



Graduate Executive Committee
February 11, 2022
Minutes

Attendees:

Voting Members: Jon Caudill, Catherine Simmons, Jessica Kirby, Allen Schoffstall, Katie Anderson-Pence, Carole Traylor, Jeff Ferguson, Michael Corl, Kathrin Spendier, Sylvia Mendez, Brandon Vogt, Jeffrey Montez de Oca, David Moon, James Pearson, Rory Lewis, Jeremy Bono, Diane Stutey, Leilani Feliciano, TS Kalkur, Amanda Elder

Non-Voting Members: Kylie Rossman, Constance Staley, Amy Rodas, Janice Dowsett, Leslie Grant, Stephani Hosain, Maria O'Connell, David DuBois, Michael Kisley, Jose Mora, Jennifer Newcomb, Wang Chao, Sam Adams, Mary Rupp, Lisa Stone, Wendi Clouse, Roger Martinez, Gurvirender Tejay, Sandy Ho, Andrea Williams,

- New Subplans for the Psychological Science MA Program (Mike Kisley)
[Proposal Attached]
 - Social Psychology
 - Biopsychology

The GEC Recommended approval of the new subplans (14 yes, 0 no, 1 abstain)

- Revision of degree plan Master of Arts in Curriculum and Instruction (Leslie Grant)
[Proposal Attached]
 - Increase in the number of credit hours of the cognate emphasis area, which increases the total number of credit hours for the program

The GEC Recommended approval of the proposed changes (15 yes, 0 no, 0 abstain)

- Discussion about how Colleges recognize certificate students (Carole Traylor)
 - Post master's students have given feedback about being disappointed that all they receive is a certificate in the mail
 - Education does a reception for some of their students who aren't getting a full degree. A student speaker, read off names, have some food.
 - Graduate school will investigate what other campuses may do for certificate students to see if we can find some ideas on how to celebrate these students
- DEI Grant Update (Roger Martinez & Lisa Stone)
[See attached document]
 - Primary Findings:
 - Approximately 50 percent of universities are already employing holistic admissions approaches for some or all graduate programs.
 - 50% of public R1s incorporate holistic admissions *across all programs* (University of Illinois-Urbana Champaign, University of Texas at Austin, University of California-Los Angeles, University of Minnesota, and University of Michigan-Ann Arbor). They represent leaders in this significant trend.

- 50% of UCCS peer institutions are using holistic initiatives (University of Texas at El Paso, the University of Nebraska at Omaha, Oakland University (Michigan), Rowan University, and the University of Missouri-St. Louis), however their efforts are *mostly program-specific*.
- 40% of Colorado public universities (CU Boulder, CU Anschutz, CSU-Fort Collins, MSU of Denver) use some form of holistic admissions, but most state institutions are markedly behind in their use, and they are not broadly applied for all programs.
- Four universities (UCLA, CU Boulder, CU Anschutz, and the University of Texas at El Paso (UTEP)) provide good guidance on how to apply holistic review. The holistic criteria they employ are:
 - UCLA requires written personal statements that ask applicants to describe “educational, personal, cultural, economic, or social experiences” that shaped their academic journey and to discuss how they overcame “challenge(s) or barriers” in pursuit of higher education.
 - CU Boulder’s education and environmental programs and CU Anschutz’s medical science program use holistic review and consider GPA, employment or volunteer experience(s), research experience, clinical experiences, leadership, skills or certifications (including technological skills), language skills in languages other than English, and life experiences.
 - UTEP considers “certain academic, socioeconomic, family, geographic, and other factors relating to an applicant's background in making an admissions decision.” Implementation of these standards includes a review of performance in prior upper division undergraduate and graduate work and the use of interviews.

In summary, holistic review in graduate admissions is now an established practice in R1, UCCS peer, and Colorado public institutions.

Deans Report:

- WRGP Applications are now being accepted!
 - Form to sign up is now available– It must be signed by Program Director, Department Chair, and College Dean
 - If programs decide to have special admissions criteria, or limit the number of students who participate, then there will need to be changes made to the admissions processes
 - Right now, admissions classifies eligible students as WRGP at the time of admission automatically
 - Existing programs that were participating during the pilot phase must re-signup with this form due to a change in the rules of WRGP and UCCS
 - We will be reaching out to programs that were already signed up with this information
 - New programs looking to sign up will start the following admission cycle
 - Students cannot be retroactively added, the program must be approved before students are eligible for in-state tuition

- New programs will want to ensure that their participation goes into effect for a fresh admission term with no applicants already
- Existing programs from the pilot phase may continue to keep their status, but will be required to provide the required form and approval
- The Graduate Student Survey is now out to colleges!
 - The graduate school is setting meetings with Deans to discuss results
 - If you received results for your unit, and would like to meet with Dr. Staley to let us know and we'll schedule a meeting
 - The executive summary will be available on the graduate school website soon
- Grad Slam 2022 was a hit! All presenters did a fantastic job
 - Marshal Dolan (Chemistry) won the People's Choice Award
 - Tess Stanton (Communication) won Second Place
 - Logan Epperson (Chemistry) won First Place and will go on to represent UCCS at the WAGS 3MT competition March 23, 2022

Informational:

- The Western Association of Graduate Schools (WAGS) annual conference is happening March 21-23 virtually. You can register to join this conference as an "additional WAGS member" at a reduced rate. For more information: <https://www.uwlax.edu/ex/wags/meeting-registration/>
- The Graduate School is looking to host some online Professional Development Opportunities this Spring Semester – Stay tuned for more information!
- Graduate School is continually updating old forms to ensure accuracy and functionality
 - Forms can be found: <https://graduateschool.uccs.edu/faculty-and-staff/faculty-resources> & <https://graduateschool.uccs.edu/current-students/graduating-this-semester>
 - Please ensure you are retrieving forms from these locations; older documents may still exist on servers so a search may not give the most up to date form

Announcements:

- 22-23 Academic Catalog Edit deadline is Friday March 4, 2022
- Graduation Paperwork for Spring 2022 is **due on Feb 12** to Graduate School
- Scholarships (See attached description of all scholarship opportunities)
 - Research Fellowship Nominations **due Feb 23 by 5pm** (see attached nomination requirements and procedures)
 - Tuition Matching Grant and Out-Of-State recruitment – departments use to recruit and retain students Spring 2022 (due to graduate school in May)
 - Students apply for scholarships by March 1 (must be admitted to have access to apply)
 - Mentored Doctoral Scholarship is open on the student scholarship portal! **Deadline is March 1.** Please encourage your doctoral students to apply
 - The Heller Center's Reading Clusters program is accepting applications for Summer/Fall 2022 - The deadline is March 18. See attached flyer for more information

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

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

Proposal

Social Psychology and Biopsychology Sub-Plans within the Psychology MA Program, Psychological Sciences Track

Introduction

The Psychology Department offers two tracks within its Masters program: Clinical Psychology and Psychological Science. Upon completing either of these tracks, a student is conferred a general MA degree in Psychology. However, MA students in Psychology also currently have the option to gain experience within one of four specialized sub-plans in the discipline: aging, cognitive psychology, developmental psychology, and trauma psychology. These sub-plans require completion of particular courses within the MA program, submission of a thesis project with the respective sub-discipline of psychology, and for students in the Clinical Psychology track, a practicum at a setting in that domain.

