter schools and non-charter schools) was \$58,219. This average includes a low of \$28,750 (in Vilas RE 5) to a high of \$82,150 (in Boulder Valley Re 2). In El Paso County, where most ALP candidates are employed, the average teacher salary across all public schools ranges from \$36,652 (in Hanover 28) to \$56,272 (in Colorado Springs 11).

Alternative licensure candidates’ decisions about where to seek and/or accept teaching positions vary as well. ALP candidates who are retired military or military-affiliated often say that higher salaries are not as important to them as the opportunity to “serve again” in districts with high needs. ALP candidates with established ties in certain communities also often say that the opportunity to teach in their own hometown, at the same charter school or school district where their children attend, or at the same school where they have been coaching, is more important to them than prospective salaries.

That said, candidates’ potential for higher earnings over the course of their careers as educators is substantially improved when their base salary gets that “step” increase from earning a master’s degree.



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

- Business advisory committee
- Program integrity board
- Oversight/regulatory agencies (other than CDHE or accrediting agencies)
- Business that would likely employ graduates of the program*

Members of the ALP’s advisory council include representatives such as human resources directors and principals from schools and districts likely to hire our candidates.

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.

The only agency authorized to approve a designated agency for alternative licensure itself is the Colorado State Board of Education. The ALP was most recently reauthorized in February 2020; reauthorization is effective through 2026. In the months leading up to the reauthorization visit our Advisory Council reviewed all materials we submitted to the Colorado Department of Education and participated in a focus group with members of the external review team.

We presented our request to be approved as a *certificate* program both to the Teaching & Learning department and the Curriculum Committee in the College of Education as well as to the ALP’s advisory council, which we share with the 2YALP offered through Pikes Peak BOCES.

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 coordinator will work with Certificate Approval Processes Approved 6/2/15

Institutional Research and the Financial Aid office to track individual completer outcomes, to include those listed above. The data will be displayed on the program's website (in development).

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

Fall 2022

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):

The table below assumes that the candidate qualifies for in-state tuition. Cost estimates vary by the number of 3-credit courses a candidate takes each semester. The typical ALP candidate takes two 3-credit courses each semester. A few candidates are able to take three or even four courses each semester, which reduces their cost per credit hour.

Pace	Per Term	Annual (3 semesters)	Cost/Credit Hour	Cost/Program (33 credit hours) <small>*CURR 5020 = 6 credits</small>
6 hours/semester x 5 semesters	\$3977.68	\$11,933.06	\$662.94	\$21,877.02
9 hours/semester x 4 semesters	\$5773.07	\$17,319.21	\$641.45	\$21,167.92
12 hours/semester x 3 semesters	\$7,566.96	22,700.88	\$630.58	\$20,809.14

10. Using the Standard Occupational Classifications <http://www.bls.gov/soc>,

a. Select the primary occupational group for which the Gainful Employment Program will train the student:

- 25-2000 Preschool, Elementary, Middle, Secondary, and Special Education Teachers

b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

- 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

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 NA

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:

Faculty: Name	Signature	Date
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Approvals:

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

Campus Certificate Implementation Committee Chair: Name	Signature	Date
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Provost: Name	Signature	Date
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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?



Substance Use and Recovery Counseling (SURC) Graduate Certificate Program

Proposal

Faculty Coordinator: Cortny Stark PhD LPC LAC CRC

Mission & Rationale

The Substance Use and Recovery Counseling (SURC) graduate certificate program contributes to the mission of the Department of Counseling and Human Services by preparing students to provide culturally- responsive, trauma-informed substance use counseling services. Students completing the course sequence engage in the rigorous training and fieldwork experiences necessary to develop the knowledge, skills, awareness, and advocacy competencies necessary for high-quality client care.

In 2018, the United States (U.S.) Department of Health and Human Services estimated that Colorado has a shortage of approximately 110 addictions counselors. Should the number of addictions counselors being introduced to the workforce through training programs remain constant, the shortage of addictions counselors is expected to increase to 430 providers by 2030 (U.S. Department of Health and Human Services, 2018). There is a clear need within the state of Colorado to increase the accessibility of Substance Use Disorder training and education programs that prepare practitioners for certification and licensure as substance abuse counselors.

