University of Colorado Colorado Springs

Graduate Executive Committee
December 10, 2021
Minutes

Attendees:

Voting Members: Jeremy Bono, Monica Peloso, Katie Sullivan, Jon Caudill, Amanda Elder, Kathrin Spendier, Brian McAllister, Steve Tragesser, Katie Anderson-Pence, David Moon, Janel Owens, Leilani Feliciano, Sylvia Mendez, Rory Lewis, Brandon Vogt, Carole Traylor, Diane Stutey, Jeff Ferguson,

Non-Voting Members: Kylie Rossman, Rosey Reidl Smith, Robert Mitchell, Constance Staley, David DuBois, Janice Dowsett, Wendi Clouse, Wang Chao, Amy Rodas, Alax Jones, Sam Adams, Stephani Hosain, Elizabeth Daniels, Mary Rupp, Mathew Cox, Maria O'Connell, Jennifer Newcomb, Roger Martinez, Sudhanshu Semwal, Sandy Ho, Stephanie Stephen, Andrea Williams, Pauline Hoyte

- Enrollment Management Update (Mathew Cox)
  - UCCS is a part of a pilot program with Salesforce Admissions Connect – we are the first university to have this program
  - Large issues are continually being identified and solutions are being found and worked to implement

- Regular Graduate Faculty Appointments for Accounting (Brian McAllister) [See Documents]
  - Magan Calhoun
    The GEC recommended approval of a regular graduate faculty appointment (16 yes, 0 no, 0 abstain)

  - Brad Monson
    The GEC recommended approval of regular graduate faculty appointment (15 yes, 0 no, 0 abstain)

- Changes to PhD in Educational Leadership, Research, and Policy (Robert Mitchell) [See Document]
  - Decrease program credit hours from 75 to 60
  - Modifications to course sequence

    The GEC Recommended approval of the proposed changes (13 yes, 2 no, 0 abstain)

- Changes to Graduate Certificates: National Security Intelligence & Homeland Security and Emergency Management Leadership (David Moon) [See Document]
  - Add a new course to each certificate so both certificates will increase from 12 credits to 15 credits

    The GEC Recommended approval of the proposed changes (14 yes, 0 no, 0 abstain)

- DEI Grant Presentation (Roger Martinez) [See Document]

Dean's Report:

- Graduate Student Survey executive summary
    - College & Department specific results after the 1st of the year
- Policy Review is actively being worked on, more to come in the spring
- New Student Welcome Spring Semester
    - January 10th, 4-6pm
    - At the Career Center with drinks and apps
    - Informal welcome mixer, no RSVP required
- Mountain Lion Grad Slam – Registration is still open!!

Informational:

- Revisions to the Cybersecurity Management Emphasis & Graduate Certificate (See Document)

Announcements:

- Catalog Deadline is swiftly approaching! March 2022. Any changes for catalog that require a GEC vote should be brought forward to February GEC.
- Mountain Lion Grad Slam 3-minute thesis competition deadline to register has been extended to December 15th! Please encourage your graduate students to sign up.
    - Information: https://graduateschool.uccs.edu/current-students/mountain-lion-grad-slam

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

- Spring 2022 GEC Meetings
    - February 11, March 11, April 8, May 6 (one week early due to commencement)

APPOINTMENT TO THE GRADUATE FACULTY

UNIVERSITY OF COLORADO COLORADO SPRINGS

The UCCS Graduate Faculty of the College of Business
Department; School or College

recommends the appointment of Dr. Magan Calhoun
First and Last Name

to the graduate faculty as a Regular member for the period:
*Regular or Special**

_____ through _____

Start Term (semester and year) End Term (semester and year)

*Tenured, tenure-track faculty, and clinical faculty may serve in regular appointments. Others may be appointed in a regular appointment upon approval of the Graduate Executive Committee. Special appointments are not allowed to serve as chair of committees unless specifically approved by the Graduate School Dean. Special appointments may be made for periods up to 3 years and only for specific assignments related to specific expertise.

1. Does the faculty member have the terminal degree in the discipline?

   ◉ Yes ○ No

   If yes, skip to #3

2. Does the department have approved criteria for *Tested Experience* on file with the Graduate School?

   ○ Yes ◉ No

   Did the department deviate from the approved criteria and appointment processes for *Tested Experience?*

   ○ Yes ○ No ◉ N/A

3. This is a renewal. We are requesting the exact same approval as the previous appointment

   ○ Yes ◉ No

4. Please list specific duties required of faculty with Special appointments:

☑ Teaching; ***list specific graduate courses with title and course number or content area*** (please indicate if master's or doctoral level courses):

All graduate level accounting courses as listed in the memo attached.

☐ Serving on student thesis/dissertation/capstone/examination committees; ***list specific students or projects or content area:***

☐ Supervising student thesis, dissertation, capstone, or clinical doctoral project; ***list specific students:***

Current *vitae* must accompany all appointments. Attach supporting materials. If faculty do not have terminal degree in the field, and the department does not have an approved criteria for Tested Experience on file with the graduate school, a letter outlining the expertise and reasons for consideration should be included.
RECOMMENDATION (your signature indicates all information is correct and all approved processes for *tested experience* have been followed):

Date 11/05/2021 Janice Dowsett, Director Graduate Programs Digitally signed by Janice Dowsett, Director Graduate Programs Date: 2021.11.05 10:23:58 -06'00'
Graduate Program Advisor ***(Required)***

Date 11/5/2021 Blaise M. Sonnier Digitally signed by Blaise M. Sonnier Date: 2021.11.09 17:22:25 -07'00'
Department Chairperson (as needed)

Date 11/30/2021
College/ School Dean or Associate Dean ***(Required)***

APPROVAL:

Date:_____ **Approved** ◯ **Disapproved** ◯

Dean of the Graduate School ***(Required)***

Please return this form and supporting documents to the UCCS Graduate School Office (Cragmor Hall 110 or by email to graddocs@uccs.edu)

Revised: 9/16/2020

UCCS Graduate School of Business Administration
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

MEMO

Date: November 9, 2021

To: Constance Staley, Acting Graduate School Dean
Graduate School

From: Dr. Blaise M. Sonnier
Chair, Accounting, Finance & Business Law

RE: Appointment of Magan Calhoun

Please accept our application to appoint Dr. Magan Calhoun, instructor in accounting, as a regular member of the graduate faculty.

In May 2021, Dr. Magan Calhoun completed all of the requirements for a Doctorate in Business Administration (DBA) with an emphasis in accounting at Creighton University. Dr. Calhoun also holds a Master of Accountancy from Belmont University and a Bachelors of Business Administration in Accounting from Austin Peay State University.

Dr. Calhoun has been a licensed Certified Public Accountant in the state of Tennessee since 2013. To maintain her CPA license, Mrs. Calhoun is required to earn a minimum of 80 hours (every two years) of continuing professional education by an organization approved by the Tennessee Board of Accountancy with a minimum of 20 hours per year.

Dr. Calhoun began her college teaching career in 2012 and has experience teaching both online and campus courses. She served on an Ad Hoc Quality Matters (QM) committee for two years where members were committed to excellence in teaching. From this experience and professional development hours, she uses the framework of QM to develop her courses.

Dr. Calhoun has been teaching under a 'special' appointment since August 2018 and has taught the following masters-level courses in the Master of Business Administration (MBA) and Master of Science in Accounting (MSA) programs.

- ACCT 6740 Accounting for Governments and Not-For-Profit Organizations
- ACCT 6950 Topics in Accounting Graduate—Advanced Managerial Accounting

Since she has now earned the DBA, in addition to the above classes, we request approval for the following:

- ACCT 5500 Introduction to Accounting

- ACCT 6010 Seminar: Financial Accounting Theory
- ACCT 6100 Accounting for Decision Making
- ACCT 6110 Seminar: Managerial Accounting Issues
- ACCT 6510 Accounting Ethics and Institutions
- ACCT 6710 Individual Income Tax
- ACCT 6720 Corporate and Partnership Taxation
- ACCT 6730 Introduction to Accounting Systems
- ACCT 9500 Independent Study in Accounting - Graduate

Magan Calhoun meets the faculty qualifications for AACSB accreditation as a scholarly academic (SA). Faculty members who hold a doctorate in business or related field must demonstrate currency and relevance in their fields for a period of five years. Scholarly academic faculty demonstrate this through a required production of peer-reviewed journal articles, edited books, or other acceptable intellectual contributions.

Using credentials as a basis for determining minimum qualified faculty the Higher Learning Commission (HLC) states: *"Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield1 (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable."*

Please let us know if you have additional questions.

MAGAN R. CALHOUN, CPA

10406 Mile Post Loop, Fountain, CO 80817
(940) 337-3971 ✉ m.r.calhoun03@gmail.com

Education

Doctorate of Business Administration *May 2021*
Creighton University, Omaha, NE
Research Emphasis: Behavioral Accounting

Master of Accountancy *August 2012*
Belmont University, Nashville, TN

Bachelor of Business Administration - Accounting *May 2010*
Austin Peay State University, Clarksville, TN

Research

Dissertation Title – The Unintended Consequences of FWAs - Peer Resentment, FSOP and Turnover Intentions – A Moderated Mediation Study.

