



Graduate Executive Committee
November 13, 2015
Minutes

Attendees: Steve Miller, Craig Elder, Cathy Claiborne, Becky Gundrum, Whitney Porter, Edin Mujkic, Sandy Berry-Lowe, Jeff Spicher, Jose Mora, Ron Koch, Ian Smith, Crista Hill, Karen Livesey, Anna Kosloski, Sylvia Mendez, Steve Tragesser, Al Schoffstall, Edie Greene, Edwardo Portillos, Kelli Klebe, KrisAnn McBroom

Dean's Report:

- Conflict of Interest: A policy or guidelines are needed concerning employees who are also students, especially if they are enrolled in a program in the same department as they work. HR has determined that they should be the ones to create this policy/guidelines for the campus. The Graduate School will coordinate with HR to ensure procedures get completed and that it is fair to students/employees.
- WRGP: We are not able to add any other programs at this time, but will be able to continue with the 8 programs currently enrolled. Participating programs will want to look at whether they are meeting the WRGP requirements.

Business

- School of Public Affairs- National Security Intelligence certificate proposal (presented by Dr. Edin Mujkic)
 - Given a changing national security climate, the School of Public Affairs would like to remove their current certificate in Homeland Defense certificate and replace it with the National Security Intelligence certificate.
 - GEC voted unanimously to recommend approval of the National Security Intelligence certificate.
 - Graduate School will work with system to see if there are additional requirements for GE certificates as there is currently a hold at CU system level on new GE certificates.
- School of Public Affairs- Homeland Security and Emergency Management Leadership certificate proposal (presented by Dr. Edin Mujkic)
 - Given a growing demand from military and first responders, the School of Public Affairs would like to remove their current certificate in Security Intelligence certificate and replace it with the Homeland Security and Emergency Management Leadership certificate. In the Colorado Springs area there is a need for this type of education given the large military community as well as first responders.
 - GEC voted unanimously to recommend approval of the Homeland Security and Emergency Management Leadership certificate.
 - Graduate School will work with system to see if there are additional requirements for GE certificates as there is currently a hold at CU system level on new GE certificates.
- Leave of Absence Policy
 - Both Denver and Boulder have a leave of absence (LOA) policy. LOA status can be recorded in CU-SIS so that students on leave can be better tracked. See attached LOA form.
 - **Draft Leave of Absence Policy for Graduate School Policy and Procedures Handbook**

If a student needs to take a leave of absence for longer than one semester, the student will need to request a leave of absence from the program. A leave of absence may occur for one year (3 continuous

semesters including summer). Programs may have shorter stop out periods. Students may request consecutive leaves but after two years the student will need to reapply to the program to determine if they are still eligible to return to the program. At readmission, a program may ask students to complete any new program requirements since original application. During the leave period, the progression clock remains active. That is, students will need to complete a master's degree within six years or a doctoral degree within seven years from the original admission into the program. The student and program may still request an extension within the limits of the graduate school and program rules. Once a leave of absence has been approved by the program, the program director should notify the graduate school. The graduate school will work with the appropriate campus offices to put a stop on enrollment and financial aid for that student, until the time they decide to come back. To remove the holds, the program will need to inform the graduate school that the student has restarted the program.

- GEC voted to approve the draft leave of absence policy as well as the proposed form for submitting leave requests. The Graduate School will work with records around the process to begin tracking leave requests in CU-SIS. We will need processes for tracking students who should be on and taken off LOA, making sure that students' still have access to email but not registering, etc. We will need to work with A&R, FA, IT, etc. so will come back with specific processes people need to follow. If programs want stricter LOA policies, they should put those in place.
- Probation: GEC voted on whether only UCCS courses would be used to place a student on or remove a student from probation or whether we would allow CU Boulder and Denver courses to be used to calculate the GPA for probation.
 - CU Denver and Boulder treat all other campuses (including UCCS) as "Transfer" courses and do not include in the GPA calculation from transfer courses toward the graduation or probation GPA.
 - Proposed changes to probation policy (changes from current policy are shaded):
Academic Probation: A student who has completed 9 or more semester hours at UCCS in the Graduate School and whose UCCS graduate program grade point average falls below 3.00 will be placed on academic probation until such time as the UCCS graduate program grade point average is raised to 3.00 or higher. Courses taken at other institutions, including other CU campuses will not be included as part of the decision to place on or remove from probation. The student will have a maximum of one calendar year to be removed from probation or the student will be dismissed from the Graduate School.
 - GEC voted to approve the policy wording changes to clarify that we only add or remove a student to probation using UCCS courses.
- Graduate School Fellowships
 - Out of state recruitment scholarship (you will receive an email on how many you have and what the processes are)
 - GPA requirement is changed from 3.5 or higher to 3.33 or higher
 - Each scholarship is for \$4000 for the year (\$2000 each semester Fall 2016 and Spring 2017)
 - You have until June 30 to award your scholarships. You should inform students they are getting the scholarship; the graduate school does not inform students of the scholarship.
 - There was a departmental requirement to report on the usefulness of these scholarships; only 2 programs did that. Please make sure that in the future you follow the department requirements or you will not be eligible in the subsequent year for these scholarships.