The purpose of this proposal is to add additional sub-plans in core areas of Psychology that are not yet represented within the MA psychology program: Biopsychology and Social Psychology. Doing so will confer the benefits of a more concentrated focus of study for our students, including formal recognition of these foci on their transcripts, and further allowing faculty to recruit students with these scholarly interests. At this point we are proposing that these sub-plans would be available only to students in the Psychological Science track of the MA program. We welcome future involvement of clinical faculty who may be interested in establishing clinical practica at appropriate sites so that MA students in the Clinical Psychology track could also engage in these sub-plans.

Rationale

There are three primary reasons for creating Social Psychology and Biopsychology sub-plans within psychology:

- To allow the MA-level training offered by our department in these areas to be treated equitably to the other MA-level areas of concentration (trauma psychology, aging, cognitive psychology, developmental psychology, and trauma psychology). Like each of these other areas of concentration in the department, we have several faculty available with expertise in Social Psychology or Biopsychology who can support these sub-plans. These areas are recognized as core sub-disciplines of Psychology, and their absence among the list of sub-plans we offer in our department is conspicuous.
- To more effectively prepare students for post-MA careers than a general degree program would do. Psychology, like most fields, is becoming increasingly specialized. This impacts our graduates' competitiveness for employment in jobs including but not limited to professional research support, project coordinators, college-level instruction, and other specialized positions in higher education and industry. It is also increasingly relevant for those students who decide to continue on to doctoral training.

Demonstration of greater depth of knowledge and training is essential to remaining competitive in Psychology, and this applies to the highly competitive nature of doctoral program admissions.

- To improve recruiting for the MA program by advertising existing areas of strength, allowing the department to recruit and attract more capable and experienced applicants. Many undergraduates have research experiences that form the foundation for their interests in pursuing graduate work, and opt to apply to programs that have demonstrated strengths in areas such as Social Psychology or Biopsychology. Building on our strengths and advertising this as a targeted sub-plan will allow us to capture these savvy and knowledgeable applicants.

Proposal

The sub-plans in Biopsychology and Social Psychology will be available to students in the Psychological Science track of the Psychology MA program. A primary objective of these sub-plans is to prepare graduate students for further academic training at the doctoral level in Biopsychology or Social Psychology. Students who complete these sub-plans would also be able to pursue careers at the MA level in research settings.

To complete the Biopsychology sub-plan, students must (a) successfully complete all requirements of the Psychological Science track of the Psychology MA program, (b) earn a passing grade (B- or better) in PSY 6120 – Neuroscience or in another graduate biopsychology-related course approved by the Coordinator of the sub-plan (who will first confer with all faculty affiliates of the sub-plan), and (c) successfully complete a masters thesis in this area and be supervised by a faculty member who belongs to the Biopsychology sub-plan faculty (listed below).

To complete the Social Psychology sub-plan, students must (a) successfully complete all requirements of the Psychological Science track of the Psychology MA program, (b) earn a passing grade (B- or better) in PSY 6130 – Social Psychology or in another graduate social psychology-related course approved by the coordinator of the sub-plan (who will first confer with all faculty affiliates of the sub-plan), and (c) successfully complete a masters thesis in this area and be supervised by a faculty member who belongs to the Social Psychology sub-plan faculty (listed below).

Affiliated Faculty

The following faculty will be listed as affiliates for each of these sub-plans. Additional faculty may be added by contacting the coordinator for each program.

Social Psychology: *Laith Al-Shawaf*, Emotions, Social Cognition, Social Relationships, and Personality & Individual Differences as they relate to social behavior

Beth Daniels, Gender, Body Image, Media, Sports and Physical Activities

Mike Kisley (Coordinator), Emotion beliefs, Social emotions, Close relationships

Tom Pyszczynski, Existential social psychology; terror management theory; the role of self and culture in social behavior; prejudice and intergroup conflict; political psychology; the interface between cognitive and emotional processes; clinical applications of social psychology

Biopsychology: *Laith Al-Shawaf*, Evolutionary approaches to cognition, emotion, and personality
Fred Coolidge, Cognitive Archaeology, Evolution of cognition & language
Mary Coussons-Read, Psychoneuroimmunology
Mike Kisley (Coordinator), Evolution and function of emotion and emotion regulation

Admission

Applicants to our Psychology MA Program are now asked at the time of application whether they wish to pursue a sub-plan. They are informed that the concentrations are optional and that their expressed interest in pursuing a concentration will not affect the likelihood of admission into our MA program. These policies will remain in effect when the Social Psychology and Biopsychology sub-plans are formalized.

Resources and Other Impacts

The proposed sub-plans require no additional material resources, financial or otherwise. There is a very small time commitment required of the sub-plan coordinators to maintain an accurate listing of affiliated faculty, to answer questions of prospective and enrolled students, and to occasionally consider petitions for course substitutions. A small but not insignificant burden will also be passed on to departmental staff who are responsible for maintaining the graduate program webpages, as well as tracking the sub-plan enrollments and completion criteria. Addition of these sub-plans is not anticipated to create additional burden for the scheduling of specific classes because the required courses (PSY 6120 – Neuroscience; PSY 6130 – Social Psychology) are already offered at least bi-annually, which will allow MA students to complete the course requirement within a 2-year MA program plan.

Marketing

Any faculty affiliates in the sub-plans will be well-connected in their professional community and able to market the MA program and sub-plans to colleagues at other institutions, asking

them to send their best students to UCCS. In addition, the proposed sub-plans can be included in listings of graduate schools maintained by various scholarly organizations that allow students to locate programs that match their interests.