Benefits

Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will have the following benefits:

- 1) Clearly articulate on the students' transcripts that they have completed the substance use courses necessary for addiction counseling credentials in the state of Colorado (the program maintains a Memorandum of Understanding with the Office of Behavioral Health stating that the courses meet the requirements for licensure),
- 2) enable non-degree seeking students looking to complete the necessary courses for substance use credentials in Colorado to earn college credit (as opposed to completing these courses with community training centers and earning only "training hours"),
- 3) introduce individuals seeking the necessary courses for substance use credentials in Colorado to the MA in Clinical Mental Health Counseling (CMHC) and School Counseling (SC) courses and degree programs at UCCS, as many of the substance use and recovery courses are also part of the core curriculum for the CMHS and SC MA degrees.
- 4) Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will increase enrollment in the substance use counseling courses by incentivizing the completion of these courses for students seeking licensure.



Structure

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling course sequence were determined through collaboration with the Office of Behavioral Health Certified Addiction Counselor Clinical Training Program.

In order to ensure compliance with CACREP 2016 Full Time Faculty to Student Ratio in all “core classes”, we are proposing 2 pathways for the SURC graduate certificate.

- The first pathway is for graduate students who are actively enrolled in the MA in Clinical Mental Health Counseling (CMHC) Program, or School Counseling (SC) Program; OR have graduated from the UCCS CMHC or SC Program (as they would not need to take the core classes).
- The second pathway is for students NOT enrolled in the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program; the second pathway does not include 2 of the 4 core classes (5100, 5860) (the core classes are those which the Faculty to Student ratio must remain below a certain metric).

Requirements

A total of no more than 25 students maybe admitted to the certificate program each year (this includes both pathways).

Students must complete each course with a passing grade of 70% or better.

No transfer credits will be accepted for the SURC graduate certificate due to OBH approved clinical training program status, and requirements.

Overview of Pathways & Required Courses



Pathway 1 – UCCS MA in Counseling Students (current, and graduates who return to complete the certificate) (21 credits total)
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)
COUN 5330 Issues/Ethics/Trends in Professional Counseling (3 credit hours OR 45 clock hours)
COUN 5520 Infectious Diseases in Addiction Treatment (1 credit hour OR 15 clock hours)
COUN 5960 Psychopharmacology (1 credit hour OR 15 clock hours)
COUN 5970 Advanced Pharmacology (1 credit hour OR 15 clock hours)
COUN 5100 Theories and Techniques of Group Counseling (3 credit hours OR 45 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)
COUN 5860 Social and Cultural Foundations of Professional Counseling (3 credit hours OR 45 clock hours)

Pathway 2.A & 2.B – Graduate Students from Other Programs (15 credits total)
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)
COUN 5330 Issues/Ethics/Trends in Professional Counseling (3 credit hours OR 45 clock hours)
COUN 5520 Infectious Diseases in Addiction Treatment (1 credit hour OR 15 clock hours)
COUN 5960 Psychopharmacology (1 credit hour OR 15 clock hours)
COUN 5970 Advanced Pharmacology (1 credit hour OR 15 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)
Additional Guidance Provided to Students In order to meet Colorado Office of Behavioral Health (OBH) education requirements for the LAC, students NOT enrolled in the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program in must either: 1) take the following courses at a local Certified Addiction Counselor Approved Training Program (list available at: https://cdhs.colorado.gov/behavioral-health/workforce-development), or 2) take college level courses that cover the same material, then submit the syllabi and official transcripts to the Center for Education and Credentialing (Additional information is available on the CCE website: http://www.cce-global.org/Assets/StateLicensure/COappAddictionCounselors.pdf) Treating Diverse Populations (CAS course, 14 hours)



Department of Counseling
& Human Services

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Group Counseling Skills (CAT course, 21 clock hours)
Advanced Case Conceptualization (CAS course, 14 clock hours)
Case Conceptualization and Documentation (CAT course, 14 clock hours)
Addiction Counseling Skills (CAT Course, 21 clock hours)
Cognitive Behavioral Therapy (CAS Course, 14 clock hours)
Co-Occurring Disorders (CAS course, 14 clock hours)
Trauma Informed Care for Diverse Populations (CAT course, 14 clock hours)



Admissions Process

Pathway 1: Students are admitted and are pursuing the UCCS Master of Arts in Counseling and Human Services; Counseling and Mental Health or School Counseling degree program.