- Graduate Research Fellowships (see attached)
 - Requirements will remain the same as last year
 - Deadline is February 26, 2016
- Travel Awards: Encourage your students to apply.
<http://www.uccs.edu/Documents/graduateschool/2015/2015-16UCCS%20Travel%20Award%20Instructions.pdf>
 - Fall applications closed; 16 awards given
 - Spring application will open February 13, 2015
- Dissertation and Thesis Credits
 - Working with Admission and Records on possibilities for students not going over required number
 - Things for programs to think about:
 - Do we want a Graduate School rule on continual enrollment for doctoral students?
 - Do we want an option for students to enroll in “active status” to hold position which would have a nominal fee?
 - The GEC requires more time and discussion on this topic. We will bring this topic forward again to determine if it should be something we consider as well as if it would be for all students or for PhD only.

Announcements

Fall 2015 GEC Meetings (10:00-11:30; in UC 124): Dec 11

Spring 2016 GEC Meeting (10:00-11:30): Feb 12 (UC 124), Mar 11 (Dwire 204), April 8 (Dwire 204), May 6 (UC 124): NOTE CHANGE FROM NORMAL 2nd FRIDAY DUE TO GRADUATION CONFLICT

Upcoming Events:

- International Education Week: November 16-20, 2015.
 See list of events at <http://www.uccs.edu/international/international-education-week-2015.html>
- Commencement Ceremony, Friday December 18th 2:00 pm Broadmoor World Arena
- International student Spring 2016 Orientation: January 15th: Morning will be mandatory check-in
- Graduate School Spring 2016 Welcome Reception: January 20th: 4:30-6:00 pm, Library Apse

Certificate Approval Form

In order for a certificate program to be reviewed, please fill out the form below and submit to the appropriate college and campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: __National Security Intelligence

2. Department(s): ___Masters of Public Administration _____
3. College(s): ___School of Public Affairs _____
4. Faculty Director/Advisor: ___Donald Klinger _____
5. Type of Certificate:

Gainful Employment

6. Expected start date (semester and year): __Fall 2016 _____
7. Number of required credit hours: ___12 _____
8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):

8 months (2 semesters) – 24 months (6 semesters)
9. Describe the certificate program. Include in your description the following information:
 - a. How the certificate program fits the unit's role and mission.

Mission of School of Public Affairs is to transform lives. We strive to improve quality of public, nonprofit, criminal justice, and national security. Also, SPA mission is to educate future leaders in the community, state, nation and globally. New certificate is clearly emphasizing national security field, which was not the case before where Graduate Certificate in Homeland Defense did not have clear mission as whether national security field was part of it.

The addition of a 12-credit hour In National Security Intelligence Certificate will provide a stand-alone and program option in School of Public Affairs MPA program. The course content puts students in contact with national security and intelligence professionals, emphasizes competence in specific policy products, and provides the School of Public Affairs with the opportunity to partner with military and civilian security agencies as a workforce development partner and technical assistance provider. Further, the Certificate is designed for people interested in or around a professional career in military, civilian careers in Department of defense, Department of Homeland Security, FBI, CIA and other security agencies who may also become interested in completing the masters' education with the MPA program. MPA and SPA faculty believe that the national security intelligence certificate courses provide a challenging, master's level, "real world"-based educational opportunity in national security and intelligence management and public policy. The courses engage faculty, practitioners, and graduate students in systematic research and study designed to improve the quality of national security and intelligence apparatus, policy making, and public service.

- Participants are exposed to a full spectrum of national security, intelligence, foreign affairs and international relations issues, policy-making options, and management tools.

- The analysis, design, and implementation of a national security and intelligence case study and project is central to each certification experience.
- Service Learning and research opportunities are embedded in the courses
- Interaction with practitioners is key to the courses
- Case studies are used within the courses to emphasize: experiential learning, contact with national security and intelligence practitioners, and connections between management & policy.
- Courses can be taught in a variety of formats in class, on-line, hybrid.

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

The National Security Intelligence Certificate Program consists of four 3-credit hour graduate courses totaling twelve hours of graduate coursework. The four courses required for the certificate include

PAD/CJ 5950 Major Issues in National and Homeland Security

This class covers historical developments of national security apparatus in the United States since the end of the World War II, its role during the Cold War. It analyzes on the case basis national security policy during the Cold War, time between the collapse of the Berlin Wall and 9/11, and post 9/11. Class covers connection between national security and homeland security in ever changing and more dependent world.

PAD/CJ 5965 International Relations and U.S. Foreign Policy

Relates to international relations system that is established since the Peace of Westphalia and establishment of sovereign states. Course will offer insights into concepts like diplomacy, balance of power and international organizations (League of Nations, United Nations, NATO, OSCE, etc.). Class will cover also the U.S. foreign policy primarily since the Monroe Doctrine was introduced and the role of the U.S. in international theatre especially during the Cold War, Post Cold War period and post 9/11 period.

PAD/CJ 5970 Intelligence and Security Policymaking

This course will survey the roles and functions of intelligence agencies in support of American policymakers and operations, including an introduction to the “intelligence cycle.” The course begins with a review of national-level intelligence entities, their evolution since 9/11, and the policymakers and departments they serve, before moving to intelligence, policymakers and executive agencies at the state and local levels. Intelligence support functions across a range of policy sectors will be examined, from tactical to strategic levels and current intelligence to long-term needs. Navigating the relationships and distance between intelligence agencies and policymakers to optimize the efficacy and integrity of intelligence support is a central topic, including oversight of intelligence. The course will also look at intelligence liaison and comparative intelligence systems.

