UCCS University of Colorado
Colorado Springs

Graduate Executive Committee
May 10 2019
Minutes

Attendees:
Voting Members: Brian McAllister, Jeff Ferguson, Jeff Spicher, Margaret Harris, Mandi Elder, Henriikka Weir, Cathy Simmons, David Havlick, Janel Owens, Jeremy Bono, Kay Yoon, Roger Martinez, Leilani Feliciano, Jeff Montez de Oca, Linda Button, Sylvia Mendez
Non-Voting Members: Joanna Bean, Wang Chao, Barbara Frye, Kathy Randolph, Scott Kupferman, Edie Greene, Janice Dowsett, Sarah Elsey, Kelli Klebe, KrisAnn McBroom

- COE Behavior Intervention Certificate under Department of Teaching and Learning (Kathy Randolph, see attachment)
  - The certificate will be 21 credits, with six new courses and one currently offered course. The department is hiring a new faculty right now.
  - The request is for this certificate to be a Gainful Employment certificate.
  - The GEC voted to recommend approval of the proposed certificate (yes: 13; no: 0; abstain: 1)
- Discussion with Alumni Relations (Joanna Bean, Director)
  - The Alumni office wants to work together with departments, so the campus has one central customer relations management system for our alumni. They want to oversee communication out to alumni because they are required to ensure that all communication adheres to the federal regulations on spam emailing (see CU communication webpage for more information https://www.cu.edu/blog/ecomm-wiki/commercial-vs-transactional-whats-difference).
  - There is an effort on campus to coordinate student surveys, so students are not getting survey fatigue from too many participation requests. If you have a survey, please contact Alumni office or Institutional Research.
  - You can work with Alumni office to contact your departmental alum.
- English Proficiency policy (see attached policy proposal)
  - UCCS must ensure that all students, not just international students, have necessary English skills to complete degree requirements. We also certify to US government that we've assessed English proficiency for visas. We have programs check this on the decision sheet.
  - Best practices for student requirement are to have *specific* policies that can be published on websites.
  - We want to ensure there is clarity for recruitment of students and that there is equal treatment across students.
  - The proposed policy allows for flexibility but needs to be known and not ad hoc.
  - The GEC requested changed wording for the first option under item d. The graduate school will work on this and bring back to a future GEC meeting.
- PhD Transfer work process discussion (see attached policy proposal)
  - Validation of courses (in time limits says all courses beyond 9 years need to be validated)
  - The current transfer policy mentions master's validation but not doctoral
  - Change wording in transfer to say all courses beyond limits counting for degree need to be validated
  - Also updated policy that students who took a graduate level course during their bachelor's degree that was not used towards the degree can be transferred in with department and graduate school approval.
  - The GEC voted to approve (yes: 16; no: 0; abstain: 1)

- OnBase developments- the graduate school is creating a graduate school track within OnBase that will house all graduate student documents. This will allow for there to be a central record for all student petitions, memo's, forms etc. We have a goal of going paperless through workflow in OnBase in the future.
  - Departments have requested if they can also start to work through this if they wish to put their own documents through workflow. The Graduate School will be exploring this option. If you have questions, please contact KrisAnn (kmcbroom@uccs.edu)
- EAB Survey to prospective students- (see attached survey)
  - EAB is doing a few market type surveys for UCCS graduate school. We are meeting with EAB (electronically) on May 21 to hear results (feel free to join us if of interest). We will bring findings back to GEC in Fall.
  - One survey question asked prospective students to select 5 adjectives from a long list (attached) that best described their perceptions of UCCS graduate programs. The top five words were: affordable, accessible, average, academic excellence, convenient). Are these the 5 words we want prospective graduate students to have about UCCS?

Announcements
- The **Graduate Student Research Showcase** was on May 3rd. We had 45 students present from 4 different colleges. Thank you to those who were able to come support our students at the event!

- **New Graduate Student Welcome Event**
  August 19th 5-7pm Berger Hall
  Students should RSVP via the Graduate School: email gradinfo@uccs.edu for RSVP link

- **New Graduate Student Resource Session**
  August 20th 8:30a-12p
  Schedule TBD
  RSVP: gradinfo@uccs.edu

- **NSF GRFP Workshop**
  August 20th TBD Afternoon Overview of NSF GRFP
  September/October Writing workshops and Mock Panel Reviews
  Deadlines for submission are end of October

- **International Student Mandatory Check in Day**
  August 21st, please email ycheng@uccs.edu for details.