- Complete the “Intent to Declare the Substance Use and Recovery Program” Certificate using the following link:

https://surveyuccs.co1.qualtrics.com/jfe/form/SV_86Q4cuc8XAM7vv0

Any student admitted to the MA in Counseling program at UCCS may be admitted to pursue the SURC Graduate certificate in pathway 1.

Pathway 2.A: Students who have already graduated from UCCS with a Master of Arts degree in Counseling and Human Services with a Counseling and Mental Health or School Counseling subplan.

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Pathway 2.B: Prospective students and students from other degree programs at UCCS

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Program Costs

The Substance Use and Recovery Counseling program received \$198,000 in grant funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the expansion



of substance abuse programming at UCSS (from September 2020 – September 2022), which enabled the hiring of a Field Placement Coordinator to support fieldwork placement, and program development.

Despite this new addition, an additional instructor (full time, to be split between undergraduate human services BA, and this certificate program) must be hired within the first 2 years of the program, and an additional full time faculty member must be hired within 5 years of the initiation of this certificate in order to ensure that the MA in counseling program continues to meet the faculty to student ratio required by Council on Accreditation of Counseling and Related Programs (CACREP). These costs are reflected in the Substance Use and Recovery Counseling Graduate Certificate proforma, created in collaboration with April Keller in October of 2021.



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: Substance Use and Recovery Counseling Graduate Certificate

2. Department(s): Department of Counseling and Human Services

3. College(s)/Institutions: College of Education, University of Colorado Colorado Springs

4. Faculty Director/Advisor: Dr. Cortny Stark

5. Type of Certificate:

Gainful Employment

6. Expected start date (semester and year): Spring 2023

7. Number of required credit hours:

- **Pathway 1 UCCS MA in Counseling Students** (current, and graduates who return to complete the certificate): 21 credits total
- **Pathway 2 Graduate Students from Other Programs:** 15 credits total

*A total of no more than 25 students maybe admitted to the certificate program each year.



8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
4 semesters or 1.5 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.

The Substance Use and Recovery Counseling Graduate Certificate program contributes to the mission of the Department of Counseling and Human Services by preparing students to provide culturally-responsive, trauma-informed substance use counseling services. Students completing the course sequence engage in the rigorous training and fieldwork experiences necessary to develop the knowledge, skills, awareness, and advocacy competencies necessary for high-quality client care.

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

Students must complete the following courses with a passing grade of 70% in each class:

Pathway 1 – UCCS MA in Counseling Students (current, and graduates who return to complete the certificate) (21 credits total)
If student is actively enrolled and completes the MA in Clinical Mental Health Counseling (CMHC) Program, or School Counseling (SC) Program, OR has graduated from the UCCS CMHC or SC Program -
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)

Pathway 2.A & 2.B – Graduate Students from Other Programs (15 credits total)
If the student is NOT enrolled in or does not complete the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program -
COUN 5510 Principles of Addiction Treatment (3 credit hours OR 45 clock hours)