PAD/CJ 5985 Analytical Intelligence Methodologies

Examines analytic intelligence techniques and methodologies. Provides students increased analytic capacity and fosters critical thinking. Reviews epistemology; inductive, deductive, and abductive reasoning; multivariate analysis; cognitive bias; alternative competing hypotheses; and denial and deception. Includes a complex analytic team project on contemporary intelligence issues. All prerequisites for this course must be completed with a grade of B- or better. Prerequisites: PAD 5965 or CJ 5970, plus PAD/CJ 5950. Graduate and graduate nondegree students only.

National Security Intelligence Certificate Program Goals, Objectives, and Outcomes – The International Relations, U.S. Foreign, National and Homeland Security courses will provide students with the concepts and methods on national and homeland security apparatus, international organizations and workings of the Department of State. Intelligence classes will introduce students to the advance studies of intelligence, methodology and analytics, as well as organization, working and policy when it comes to American and international intelligence agencies.

- **Goal 1. - Prepare students to engage in research and leadership in national security and intelligence.**
 - **Program Objectives – Student will learn how to research and use information to make decisions in security and intelligence agencies and organizations, developing, implementing and**

summarizing, reporting on and analyzing an organization's programs and the results of its operations.

- Identify national security and intelligence principles including different approaches to the issues of national security and intelligence.
 - Outline, create, and implement the major approaches to the decision-making process in the national security and intelligence, including democratic and ethical values in decision-making process.
 - Demonstrate critical thinking skills by developing strategies to select an appropriate course of action to create plans and solve problems in national security and intelligence process.
 - Define and understand organizational styles and working relationships
 - Designing and identifying the major factors to consider for short-term and long term decision-making in policy development and implementation.
 - Identify negotiating and conflict resolution processes and apply negotiating skills
 - Identify current approach to the national security and intelligence decision-making
 - Manage internal and external politics by identifying organizational factors that can affect national security and foreign policy
 - Learning Outcome – Create an assessment guide to identify major principles that incorporate democratic and ethical process and methods and other related concepts involved in national security and intelligence operations.
- Goal 2 – Students will learn how to develop a range of leadership skills and abilities to effectively assess a program's operation, resolve conflicts, and motivating others.
 - Program Objective Interpret data to identify trends in their community
 - Demonstrate communication skills and the ability to interrelate with others.
 - Demonstrate an understanding of group dynamics and effective teamwork.
 - Illustrate effective verbal and written communication skills.
 - Distinguish ways to adjust one's leadership style appropriate to the situation.
 - Display the critical thinking skills and abilities to lead others toward common goals.
 - Identify and analyze the interrelation between various issues in the community.
 - Demonstrate a process to assess and forecast the impact of community trends on community issues.
 - Evaluate data analysis as a means of identifying national security and intelligence issues.
 - Learning Outcome - Design, coordinates, and applies a standard methodology to conduct a national security assessment or a intelligence needs assessment project.
- Goal 3 Provide students with practical skills and methods to engage in effective national security and intelligence process. Students will demonstrate and apply critical strategic thinking, communication, organizational and leadership competencies by combining the knowledge and learning experiences from the core courses.
 - Program Objective - Increase student's awareness and competency in the leadership and technical concepts to apply the concepts and experience in the executive management of national security and intelligence operations.
 - Define and understand government operations and management plan.
 - Apply and demonstrate knowledge and mastery of management principles in federal government, budgeting, strategic planning, and planning to create national security strategy.
 - Apply and demonstrate practical skills and methods to engage in effective national security and intelligence process, including application of critical strategic thinking, communication, organizational and community leadership competencies.
 - Define and execute each step in the project plan by initiating, planning, executing, monitoring, controlling and implementing a national security and intelligence strategy.
 - Learning Outcome – Students will apply and demonstrate knowledge and mastery of national security and intelligence concepts.

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

Admission to the National Security Intelligence Certificate requires a student holds Bachelor's degree from an accredited institution, and all courses for the certificate must be completed with a grade of B- or better in order to earn the certificate. Before enrolling for courses, new students must apply to the University for unclassified student status and pay the required \$25 application fee. Current graduate degree-seeking students can pursue one or more of the certificates as part of their degree plan. In addition, all individuals wanting to pursue a graduate certificate must submit a one-page certificate application and official transcripts to the Office of Admissions and Records showing that an undergraduate degree has been conferred.

- d. **The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).**

Students are reminded in their course syllabi to contact Crista Hill, SPA Outreach/Student Services Specialist, upon completion of their final certificate course to obtain their certificate exit survey. The survey is used for program assessment. At this time Ms. Hill obtains the SPA Dean's signature on certificate completion paperwork and notifies Admissions & Records of the completion of the new certificate. Upon passage of the new graduate certificate guidelines, Ms. Hill will be working with Admission & Records to create an automated system that will no longer require student notification. At the present time, each semester, Ms. Hill runs an audit of program degree and nondegree students to ensure that all students who have completed the certificate have been reported to Admission and Records.

- e. **Costs of offering the certificate program.**

We believe that the National Security Intelligence Certificate leverages existing strengths in our graduate curriculum and will pose minimal changes in School's resources. Faculty members within the School currently teaching existing two security certificates (Graduate certificate in homeland defense and graduate certificate in security intelligence) will teach classes offered in this certificate. The Certificate should help increase enrollment in these current courses thus increasing the efficiency of those courses by incentivizing current students to take those courses for specific professional recognition. Further the unique modality of certificate courses as well as their course content will attract non-degree seeking career professionals who wish to take advantages of the skill development offered in these courses.