Graduate Executive Committee Proposal

January 31, 2022

COLLEGE: College of Education – Department of Teaching & Learning

REQUEST: Request for revision to the degree program: Master of Arts in Curriculum & Instruction (MA C&I)

TIMELINE: Changes would be implemented for the Fall, 2022

CONTACT: Dr. Leslie Grant, Associate Professor and MA Teaching & Learning Program Coordinator, lgrant@uccs.edu

Master of Arts in Curriculum & Instruction Program Overview

The Master of Arts in Curriculum & Instruction has been designed to provide professional educators increased knowledge of current research on teaching and learning and its contexts and to apply that research in practice. The degree provides an opportunity for teachers to focus on an area of interest and to develop increased skills and knowledge in that area. In its current form, the Master of Arts in Curriculum & Instruction is a 30-credit hour program for professionals who wish to continue developing their expertise. Candidates complete a core of academic work requiring:

1. Examination of educational issues from the perspective of social context and culturally responsive pedagogy;
2. Investigation and analysis of curricular design and models of teaching;
3. Examination and analysis of seminal and current research and application of research in instructional settings;
4. Consideration of and for the role and uses of technology in Curriculum & Instruction and implementation in the classroom. Further, the selection of a cognate emphasis area allows students to concentrate their coursework in an area of instruction in which they wish to develop a particular expertise (Literacy Education, Mathematics Education, Science Education, Instructional Technology, Gifted & Talented Education, Culturally & Linguistically Diverse Education, Special Education).

Proposed Changes to the Master of Arts in Curriculum & Instruction degree program:

We propose changing this last area—the cognate emphasis area by increasing the number of credit hours from 9 credits to 15 credits, thus providing a more robust set of courses in the emphasis area. This aligns well to the Colorado Department of Education's endorsements, which typically consist of 24 credit hours. See Rationale below.

Master of Arts in Curriculum & Instruction: Current Curriculum and Proposed Course Change (Red)

Course #; Course Title; Credits

Required Core Courses (12 credits)

CURR 5000 Foundations: History & Research in Curriculum Studies (3 credits)

CURR 5002 Issues, Strategies, & Models in Curriculum Design (3 credits)

LEAD 5700 Introduction to Research & Statistics (3 credits)

CURR 5090 Masters Research Project (3 credits)

Cognate Emphasis Area (15 credits)

Students identify an area of concentration: Literacy Education, Mathematics Education, Science Education, Instructional Technology, Gifted & Talented Education. **Students will take at least 5 courses (15 credits) in a single cognate area.**

Elective Coursework (9 credits)

Students may choose electives from any graduate-level course from other cognate areas in the MA C&I degree.

Total Credit Hours for Program: **36 credits**

Rationale for Program Changes—addition of 6 credit hours to cognate

In the state of Colorado, teachers can add endorsements to their teaching license by taking approved 24-credit sequences of graduate coursework. These added-endorsements enable teachers to expand their marketability and to teach content beyond the content of their initial teacher preparation program. Students will be able to complete an entire endorsement course sequence by combining the 15 credits in a Cognate Emphasis Area and 9 Elective credits, for a total of 24 credits. For example, the Middle School Mathematics endorsement requires a 24-credit course sequence. Fifteen credits of this sequence would count for the Cognate Emphasis Area. The other 9 credits of this sequence would count for the Elective Coursework in this degree plan. This change also supports the UCCS 2030 strategic plan goal of Distinctive Programs to “allow UCCS to be preeminent in our provision of education and training in an interprofessional model, creating future employment opportunities for students and addressing the workforce needs of an evolving and creative economy.”

This change will increase the overall credit hours of the program from 30 to 36. However, it will remain below the requirements of other curriculum graduate

programs in the state and across the nation. Thus, it is not anticipated to impact interest from prospective students or enrollment, but rather is an incentive for students to earn licensure endorsements through the degree program.

Resources to Support Change

There are no additional costs associated with the additional coursework in the cognate. Courses are already developed and offered in a sequence that will allow students to complete the program.

Approval Process

The faculty in the Department of Teaching & Learning and the members of the College of Education Curriculum Committee, have approved the increase in the program credit hours from 30 credits to 36 credits.

Constance Staley, Department of Communication, Acting Dean of the Graduate School
Roger Martínez-Dávila, Department of History, Graduate School DEI Fellow Lisa
Stone, PhD Candidate, Department of Psychology

Practicing Holistic Admissions - A Comparative Review¹

Executive Summary

To better understand how R1 (Research 1), UCCS peer institutions (primarily R2s), and other Colorado public universities are approaching holistic review in their graduate school admissions, the UCCS Graduate School conducted a literature review and a comparative analysis of 30 other institutions' efforts. Our investigation first defined holistic admissions and its characteristics. The premise of holistic admissions is that each candidate should receive a full evaluation that takes into consideration an applicant's full range of qualifications, professional, and personal experiences. Holistic review often evaluates three areas of interest: academic performance/research potential/research metrics, persistence/commitment/personal attributes, and life and professional experiences. Subsequently, we conducted a literature review, which revealed that the Council of Graduate Schools endorsed holistic admissions, identified primary barriers to its use (lack of understanding of what it is), and noted its early adoption in health science, STEM, and psychology programs. Lastly, we performed an evaluation of 30 institutions' graduate school website materials that described their graduate admission requirements. Our primary findings included:

- Approximately 50 percent of universities are already employing holistic admissions approaches for some or all graduate programs.
- 50% of public R1s incorporate holistic admissions *across all programs* (University of Illinois-Urbana Champaign, University of Texas at Austin, University of California-Los Angeles, University of Minnesota, and University of Michigan-Ann Arbor). They represent leaders in this significant trend.
- 50% of UCCS peer institutions are using holistic initiatives (University of Texas at El Paso, the University of Nebraska at Omaha, Oakland University (Michigan), Rowan University, and the University of Missouri-St. Louis), however their efforts are *mostly program-specific*.
- 40% of Colorado public universities (CU Boulder, CU Anschutz, CSU-Fort Collins, MSU of Denver) use some form of holistic admissions, but most state institutions are markedly behind in their use, and they are not broadly applied for all programs.