Research Proposals

- Retention Issues in Public Accounting Firms: Who Knew?
  - Best Oral Presentation in the Humanities/Arts/Social Sciences – St. Albert's University Research Day – Creighton University, March 2018
- The Role of Voluntary Disclosure and Legitimacy Theory in Sustainability Reporting – A Closer Look at South Africa
- Retention: A Talent Management Perspective

Teaching Experience

Courses Taught

- Principles of Accounting 1 – Financial
  - Accelerated, Web, Flipped and Traditional Classroom and Online and Remote Synchronous
- Principles of Accounting 2 – Managerial
  - Accelerated, Web, Flipped, Hybrid and Traditional Classroom
- Accounting Information Systems
- Governmental and Not-for-Profit Accounting
  - Traditional, Hybrid and Remote Synchronous
- Advanced Managerial Accounting for Decision Making
  - Hyflex and Hybrid
- Advanced Computer Applications for Accounting
- Technology for Business – Microsoft Excel
  - Accelerated, Web and Traditional Classroom
- Ethics and Diversity in Business

- Accelerated, Web and Traditional Classroom
- Introduction to Business
  - Traditional and Remote Synchronous

Instructor of Accounting
University of Colorado at Colorado Springs *August 2018 to Current*
Course Details

- Transitioned seamlessly to an online learning environment during COVID-19. Using Microsoft Teams, Zoom, WebEx, One Note and Panopto to enhance learning in the remote environment while also staying connected to students and their needs.
- Developed a new course Advanced Managerial Accounting for Decision Making to be offered as a special topic in accounting in the summer 2021 semester. Using insight from industry professionals and IMA concepts the objectives, syllabus and course were drafted and presented for approval by the undergraduate, MBA and MSA committees. The course focuses on strategic decision making with managerial accounting information. Primary assignments include reading, 3 short group case analyses and a complex final group case analysis.
- Prepare and deliver online and in-class materials for Principles of Accounting – Financial Accounting, that creates an engaging learning experience where students feel comfortable asking questions, building confidence in their knowledge, and growing as individuals.
- Prepare and deliver lectures, present in-class examples and exercises, and develop projects in Governmental and Not-for-Profit accounting to assist students in gaining a foundational knowledge of concepts used to account for governments and non-profit organizations.
- Prepare and deliver an engaging Introduction to Business course that focuses on why business basics are important for all students to learn. Secured 10 guest speakers from the community and well-known businesses to share real world knowledge and experiences.
- Prepared the initial draft of a comprehensive student handbook for the new EDBA program at UCCS program starting in Fall 2021. Provided the EDBA-Cyber program director and committee insight and recommendations to incorporate into their program to help reduce pain points during the first year of the program. (January 2021 – current)

Committees and Service

- Selected to serve on the **College of Business Technology Advisory Committee (November 2020 to current)** as the Accounting and Finance Department representative. This committee meets monthly to discuss the technology needs of the College of Business and makes decisions about how to spend funds.
- Selected to serve on the **University of Colorado (CU) Online Initiative Faculty Committee (November 2020 – current)**. This committee serves as a voice for the faculty at UCCS during the development of the new CU Online Initiative program.
- Volunteered to serve on the **Compass Navigate Advisory Committee (May 2020 – current)**. This committee reviews course syllabi and other materials for inclusion as a Compass course for the University.

Course Instructor (Mentor)
Western Governor's University, Online *July 2017 to August 2018*
Course Details

- Support students through the online learning process by helping them navigate the learning resources available in the course and providing additional learning resources as needed.
- Prepare and record video lectures and live webinar sessions to enhance student learning and retention of the principles of accounting material. These sessions are the student's primary learning method in the online environment and are critical to their success in the course.
- Advise and assist a caseload of approximately 200 students on a rolling basis through the Principles of Accounting and Accounting 2 courses which are notoriously difficult. Regular meetings are common where I use online tools to teach and have one-on-one sessions to clarify concepts.
- Provide unique support to individual students who are struggling with a variety of issues, to include learning disabilities, technical difficulties, mental roadblocks, and test anxiety daily.
- Work closely as a team with the other Course Instructors and Program Mentors to ensure that our students are taken care of and completely satisfied with the Course Instructor interactions.

Committees and Service

- Selected to serve on the Principles of Accounting redevelopment team as a subject matter expert. This project involves redevelopment of the entire course, that includes developing the competencies, writing the content for each module, and preparing the assessment materials.
- Naturally fell into the lead position of the Accounting 2 course where I developed useful resources for the course, including student study guides, detailed study notes, lectures, and alternative study plan materials.
- Build trusting and strong relationships with students so they feel comfortable approaching Course Instructors for help with course and career related questions.

Instructor of Accounting

Austin Peay State University, Clarksville, TN *August 2012 to July 2017*

Course Details

- Prepare and deliver lecture materials in Principles of Accounting using the traditional, flipped, hybrid and web-based courses in a manner that fosters learning through listening, working problems and continuous participation in class to help students gain a solid foundation of the financial and managerial accounting concepts required in business.
- Extensive experience planning, building, and delivering course material using Pearson's MyAccountingLab, McGraw Hill's Connect, Cengage's Skills Assessment Manager (SAM) and Desire2Learn (D2L) learning management software.
- Assisted in coordinating, planning, and carrying out a Principles of Accounting Lab where the students play Monopoly to simulate common transactions that occur in a real business; the lab facilitated an enhanced understanding of basic accounting knowledge.
- Prepared and delivered materials for Accounting Information Systems where students develop an understanding of information systems, the underlying relationships of data within the system and the internal controls to help protect the system from fraud.
- Incorporated a fraud case or presentation in the Accounting Information Systems course to emphasize the importance of personal values and integrity in the accounting industry.

- Developed a Microsoft Office Excel course to help students learn the basic functions of the program and its use in business which will result in a Microsoft Excel certification that will add value to their business degree.
- Created and assigned simulated tasks to be completed in Microsoft Office Excel that encourages students to explore the features and usefulness of the program in a business context.
- Advocated for integrating innovative teaching methods and technology into all classes such as recording lectures, working out problems using MyMedia and Wacom Tablet devices and using Zoom to hold virtual office hours and study sessions for online courses. Experience with online proctoring services such as SmarterProctoring and Examity.

Committees and Service

- Collaborated with College of Business faculty and staff, career services and distance education to develop new ways to reach our students through outside activities, career development and networking opportunities.
- Served on the **Undergraduate Assurance of Learning (AOL) Committee (2014 to 2017)** for the initial AACSB accreditation and collaborated with fellow faculty members about processes and outcomes of the data gathered across all disciplines of the College of Business.
- Assisted in developing a Learning Goals Assessment team that scheduled, administered, and assessed assurance of learning exercises for the Undergraduate AOL Committee.
- Served on the **Ad Hoc Quality Matters (QM) committee (2015 to 2017)** where the members committed to excellent teaching in the online environment. Attended 10 hours of faculty development courses required to learn how to create a QM certified course, Principles of Accounting 1 and 2 have been successfully developed and taught.
- Served on the **search committee** for management candidates in Spring 2013 that required review of curriculum vitae, interviews, and selection of candidates to consider for hire.
- Planned, coordinated, and held student career events, including resume writing workshops, etiquette in networking events, interviewing seminars and mock interview sessions that lead up to the APSU College of Business Networking Fair.
- Recruited 15 employers and 75 students in 2014; 20 employers and 50 students in 2015 and 12 employers and 32 students in 2016 for the Annual College of Business Networking Fair and Meet the Firms. The Networking Fair is an event that helps all business students practice their networking skills to become comfortable in a professional setting, helping students prepare for interviews and potential internships. The event has evolved into two separate events, Meet the Firms for accounting and finance majors and Career Connections for management, marketing, economics, and general business majors.
- Chaperoned three out-of-classroom experiences, which included two trips to Nashville where we visited the Nissan plant, Second Harvest Food Bank, Ajax Distributing, Ingram Content Group and Curb Records and one trip to the Corvette Manufacturing plant in Bowling Green, Kentucky. Students were given the opportunity to experience various types of businesses and to explore their daily routines to connect what they have learned in the classroom to each unique industry.
- Regularly asked to write reference and recommendation letters for both current and past students for internships, full-time positions, scholarships, and graduate school.
- Served as the APSU 2016 and 2017 Girls Summer Leadership Camp Counselor Coordinator where four student counselors reported directly to me. I was responsible for supervising the

counselors, ensured smooth activity transitions, and provided guidance and support to the counselors throughout the week.

- Encourage students to plan for the future and provide guidance and support in their choices to pursue graduate school, the CPA exam or a path for their careers. I provide critical information and knowledge which empowers the student to make informed decisions and judgments about their future.