Department of Counseling
& Human Services

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COUN 5330 Issues/Ethics/Trends in Professional Counseling (3 credit hours OR 45 clock hours)
COUN 5520 Infectious Diseases in Addiction Treatment (1 credit hour OR 15 clock hours)
COUN 5960 Psychopharmacology (1 credit hour OR 15 clock hours)
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COUN 5970 Advanced Pharmacology (1 credit hour OR 15 clock hours)
COUN 5530 Motivational Interviewing I & II (3 credit hours OR 45 clock hours)
COUN 5590 Clinical Supervision I & II (3 credit hours OR 45 clock hours)
In order to meet Colorado Office of Behavioral Health (OBH) education requirements for the LAC, students NOT enrolled in the UCCS MA in CMHC Program or SC Program, NOR have they previously graduated from the UCCS MA in CMHC Program or SC Program in must either: 1) take the following courses at a local Certified Addiction Counselor Approved Training Program (list available at: https://cdhs.colorado.gov/behavioral-health/workforce-development), or 2) take college level courses that cover the same material, then submit the syllabi and official transcripts to the Center for Education and Credentialing (Additional information is available on the CCE website: http://www.cce-global.org/Assets/StateLicensure/COappAddictionCounselors.pdf)
Treating Diverse Populations (CAS course, 14 hours)
Group Counseling Skills (CAT course, 21 clock hours)
Advanced Case Conceptualization (CAS course, 14 clock hours)
Case Conceptualization and Documentation (CAT course, 14 clock hours)



Department of Counseling
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UNIVERSITY OF COLORADO **COLORADO SPRINGS**

Addiction Counseling Skills (CAT Course, 21 clock hours)
Cognitive Behavioral Therapy (CAS Course, 14 clock hours)
Co-Occurring Disorders (CAS course, 14 clock hours)
Trauma Informed Care for Diverse Populations (CAT course, 14 clock hours)

Please note: OBH requires that students take a specific list of classes, some of which are eligible for "college equivalency" - where the student asks for a review of their classes and argues that the required OBH classes were covered in some of their college courses (more information regarding the required courses can be found in the OBH CAC Handbook, available here: <https://cdhs.colorado.gov/behavioral-health/workforce-development>). Some of the classes required by OBH do not have college equivalency. Our UCCS Department of Counseling and Human Services has an MOU with OBH that says that if a student takes all of our MA in counseling classes required for the MA in CMHC or SC, they've completed ALL of their required classes for licensure; this path to the graduate certificate is listed as "Pathway 1".

If a student only takes some of our MA in counseling classes (and are not technically an admitted MA in counseling student) then they are missing some of the OBH required classes. We are only requiring non-counseling students to complete those addictions classes that include OBH classes AND do not have college equivalency; thus these students will need to take the courses outlined at the end of Pathway 2.A and 2.B, or similar courses (through another MA program, or a training program) – then, when applying for the Licensed Addiction Counselor (LAC) credential, they will inform OBH that those OBH required classes were covered in classes outside of those taken for the certificate.

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

*Please note that a total of no more than 25 students maybe admitted to the certificate program each year.

Pathway 1: Students are admitted and are pursuing the UCCS Master of Arts in Counseling and Human Services; Counseling and Mental Health or School Counseling degree program.

- Complete the "Intent to Declare the Substance Use and Recovery Program" Certificate using the following link: https://surveyuccs.co1.qualtrics.com/jfe/form/SV_86Q4cuc8XAM7vv0

Any student admitted to the MA in Counseling program at UCCS may be admitted to pursue the SURC Graduate certificate in pathway 1.



Pathway 2.A: Students who have already graduated from UCCS with a Master of Arts degree in Counseling and Human Services with a Counseling and Mental Health or School Counseling subplan.

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

Pathway 2.B: Prospective students and students from other degree programs at UCCS

- Submit a graduate application online
- Submit a Goal Statement that answers the following questions:
 - What motivated you to seek the Substance Use and Recovery Counseling Graduate Certificate?
 - How do you plan to utilize the skills, knowledge, and awareness gained through this program in your professional practice?
- Submit copies of all official graduate transcripts to gradapp@uccs.edu

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 of the required courses with a minimum passing score of 70%, per Office of Behavioral Health (OBH) requirements.

e. Costs of offering the certificate program.

The Substance Use and Recovery Counseling program received \$198,000 in grant funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the expansion of substance abuse programming at UCCS (from September 2020 – September 2022), which enabled the hiring of a Field Placement Coordinator to support fieldwork placement, and program development.