Four universities (UCLA, CU Boulder, CU Anschutz, and the University of Texas at El Paso (UTEP)) provide good guidance on how to apply holistic review. The holistic criteria they employ are:

- UCLA requires written personal statements that ask applicants to describe "educational, personal, cultural, economic, or social experiences" that shaped their academic journey and to discuss how they overcame "challenge(s) or barriers" in pursuit of higher education.
- CU Boulder's education and environmental programs and CU Anschutz's medical science program use holistic review and consider GPA, employment or volunteer experience(s),

¹ Comparative data collected and compiled by Lisa Stone and Roger Martinez-Davila can be reviewed at:
https://uccsoffice365.sharepoint.com/:x/s/HolisticAdmissions/EexLHP3LVerBkcz_pO9-HKQBLKWvos0OHwGmAmyU1_93rQ

research experience, clinical experiences, leadership, skills or certifications (including technological skills), language skills in languages other than English, and life experiences.

- UTEP considers “certain academic, socioeconomic, family, geographic, and other factors relating to an applicant's background in making an admissions decision.” Implementation of these standards includes a review of performance in prior upper division undergraduate and graduate work and the use of interviews.

In summary, holistic review in graduate admissions is now an established practice in R1, UCCS peer, and Colorado public institutions.

Defining “Holistic Admissions” and its Characteristics

The premise of holistic admissions is that each candidate should receive a full evaluation that takes into consideration an applicant's full range of qualifications, professional, and personal experiences. Holistic admissions are used as a selection practice because traditional qualification measures can unintentionally exclude or otherwise discount the relevant characteristics sought in candidates. Instead of a reliance on only traditional measures, such as a candidate's prior degree granting institution, GPA, standardized test scores, letters of recommendation, publications, etc., holistic review often evaluates three areas of interest. These are:

- Academic performance/research potential/metrics,
- Persistence/commitment/attributes, and
- Life and professional experiences (University of Michigan 2020).

The academic performance/research potential/metrics that might be considered are:

- Overall GPA, standardized test scores, and letters of recommendation
- Written communication skills
- Fluency and comprehension of language
- Formal educational training, supplemental training/workshops, conference presentations
- Progression of academic performance over time
- Foreign language competencies
- Publications and grants
- Research activity on and off campus
- Creativity in problem-solving
- Aptitude for planning and organization
- Scholarly engagement outside of coursework

The persistence/commitment/attributes that might be considered are:

- Demonstrated leadership in formal and informal roles

Assessed motivation to complete an advanced degree

- Resilience and ability to overcome challenges and impediments
- Recognition of achievements over time, honors, and awards
- Personal and professional ethics
- Efforts to overcome learning difference challenges, lack of access to educational opportunities, and lack of access to professional opportunities
- Professionalism, integrity, innovation, intellectual curiosity

The life and professional experiences that might be considered are:

- Competencies with unique cultural, religious, ethnic, and racial communities
- Experience with diverse populations
- Candidate's educational, cultural, and geographic background
- Extracurricular activities, community involvement or service
- Relevant work experience to academic research, teaching, and service

Literature Review Findings

In 2016, the Council of Graduate Schools prepared a report that endorsed the use of holistic review in graduate admissions (Kent et al., 2016). Their report, using data collected from graduate programs across the country, summarized the following points: (1) holistic review is widely considered a useful strategy for improving diversity in higher education, (2) graduate communities would benefit from education about what comprises holistic admissions for graduate programs, and (3) limited staff and faculty time is the greatest barrier towards adopting holistic admission practices. A literature review was conducted in order to understand the processes that facilitate a shift towards holistic admissions in graduate programs and to examine outcomes after holistic admissions are employed.

Several studies ($n = 12$) examined the process of and barriers to implementing holistic admissions at the graduate level. As found in the Council of Graduate Schools report, these studies found that their admissions committees largely lacked an understanding about what comprises holistic admissions (Glazer et al., 2016) and that significant time should be devoted towards providing education to university leaders and graduate faculty about the usefulness of shifting towards holistic practices (Wong et al., 2021). Most studies suggested that the first step in moving towards holistic admissions should begin with a review of the university's broader commitment to diversity, followed by each graduate department identifying their own mission statement surrounding diversity to guide implementation of holistic admissions (Rosenberg, 2019).

Other empirical studies ($n = 13$) investigated outcomes of implementing holistic admissions at the graduate level. Most programs belonged to health sciences, with one psychology program and all STEM programs across the University of Texas system. The studies suggested that holistic admissions involved reducing the weight of or eliminating metrics-based criteria (e.g., standardized testing) and increasing the focus of non-cognitive factors (e.g., distance traveled, grit, environmental background). These non-cognitive factors were measured primarily through additional essays with targeted prompts (Coleman-Salgado, 2021) or short interviews with targeted questions (Wagner et al., 2020). Other programs described retaining use of standardized testing and conducting a second round of application review for individuals within 0.5 standard deviations of their initial cutoff level (Omowunmi et al., 2019). Many programs described using a rubric to score their applicants (a) to ensure that non-cognitive factors were not overlooked in the admissions process and (b) to increase the standardization of processes (Young et al., in press). Overall, holistic admission practices varied across individual programs. Despite variations, adoption of holistic admissions significantly increased the diversity of applicant pools (Brotheron et al., 2021), applicants invited to interview (Grabowski, 2017), admitted applicants (Coleman-Salgado, 2021), and matriculated applicants (Omowunmi et al., 2019). Scheer-Cohen et al. (2020) reported longitudinal outcomes of their speech pathology graduate program's shift to holistic admissions. They found significantly increased diversity within their graduate student body and unaffected rates of program completion and licensure and employment post-graduation.

In sum, adoption of holistic admissions appears to require significant groundwork for successful implementation, but that eventual implementation (tailored to each program's needs) significantly increases diversity of applicants at each stage of the admissions process.

R1 Public University Efforts

Of those examined, 90% of R1 public universities ($n = 10$) employed some form of holistic admissions at the graduate level. The following five universities employed holistic admissions as a university-wide initiative: University of Illinois-Urbana Champaign, University of Texas at Austin, University of California-Los Angeles, University of Minnesota, and University of Michigan-Ann Arbor. These universities all require graduate programs to at least offer the opportunity for applicants to include written statements with holistically oriented prompts. For example, University of California-Los Angeles required written personal statements, asking applicants to describe “educational, personal, cultural, economic, or social experiences” that shaped their academic journey and to describe “challenge(s) or barriers” faced in pursuit of higher education, with a narrative about how they overcome such barriers. University of Illinois-Urbana Champaign and University of Michigan-Ann Arbor provide graduate admission committees toolkits that provide concrete guidelines for holistic practices, such as explicit inclusion of non-cognitive factors and suggestions on how to measure such factors. 40% of universities employed graduate holistic admissions on a program-to-program basis, meaning some departments appeared to use holistic admissions without an explicit university-wide initiative. Such schools included the following: University of Florida-Gainesville, Ohio State University-Columbus, University of Wisconsin-Madison, and Penn State University. The types of programs that used holistic admissions included a variety of disciplines, such as communication, natural sciences, medicine, information sciences and technology, journalism, economics, and anthropology.