Professional Licensure

Certified Public Accountant *December 2013*
Actively licensed in the State of Tennessee

Honors and Community Affiliations

Outstanding Instructor Award – University of Colorado at Colorado Springs College of Business – May 2021

Recipient of Golden Gov Award:

- Most Outstanding Professor in Accounting, Finance and Economics – 2015, 2016, 2017
- Best Mentor – 2015, 2016, 2017
- Most Helpful – 2016, 2017
- Most Technologically Inclined – 2014, 2015

Selected and Honored as Favorite Teacher by Athletes

- Jordan Harmon, Finance, APSU Baseball, Spring 2017
- Lauren Maki, Accounting and International Business, APSU Women's Basketball, Spring 2016

MSSA-CGSA, Treasurer and Board Member, *Clarksville, TN, November 2014 to July 2017*
Member of the American Accounting Association – Public Interest Section, Accounting Information Systems Section and Behavioral Accounting Section, *Member since January 2017*
Tennessee Society of Certified Public Accountants, *Member since December 2013*
Massey Alumni Board Member, *Belmont University, December 2012 to June 2016*
Becker Campus Ambassador, *Becker Professional Education, August 2011 to May 2012*
Principles of Accounting Tutor, *Belmont University, December 2010 to December 2011*
Point of Contact, *HHC 101st Sustainment Brigade Family Readiness Group, January to November 2011*
Beta Alpha Psi Member, *Belmont University, September 2010 to August 2012*
Point of Contact, *584th Maintenance Family Readiness Group, April 2008 to July 2009*

Professional Experience

Temporary Tax Staff Accountant *January to April 2012, 2015, 2016*
Tax Intern
Lattimore Black Morgan & Cain, Brentwood, TN

- Trusted to work independently on trust tax returns remotely during the 2015 and 2016 tax season to help ease the load of the current staff accountants while keeping my tax skills and knowledge current.
- Prepared corporate and partnership tax returns, M-1 adjustments and depreciation schedules using Pro Fx and fixed asset software.

- Familiarity of trust and gift tax returns with Cons 1099, tax-exempt interest and K-1 income.
- Assisted with the analysis of transaction detail and drafted the documentation for a corporate transaction cost analysis.
- Performed research for the formation of a private foundation, state extension deadlines, and state apportionment calculations.

Tax Intern

Stone, Rudolph & Henry CPA, Clarksville, TN *January 2010 to April 2010*

- Integrated tax preparation and receptionist experience to assist with increased client flow during tax season.
- Assisted with preparation of schedule C, E, and Depreciation tax forms under supervision of Senior Staff.
- Interacted professionally with all levels of staff within the firm.
- Filled two intern positions and balanced the workload of tax and administration duties throughout tax season.

Tax Specialist II

H&R Block, Oak Grove, KY *Seasonal from January 2007 to April 2009*

- Established return clients by providing knowledgeable tax advice and preparing accurate tax returns for two consecutive seasons.
- Assisted first time taxpayers with filing tax returns so that each client departed with a basic understanding of tax knowledge.
- Mastered new software system as a First-Year Tax Professional and assisted co-workers with questions during transitional period.
- Completed both Basic Building Blocks Tax Courses the first year and advanced two tax certification levels by completing 61 hours of additional coursework the second year.

APPOINTMENT TO THE GRADUATE FACULTY

UNIVERSITY OF COLORADO COLORADO SPRINGS

The UCCS Graduate Faculty of the College of Business

Department; School or College

recommends the appointment of Brad Monson

First and Last Name

to the graduate faculty as a Regular member for the period:

*Regular or Special**

_____ through _____

Start Term (semester and year) End Term (semester and year)

*Tenured, tenure-track faculty, and clinical faculty may serve in regular appointments. Others may be appointed in a regular appointment upon approval of the Graduate Executive Committee. Special appointments are not allowed to serve as chair of committees unless specifically approved by the Graduate School Dean. Special appointments may be made for periods up to 3 years and only for specific assignments related to specific expertise.

1. Does the faculty member have the terminal degree in the discipline?

   ◯ Yes ◉ No

   If yes, skip to #3

2. Does the department have approved criteria for *Tested Experience* on file with the Graduate School?

   ◯ Yes ◉ No

   Did the department deviate from the approved criteria and appointment processes for *Tested Experience?*

   ◯ Yes ◯ No ◉ N/A

3. This is a renewal. We are requesting the exact same approval as the previous appointment

   ◯ Yes ◉ No

4. Please list specific duties required of faculty with Special appointments:

☒ Teaching; ***list specific graduate courses with title and course number or content area*** (please indicate if master's or doctoral level courses):

All graduate level accounting courses as listed in the memo attached.

☐ Serving on student thesis/dissertation/capstone/examination committees; ***list specific students or projects or content area:***

☐ Supervising student thesis, dissertation, capstone, or clinical doctoral project; ***list specific students:***

Current *vitae* must accompany all appointments. Attach supporting materials. If faculty do not have terminal degree in the field, and the department does not have an approved criteria for Tested Experience on file with the graduate school, a letter outlining the expertise and reasons for consideration should be included.
RECOMMENDATION (your signature indicates all information is correct and all approved processes for *tested experience* have been followed):

Date 11/11/2021 Janice Dowsett, Director Graduate Programs Digitally signed by Janice Dowsett, Director Graduate Programs Date: 2021.11.11 16:32:46 -07'00'
Graduate Program Advisor ***(Required)***

Date 12/1/2021
Department Chairperson (as needed)

Date 11/30/2021
College/ School Dean o Associate Dean ***(Required)***

APPROVAL:

Date: _____ **Approved** ☒
Disapproved ☐

Dean of the Graduate School ***(Required)***

Please return this form and supporting documents to the UCCS Graduate School Office (Cragmor Hall 110 or by email to graddocs@uccs.edu)

UCCS Graduate School of Business Administration
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

University of Colorado
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MEMO

Date: November 23, 2021

To: Constance Staley, Acting Graduate School Dean
Graduate School

From: Dr. Blaise M. Sonnier
Chair, Accounting, Finance & Business Law

RE: Appointment of Bradford Monson

Please accept our application to appoint Bradford Monson, instructor in business law, as a regular member of the graduate faculty.

After obtaining his Bachelor of science degree in accounting in 2007, Mr. Monson received his Juris Doctor (JD) degree from the J. Reuben Clark Law School and Master of Accountancy (MSA) from the Marriott School of Management in 2011 from Brigham Young University.

Mr. Monson serves as an attorney practicing business law since 2013. His experience also includes working as a Tax Accountant at Ernst & Young for almost two and a half years where he served as a senior associate analyzing transactions and performing tax research while he had hands on experience in preparing and reviewing tax returns. Mr. Monson also provided tax training to new staff.

Having practiced law for 21 years myself, I have firsthand knowledge and experience with the type of legal practice engaged in by Mr. Monson. Mr. Monson has experience utilizing his accounting and tax knowledge in his legal practice. In his previous practice, he represented entities and individuals before taxing authorities, which required substantive knowledge of state and federal tax laws and procedures. He also advised on transactional matters, drawing upon his accounting experience. In his present practice, he regularly conducts legal research, using the same skillset taught in ACCT 6770 (including locating, analyzing, and summarizing persuasive and binding authority on a legal question). In addition, as a practicing attorney he must keep abreast of ethical issues in the practice of law and business in general.

Mr. Monson began his college teaching career in fall 2017 at UCCS as a business law lecturer. He has exemplary student evaluations. Although he has been teaching undergraduate business law classes, he has the knowledge and expertise in the field of accounting that would be beneficial to students in the graduate level accounting courses.

We ask that Mr. Monson receive a regular appointment to teach the following courses in the College of Business Graduate programs:

- ACCT 5500 Introduction to Accounting
- ACCT 6510 Accounting Ethics and Institutions
- ACCT 6710 Individual Income Tax
- ACCT 6720 Corporate and Partnership Taxation
- ACCT 6770 Federal Tax Research and Planning
- ACCT 9500 Independent Study in Accounting - Graduate

Bradford Monson meets the faculty qualifications for AACSB accreditation as a practice academic (PA). For a faculty member to be considered PA, he/she must engage in at least four or more scholarly or professional practice activities, such as generating intellectual contributions, research-related service, professional licensure or other substantive professional development activities, community or professional service, consulting, or other professional leadership activities.

Using credentials as a basis for determining minimum qualified faculty the Higher Learning Commission (HLC) states: *"Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program".* Additionally, HLC allows institution to determine qualifications based on experience that the institution determines that it is equivalent to the degree it would otherwise require for a faculty position. *"This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching."*

Please let us know if you have additional questions.

BRADFORD S. MONSON

Dwire Hall 361 • Colorado Springs, Colorado 80918
(719) 255-4970 • bmonson2@uccs.edu

EDUCATION

J. Reuben Clark Law School, Brigham Young University, Provo, Utah
Juris Doctor, December 2011

- *Cum Laude* and with Honors
- Law Review, Associate Editor
- Education and Law Journal, Editorial Board Member
- International Law and Management Review, Associate Editor

Marriott School of Management, Brigham Young University, Provo, Utah
Master of Accountancy, December 2011

Marriott School of Management, Brigham Young University, Provo, Utah
Bachelor of Science in Accountancy, April 2007

EXPERIENCE

University of Colorado – Colorado Springs, Colorado Springs, Colorado
Lecturer, Instructor of Business Law, August 2017 – Present

- Prepare and present lectures for undergraduate business law course
- Develop course structure and examinations
- Provide academic and career advice to business and pre-law students

Torbet, Tuft & McConkie, LLC, Colorado Springs, Colorado
Attorney, November 2018 – Present

- Perform research on contract, employment, property, and business law matters
- Assist in business litigation cases
- Draft court pleadings, motions, and discovery requests and responses

Malnar Law, P.C., Colorado Springs, Colorado
Contract Attorney, July 2018 – September 2018

- Drafted demand letters, court pleadings, initial disclosures, and discovery responses

Business Law Group, Colorado Springs, Colorado
Attorney, July 2014 – June 2018

- Advised on business, tax, and transactional legal matters
- Resolved business disputes through negotiation, mediation, and litigation
- Represented clients before federal and state taxing authorities

Dixon Law Group, Henderson, Nevada
Associate Attorney, June 2013 – June 2014

- Advised on business, contract, tax, and testamentary law matters

Ernst & Young LLP, Denver, Colorado
Tax Staff, Senior Associate, March 2011 – June 2013

- Analyzed transactions, performed tax research, and drafted tax opinion letters
- Prepared and reviewed tax returns, and provided tax training to new staff

PROFESSIONAL MEMBERSHIPS

- Colorado State Bar, 2011
- Nevada State Bar (inactive), 2013
- U.S. Tax Court, 2013
- U.S. Court of Federal Claims, 2013

Graduate Executive Committee Proposal
December 2, 2021

COLLEGE: College of Education – Department of Leadership, Research, and Foundations

REQUEST: Request to modify existing Ph.D. program to reduce the number of required credit hours.