Despite this new addition, an additional instructor (full time, to be split between undergraduate human services BA, and this certificate program) must be hired within the first 2 years of the program, and an additional full time faculty member must be hired within 5 years of the initiation of this certificate in order to ensure that the MA in counseling program continues to meet the faculty to student ratio required by Council on Accreditation of Counseling and Related Programs (CACREP). These costs are reflected in the Substance Use and Recovery Counseling Graduate Certificate proforma, created in collaboration with April Keller in October of 2021.

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

Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will have the following benefits:

- 1) Clearly articulate on the students' transcripts that they have completed the substance use courses necessary for addiction counseling credentials in the state of Colorado (the program maintains a Memorandum of Understanding with the Office of Behavioral Health stating that the courses meet the requirements for licensure),
- 2) enable non-degree seeking students looking to complete the necessary courses for substance use credentials in Colorado to earn college credit (as opposed to completing these courses with community training centers and earning only "training hours"),
- 3) introduce individuals seeking the necessary courses for substance use credentials in Colorado to the MA in Clinical Mental Health Counseling (CMHC) and School Counseling (SC) courses and degree programs at UCCS, as many of the substance use and recovery courses are also part of the core curriculum for the CMHS and SC MA degrees.
- 4) Designating the current Substance Use and Recovery Counseling course sequences (undergraduate and graduate level) as certificates will increase enrollment in the substance use counseling courses by incentivizing the completion of these courses for students seeking licensure.

- 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.)

NA



- 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.
NA

Part II (for GE Certificates)

1. Program website URL for certificate program:

Upon approval of the certificate, information will be housed here: <https://coe.uccs.edu/departments/counseling-human-services/DCHS-degree-programs>

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.

The primary aim of designating the Substance Use and Recovery Counseling graduate course sequence as a certificate is to incentivize the completion of college-level curriculum and training in order to meet the requirements for substance use credentials in Colorado, as outlined by the Colorado Office of Behavioral Health (OBH) for licensed providers. UCCS maintains a Memorandum of Understanding with the OBH that states that our Substance Use and Recovery Counseling curriculum meets and exceeds the requirements for substance use counseling licensure. As one of the few universities that is considered an OBH approved training site, persons in Colorado who are seeking college-level addictions training have limited options. The creation of this certificate opens 2 pathways to completing this coursework. The first pathway enables current MA in Counseling students, and recent graduates of the UCCS MA in Counseling programs to return to UCCS to complete the required addictions classes and obtain the certificate.

The second pathway enables students from other degree programs at UCCS (such as social work, health promotion, psychology, and others), who are currently limited in their ability to access our addictions courses due to the need to limit class sizes to maintain the faculty to student ratio required for accreditation (through CACREP), to begin accessing these courses in a structured way. Providing the course sequence with certificate status ensures that completing these courses meets other programs' requirements for declaring/completing a "certificate or minor". The parameters outlined in this certificate also ensure that students are slowly admitted to the certificate programs, which will allow the Department of Counseling and Human Services to slowly increase the number of students while hiring new instructors and faculty to maintain the required student to faculty ratio.



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.

In 2018, the United States (U.S.) Department of Health and Human Services estimated that Colorado has a shortage of approximately 110 addictions counselors. Should the number of addictions counselors being introduced to the workforce through training programs remain constant, the shortage of addictions counselors is expected to increase to 430 providers by 2030 (U.S. Department of Health and Human Services, 2018). There is a clear need within the state of Colorado to increase the accessibility of Substance Use Disorder training and education programs that prepare practitioners for certification and licensure as substance abuse counselors.

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling graduate course sequence were determined through collaboration with the Office of Behavioral Health Certified Addiction Counselor Clinical Training Program. See the Memorandum of Understanding (available in Sharepoint) for further details regarding this collaboration.

U.S. Department of Health and Human Services (2018). State-Level Projections of Supply and Demand for Behavioral Health Occupations: 2016-2030. Rockville, Maryland.