The National Security Intelligence Certificate represents an opportunity for the School of Public Affairs to capitalize upon its strong commitment to leaderships and innovation in national security and intelligence process. The Certificate provides a complimentary base of knowledge to that would be useful to MPA and MCJ students as well as to non-degree seeking professionals who want to enhance their skills in national and homeland security, intelligence, international relations and foreign policy, based management, human resource competence, and public communication.

Staffing the Proposed Certificate

PAD/CJ 5950 Major Issues in National and Homeland Security

Dr. Edin Mujkic. Mr. Steven Recca, Director of Center for Human Security at SPA, and former speech writer for Director of CIA, expressed interest to teach this class.

PAD/CJ 5965 International Relations and U.S. Foreign Policy

Dr. Edin Mujkic

PAD/CJ 5970 Intelligence and Security Policymaking

Dr. Michael Landon-Murray.

PAD/CJ 5985 Analytical Intelligence Methodologies

Dr. Michael Landon-Murray, Liz Coffey and Michael Noll previously thought this class. Both expressed interest to continue to teach this class.

The cost of the program for students is as follows:

	Per Semester Expenses / Costs	Annual Expenses / Costs
Tuition and Fees	Resident: \$2092.25 per 3 credit hours Non-Resident: \$3469.25 per 3 credit hours	Resident: \$6,554 for full 12 credit hours Non-Resident: \$12,762 for full 12 credit hours
Books	\$100.00 per course	\$400.00 for full certificate
Technology Costs	\$100 per online course	\$100 per online course
Room and Board	N/A	N/A
Additional Explanation	<p>The cost per three credit hour course is \$2092.25 for Colorado Residents and \$3469.25 for non-residents. There are three semesters per year. To finish in one year, the student would need to take two courses during one of the terms, which is possible to do. The number per semester above is the total cost averaged over three semesters. The average book cost per class is \$100. If a course is taken online, there is a \$100 technology fee, which is not reflected in the numbers above.</p> <p>Program costs vary depending on each student's particular situation. For the 2015 – 2016 year, Colorado residents who complete all coursework on campus pay around \$6,554 for their certificate, while on-campus nonresident students pay around \$12,762. Distance and/or local students who complete all degree requirements online will pay around \$6,954.</p> <p>Students can estimate specific tuition costs by using the tuition calculator on the Student Financial Services website: http://www.uccs.edu/bursar/bill_estimate_2015_2016.html</p>	

f. Expected benefits, income, return on investment.

The certificate will further the School's mission to provide students with knowledge and research skills that will advance their educational and career goals within public service. The certificate will also serve in advancing students within professional public service via partnerships with agencies via service learning projects. The certificate program also expects graduate certificate participation to generate additional MCJ and MPA graduate students. In the past, graduate certificate participants have moved on to earn their MPA or MCJ. Among our MCJ and MPA graduates many started as certificate holders (or certificate students). Since Spring 2012, among our MPA and MCJ graduates (who were also certificate holders) the following entered as certificate students: 21% Criminal Justice, 17% Homeland Defense, 22% Nonprofit Fund Development, 8% Nonprofit Management, 6% Public Management, and 8% Security Intelligence.

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.)

The only fee is that set by the graduate student office for processing applications (\$25.00).

- h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.**

Not Applicable

PART II (for GE Certificates)

1. Program website URL for certificate program:

A website URL has not been assigned to the program until the program receives full UCCS approval. The website will mirror those other School of Public Administration Certificates including the Certificate in Homeland Defense <http://www.uccs.edu/spa/programs/certificates/hd.html>

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.

As mentioned, based on interview with current students and representatives of NORTHCOM and NORAD, we believe that there is a strong demand for this certificate. Currently Homeland Defense certificate has 21 students while security intelligence has 24 students. In talks with students we found out that they are interested also in understanding of broader issues of international relations, foreign policy and national security as well as connection between those fields and intelligence.

The certificate is designed to attract young officers who are stationed in Colorado Springs area as well as civilians who are working or are interested to work for Federal and State security and intelligence agencies. Since Colorado Springs is located on I-25 corridor, all state and local law enforcement and intelligence agencies are influenced with developments outside of our country, primarily in Mexico and Central America. Understanding developments in that area would be of great benefit to students who are working or are interested to work for those agencies.

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

In conversations with Edward Campbell, J7 from NORAD, Huard Russell, J CTR NORAD-USNC and Longmire Vida, J7 NORAD-USNC, we came to conclusion that that is big demand among young officers at NORTHCOM/NORAD for graduate classes especially graduate certificates. Also, we established cooperation that did not exist before, and we are on our path to offer at least one class from National Security Intelligence certificate on Peterson AFB. In that way, officers would have incentive to enroll in certificate program without coming immediately to UCCS campus. Also, civilian students that are enrolled in that class would have military pass to attend class at Peterson AFB. Doing this, we believe we would attract military and civilian personnel that work at the Peterson AFB to enroll in certificate.

Currently Peterson AFB has 6,750+ active duty personnel, 1,525+ reservists, 10,200 family members, 1,901 civilian employees and around 14,000+ Air Force/Navy/Marine retirees. Close by Fort Carson Mountain Post has 26,282 active duty personnel, while 98,409 retired army personnel lives in Colorado Springs and it is connected to Fort Carson. This certificate is primarily targeted toward active military personnel of lower rank (second lieutenants to captains) which would provide them with advance knowledge of national security and intelligence process, necessary for successful completion of Command and Staff Colleges and War Colleges that they will attend if they stay in military.