TIMELINE: Changes would be implemented for current year one cohort beginning in the spring, 2022 semester and all enrolled students thereafter. Students in the current year two cohort will complete the program as currently structured.

CONTACT: Dr. Robert Mitchell, Assistant Professor and Ph.D. Program Coordinator, rmitchel@uccs.edu, 818-451-7798 (cell)

Overview - Ph.D. in Educational Leadership, Research, and Policy
The program design for the Ph.D. in Educational Leadership, Research, and Policy has been developed to provide students extensive exposure and experience in academic research and doctoral-level instruction. This academic program currently consists of two-years of academic coursework, including courses during the winterim and summer terms, two summative research-intensive projects where students must demonstrate a high level of proficiency with both qualitative and quantitative research methods, and the successful completion and defense of the dissertation. This program demonstrates nationally recognized best practice in operations through the utilization of cohort admission and academic progression, collaboration between faculty and students through designed research opportunities and coursework, and the utilization of assessments that focus on student competency in research prior to their promotion to all-but-dissertation (ABD) status.

Overview of proposed modifications:
At present, the Ph.D. in Educational Leadership, Research and Policy is comprised of 15 courses (plus dissertation credit hours) divided over four traditional semesters, two summers, and one winterim. While this program has been effective in developing graduates currently employed in a wide range of leadership positions in school districts, higher education institutions, military, and non-profit and corporate sectors, there is a demonstrated need to reduce the total number of coursework hours to reduce overall student cost, streamline faculty instruction in the program, and remain competitive within the marketplace for Ph.D. education in Colorado.

The Department of Leadership, Research, and Foundations agreed at the October 21, 2021 regular department meeting to pursue the modification of the existing program to a revised, condensed format. Additional approval from the College of Education Curriculum committee was secured on November 16, 2021. If approved by the GEC, we will implement these changes with the Fall 2021 cohort.

Proposed changes to the Ph.D. in Leadership, Research, and Foundations include:

1. Elimination of LEAD 7600-3 (Doctoral Research Laboratory in Leadership) during the Spring I and Summer I semesters

2. Movement of LEAD 8600 (American and Comparative Foundations of Education) from winterim to Spring II semester

3. Elimination of LEAD 7350 (Leadership, Power, and Authority in Educational Policy and Governance) during the Summer I semester

4. Elimination of LEAD 8350 (The Economics of Education) during the Spring II semester

5. Elimination of LEAD 7300 (Ethical Leadership and Democratic Values in a Multicultural Society) during the Summer II semester

Comparative Table – Current and Proposed Course Sequence & Structure

Semester	Current Course Sequence	Proposed Course Sequence
Fall I	LEAD 8300 – Leadership Excellence in Complex Organizations (3 credits) LEAD 7100 – Intermediate Quantitative Research and Statistics (3 credits)	LEAD 8300 – Leadership Excellence in Complex Organizations (3 credits) LEAD 7100 – Intermediate Quantitative Research and Statistics (3 credits)
Spring I	LEAD 8600 – American and Comparative Foundations of Education (3 credits, winterim) LEAD 7150 – Methods of Qualitative Research (3 credits) LEAD 8200 – Measurement and Assessment in Education (3 credits) LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits)	LEAD 7150 – Methods of Qualitative Research (3 credits) LEAD 8200 – Measurement and Assessment in Education (3 credits)
Summer I	LEAD 7350 – Leadership, Power, and Authority in Education (3 credits) LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits)	(none)
Fall II	LEAD 8100 – Advanced Quantitative Research and Statistics (3 credits) LEAD 8250 – Policy Analysis and Evaluation (3 credits)	LEAD 8100 – Advanced Quantitative Research and Statistics (3 credits) LEAD 8250 – Policy Analysis and Evaluation (3 credits)

	LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits) LEAD 8990 – Doctoral Dissertation (3 credits)	LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits) LEAD 8990 – Doctoral Dissertation (3 credits)
Spring II	LEAD 8150 – Advanced Qualitative Research (3 credits) LEAD 8350 – The Economics of Education (3 credits) LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits) LEAD 8990 – Doctoral Dissertation (3 credits)	LEAD 8150 – Advanced Qualitative Research (3 credits) LEAD 8600 – American and Comparative Foundations of Education (3 credits) LEAD 7600 – Doctoral Research Laboratory in Leadership (3 credits) LEAD 8990 – Doctoral Dissertation (3 credits)
Summer II	LEAD 7300 - Ethical Leadership and Democratic Values in a Multicultural Society (3 credits) LEAD 8990 – Doctoral Dissertation (4 credits)	LEAD 8990 – Doctoral Dissertation (4 credits)
ABD Status	LEAD 8990 – Doctoral Dissertation (20 credits)	LEAD 8990 – Doctoral Dissertation (20 credits)
Credit Total:	***45 course credit hours + 30 credit hours of dissertation***	***30 course credit hours + 30 credit hours of dissertation***

Rationale for course elimination:

- Elimination of LEAD 8350 (Economics of Education): Content from this course will be divided and presented within LEAD 8600 (American and Comparative Foundations of Education) and LEAD 8250 (Policy Analysis and Evaluation). While the role and impact of economics in pk-20 education is of critical importance, the instruction of this content is best positioned within existing coursework that examines the role of economics within the development of educational organizations and the economic impact on policy. By implanting this content within these two distinct courses, a greater understanding of the impact of economic action on the development and reform of education in the United States can be better developed.

- Elimination of LEAD 7350 (Leadership, Power, and Authority in Education): In a similar fashion, content currently contained within LEAD 7350 will be included in coursework within LEAD 8250 (Policy Analysis and Evaluation), LEAD 8300 (Leadership Excellence in Complex Organizations), and LEAD 8600 (American and Comparative Foundations of Education). Once again, the inclusion of the theoretical design and implementation of leadership and power structures can be embedded within existing coursework to provide a deeper understanding of the impact power and authority has within existing education and management systems.

- Elimination of LEAD 7300 (Ethical Leadership and Democratic Values in a Multicultural Society): The content within this course will be included throughout the program with an increased emphasis in ethical leadership, research, and policy development in all courses throughout the program. Specific collaborative efforts among faculty members will ensure that the content related to ethical leadership is threaded throughout the program.

- Elimination of LEAD 7600 (Doctoral Research Lab in Leadership) during the Spring I and Summer I semesters: LEAD 7600 will still be required for students in the Fall II and Spring II terms, but the requirement for enrollment during the Spring I and Summer I terms have been eliminated. The reduction of doctoral lab requirement from four lab sessions to two more closely aligns with the standard research, publishing, and conference presentation calendar, and requires closer adherence to more timely schedules for research completion and result publication. By condensing the lab course structure from four labs to two, it is anticipated that the structure of research development and presentation of materials will encourage a greater degree of accountability and a timelier submission of deliverables.

Competitor Ph.D. program structure and credit hour requirements
A sampling of programs in region, and of UCCS peer institutions, indicate that the proposed 60-credit hour program will advantageously position UCCS within the doctoral program marketplace. The movement of the UCCS program to this new format will more closely align to existing, competing programs.

Institution	Degree	Credit Hour Requirement
University of Colorado Colorado Springs (proposed)	Ph.D. in Educational Leadership, Research, and Policy	**60 total:** 30 hours of course credit + 30 hours of dissertation credit (*proposed*)
University of Colorado Denver	Ph.D. in Education and Human Development	**75 total:** 48 hours of course credit + 27 hours of dissertation credit
University of Denver	Ph.D. in Educational Leadership and Policy Studies	**41.9 total:** 58 quarter hours (38.6 semester hours) of course credit + 7 quarter hours (3.3 semester hours) of dissertation credit
University of Colorado Boulder	Ph.D. in Education	**86 total:** 56 hours of course credit + 30 hours of dissertation credit
University of Wyoming	Ed.D. in Higher Education Administration (only available on-line)	**75 total:** 69 hours of course credit + 6 hours of dissertation credit
Northern Arizona University	Ed.D. in Educational Leadership	**63 total:** 51 hours of course credit + 12 hours of dissertation credit

Wichita State University*	Ed.D. in Educational Leadership	**70 total:** 55 hours of course credit + 15 hours of dissertation credit
University of Texas at El Paso*	Ed.D. in Educational Leadership and Administration	**60 total:** 54 hours of course credit + 6 hours of dissertation credit
Portland State University*	Ed.D. in Educational Leadership	**72 total:** 54 hours of course credit + 18 hours of dissertation credit
California State University – East Bay*	Ed.D. in Educational Leadership	**60 total:** 56 hours of course credit + 4 hours of dissertation credit

(*) denotes UCCS peer institution

Proposed timeline

If approved, the new program structure will begin in the spring 2022 academic term. Students in their second year of coursework will continue with their existing program schedule, but students in the first year of the program will shift to the new program design and course schedule. Students in the all-but-dissertation phase of the program will not be impacted by the proposed changes.