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 (2019) the median pay for Substance Abuse Counselors is

\$46,240 annually. Over the next 10 years (2019-2029) the projected number of Substance Use Counselors positions is expected to increase by approximately 25% (much faster than average) (Bureau of Labor Statistics, 2019).

Bureau of Labor Statistics (2019). Occupational outlook handbook: Substance Abuse, Behavioral Disorder, and Mental Health Counselors. Retrieved from: <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>



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

NA

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.

Course content, program length, academic level, admission requirements, and prerequisites for the Substance Abuse and Recovery Counseling graduate course sequence were determined through collaboration with the Office of Behavioral Health (OBH) Certified Addiction Counselor Clinical Training Program. Dean Valerie Martin Conley, department of counseling and human services chair Joe Wehrman, former Substance Use and Recovery Counseling program coordinator Jim Saunders, and Office of Behavioral Health Certified Addiction Counseling Clinical Training Program coordinator Mary McMahan co-developed the course sequence, and related Memorandum of Understanding. See the Memorandum of Understanding (MOU) (available in Sharepoint) for further details regarding this collaboration. This MOU was updated in August of 2021 in collaboration with Mary McMahan to meet the new requirements released by OBH in April of 2021.

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.
- Upon completion of the course sequence, students will sent a link to a Qualtrics survey (by the Substance Abuse and Recovery Counseling program project direct Dr. Cortny Stark) that includes the following questions:
- 1) The Substance Use and Recovery Counseling Graduate course sequence includes 15-21 credit hours of coursework. How would you describe the amount of time needed to complete these courses?
 - I was able to complete the courses in the amount of time expected.



- It took longer than expected to complete these courses.
- It took less time than expected to complete these courses.
- Other:

2) If the completion of these classes took more or less time than expected, what factors contributed to this?

3) At this time, I am:

- Employed in the human services field (e.g. behavioral technician, substance use counselor, case manager)
- Employed in another field
- Unemployed

4) At this time, my student loan debt is:

- \$0
- \$1 to \$4,999
- \$5,000 to \$9,999
- \$10,000 to \$14,999
- \$15,000 to \$29,999
- \$20,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000+

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

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):

Pathway 1 – 21 credit hours	Per Term	Annual
Tuition and fees	\$5,436.37 (9 hours for 2 semesters); \$1,929.09 (3 hours in the summer)	\$12,801.83
Room and board	0	0
Books and supplies	\$100	\$200



Pathway 2 – 15 credit hours	Per Term	Annual
Tuition and fees	\$5,436.37 (9 hours for 1 semester); \$3,661.98 (6 hours for 1 semester)	\$9,098.35
Room and board	0	0
Books and supplies	\$100	\$200

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:

21-1011.00 - Substance Abuse and Behavioral Disorder Counselors

b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

21-1011.00 - Substance Abuse and Behavioral Disorder Counselors

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



Department of Counseling
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Required Signatures

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

Requested by:





Department of Counseling & Human Services

UNIVERSITY OF COLORADO COLORADO SPRINGS

Cortny Stark PhD
Faculty: Name


Signature

11/18/2021
Date

Approvals:

Acting Department Chair: Name

Signature

Date

College Curriculum Committee
Chair: Name

Signature

Date

College Dean: Name

Signature

Date

Graduate School Dean or Vice
Provost of Academic Affairs

Signature

Date

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?