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.

Faculty considered the variety of national and homeland security positions that could utilize the skill sets offered by the National Security Intelligence Certificate. The key resources used to explore wage and workforce trends was the Bureau of Labor Statistics.

Employment and wages. A quintessential job in national security and intelligence is CIA analyst. Unlike popular opinion, CIA analysts are not involved in spying, but in analysis of immigration, foreign affairs, economic outlooks for all countries around the world, International Crime Organizations etc. Starting salary for CIA analyst is \$50,864 and goes all the way up to \$99,296.

(<https://www.cia.gov/careers/opportunities/analytical/intelligence-collection-analyst.html>). Most of the analysts in the CIA are coming from the military, and this certificate will provide to aspiring officers knowledge necessary for such job. This certificate will prepare students for jobs such as attaché in the U.S. Embassies around the world. Knowledge that students are going to gain in international relations, foreign policy, national and homeland security and intelligence, will make them qualified for jobs such as this, where wages are between \$100,000 and up to \$200,000 (<https://www.usajobs.gov/GetJob/ViewDetails/414660800>). Also, upon completion of this certificate, students will be able to be competitive for jobs such as: ICE agents, border patrol agents, immigration officers or intelligence officers in various law enforcement agencies.

The program was reviewed by representatives of the following:

The School of Public Affairs is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The courses required for the graduate certificate in homeland defense and security intelligence are also courses in the Master of Public Administration degree, which is the NASPAA-accredited degree. NASPAA accreditation is for a period of seven years; re-accreditation visits are conducted by a team of external reviewers who, among other aspects, assess the quality and rigor of all courses offered within the MPA and the qualifications of the faculty who teach those courses.

In addition, the certificate was reviewed by representatives from NORTHCOM/NORAD, and we plan to do further consultations with other military representatives in the local area.

5. 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 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.

In response to NASPAA accreditation process and program assessment, completed in Summer 2014, Dr. Edin Mujkic was tasked by interim Dean Terry Schwartz in the end of 2014, to assemble curriculum review committee.

Curriculum Review Committee:

Dr. Edin Mujkic, Chair (faculty)

Rodney Walker, Member (lecturer in criminal justice department, former deputy chief of CSPD)

Randy Pearson, Member (lecturer in Public Administration department, J7 NORTHCOM)

Steven Recca, Director of Center for Human Security Intelligence expert).

School of Public Affairs currently offers two security certificates:

1. Graduate Certificate in Homeland Defense
2. Security Intelligence Certificate

Both certificates were created as a response to 9/11. However, changing nature of security challenges that the United States is facing made those two certificates obsolete.

Current certificates did not offer to students training in international relations, foreign policy and national security. Considering that both certificates are training students in the field where international relations, foreign policy, national security and homeland security are meeting each other and it is very hard to distinguish what is defense realm and what is homeland security realm, there is a need for certificate that would provide students graduate level training in these issues. While Homeland Defense certificate was created having in mind defense of the homeland, historically, the U.S. defense is based on the prevention of attacks abroad, and not once they come “too close” to the physical borders of the country. Lack of understanding of international relations, U.S. foreign policy and national security, created gap in the training that could not be bridged without curriculum review. It could be said also for Security Intelligence certificate. Based on the interviews with students coming from military, only 10-15% of active military would be interested in strictly intelligence certificate. Combination of national security and intelligence they believe, would create more demand among

active military personnel, since training in national security and intelligence would provide young officers opportunity to advance in their careers.

Further, in talks with representatives of NORTHCOM and NORAD, we came to the conclusion that there is more interest in national security combined with intelligence, since they believe that young officers (airman as they referred) are having bachelors' degrees that are not providing sufficient training in national security and intelligence. This certificate would provide those officers with an opportunity to gain knowledge about international relations, foreign policy and intelligence, that would open doors to higher level of training in those fields or better understanding of these issues once they go to Command and Staff Colleges and ultimately to War Colleges.

6. 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.

SPA considers on-time certificate completion rates to be within 2 years of applying and being accepted into the certificate program. Ms. Crista Hill will request an annual update from the UCCS Financial Aid office regarding the median student loan debt for each certificate offered by the School of Public Administration. The School has instituted a survey assessment to capture student employment information upon certificate completion to report on-time completion rates as well as job placement rates. The basic survey is presented below. Similar to other School of Public Affairs certificates, information regarding completion rate, job placement rate and median loan information will be posted on each certificate webpage. The webpage will be updated annually by the SPA Educational Technologist.

Certificate Completion Survey

Have you completed a graduate certificate (s)? ___ Yes ___ No

If yes, which graduate certificate(s) did you complete?

___ Public Management

___ Criminal Justice

___ Nonprofit Management

___ Nonprofit Fund Development

___ Homeland Defense

___ Security Intelligence

___ Other and, if other please List all _____

2. To what extent did your certificate work improve your knowledge and abilities in the area of your certificate?

___ Greatly improved my abilities in this area

___ Somewhat improved my abilities in this area

___ Slightly improved my abilities in this area

___ Did not improve my abilities in this area.

3. Please rate the extent to which you agree with the sentences below using this scale:

1 = Strongly Agree 2 = Agree

3 = Disagree 4 = Strongly disagree NA = Not Applicable

The knowledge and skills I gained in my MPA courses will help me perform well in future jobs.