National Security Intelligence and Homeland Security and Emergency Management Administration Updates

The Masters of Public Administration program in the School of Public Affairs proposes increasing the number of credit hours for two graduate certificates: National Security Intelligence (NSI) and Homeland Security and Emergency Management Leadership (HSEML). A new course (PAD 5951 – Intergovernmental and Public-Private Sector Coordination) would be added to each certificate, moving each certificate from 12 credits to 15 credits. Additionally, one course currently shared by the two certificates would be replaced by two separate new courses, one in each certificate. All the remaining current courses would be updated and retitled. Finally, the HSEML certificate would be renamed Homeland Security and Emergency Management (HSEM).

The existing Graduate certificates in National Security Intelligence and Homeland Security and Emergency Management Leadership have been operational since 2016. NSI and HSEML proved to be very popular certificates in the last five years, sometimes having close to 40 students enrolled at any given time.

However, as threats and challenges to the United States changes over time, the classes we offer need to change too. Currently both certificates have four required classes, which are also elective options for Master of Public Administration and/or Master in Criminal Justice. Of those four classes, two are the same in both NSI and HSEML certificates. That means that a student can finish both certificates by taking in a total of six classes. In the future, completing both certificates will require a total of eight courses.

From the beginning, it was clear that both certificates had a lot of compromises. Ideally, we would have preferred to offer more classes, but enrollment constraints and the number of faculty did not allow us to expand the certificates earlier. Based on the feedback from community stakeholders, the MPA program faculty came to the realization that we should proceed to update these two certificates in order to address changes in the security environment in the United States and the world. These changes will also make the certificates, and with that the MPA/MCJ degrees, more attractive.

Feedback from our community partners, such as FEMA, NORAD/NORTHCOM, State Department, etc. was instrumental to understanding what changes to the certificates would be most beneficial to professionals working in these fields. This year a working group comprised of the following members was convened:

Dr. Edin Mujkic, Associate Professor at SPA
Dr. Michael Landon-Murray, Assistant Professor at SPA
Mr. Steven Recca, Director of Human Security Center at SPA
Dr. Robert Wonnett, Scholar in Residence at SPA
Ms. Clair Sneed, State Department, USNORTHCOM
Mr. Thomas Swint, FEMA Region 8, Deliberate Response Operational Planner
Dr. Edward Campbell, Chief, Joint Education Branch, NORAD and USNORTHCOM

Each of these organizations is committed to supporting additional employees to complete the certificates, based on the improvement in the certificates' ability to meet their needs. There are also additional well-qualified instructors available in the community as lecturers, which will support offering the two additional offerings each year.

Currently, we offer the following classes:

National Security Intelligence Graduate Certificate:

PAD 5950 / CJ 5950 - Major Issues in National and Homeland Security
PAD 5965 / CJ 5965 - International Relations and U.S. Foreign Policy
PAD 5970 / CJ 5970 - Intelligence and Security Policymaking
PAD 5985 / CJ 5985 - U.S. Intelligence Analysis in the 21st Century

Homeland Security and Emergency Management Leadership Graduate Certificate

PAD 5950 /CJ 5950 - Major Issues in National and Homeland Security
PAD 5960 /CJ 5960 - Introduction to Homeland Security and All Hazards
PAD 5970 /CJ 5970 - Intelligence and Security Policymaking
PAD 5980 /CJ 5980 - Security and Emergency Management Leadership

Updated Certificate classes:

National Security Intelligence Graduate Certificate

PAD 5955 /CJ 5955 –U.S. Foreign Policy and National Security
PAD 5965/CJ 5965 – Understanding International Relations
PAD 5970/CJ 5970- Introduction to Intelligence Practice and Research
PAD 5985/CJ 5985 - Advanced Intelligence Collection and Analysis
PAD 5990/CJ 5990 Intergovernmental and Public-Private Sector Coordination

Homeland Security and Emergency Management Graduate Certificate

PAD 5950 /CJ 5950 – Emerging Threats
PAD 5960 /CJ 5960 - Homeland Security and Emergency Management Administration
PAD 5970/CJ 5970- Introduction to Intelligence Practice and Research
PAD 5980/CJ 5980 Environmental Challenges and Human Security
PAD 5990/CJ 5990 Intergovernmental and Public-Private Sector Coordination

Brief description of each class:

National Security Intelligence Graduate Certificate

PAD 5955/CJ 5955 – U.S. Foreign Policy and National Security

This course covers historical developments of the national security apparatus in the United States since the end of World War II, its role during the Cold War, and developments after the Cold War and in the aftermath of 9/11. Students will be exposed to the discussions about new challenges to the foreign policy and national security apparatus such as white supremacy, neofascism, radical religious ideology, the proliferation of failed states and non-state actors, 4th generation warfare, and issues such as climate change and cybercrime proliferation and their impact on national security. Meets with CJ 59XX. Prer., Graduate and nondegree graduate students only.

PAD 5965/CJ 5965 – Understanding International Relations

This course relates to the international relations system that has been established since the Peace of Westphalia and the establishment of sovereign states. The course will offer insights into concepts like diplomacy, the balance of power, and international organizations (League of Nations, United Nations, NATO, OSCE, etc.). Students will be exposed to discussions about the role of the U.S. in the international theatre especially during the Cold War, post-Cold War, and post-9/11 periods. Prer., Graduate and nondegree graduate students only. Meets with CJ 5965.

PAD 5970/CJ 5970- Introduction to Intelligence Practice and Research

This course offers a broad survey of the practice and study of intelligence. It examines the roles and functions of intelligence agencies in support of decisions and policymakers. This includes an introduction to the "intelligence cycle," covert action, and counterintelligence. Federal, as well as state and local intelligence dynamics, will be examined across a range of issue and policy areas, with a focus on emerging challenges and technologies. Navigating the relationships between intelligence producers and consumers is a central topic, including intelligence oversight and politicization. The course will also look at intelligence liaison, comparative intelligence systems (including in the private sector), and critical approaches to the study of intelligence. Prer., Graduate and nondegree graduate students only. Meets with CJ 59XX.

PAD 5985/CJ 5985 - Advanced Intelligence Collection and Analysis

This course examines intelligence collection disciplines and systems as well as the practice and challenges of collector-analyst relations and intelligence analysis. The different intelligence collection disciplines - from human intelligence to technical and open source intelligence - are evaluated, with a focus on strengths, challenges, and applications. Key contemporary issues and developments in intelligence collection are also examined. The course then turns to intelligence analysis and students will learn about various types of analysis and analytic products, as well as cognitive biases, critical thinking, and structured analytic techniques. Additional topics include the analytic reforms of the last two decades, measuring analytic performance and techniques, the management of intelligence analysts, and communicating intelligence analysis. Prer., Graduate and graduate non-degree students only. Meets with CJ 5985.

PAD 5990/CJ 5990 Intergovernmental and Public-Private Sector Coordination

An in-depth study of the relationships between and among the many agencies involved in national and homeland security ranging from Federal departments to individual state agencies to local first responders and private sector. Particular emphasis will be placed on understanding the leadership, communication, technology, policy, and significant issues within U. S. agencies. Major topics will include the national and homeland security processes, change management, organization theory and public management dimensions for national and homeland security agencies, intergovernmental and interagency relationships, consequence and disaster management, legal issues, and information sharing. In addition, the course will cover the role the private sector plays in national and homeland security enterprises, especially during times of emergencies.

Homeland Security and Emergency Management Graduate Certificate

PAD 5950/CJ 5950 – Emerging Threats

This course provides an in-depth understanding of national critical vulnerabilities and emerging threats to the United States. Students will be exposed to the analysis of threats to the homeland, especially the proliferation of white supremacist groups, neofascist groups, threats that international drug cartels present, and challenges of climate change. Particular emphasis will be devoted to discussion of the contemporary world events that could present a threat to the United States.

PAD 5960 /CJ 5960 - Homeland Security and Emergency Management Administration

A study of homeland security and emergency management apparatus. This class offers a detailed understanding of all critical components that comprise the homeland security apparatus in the United States and how it responds to emergencies. Students will gain understanding in the Stafford Act, the National Response Framework, Title X, Title XIV, Title 32, understanding Amendment X and State Sovereignty. Understanding of the policy, strategy, structure, and operations of the Federal agencies involved in homeland security as well as knowledge of procedures for assessing, evaluating, and monitoring programs or projects for compliance with relevant Federal laws, regulations, and guidance. Students will gain familiarity with the structure and terminology of various rules and regulations in the different levels of government in the U.S. Students will be able to demonstrate the ability to search for and find appropriate rules or regulations as well as to understand how to apply appropriate rules and regulations to guide the direction of work or make decisions.

PAD 5970/CJ 5970- Introduction to Intelligence Practice and Research

This course offers a broad survey of the practice and study of intelligence. It examines the roles and functions of intelligence agencies in support of decisions and policymakers. This includes an introduction to the "intelligence cycle," covert action, and counterintelligence. Federal, as well as state and local intelligence dynamics, will be examined across a range of issue and policy areas, with a focus on emerging challenges and technologies. Navigating the relationships between intelligence producers and consumers is a central topic, including intelligence oversight and politicization. The course will also look at intelligence liaison, comparative intelligence

systems (including in the private sector), and critical approaches to the study of intelligence. Prer., Graduate and nondegree graduate students only. Meets with CJ 59XX.