- **Spring Commencement** is May 17th 2019 at the Broadmoor World Arena
  - Morning Ceremony at 10:30 am (LAS)
  - Afternoon Ceremony at 2:30 pm (all other colleges)

- **Fall 2019 GEC Meetings** (10:00-11:30; location Dwire 204)
  - Sept 13, Oct 11, Nov 8, Dec 13
- **Spring 2020 GEC Meetings** (10:00-11:30; location Dwire 204)
  - Feb 14, Mar 13, April 10, May 8

Certificate Approval Form

1. Name of Certificate: <u>Behavior Intervention Certificate</u>

2. Department(s): <u>Department of Teaching and Learning</u>

3. College(s)/Institutions: <u>College of Education</u>

4. Faculty Director/Advisor: <u>Kathleen M. Randolph, EdD, BCBA-D</u>

5. Type of Certificate: <u>Graduate Certificate</u>

     Gainful Employment

6. Expected start date (semester and year): <u>Fall 2019</u>

7. Number of required credit hours: <u>21</u>

8. Anticipated length of the program:
    <u>One Year, Three Semesters (Fall, Spring, Summer)</u>

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

   a. How the certificate program fits the unit's role and mission:

   The College of Education's mission is to prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation. These elements are essential to the proposed certificate and will be represented throughout all coursework. Additionally, this certificate also aligns with the College of Education's vision to become the foremost regional leader in teacher preparation, by creating the first Inclusive Behavior Intervention Certificate in Southern Colorado.

   b. Courses and requirements to complete the certificate:

   SPED 5021: Designing Positive Classroom Environments (**3 credits**)
   SPED 5300: Introduction to Applied Behavior Analysis (**3 credits**)
   SPED 5301: Behavior Analytic Teaching (**3 credits**)
   SPED 5302: Applied Behavior Analysis Assessment and Intervention (**3 credits**)
   SPED 5303: Designing Trauma Informed Supports in the Classroom (**3 credits**)
   SPED 5304: Advanced Applied Behavior Analysis (**3 credits**)
   SPED 5305: Ethics in Applied Behavior Analysis (**3 credits**)

   All courses will transfer into our Master's Degree in Special Education Program. Students will be given the opportunity to apply to the MA program before completing the third course. This has the potential to increase enrollment in the MA program.

   Students must achieve a B- or better in all classes and maintain a 3.0 GPA.

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c. Admission criteria:
- Bachelor's degree from an accredited university
- Overall undergraduate GPA of 2.75 or better
- Three letters of reference
- Career Goal Statement
- Current resumé
- Interview with a faculty advisor

d. The exit process:

- The program coordinator will do a transcript review when the student has completed all coursework requirements and maintained a 3.0 GPA.
- A list of certificate completers to the registrar.

e. Costs of offering the certificate program.

- There will be no additional costs to the department or college as the courses as the courses will be part of faculty load.

f. Expected benefits, income, return on investment.

- Potential for increased enrollment in the MA in Special Education Degree Program.
- Completers will be prepared to enter the behavior intervention profession. There is a serious shortage of qualified special education teachers with skills to effectively implement inclusive behavior intervention strategies in the Pikes Peak Region schools as well as across the state.

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

- Standard Fees will apply.

PART II (for GE Certificates)

1. Program website URL for certificate program:
https://www.uccs.edu/coe/departments/teaching-and-learning/programs/special-education/sped-degree-programs

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

One of the greatest needs in the classroom is inclusive behavior intervention. Locally, school districts have difficulty finding qualified individuals with this expertise. Several school districts have approached UCCS to inquire about the possibility of offering a certificate that prepares students for the Board Certification in Behavior Analysis (BCBA), which is the professional credential that relates to inclusive behavior intervention. The demand for BCBAs across the country has increased approximately 800% between 2010-2017 (BACB, 2019).