___ My certificate completion will improve my ability to get the jobs I want.

___ My certificate completion stimulated my interest in community affairs and public service.

___ My certificate completion has increased my effectiveness in my current work.

___ My certificate completion has provided me with a strong foundation for success in my chosen profession.

4. Within six months of completing my certificate program, I have been able to :

___ Complete my MPA/MCJ

___ Completed and Passed a professional Exam

___ Obtained a job in public affairs or a related field

___ Gained a promotion within my current work place

Received recognition of my certificate completion from my current employer

5. Please indicate your current employment status. Please indicate your employment status while

Certificate Approval Processes Approved **DATE**

pursuing your degree.

- Full-Time, working in the public affairs**
- Full-Time, working outside public affairs**
- Part-Time, working in public affairs**
- Part-Time, working outside of public affairs**
- Unemployed, recently retired from military service**
- Unemployed, recently graduated from an education program**
- Unemployed, recently changed jobs**

6. Please indicate your employment status while pursuing your degree.

- Full-Time, working in the public affairs**
- Full-Time, working outside public affairs**
- Part-Time, working in public affairs**
- Part-Time, working outside of public affairs**
- Unemployed, recently retired from military service**
- Unemployed, recently graduated from an education program**
- Unemployed, recently changed jobs**

7. When do you intend to begin disbursing Title IV funds to students: Fall 2016

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

9.

	Per Semester Expenses / Costs	Annual Expenses / Costs
Tuition and Fees	Resident: \$2092.25 per 3 credit hours Non-Resident: \$3469.25 per 3 credit hours	Resident: \$6,554 for full 12 credit hours Non-Resident: \$12,762 for full 12 credit hours
Books	\$100.00 per course	\$400.00 for full certificate
Technology Costs	\$100 per online course	\$100 per online course
Room and Board	N/A	N/A
Additional Explanation	<p>The cost per three credit hour course is \$2092.25 for Colorado Residents and \$3469.25 for non-residents. There are three semesters per year. To finish in one year, the student would need to take two courses during one of the terms, which is possible to do. The number per semester above is the total cost averaged over three semesters. The average book cost per class is \$100. If a course is taken online, there is a \$100 technology fee, which is not reflected in the numbers above.</p> <p>Program costs vary depending on each student's particular situation. For the 2015 – 2016 year, Colorado residents who complete all coursework on campus pay around \$6,554 for their certificate, while on-campus nonresident students pay around \$12762. Distance and/or local students who complete all degree requirements online will pay around \$6,954.</p> <p>Students can estimate specific tuition costs by using the tuition calculator on the Student Financial Services website: http://www.uccs.edu/bursar/bill_estimate_2015_2016.html</p>	

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:

Standard Occupational Classifications:

Federal, State, and Local Government, excluding state and local schools and hospitals, and the US Postal Service (OES Designation)

11-0000 Management

19-0000 Life, Physical, and Social Science Occupations

33-0000 Protective Services

Reference: http://www.bls.gov/oes/current/naics3_999000.htm

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

Specific Occupational Codes:

Chief Executives 11-1011

Public Relations 11-2031

Social Scientists 19-3000

Economists 19-3011

Sociologists 19-3041

Historians 19-3093

Political Scientists 19-3094

Law Enforcement 33-3000
Police Officers 33-3050

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

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

Yes No

Certificate Approval Form

In order for a certificate program to be reviewed, please fill out the form below and submit to the appropriate college and campus committees. Please plan on at least six months after submission before offering a certificate. Complete information in Part I for all requests. Part II needs to be completed by those seeking approval for Gainful Employment (GE) certificates with financial aid eligibility for non-degree seeking students. All appropriate signatures should be obtained.

PART I

1. Name of Certificate: Homeland Security and Emergency Management Leadership

2. Department(s): Masters of Public Administration

3. College(s): School of Public Affairs

4. Faculty Director/Advisor: Donald Klinger

5. Type of Certificate:

Gainful Employment

6. Expected start date (semester and year): Fall 2016

7. Number of required credit hours: 12

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

8 months (2 semesters) – 24 months (6 semesters)

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

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

Mission of School of Public Affairs is to transform lives. We strive to improve quality of public, nonprofit, criminal justice, and national security. Also, SPA mission is to educate future leaders in the community, state, nation and globally. New certificate is clearly emphasizing homeland security and emergency management field, which was not the case before where graduate certificates in Homeland Defense and Security Intelligence did not address security and safety concerns of local community and region.

The addition of a 12-credit hour in Homeland Security and Emergency Management Leadership will provide a stand-alone and program option in School of Public Affairs MPA program. The course content puts students in contact with homeland security and emergency management professionals, emphasizes competence in specific policy products, and provides the School of Public Affairs with the opportunity to partner with local government agencies as a workforce development partner and technical assistance provider. Further, the Certificate is designed for people interested in or around a professional career in Department of Homeland Security (FEMA, TSA, etc.), civilian careers in Department of defense, FBI, CIA, as well as local security and emergency management agencies who may also become interested in completing education with the MPA program. MPA and SPA faculty believe that the homeland security and emergency management certificate courses provide a challenging, master's level, "real world"-based educational opportunity in homeland security and emergency management leadership and public policy. The courses engage faculty, practitioners, and graduate students in systematic research and study designed to improve the quality of homeland security and emergency management apparatus, policy making, and public service.

- Participants are exposed to a full spectrum of national and homeland security, emergency management, leadership, policy-making options, and management tools.