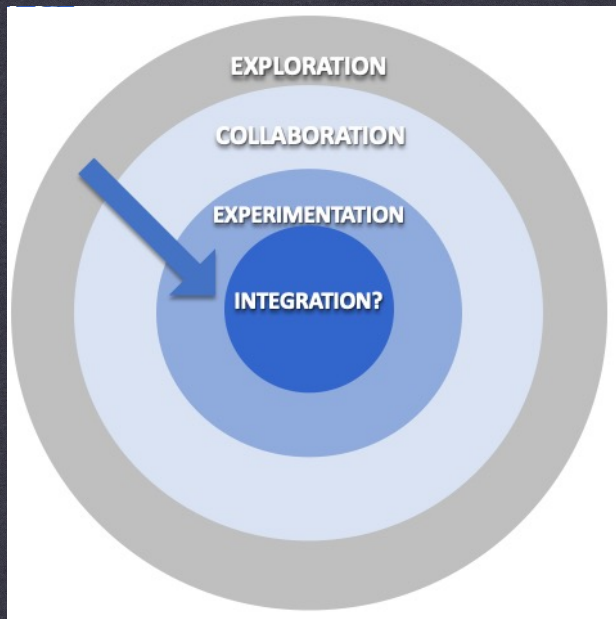
GRADUATE SCHOOL HOLISTIC ADMISSIONS STATUS REPORT

7 APRIL 2022

**ROGER MARTINEZ-DAVILA, UCCS GRADUATE SCHOOL DEI FELLOW
LISA STONE, UCCS PH.D. CANDIDATE**

WE CONTINUE THE PROCESS

NOVEMBER 2021 – JUNE 2024



EXPLORATION: NOV 2021 - MAR 2022

-EXPLORED HOLISTIC ADMISSIONS USE ACROSS R1S, PEER R2S, AND CO UNIVERSITIES

-REVIEWED EXISTING HOLISTIC-LIKE PRACTICES USED BY UCCS CRIMINAL JUSTICE AND PSYCHOLOGY

-VIEWED KIRA TALENT AS AN INTEGRATED PROCESS AND TOOL TO SUPPORT HOLISTIC ADMISSIONS

EXPERIMENTATION: APR - AUG 2022

KIRA TALENT DEMONSTRATIONS FEEDBACK AND DISCUSSION

PROS.

CONS.

UTILITY.

HINDERANCES.

OPPORTUNITIES. (NOT A REFERENCE TO THE 1985 HIT SINGLE OF THE UK BAND, THE PET SHOP BOYS)

EXPERIMENTATION: APR - AUG 2022

-KIRA TALENT TRIALS - WE ARE MOVING FORWARD

INTERESTED IN A TRIAL OF KIRA TALENT FOR FALL 2022/SPRING 2023? PLEASE LET THE GRADUATE SCHOOL KNOW NO LATER THAN **MONDAY, MAY 1ST.**

(THE HISTORY DEPARTMENT IS MOVING FORWARD WITH K-T FOR FALL 2022. COMM, PUBLIC AFFAIRS, HEALTH SCIENCES, HUMAN PHYSIOLOGY AND NUTRITION HAVE INDICATED AND INTEREST.)

EXPERIMENTATION: APR - AUG 2022

-SUMMER 2022 DEI WORKING GROUP - 2 MEETINGS WITH COMPENSATION RECRUIT UP TO THREE GRADUATE DIRECTORS FOR A COLLABORATIVE GROUP TO DEVELOP HOLISTIC ADMISSIONS CRITERIA THAT FIT PARTICIPATING DEPARTMENT/PROGRAM'S NEEDS AS WELL AS LARGER GRADUATE SCHOOL GOALS.

- **WE WILL PREPARE A 2-PAGE “TANGIBLE UCCS HOLISTIC ADMISSION STANDARDS” DOCUMENT THAT**
 - **DETAILS (1) MODEL STANDARDS AND (2) OPTIONAL STANDARDS**
 - **PROPOSES POSSIBLE MODIFICATIONS TO ADMISSIONS STAFFING, PROCESSING, & REVIEW**

EXPERIMENTATION: APR - AUG 2022

-DIY HOLISTIC ADMISSIONS PLANNING FOR FALL 2022

IS THERE AN INTEREST IN A DIY IMPLEMENTATION TEMPLATE FOR YOUR DEPARTMENT OR PROGRAM?

IF THERE IS ENOUGH INTEREST, THE GRADUATE SCHOOL WILL PROVIDE PLANNING AND PROCESS DOCUMENTS TO ASSIST YOU.

ROGER MARTINEZ-DAVILA CAN ALSO WORK DIRECTLY WITH YOUR DEPARTMENT AS A CONSULTANT TO HELP YOU DEVELOP NEW ELEMENTS OF YOUR ADMISSIONS STANDARDS.