PAD 5980/CJ 5980 Environmental Challenges and Human Security

This course offers an in-depth analysis of the complexity of environmental challenges to humans. Besides emphasis on climate change, students will gain an understanding of how human expansion affects their safety and security and affects the environment. In addition, this class covers issues that are related to human security, events, and processes that affect the well-being of the human race. Today due to climate change there are more displaced people than due to wars. That has significant effects on the safety and security of not only those that are displaced but those that are hosting "climate refugees" in their countries. Students will gain an understanding of how these events impact the security of the United States homeland, and what are the ways to counter them.

PAD 5990/CJ 5990 Intergovernmental and Public-Private Sector Coordination

An in-depth study of the relationships between and among the many agencies involved in national and homeland security ranging from Federal departments to individual state agencies to local first responders and private sector. Particular emphasis will be placed on understanding the leadership, communication, technology, policy, and significant issues within U. S. agencies. Major topics will include the national and homeland security processes, change management, organization theory and public management dimensions for homeland security agencies, intergovernmental and interagency relationships, consequence and disaster management, legal issues, and information sharing. In addition, the course will cover the role the private sector plays in national and homeland security enterprises, especially during times of emergencies.

GRADUATE SCHOOL
HOLISTIC ADMISSIONS

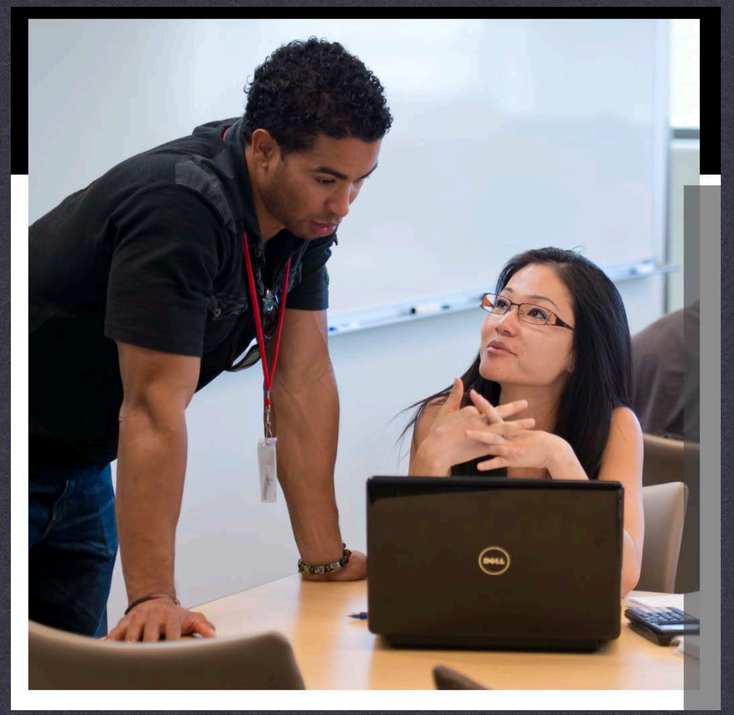
DIVERSITY, EQUITY, AND INCLUSION

ROGER MARTINEZ-DAVILA, UCCS GRADUATE SCHOOL DEI FELLOW

A PROMPT AND A QUESTION:

PLEASE BRING TO A MIND A SPECIFIC SUCCESSFUL GRADUATE STUDENT IN YOUR DEPARTMENT.

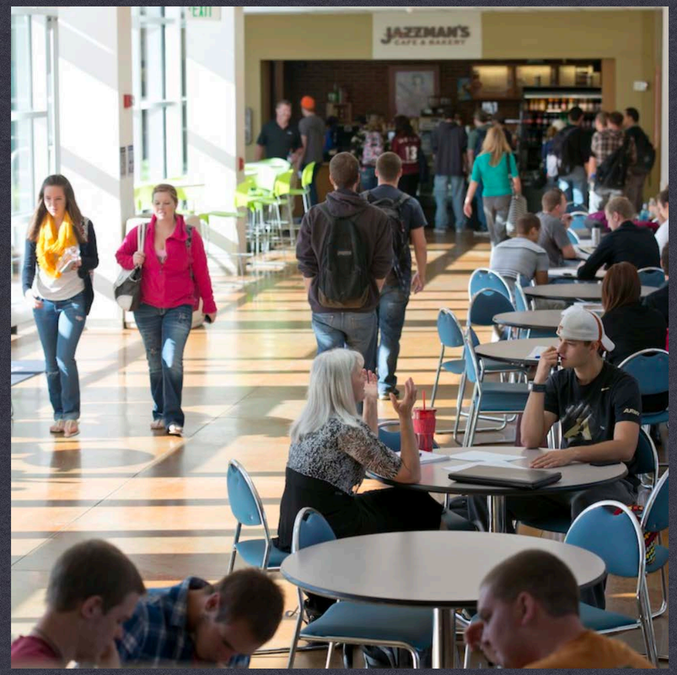
TELL US ABOUT THEM — WHO ARE THEY AND WHAT ARE THEIR CHARACTERISTICS?



NOW THINK ABOUT YOUR ADMISSIONS REQUIREMENTS

DO ADMISSION REQUIREMENTS **MEASURE** ANY OF CHARACTERISTICS YOU JUST LISTED?

CURRENT REQUIREMENTS: STATEMENTS, TRANSCRIPTS, LETTERS OF RECOMMENDATION, WRITING SAMPLE, RESUME



HOW CAN WE DO A BETTER JOB OF FINDING THE CHARACTERISTICS WE ARE SEARCHING FOR?

HOLISTIC ADMISSIONS CAN OFFER ONE PATHWAY

"HOLISTIC REVIEW, OR THE CONSIDERATION OF A **BROAD RANGE OF CANDIDATE QUALITIES** INCLUDING 'NONCOGNITIVE' OR PERSONAL ATTRIBUTES, IS A GROWING STRATEGY FOR WIDENING THE EVIDENCE BASE THAT GRADUATE PROGRAMS CONSIDER WHEN EVALUATING A CANDIDATE FOR ADMISSION." — COUNCIL OF GRADUATE SCHOOLS

WHY CHANGE?

“FIRST IS A WELL-JUSTIFIED CONCERN THAT UNDUE WEIGHT ON QUANTITATIVE MEASURES OF STUDENT MERIT SUCH AS STANDARDIZED TEST SCORES AND GPA **MAY NOT ACCURATELY PREDICT SUCCESS** IN GRADUATE SCHOOL, AND MAY DISADVANTAGE UNDERREPRESENTED, NON-TRADITIONAL AND OLDER STUDENTS ” — COUNCIL OF GRADUATE SCHOOLS

WHY CHANGE?

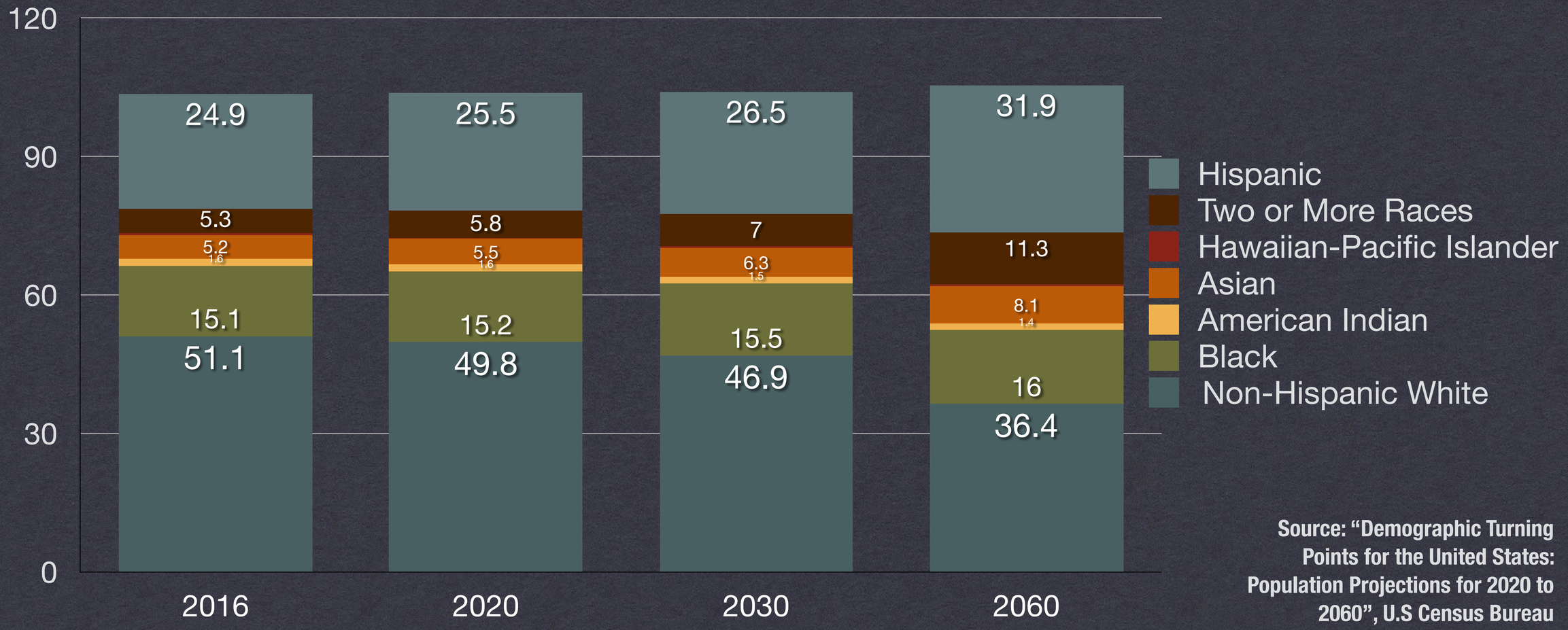
"A SECOND REASON FOR THE CURRENT INTEREST IN HOLISTIC ADMISSIONS PROCESSES IS THAT **DECISION-MAKING AT ALL LEVELS OF THE UNIVERSITY IS BECOMING INCREASINGLY DATA-DRIVEN**. TO ENSURE THAT THEY ARE INVESTING IN THE BEST STUDENTS FOR A PARTICULAR PROGRAM, GRADUATE INSTITUTIONS WANT TO ENSURE THAT THEY ARE USING THE MOST PREDICTIVE MEASURES OF A STUDENT'S MERIT AND LIKELIHOOD TO SUCCEED IN THE PROGRAM. " — COUNCIL OF GRADUATE SCHOOLS