- The analysis, design, and implementation of a homeland security and emergency management case study and project is central to each certification experience.
 - Service Learning and research opportunities are embedded in the courses
 - Interaction with practitioners is key to the courses
 - Case studies are used within the courses to emphasize: experiential learning, contact with national and homeland security and emergency management practitioners, and connections between management & policy.
 - Courses can be taught in a variety of formats in class, on-line, hybrid.
- b. Courses and requirements (e.g., minimum grades) to complete the certificate.

The Homeland Security and Emergency Management Certificate Program consists of four 3-credit hour graduate courses totaling twelve hours of graduate coursework. The four courses required for the certificate include:

PAD/CJ 5950 Major Issues in National and Homeland Security

This class covers historical developments of national security apparatus in the United States since the end of the World War II, its role during the Cold War. It analyzes on the case basis national security policy during the Cold War, time between the collapse of the Berlin Wall and 9/11, and post 9/11. Class covers connection between national security and homeland security in ever changing and more dependent world.

PAD/CJ 5960 Introduction to Homeland Security and All Hazards

Class will cover general themes related to All Hazards and introduction to the field of homeland security. It will analyze shortcomings in response to great natural and manmade disasters in recent U.S. history. Class is design to introduce homeland security and all hazards concepts to the students.

PAD/CJ 5970 Intelligence and Security Policymaking

This course will survey the roles and functions of intelligence agencies in support of American policymakers and operations, including an introduction to the “intelligence cycle.” The course begins with a review of national-level intelligence entities, their evolution since 9/11, and the policymakers and departments they serve, before moving to intelligence, policymakers and executive agencies at the state and local levels. Intelligence support functions across a range of policy sectors will be examined, from tactical to strategic levels and current intelligence to long-term needs. Navigating the relationships and distance between intelligence agencies and policymakers to optimize the efficacy and integrity of intelligence support is a central topic, including oversight of intelligence. The course will also look at intelligence liaison and comparative intelligence systems.

PAD/CJ 5980 Security and Emergency Management Leadership

Class will provide advance knowledge of leadership skills in the field of security and emergency management. Students will work on case studies (such as: Hurricane Katrina, The Waldo Canyon fire, Black Forest fire, Hurricane Sandy, etc.) identifying leadership failures as well as cases where leadership excelled. Prerequisite: PAD 5960.

Homeland Security and Emergency Management Leadership Certificate Program Goals, Objectives, and Outcomes – Homeland Security, National Security and intelligence courses will provide students with the concepts and methods of national and homeland security agencies and workings of the state and federal. Emergency management leadership and all hazards classes will introduce students to advance understandings of workings of local, state and federal emergency management agencies and organizations.

- **Goal 1. - Prepare students to engage in research and leadership in homeland security and emergency management leadership.**
 - **Program Objectives – Student will learn how to research and use information to make decisions in homeland security and emergency management agencies and organizations, developing,**

implementing and summarizing, reporting on and analyzing an organization's programs and the results of its operations.

- Identify homeland security and emergency management principles including different approaches to the issues of homeland security and emergency management leadership.
 - Outline, create, and implement the major approaches to the decision-making process in the homeland security and emergency management, including ethical values in leadership skills development.
 - Demonstrate critical thinking skills by developing strategies to select an appropriate course of action to create plans and solve problems in homeland security and emergency management process.
 - Define and understand organizational styles and working relationships
 - Designing and identifying the major factors to consider for short-term and long term decision-making in policy development and implementation.
 - Identify negotiating and conflict resolution processes and apply negotiating skills
 - Identify current approach to the homeland security and emergency management leadership
 - Manage internal and external politics by identifying organizational factors that can affect homeland security and emergency management leadership
 - Learning Outcome – Create an assessment guide to identify major principles that incorporate democratic and ethical process and methods and other related concepts involved in homeland security and emergency management operations.
- Goal 2 – Students will learn how to develop a range of leadership skills and abilities to effectively assess a program's operation, resolve conflicts, and motivating others.
 - Program Objective Interpret data to identify trends in their community
 - Demonstrate communication skills and the ability to interrelate with others.
 - Demonstrate an understanding of group dynamics and effective teamwork.
 - Illustrate effective verbal and written communication skills.
 - Distinguish ways to adjust one's leadership style appropriate to the situation.
 - Display the critical thinking skills and abilities to lead others toward common goals.
 - Identify and analyze the interrelation between various issues in the community.
 - Demonstrate a process to assess and forecast the impact of community trends on community issues.
 - Evaluate data analysis as a means of identifying homeland security and emergency management leadership issues.
 - Learning Outcome - Design, coordinates, and applies a standard methodology to conduct a homeland security assessment or an emergency management needs assessment project.
- Goal 3 Provide students with practical skills and methods to engage in effective homeland security and emergency management process. Students will demonstrate and apply critical strategic thinking, communication, organizational and leadership competencies by combining the knowledge and learning experiences from the core courses.
 - Program Objective - Increase student's awareness and competency in the leadership and technical concepts to apply the concepts and experience in the executive management of homeland security and emergency management operations.
 - Define and understand government operations and management plan.
 - Apply and demonstrate knowledge and mastery of management principles in federal government, budgeting, strategic planning, and planning to create homeland security strategy.
 - Apply and demonstrate practical skills and methods to engage in effective homeland security and emergency management process, including application of critical strategic thinking, communication, organizational and community leadership competencies.
 - Define and execute each step in the project plan by initiating, planning, executing, monitoring, controlling and implementing a homeland security and emergency management strategy.
 - Learning Outcome – Students will apply and demonstrate knowledge and mastery of homeland security and emergency management concepts.