Eighty percent (80%) of R1 universities included measurement of characteristics other than past academic performance and test scores, most of which were measured through personal statements or other required essays. 60% of universities included statements that their admissions committees considered ways in which applicants could contribute to diverse educational environments, although the criteria by which this was assessed was unclear. 30% of universities stated that they considered demographic characteristics (e.g., race, gender, socioeconomic, geography) as part of their admission procedures. Only 20% of universities indicated that they weight academic metrics equally with other experiences and attributes. Overall, most R1 universities employed some level of holistic admissions, with half of universities examined doing so as part of a university-wide initiative. Most employed holistic admissions through required essays with targeted prompts.

UCCS Peer University Efforts

We reviewed the efforts of 10 comparative universities per the UCCS Office of Institutional Research’s list of “Approved Peer Institutions” – 50% of these universities employed holistic admission standards for graduate programs, but most of these efforts were used for specific programs and not university-wide initiatives.² All universities still consider standardized examinations, but many have suspended their use during the COVID-19 pandemic. At the forefront of holistic initiatives were the University of Texas at El Paso (UTEP), the University of Nebraska at Omaha (UNO), Oakland University (Michigan), Rowan University, and the University of Missouri-St. Louis. UTEP’s entire graduate school, the outlier and leader, considers “certain academic, socioeconomic, family, geographic, and other factors relating to an applicant’s background in making an admissions decision.” Implementation of these standards includes a review of performance in prior upper division undergraduate and graduate work and the use of interviews.

² For approved peer institutions, see: <https://ir.uccs.edu/institutionaldata/peer-institutions>

UNO, while it does not use the descriptor “holistic admissions”, employs the use of prior student effort such as portfolios of creative work, other specialized exams, and interviews for doctoral programs in information technology. Oakland University’s medical and nursing schools pursue holistic admissions through the lens of “how the applicant might contribute to the Oakland University William Beaumont School of Medicine learning environment as well as to the medical profession as a future physician.” The university operationalizes this admissions approach by soliciting evidence of “dedication to serving others”, “ability to work in teams”, “excellence in an activity that shows commitment, drive, and passion”, and “competence for delivering quality care in a global society.” RU’s osteopathic school reviews prior coursework alongside of MCAT scores. RU website materials state that they assess “a student’s success in overcoming economic and educational barriers.... We value students who have demonstrated resiliency, continual improvement in undergraduate and graduate coursework, athletics, medically related experiences, leadership skills, community service, cultural sensitivity, volunteering to assist those in need and veteran status.” Like its nursing counterparts, UM-St. Louis seeks “a diverse group of students who will become nurse leaders responsive to the specific needs of the communities and populations we serve.” It specifically notes the school’s values as they relate to those students it admits. These values are: “diversity, intellectual discourse and rigor, caring, professionalism, mutual respect and support, innovation, collaboration, and transparency.”

Five additional peers (50% of review) were investigated; none describe the use of graduate holistic admissions. These peers include Florida Atlantic University, Portland State University, Rutgers University-Newark (does not offer graduate programs), Wichita State University, Sonoma State University, and the University of Central Oklahoma.

Overall, this study indicates that many R2 peer institutions are now using holistic admissions criteria and processes.

Colorado Public University Efforts

Lastly, we considered how other public universities ($n = 10$) in Colorado are approaching graduate holistic admissions, with a specific interest in other CU campuses (Boulder, Denver, Anschutz), CSU campuses (Fort Collins, Pueblo), and regional leaders (Colorado School of Mines, Colorado Mesa University, Metro State University of Denver, Fort Lewis College, and the University of Northern Colorado). Colorado institutions, in general, are moving slower than other R1s and UCCS peer institutions: only 40% are implementing holistic admissions. CU Boulder and CU Anschutz use holistic approaches, but they are not universally-applied. CU Boulder’s education and environmental programs and CU Anschutz’s medical science program use holistic review and consider GPA, employment or volunteer experience(s), research experience, clinical experiences, leadership, skills or certifications (including technological skills), language skills in languages other than English, and life experiences. The Colorado School of Mines has a DI&A initiative, however it has not implemented any tangible plans. CSU-Fort Collins incorporates holistic admissions for undergraduate programs as well as in limited graduate programs such as geoscience and atmospheric science. They describe their approach as follows: “Instead of basing decisions on GRE results, it will use a combination of factors, including the applicant’s academic preparation, scholarly potential, self-appraisal and long-term goals.” The geoscience program made *Nature’s* headlines when they dropped the use of the GRE. The only other Colorado university we reviewed for this study that used holistic admissions was MSU of Denver. Its approach is similarly limited to specific graduate programs like nutrition and dietetics. Applicants are “encouraged to highlight diversity and/or life experiences that will benefit the profession and their success in a graduate program.... Examples of diversity and/or life experiences include but are not limited to first-generation status, racial-ethnic diversity, working with diverse populations, bilingual skills and/or

other unique life experiences that highlight overcoming adversity.” Therefore, it appears that Colorado universities are somewhat behind in incorporating holistic admissions for their graduate programs.

Conclusions on Holistic Graduate Admissions

The use of holistic graduate admissions remains a patchwork, but a well-estimated practice at R1s, peer institutions, and Colorado universities. Fifty percent (50%) percent – *perhaps a tipping point* – use some form of graduate student applicant reviews that consider the broader view of those candidates’ academic performance and research potential, measures of persistence and commitment, and life and professional experiences.

References

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UCCS Graduate Program Participation in the Western Regional Graduate Program

Spring 2022

UCCS allows programs to opt in to the [WICHE Western Regional Graduate Program](#) (WRGP). Participation in WRGP allows for reduced nonresident tuition for students from one of the participating western states or US Territories. WRGP requires that programs offer tuition at a rate to not exceed 150% of resident tuition. The WRGP rate will be set by the provost following consultation with the UCCS Chancellor's Cabinet. In 2022 UCCS will set the WRGP tuition rate to be equal to the UCCS resident graduate rate for the specific program for which the student has applied. This rate applies to all UCCS programs which have been approved to participate in WRGP.