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

Local school districts and agencies contacted UCCS to request the courses to provide students with a foundational knowledge of inclusive behavior intervention, and a pathway to certification in behavior analysis. Additionally, a local agency provided UCCS with a Memorandum of Understanding providing opportunities for employment and supervised independent fieldwork experience to meet the criteria provided by the Behavior Analyst Certification Board. The Inclusive Behavior Intervention Certificate course content, program length, academic level, admission requirements, and prerequisites were developed using input from current UCCS faculty members with expertise in inclusive behavior intervention, as well as College of Education administration with expertise in certificate design and implementation.

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

Certificate completers will earn depending on their experience and education level (Master's Degree or Doctoral Degree):

Starting salaries in Colorado Springs:
- Schools: $52,000 – $68,000
- Hospitals: $50,000 – $65,000
- Private Practice: $51,000 – $65,000

Salaries with experience in Colorado Springs:

- Schools: $64,000 – $82,000
- Hospitals: $63,000 – $81,000
- Private Practice: $64,000 – $82,000

(ABAEDU, 2019)

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

    ⌋ Business advisory committee

    ⌋ Program integrity board

    ⌋ Oversight/regulatory agencies (other than CDHE or accrediting agencies)

    ⌋ Business that would likely employ graduates of the program

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N/A

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

   The Inclusive Behavior Intervention Certificate was developed using input from current UCCS faculty members with expertise in inclusive behavior intervention.

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

   On-time completion rate, job placement rate, and median loan debt will be determined based on the cost of tuition.

8. When do you intend to begin disbursing Title IV funds to students: <u>Fall 2019</u>

9. Estimate the cost of the program:

	Per Term	Annual
Tuition and fees	Fall – $3,481.38 Spring – $3,481.38 Summer - $5,127.57	$11,706.33
Room and board	n/a	
Books and supplies	150	450

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

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

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

   According to the BACB (2019), "The existing Standard Occupational Classification within the Bureau of Labor Statistics does not categorize the role of "Behavior Analyst." Occupations that included the credential in job postings include Counselors, All Other; Clinical, Counseling, and School Psychologists; Special Education Teachers; and Teacher Assistants; among others. Clear opportunities exist to create a unified occupation and to identify the skills required for these roles."

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

   Counselors, All Other- 21-1019

   Clinical and Counseling Psychologists – 19-3033

   School Psychologists - 19-3034

   Special Education Teachers – 25-2050

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

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

 X   Yes   No

References

Behavior Analyst Certification Board (BACB). (2019). US Behavior Analyst Workforce: Understanding the National Demand for Behavior Analysts. Retrieved from https://www.bacb.com/wp-content/uploads/2017/09/151009-burning-glass-report.pdf

Salaries for Applied Behavior Analysts in Colorado (ABAEDU). (2019). Retrieved from https://www.appliedbehavioranalysisedu.org/colorado/colorado-salary/

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

Requested by:

_____   _____   _____
Faculty: Name

Approvals:

_____   ___
Department Chair: Name

_____   ___
College Dean: Name

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

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

_____   _____   _____
Provost: Name   Signature   Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code:_____Plan Code: _____

Career Code:_____Subplan Code: _____

Program Code:_____Effective Date: _____

Date Assigned: _____

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

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Section A: Regular Admission

1. Minimum requirements for admission as a regular degree student:

   a. Hold a baccalaureate degree or a master's degree from an accredited college or university, or demonstrate completion of work equivalent to the baccalaureate or master's degree given at this University.

   b. Have an undergraduate grade point average of 2.75 or better ('A' is equal to 4.0).
   OR
   Have a combined undergraduate grade point average and score on a national standardized admissions test that meet criteria determined by the department
   OR
   Have completed 15 semester hours of relevant graduate course work at an accredited university with a grade point average of 3.0 or better. Note that units completed before admission may not all be transferable to a graduate degree program.

   c. Have adequate preparation to enter graduate study in the chosen program, and meet the requirements for admission, as determined by the program faculty.

   d. English proficiency must be established for all students. A student who is noticeably deficient in the written and/or oral use of the English language cannot obtain an advanced degree from University of Colorado Colorado Springs. Each program judges the qualifications of its students in the use of English. The department ~~chair/program director~~ is responsible for deciding whether a student is proficient in the use of English.