THE MOST IMPORTANT DATA POINT: DEMOGRAPHIC CHANGE AND THE ROLE OF PUBLIC UNIVERSITIES

Present
UCCS Graduate
Student Population -

27%
Ethnic Minorities

Percentage of Children by Race and Ethnicity: Projections 2020 to 2060



Source: "Demographic Turning Points for the United States: Population Projections for 2020 to 2060", U.S Census Bureau

USING A RUBRIC TO EVALUATE APPLICANTS:

"DISCIPLINE SPECIFIC SKILLS – IN CONTEXT, WEIGH WHETHER AN APPLICANT'S ABILITY TO TAKE SPECIFIC COURSES MAY BE AFFECTED BY OTHER FACTORS OTHER THAN CHOICE (E.G., A PARTICULAR PUBLIC INSTITUTION MAY NOT OFFER LATIN OR GREEK LANGUAGE STUDY)."

"DIVERSITY – DISCUSS AND CONSIDER HOW CONTRIBUTION/S TO DIVERSITY WILL BE VALUED AND EVALUATED. ALSO, CONSIDER UNIQUE PERSPECTIVES THAT STUDENTS WITH DIVERSE BACKGROUNDS CONTRIBUTE TO THE GRADUATE EXPERIENCE."

"GPA – CONTEXTUALIZE THE GPA BY SUPPORTING EVALUATION WITH FACTORS THAT MAY HAVE BEEN INFLUENTIAL, SUCH AS A CHANGE OF MAJORS, PERSONAL CIRCUMSTANCES OR LIMITED ACCESS TO PARTICULAR COURSEWORK."

"RECOMMENDATION LETTERS – CONSIDER THE QUESTIONS THAT FACULTY RESPOND TO FOR RECOMMENDATION LETTERS. BE COGNIZANT THAT UNFAMILIAR FACULTY, PROGRAMS OR INSTITUTIONS DO NOT SIGNAL A LESS TALENTED OR PREPARED APPLICANT."

“RESEARCH EXPERIENCE – CONSIDER THE TYPE AND DEPTH OF RESEARCH EXPERIENCE IN THE CONTEXT OF THE UNDERGRADUATE INSTITUTION, AVAILABILITY OF GRADUATE PREPARATION PROGRAMS, AND NECESSITY TO WORK EXTENSIVELY TO PAY FOR COLLEGE EXPENSES.”

“PERSONAL BACKGROUND – BACKGROUND TO POSSIBLY CONSIDER INCLUDES CONTRIBUTION TO DIVERSITY, OBSTACLES OVERCOME, FIRST GENERATION COLLEGE, PUBLIC COLLEGE ATTENDANCE, GRAD PREP PROGRAM PARTICIPATION AND “DISTANCE TRAVELED,” (THE DISTANCE A PERSON HAS TRAVELED BY "OVERCOMING A LACK OF RESOURCES, FAMILY STRUCTURE OR SUPPORT, AND DISCRIMINATION OF ANY KIND," CRAIG 2017).”

“STANDARDIZED TEST SCORES – CONSIDER THE EQUITABLE USE OF SCORES, SUCH AS THE GRE, GMAT AND OTHERS. IF TEMPORARILY OR PERMANENTLY SUSPENDED, HOW MIGHT CORRESPONDING SKILLS BE EVALUATED FROM THE CURRENT APPLICATION INFORMATION?”

—PROJECT AMIGA, THE ALLIANCE FOR MULTI-CAMPUS INCLUSIVE GRADUATE ADMISSIONS (UCLA, USD, AND USC)

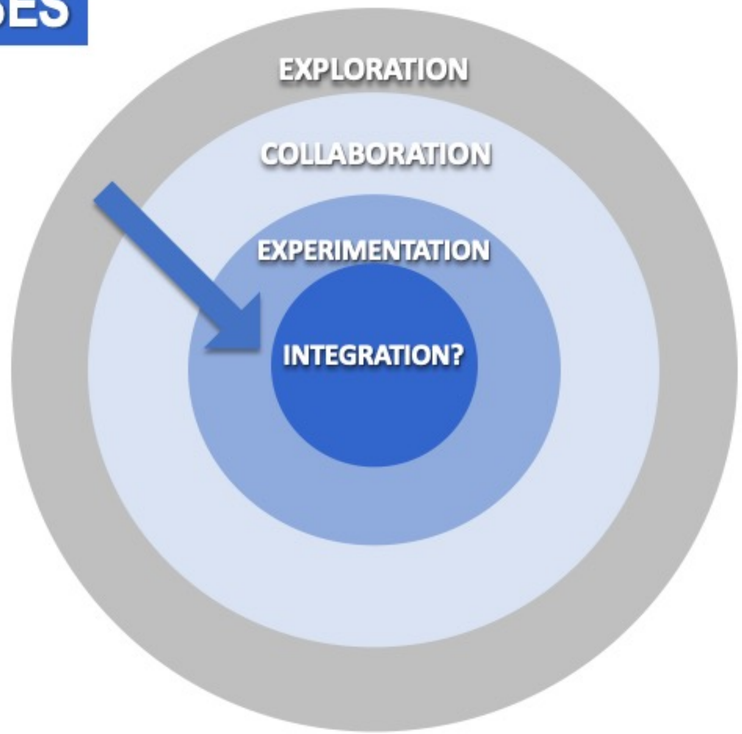
WE ARE JUST STARTING THE CONVERSATION AND PROCESS

NOVEMBER 2021 – JUNE 2024

PROJECT PHASES

UNDERLYING QUESTIONS:
- What will work best at UCCS?
- Should change be implemented?
- If so, how?

METHODOLOGY:
- Literature review
- Data gathering
- Leadership interviews
- Program Director, faculty, & student conversations
- Pilot programs & modeling
- Data analysis



EXTERNAL FACTORS:
- National trends
- Key campuses
- Criteria in use
- Best practices

INTERNAL FACTORS:
- Campus traditions/beliefs
- Current program practices
- Best practices

PROJECT WILL PROVIDE:
- Resources
- Training
- Tools

WE ARE JUST STARTING THE CONVERSATION AND PROCESS

PROJECT PHASE 1:
EXPLORATION (NOVEMBER 2021 – JANUARY 2022)

CONDUCT LITERATURE REVIEW ON HOLISTIC ADMISSIONS AND RELEVANT, PROJECTED U.S. POPULATION DEMOGRAPHICS

IDENTIFY AND DOCUMENT CURRENT COLLEGE/DEPARTMENT PROGRAM REQUIREMENTS (SPREADSHEET DOCUMENTING EFFORTS)

WE ARE JUST STARTING THE CONVERSATION AND PROCESS

PROJECT PHASE 2: COLLABORATION (JANUARY 2022 – APRIL 2022)

CONDUCT INFORMATION SHARING AND GATHERING MEETINGS TO ASSESS UNDERSTANDING AND RECEPTIVITY TO HOLISTIC ADMISSIONS

CONDUCT INFORMATION REVIEWS WITH CU SCHOOLS, PEER INSTITUTIONS

EVALUATE WEB-BASED TOOLS FOR FACILITATING EFFORTS - KIRA TALENT

KIRA TALENT

AN OPPORTUNITY TO INTEGRATE MOST, IF NOT ALL, ELEMENTS OF THE GRADUATE STUDENT APPLICATION REVIEW PROCESS — INCLUDING SYNCHRONOUS AND ASYNCHRONOUS INTERVIEWING

Why Use Kira?