Programs may request to participate in WRGP by completing the Graduate School's form: *Application for Program Membership in the Western Regional Graduate Program*. The application requires approval by the college or school dean (including all deans if the program is a joint or dual degree across multiple colleges/schools). The Graduate School will submit the program information to WRGP. Programs will not officially be a participant until the school is listed on the WRGP site. Participation in WRGP will not start until the subsequent admission cycle.

Each graduate program may limit the number of WRGP participants they will allow and may have criteria for acceptance for a WRGP tuition reduction that is higher their normal admission criteria. However, restrictions on number or additional criteria are not required. These criteria and limits must be fully communicated on the WRGP application. If programs change their criteria or limit numbers, they must notify the Graduate School in writing and these changes must be made with WICHE WRGP prior to implementation by the program. If programs have limits and additional criteria for WRGP participation, then the program must notify the Graduate School on who will be receiving these awards on the decision sheet. Students receiving the WRGP tuition benefit are not eligible for a UCCS Out-of-state tuition grant. The WRGP rate is not retroactive for students admitted to program prior to a program's acceptance in the WICHE WRGP program.

The Graduate School will work with Graduate Admissions to identify a process for noting the WRGP tuition rate for eligible students.

Programs must notify the Graduate School in writing if they want to remove themselves from WRGP participation. Once participation is stopped, current students in program will continue to receive WRGP tuition award. Removal from WICHE WRGP will occur after next admission cycle starts.



Application for Program Membership in the Western Regional Graduate Program

Individual graduate degree and graduate certificate programs can offer Colorado in-state tuition to admitted graduate students from 15 western states and Pacific U.S. territories after formally joining WRGP.

If your program would like to become a member, please carefully read the WRGP description and FAQs (wiche.edu/wrgp) and provide the information requested below.

Only students who are admitted after a program is officially approved for WRGP can be offered in-state tuition.

.....

College: _____

Department: _____

Program: _____

Degree Type: _____

(MA, MS, MSc, PhD, Certificate, etc.)

Will there be Special Admissions Requirements above and beyond the normal criteria? ____ Yes ____ No

If yes, please list:

Will there be a limit on the number of students who can participate? ____ Yes ____ No

If yes, what is number of students allowed? _____

If yes, how will you decide which students are selected:

Why do you want to participate? Please briefly explain in the box provided.

Program Director Signature (**REQUIRED**) _____

Department Chair Signature (**REQUIRED**) _____

College Dean Signature (**REQUIRED**) _____

Graduate School Funding Opportunities

These are brief summaries of funding available from the graduate school. Please read specific details for each opportunity to understand application processes. Information for students at <https://www.uccs.edu/graduateschool/uccs-finances/finance-resources>

Graduate Research Fellowship (\$5,000/year; 10-15 given per year)

A competitive award sponsored by the Graduate School and the Research Office given to outstanding students from any graduate program. Students must be engaged in research/scholarship with a faculty member. These can be for incoming graduate students or returning graduate students. International students are eligible. Students are nominated by the program. Nomination packets are **due February 23** to graduate school and awards made by April 1 for the following academic year. Awardees are part of the Graduate Research Academy and also receive a travel award.

Graduate Opportunity Scholarship (\$5,000-\$25,000/year; 1-6 given per year)

A competitive need-based scholarship given to incoming graduate students who bring diverse perspectives to UCCS. Students must have a minimum 3.0 undergraduate GPA and demonstrate financial need by completing the FAFSA no later than **March 1**. Students apply directly through the UCCS scholarship webpage and must complete an essay as part of the application (see Financial Aid page for deadline). Students must have been admitted to the program to be able to access the UCCS Scholarship page (contact the Graduate School if there are issues). International students are not eligible. Awards will be announced in early April for the following academic year.

Graduate Out-of-State Scholarship (for recruitment of new students) (\$6,000/year; 20 given per year)

This is a merit-based scholarship for first year out-of-state graduate students. Students must be paying full nonresident tuition, have a minimum undergraduate GPA of 3.33, and be enrolled full time. International students are eligible. These are recruitment scholarships and are given to programs directly to award to students. Qualified students are considered by their program and there is no separate application process (except if department sets additional criteria or process). Awards must be given **by May 13** or funds return to graduate school to be dispersed.

Graduate School Mentored Doctoral Fellowship (\$20,000-\$25,000/year awards; 4-5 given yearly)

A competitive award sponsored by the Graduate School that supports the professional development of doctoral students. Awards are for outstanding advanced doctoral students who are engaged in mentored professional development activities beyond coursework and dissertation research (e.g., additional research, teaching, clinic work; practicum, etc.). International students are eligible. Students apply directly through the UCCS scholarship webpage. Applications are due by **March 1** for awards in the following academic year.

Graduate School Tuition Matching Grant (up to \$8,000 per year; number depends on requests—approximately 50-100)

Program must provide matching funds (i.e., teaching assistantship, research assistantship, or funding related to service/internship directly related to educational program). Colleges/departments/programs will be told how many awards they can give. Colleges/departments/programs select and notify to students about awards as part of the recruitment/retention process. The program must inform the graduate school of their awardees by the **first Monday in May** (May 1). Tuition matching grants are awarded through financial aid; departmental matching funds are paid through normal departmental processes. Students must have GPA of 3.0 or higher and be enrolled in 6 or more credit hours. Program must respond to graduate school email by Nov 8 about how much matching funds they have available to use for this program. Programs will be told how many awards they will have to allocate by December 15.

Travel Awards (\$400/student; 40-50 given yearly)

These are allocated to help offset travel expenses for graduate students that travel to conferences that will further their research efforts, and the research efforts of the University. It can also be used for students who wish to travel to trainings and workshops that will contribute to their professional development. Only currently enrolled graduate students in degree seeking programs are eligible to apply. Students submit application electronically, see graduate school website for deadlines and other. **Travel award application opens twice a year.**

Other awards offered through financial aid:

All available institutional awards for graduate students can be found on the graduate school webpage: <http://www.uccs.edu/graduateschool/uccs-finances/finance-resources.html>

Cesar Chavez scholarship for graduate students: <https://www.uccs.edu/diversity/cesar-e-chavez-graduate-0>

Colorado Graduate Grant: need based, Colorado residents in STEM fields. Must complete FAFSA by March 1. Awards made by financial aid in Fall.