   The following ~~recommendations are suggestions for~~ are options for determining English Proficiency. Departments must use one of these options.
   Bachelor's degree from an US accredited institution where teaching is done in English or is a citizen from a country whose first/official language and the language of instruction are English and student has undergraduate work in that country.
   OR
   A score of at least 85 on the TOEFL test or a score of 6.5 on the IELTS test or a**n equivalent** score ~~above 270 on the~~on an approved English proficiency test (e.g., ~~ACT/Compass test~~Kite). Test must have been taken in the last two years. (Programs may set higher standards if they have a heavy communication component to their program or requirements that require high English proficiency).
   OR
   Successful completion of an UCCS Approved English Language Training program
   OR
   Department may develop other criteria that are ~~reviewed by Global Engagement Office and~~ reported to the Graduate School. The established criteria must be published (e.g., on department websites). Such methods may include, but are not limited to, in-person interviews with students; specific scores on standardized tests such as GRE or GMAT; submission of papers to professional journals where English is the written language and student has a substantial role in writing the paper.

   Note: It is important to communicate to potential students the English Language expectations so that they can plan appropriately and not apply if they do not meet the minimum standards.
   For students who do not meet the above criteria, program faculty may assign coursework and/or examinations that must be taken in order to make up deficiencies. Students requesting admission to a coordinated degree program must follow the admission procedures established for that program.
   Information about program admission standards are available in each department/program office/website and, on the Graduate School website~~, or from the Recruiting and Retention Coordinator.~~

Article III; Section E: Transfer Credits

Transfer credits may be applied to a graduate degree only with the approval of the program director. Each master's program will establish, with the concurrence of the Graduate Executive Committee, the maximum number of semester hours (not to exceed 30% of the required credits) that may be transferred from another accredited institution and applied toward its graduate degree. Additional transfer credits for doctoral programs may be allowed at the discretion of the program director, with approval of the Graduate School Dean. The following provisions will apply:

1. All transfer courses must have a minimum grade of B or above.

2. Some programs may require that credit will not be accepted for transfer until the student has established a satisfactory academic record at this university.

3. ~~For master's degree students,~~ Aall work accepted for transfer must have been completed within the approved degree ~~six year~~ time limit, or must be validated and approved by program faculty.

4. Courses applied towards a master's degree or bachelor's degree may not be used towards another master's degree. Courses applied to a master's degree may be used towards the doctorate degree with the approval of the program faculty and graduate school.

5. Requests for transfer of credit must be made on the form specified for transfer of credit and an official transcript of course credit must accompany the requests or be on record in Admissions and Records.

6. Master's degree students must submit transfer requests to the program director by the deadline determined by the program.

7. Doctoral degree students must submit transfer requests to the Graduate School before submitting the application for admission to candidacy.

8. Graduate level credits earned while an undergraduate at another institution may ~~not~~ be transferred to the Graduate School upon approval of the program faculty and graduate school as long as the credits did not count towards the undergraduate degree.

9. Students transferring in credits from international institutions to count towards degree requirements must have courses evaluated by a professional service to determine the work is graduate level, equivalency of grades and number of credits. Please visit the Transfer office website at https://www.uccs.edu/transfer/transfer-credit-advising (See Office of Admissions and Records for suggested service providers). If UCCS has a contracted agreement with an international institution, course evaluation will not be required.

Original survey question: Please select up to five characteristics from the list below that you think best reflect UCCS.

Using the same list, please do the following:

1. Circle 5 words that reflect your personal opinion about UCCS.

2. Star 5 words that you think prospective applicants might select.

3. Underline 5 words that you think UCCS should strive for.

Academic excellence	Engaging	Prestigious
Accessible	Executive	Rural
Accountancy	Expensive	Safe
Affordable	Experimental	Selective
Average	Frustrating	Small
Big	Global	Sophisticated
Boring	High-quality	Stressful
Career-oriented	Homogeneous	Student-focused
Challenging	Innovative	Suburban
Collaborative	Inspiring	Success
Community-oriented	Intellectual	Supportive
Competitive	Isolated	Team-oriented
Convenient	Large	Traditional
Dangerous	Leadership	Trustworthy
Difficult	Modern	Unique
Diverse	Multicultural	Urban
Driven	Nonresponsive	Value
Easy	Opportunities	Well-known
Economical	Overwhelming	

Other (please specify)