Get a Holistic View

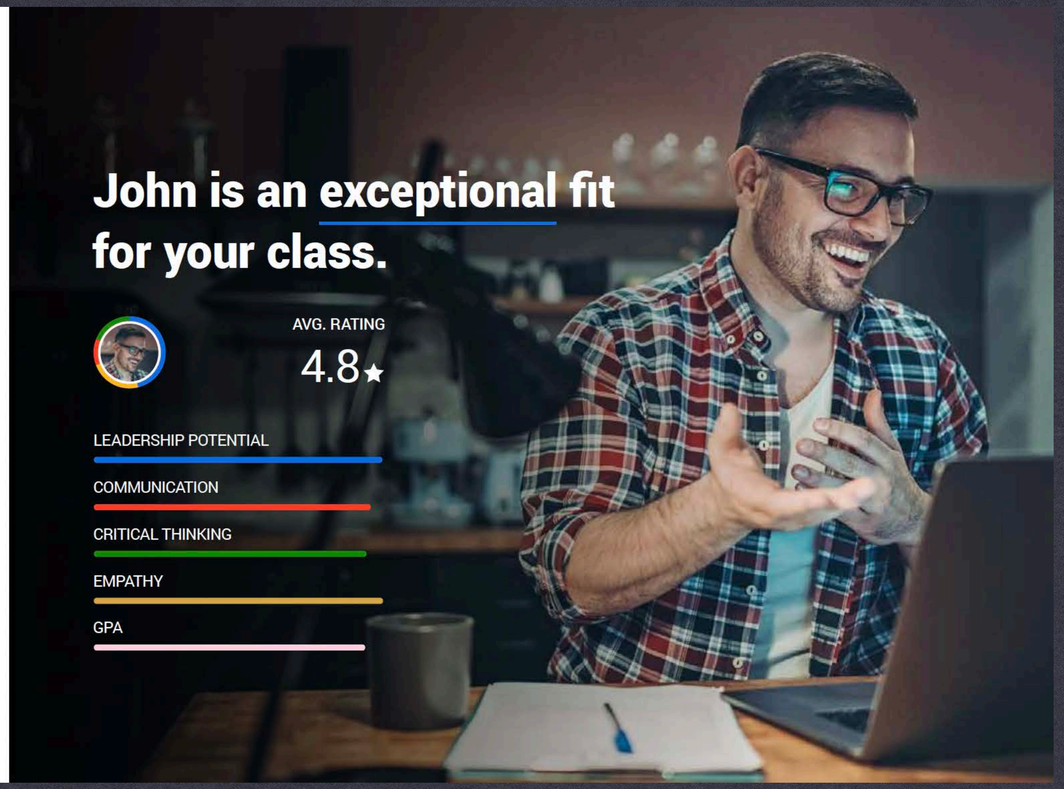
Select your best-fit applicants. Discover the real people beyond the applications by assessing for program fit and traits like leadership, critical thinking, and communication skills.

Save Time

Work more efficiently. Eliminate time-consuming, repetitive tasks so you can focus on getting to know your applicants in a meaningful way.

Make Fair Decisions

Give every applicant an equal opportunity by building a structured assessment to reduce concerns of bias in the admissions process.



WE ARE JUST STARTING THE CONVERSATION AND PROCESS

PROJECT PHASE 3: EXPERIMENTATION (APRIL 2022 – JUNE 2022)

DEVELOP AND PROPOSE “TANGIBLE UCCS HOLISTIC ADMISSION OBJECTIVES” DOCUMENT THAT REFLECTS THE VALUES, PROFILE, AND PROJECTED REGIONAL POPULATION. THAT IS, WHAT DO WE HOPE TO ACHIEVE BY IMPLEMENTING HOLISTIC ADMISSIONS?

DEVELOP AND PROPOSE “TANGIBLE UCCS HOLISTIC ADMISSION STANDARDS” DOCUMENT THAT DETAILS (1) ESSENTIAL STANDARDS AND (2) OPTIONAL STANDARDS

REVIEW HOW UCCS OBJECTIVES/STANDARDS CAN BE IMPLEMENTED USING SOFTWARE AND WEB-BASED SERVICES.

REVIEW HOW IMPLEMENTATION WILL IMPACT AND REQUIRE MODIFICATION TO ADMISSIONS STAFFING, PROCESSING, REVIEW, AND MATRICULATION.

WE ARE JUST STARTING THE CONVERSATION AND PROCESS

PROJECT PHASE 4: INTEGRATION (JULY 2022 – JULY 2023)

PILOT TEST HOLISTIC ADMISSIONS PROCESSING AND STAFFING FOR **EARLY ADOPTION** COLLEGES, DEPARTMENTS, AND/OR PROGRAMS (FOR SPRING 2023).

PREPARE **"IMMEDIATE HOLISTIC ADMISSION OUTCOMES REPORT"** FOR SPRING 2023 COHORT THAT INCLUDES STUDENT RESULTS AS WELL AS FACULTY AND STAFF QUALITATIVE ASSESSMENTS.

PROVIDE **RECOMMENDATIONS TO UNIVERSITY LEADERSHIP** THAT OUTLINE HOW HOLISTIC ADMISSIONS CAN BE IMPLEMENTED ACROSS ALL UCCS COLLEGES, DEPARTMENTS, AND PROGRAMS AS EARLY AS FALL 2023 OR AS LATE AS SPRING 2024.

WE ARE JUST STARTING THE CONVERSATION AND PROCESS

PROJECT PHASE 5: EVALUATION (JULY 2023 – JUNE 2024)

COLLECT ACADEMIC OUTCOMES DATA FOR ALL COHORTS OF STUDENTS WHO WERE ADMITTED UNDER NEW STANDARDS.

PREPARE “**HOLISTIC ADMISSION OUTCOMES REPORT: 2023-2024**” FOR ALL COHORTS THAT INCLUDES STUDENT RESULTS AS WELL AS FACULTY AND STAFF QUALITATIVE ASSESSMENTS.

UCCS Graduate School of Business Administration
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

Cybersecurity Management

Proposed changes for:

1) Area of Emphasis in Cybersecurity Management
2) Graduate Certificate in Cybersecurity Management

Cybersecurity Management:

The Cybersecurity Management emphasis and graduate certificate provides professionals with foundations in the fundamental business disciplines along with a comprehensive understanding of cybersecurity concepts and technologies. Data breaches and cyber threats create significant risks for organizations dependent on sensitive information. This area of emphasis will enhance students' understanding of complexities involved with the adoption of security technologies, achieving regulatory compliance, and implementing cybersecurity programs to mitigate risks and secure information assets. Overall, the program will enable professionals to effectively govern cybersecurity in an organization.

Reasons for Revision:

The faculty are requesting a revision of the Cybersecurity Management emphasis and graduate certificate for the following reason:

- ***Aligning this emphasis area in the same format as most other areas in the MBA program.***
- ***Allows students greater flexibility in customizing their education suitable for employer needs or student's area of interest.***

The credit requirements of the Cybersecurity Management emphasis and the Graduate Certificate in Cybersecurity Management will remain the same.

Current Curriculum:

The Cybersecurity Management emphasis in the MBA program requires students to complete four courses from the list below:

Current
Requires 4 specific courses (12 credits):
1. CYSM 6100 Cybersecurity Technologies
2. CYSM 6200 Enterprise Information Security
3. CYSM 6300 Cybersecurity Governance
4. CYSM 6400 Cybersecurity Law and Cybercrime Investigation

Proposed Curriculum:

The proposed change below is to allow students the flexibility in choosing the fourth course to allow customization that will better align with their employer needs or the student's area of interest. Elective courses not listed will be approved by the department on a case-by-case basis.

Proposed
Take all 3 of the following (9 credits)
1. CYSM 6100 Cybersecurity Technologies
2. CYSM 6200 Enterprise Information Security
3. CYSM 6300 Cybersecurity Governance
Take 1 Approved Elective (3 credits)
• CYSM 6400 • BUAD 6150 • CYSM 7120 • CYSM 7130 • Approved Elective

Course Descriptions:

BUAD 6150 Ethics and Compliance in Business (3 cr)
The course focuses on preparing individuals to be ethical leaders in business with tools to create and sustain a high-quality ethics and compliance program. Emphasis is on application of the best practices in ethics and compliance to student's chosen industry. Students will complete a professional association training for Elevating Ethics and Compliance that can lead to professional ethics and compliance certification. This course is open to all College of Business graduate students .

CYSM 6400 - Cybersecurity Law and Cybercrime Investigation (3 cr)
This course examines the data security and privacy laws and regulations that govern the collection, use, storage, and destruction of sensitive information. An understanding of these laws can help a cybersecurity expert understand how organizations can implement a program that will minimize legal and business risks. Students enrolled in this course will also learn about the nature of cybercrime, methods of investigating cybercrime, securing the crime scene, and collecting evidence of cybercrime. Students will explore the challenges involved with international cooperation in pursuing cybercrime offenders, and problems of enforcement between different international legal systems. Prer., Graduate business students only.

CYSM 7120 - Research Seminar in Information Security Management (3 cr)
This course examines the philosophical and theoretical foundations of information systems security. The focus is on understanding distinctive research orientations regarding information security in organizations. The goal of the course is to provide an intellectual foundation for students to develop an appropriate research program in this area. Prer., CYSM 6200, CYSM 6300, QUAN 7110. DBA Students only.

CYSM 7130 - Research Seminar in Information Privacy (3 cr)
This course examines the privacy issues regarding information systems. The focus is on understanding distinctive research orientations regarding information privacy. Discussions will emphasize critical evaluation of theoretical foundations of privacy in our modern technologically based society. The goal of the course is to provide an intellectual foundation for students to develop an appropriate research program in this area. Prer., CYSM 6100, QUAN 7110. DBA students only.