UCCS Tuition Grant: need based, Colorado residents in STEM fields. Must complete FAFSA by March 1. Awards made by financial aid in Fall.

Lind Scholarship: need based; all US domestic graduate students eligible. Must complete FAFSA by March 1 and student completes and application with an essay through UCCS Scholarship application by March 1.

UCCS Family Development Center Scholarship: Childcare scholarships may be available. Students can call (719) 255-3483 to learn more.

Scholarship portal opens December 1. Students must be admitted to review and apply for scholarships. Most institutional aid requires that students are admitted by March 1 or they cannot complete applications or money is gone by the time late admit students are admitted.

The Graduate School and Office of Research
Graduate Research Fellowships Nominations Awards for 2022 – 2023
NOMINATION DUE DATE: February 23, 2022 by 5:00 pm

Purpose: Approximately \$70,000 (depending on ICR distribution) annually is set aside for Graduate Research Fellowship awards. The fellowships are merit-based awards that contribute to educating graduate students and moving the university research mission forward. The awards are to be used to recruit and retain outstanding graduate students.

Requirements: Awards are conferred to incoming or returning graduate students with outstanding academic records. Priority is given to those graduate students who have identified a UCCS faculty mentor who will work with him/her on a research/creative product (e.g., thesis, publication, grant proposal, scholarly presentation, art showing, etc.). The student must be fully admitted to and active in (at time award is dispersed) an on-campus graduate program to be eligible for the fellowship. Awards are made for one year, and will be dispersed equally between fall and spring semesters. If the graduate student fails to meet the enrollment requirement, the fellowship is forfeited. Students who have received this award in the past are not eligible for an additional award.

Graduate Research Academy: The Research Office has created a Graduate Student Research Academy. Students who receive the Graduate Research Fellowship will be members of the Academy. Academy members will be eligible to receive a [\\$400 Research and Professional Development award](#) (students must request the funds). Academy members will receive invitations to other research events. A letter of academy membership will be given to students (who can list this on their vita). Events are optional opportunities for students to attend.

Awards: Each graduate research fellowship is a \$5,000 award. The number of awards will be based on the amount of money available each year in the Graduate Research Fellowship account. For the 2022-2023 year we currently expect to have \$70,000, allowing for 14 awards. Departments are limited to eight (8) graduate student nominations. In order to make the distribution of funds equitable, any one department may receive up to 33% of money available in a given year (i.e., 4 awards in 2022-2023). This fellowship is an important recruitment tool and can especially help with nonresident tuition; please consider nominating your outstanding applicants.

Evaluation Criteria: Nominees will be evaluated by graduate faculty appointed by each college's dean (with appropriate representative across colleges and individual departments not having more than one representative). Evaluators will submit their ratings to the Graduate Dean who will make the final awards based on these ratings and limits on department awardees. All nominees will be evaluated on the following attributes (there is not a rubric):

1. Quality/Strength of past academic record/qualifications (e.g., GPA, senior thesis, publications, presentations, awards, grants, etc.). A student's particular achievements will be evaluated here based on their currently level/stage of their academic career (e.g., MA vs. PhD; new student vs. advanced student). Evaluators may also consider quality/strength of past programs when evaluating a student's record.
2. Quality/Strength of the student's statement, including an example of a specific research idea, graduate project, or creative work to be completed. May use a graduate school application statement, especially for new students, or have a student submit a document. This should not be a full research proposal.

3. Quality/Strength of letter of recommendation from UCCS faculty mentor, including clear evidence of commitment to have a research/creative interaction with the student related to the student's stated research idea, project, or creative work.
4. Quality/Strength of letter of recommendation from another faculty member and/or professional mentor who has knowledge of the student's previous experiences and future potential, including clear evidence of scholarly/professional accomplishments.
5. Quality/Strength of other factors that may influence success in graduate school.

Process: Graduate students do not "apply" for the fellowship like other financial aid or scholarships. Instead the program nominates a student following this process:

1. The nomination process is initiated by graduate director. Each department submits a nominating letter listing all applicants from the department, as well as a separate nomination packet for each student. Only one nominating letter per department needs to be sent. All materials should be sent electronically (paper files are not accepted).
2. Each individual student nomination packet should include **in the following order** (this order helps the reviewers easily look at the files):
 - a. Two letters of support:
 - i. One supporting letter from a UCCS faculty mentor is required. This letter should speak to the students' qualifications and should specifically outline how the faculty mentor will work with the student on a research/creative product. Please make sure that the undergraduate GPA and the undergraduate college/university is evident in this letter (or the UCCS Graduate GPA if the student is a returning UCCS graduate student).
 - ii. An additional supporting letter from another faculty member and/or professional mentor who has knowledge of the students' previous experiences and future potential is also required. A letter of recommendation submitted with the graduate students' initial application to graduate school may be used for new students or students who have been at UCCS for less than 2 years.
Note: No additional letters of support should be added.
 - b. A statement from the student nominee should briefly outline his/her goals for graduate school. The student's statement may include a description of research interests/experiences, or an example of a specific research idea, graduate project, or creative work to be completed. This statement can be from the student's original application packet if your department requests such a document. This statement should be no longer than 500 words. This is not a complete proposal for a research project but rather is about a students' research goals while at UCCS.
 - c. Grad Application form (not all supporting documents) plus a copy of unofficial transcripts or a transcript copied by the department (e.g., from grad application materials).
3. Nominations should be received in the Graduate School by **5:00 pm on February 23, 2022**.
4. The Graduate School will notify the students, departments, and the financial aid office about the award.
5. The funds are paid through financial aid to student's account. If a student has a balance the funds will be used to cover the balance.

Submission of Nominations: Deadlines will be strictly followed. An incomplete nomination or a nomination turned in later than the deadline will not be accepted. Please submit one PDF with the nominating letter (all students being nominated by the department can be in one file) and a single PDF with **all** materials for each individual student to the Graduate School (GradDocs@uccs.edu) by **5:00 pm on February 24, 2020**. Please put materials in order listed above.

The student file should be named with the student's last name and department in the file name (e.g., Jones_Business.pdf). Any questions related to the nomination and evaluation process should be directed to graddocs@uccs.edu

Graduate School Tuition Matching Grant

NOTE: "Program" is used generically and may refer to graduate program, department, college/school. Each college/school can determine how awards are made but awards are given based on number of unique degree programs as recognized by Institutional Research. Tracks do not count as separate degrees within same department.

Process

- Each program is given money that they can distribute to students who meet the eligibility criteria. Awards can be for \$1,000 to \$8,000 with no more than \$8,000 given in an academic year and no more than \$4,000 per semester. Best practices indicate that it is better to give awards for a full academic year but departments may give single semester awards.
- Programs **must provide separate matching funds for work** (i.e., teaching, research, or work directly related to educational program) equal to or greater than the matching funds. Matching funds may come from work-study awards, departmental funds but departmental scholarships cannot be used. The tuition grant **must be** given to students who are working as this is an **employment benefit**. The work may occur Summer to Summer but should be over same period as tuition awards which are given Fall and Spring semesters.
- **Programs must submit to the Graduate School dean (GradDocs@uccs.edu) by first Monday in May by 5p.m. the Graduate School Tuition Matching Grant form (see below).** Forms after this date will not be accepted but the program will be required to honor any awards that they gave out to students.
- Programs are responsible for ensuring that all information on the award form is correct, especially student ID as this is the key information that will be used by financial aid to give the award. If the program provides incorrect information and the award is given to the wrong student, the program will need to provide funds to cover the award for the correct student (and the student incorrectly given award gets to keep it).
- Programs must ensure that students meet all eligibility criteria at submission of the award form (except enrollment status which will be determined by Financial Aid each semester). If students do not meet eligibility criteria, then programs will need to provide funds to Graduate School to cover the award (and students will still receive award).
- Programs should inform students of this award and the requirements for the matching work award given by the department. Programs should confirm that students will be attending UCCS and are willing to work. Once award form is submitted, awards cannot be changed to different students.
- Programs can allocate their funds as they see fit and as long as matching funds, work requirements, and eligibility criteria are met. It is best practice to provide financial aid to students for both Fall and Spring semesters but this is not a requirement.
- Programs must inform the Graduate School of any changes in awardee's employment or enrollment status as soon as possible. Once awards are given each semester they cannot be returned. If awards are not used properly then departments may lose eligibility to participate in the program or may be required to reimburse the funds.

Student Eligibility Requirements

- Will work as teaching assistant, research assistant, or in a role that is directly related to the educational program equal to or greater than the amount of the tuition award using departmental funds.
- Students maintain GPA of 3.0 or greater.
- **Students are enrolled in 6 or more credit** hours each semester of tuition grant award.
- New students must be regularly admitted to program. Students on provisional admission are not eligible except for international students whose only provision is to demonstrate English proficiency requirements. Students in accelerated masters' program must be admitted to graduate school at time of award.
- Ineligibility Criteria:
 - Students who are using their employee tuition benefit are not eligible for the tuition grant.
 - Students cannot be on probation nor have extended the timeline for degree completion.

Graduate School Tuition Matching Grant form

Department/Program/College/School: _____ Person Completing: _____

[illegible]

UCCS Graduate Out-of-State Scholarship (\$120,000 total amount available for 2022-2023 academic year)

Scholarship Details

- 20 scholarships available
- Each scholarship is \$6000/year (\$3000/semester for Fall and Spring)
- Scholarships will be allocated from Graduate School to programs/department/college based on 3 year percentage of applications from non-resident students.
- Academic units may determine additional merit criteria beyond the minimum set below for awarding scholarships
- Scholarships must be given to **new nonresident** students (including international students) who meet the eligibility criteria below (students whose programs started Summer 2022 are eligible). Awards are for two consecutive semesters starting Fall 2022 semester.
- Scholarship awardees must be identified by second May 13; any unused scholarships will be returned to the Graduate School and either given to other programs to use or returned to the Financial Aid Office to be used for graduate students with unmet need.
- Programs/Departments/Colleges must submit names of awardees by May 13 using the form provided by the Graduate School (on next page). The Graduate School will notify Financial Aid Office of awardees by June 1. Programs must check that students meet the eligibility requirements (enrollment requirements will be checked once courses start by the Financial Aid Office) and confirm that students plan to enroll at UCCS for the Fall 2022 semester.
- If program awards a scholarship to a student who does not meet the eligibility criteria, then the program will be required to reimburse the Financial Aid Office and the student will still receive the award.
- Programs should offer the award to admitted applicants in writing. If the applicant does not accept, then the program may offer the award to another student (through the May deadline).

Minimum Eligibility Criteria

- Graduate Student enrolled full time (5 or more credit hours) in a UCCS graduate program
- First year graduate student (starting Summer 2022 or Fall 2022) who has a 3.33 or greater undergraduate GPA (or Master's GPA if admitting to a doctoral program). Programs may use a different GPA standard for international students who attended an international institution of higher education that does not fit the same standards as the US system; however, these are scholarships for the best students.
- Students must be paying the full nonresident tuition rate (students paying reduced nonresident rate due to WRGP, military, extended studies, differential online rate, etc. are not eligible). International students paying full nonresident tuition rates are eligible. Students may be receiving some other tuition support (e.g., through grants) and still receive this award.

Department Requirements

- Departments inform graduate students about the scholarship, including requirement that they are paying full nonresident tuition. These scholarships are to be used as a recruitment tool so you can "package" it with departmental awards to encourage out-of-state students to attend UCCS. (Students will also get information from Financial Aid office but not until Fall awards are given sometime in late summer or early fall.)
- Submit to the Graduate School the Out-of-State Scholarship form by May 13, 2022. All awardees for a department should be submitted at one time on the same form. Once this form is completed and the May submission date has passed, the department may not submit alternative names to Graduate School.
- If a department submits form late to Graduate School, they may be required to fund any awards that they informed students about but did not complete paperwork on time. If students do not meet minimum eligibility requirements then programs will need to reimburse Graduate School for awarded scholarships (student will still get award).

Graduate School Out-of-State Scholarship form

Department/Program/College/School: _____ Person Completing: _____

[illegible]

Heller Center



What is a reading cluster?

They are self-directed reading projects organized by students to extend intellectual interests sparked in classes. Choose a book or a selection of articles and share conversation, insights, and snacks, all while enjoying the beauty of the Heller Center.

No writing assignments
No midterms or final exam
No grading/class credit

More information:

heller.uccs.edu

Questions?

Call Rhonda Goodman-Gaghan (719) 255- 3898
or Steve Carter (719) 255- 4005

DEADLINES:

***SHORT APPLICATION
REQUIRED***

October 29, 2021
(for Spring 2022)

March 18, 2022 (for
Summer or Fall
2022)



University of Colorado
Colorado Springs



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