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

Admission to the Homeland Security and Emergency Management Certificate requires a student holds Bachelor's degree from an accredited institution, and all courses for the certificate must be completed with a grade of B- or better in order to earn the certificate. Before enrolling for courses, new students must apply to the University for unclassified student status and pay the required \$25 application fee. Current graduate degree-seeking students can pursue one or more of the certificates as part of their degree plan. In addition, all individuals wanting to pursue a graduate certificate must submit a one-page certificate application and official transcripts to the Office of Admissions and Records showing that an undergraduate degree has been conferred.

- d. The exit process (include requirements for finishing, any forms that must be completed stating who completes these forms—student, faculty director, etc.; who will provide a list of completers to A&R so that a person's transcript may be changed).

Students are reminded in their course syllabi to contact Crista Hill, SPA Outreach/Student Services Specialist, upon completion of their final certificate course to obtain their certificate exit survey. The survey is used for program assessment. At this time Ms. Hill obtains the SPA Dean's signature on certificate completion paperwork and notifies Admissions & Records of the completion of the new certificate. Upon passage of the new graduate certificate guidelines, Ms. Hill will be working with Admission & Records to create an automated system that will no longer require student notification. At the present time, each semester, Ms. Hill runs an audit of program degree and nondegree students to ensure that all students who have completed the certificate have been reported to Admission and Records.

- e. Costs of offering the certificate program.

We believe that the Homeland Security and Emergency Management Leadership Certificate leverages existing strengths in our graduate curriculum and will pose minimal changes in School's resources. Faculty members within the School currently teaching existing two security certificates (graduate certificate in homeland defense and graduate certificate in security intelligence) will teach classes offered in this certificate. The Certificate should help increase enrollment in these current courses thus increasing the efficiency of those courses by incentivizing current students to take those courses for specific professional recognition. Further the unique modality of certificate courses as well as their course content will attract non-degree seeking career professionals who wish to take advantages of the skill development offered in these courses.

The Homeland Security and Emergency Management Leadership Certificate represents an opportunity for the School of Public Affairs to capitalize upon its strong commitment to leaderships and innovation in homeland security and emergency management process. The Certificate provides a complimentary base of knowledge to that would be useful to MPA and MCJ students as well as to non-degree seeking professionals who want to enhance their skills in national and homeland security, emergency management leadership, based management, human resource competence, and public communication.

Staffing the Proposed Certificate

PAD/CJ 5950 Major Issues in National and Homeland Security

Dr. Edin Mujkic. Mr. Steven Recca, Director of Center for Human Security at SPA, and former speech writer for Director of CIA, expressed interest to teach this class.

PAD/CJ 5960 Introduction to Homeland Security and All Hazards

Dr. Robert Wonnott. Randy Person, regular lecturer at SPA, J7 at NORTHCOM also expressed interest to teach this class.

PAD/CJ 5970 Intelligence and Security Policymaking

Dr. Michael Landon-Murray.

PAD/CJ 5980 Security and Emergency Management Leadership
Rod Walker, lecturer at Criminal Justice Department and former Deputy Chief of CSPD also expressed interest in teaching this class.

The cost of the program for students is a follows:

	Per Semester Expenses / Costs	Annual Expenses / Costs
Tuition and Fees	Resident: \$2092.25 per 3 credit hours Non-Resident: \$3469.25 per 3 credit hours	Resident: \$6,554 for full 12 credit hours Non-Resident: \$12,762 for full 12 credit hours
Books	\$100.00 per course	\$400.00 for full certificate
Technology Costs	\$100 per online course	\$100 per online course
Room and Board	N/A	N/A
Additional Explanation	<p>The cost per three credit hour course is \$2092.25 for Colorado Residents and \$3469.25 for non-residents. There are three semesters per year. To finish in one year, the student would need to take two courses during one of the terms, which is possible to do. The number per semester above is the total cost averaged over three semesters. The average book cost per class is \$100. If a course is taken online, there is a \$100 technology fee, which is not reflected in the numbers above.</p> <p>Program costs vary depending on each student's particular situation. For the 2015 – 2016 year, Colorado residents who complete all coursework on campus pay around \$6,554 for their certificate, while on-campus nonresident students pay around \$12762. Distance and/or local students who complete all degree requirements online will pay around \$6,954.</p> <p>Students can estimate specific tuition costs by using the tuition calculator on the Student Financial Services website: http://www.uccs.edu/bursar/bill_estimate_2015_2016.html</p>	

f. Expected benefits, income, return on investment.

The certificate will further the School’s mission to provide students with knowledge and research skills that will advance their educational and career goals within public service. The certificate will also serve in advancing students within professional public service via partnerships with agencies via service learning projects. The certificate program also expects graduate certificate participation to generate additional MCJ and MPA graduate students. In the past, graduate certificate participants have moved on to earn their MPA or MCJ. Among our MCJ and MPA graduates many started as certificate holders (or certificate students). Since Spring 2012, among our MPA and MCJ graduates (who were also certificate holders) the following entered as certificate students: 21% Criminal Justice, 17% Homeland Defense, 22% Nonprofit Fund Development, 8% Nonprofit Management, 6% Public Management, and 8% Security Intelligence.

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.)

The only fee is that set by the graduate student office for processing applications (\$25.00).

- h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.**

Not Applicable

PART II (for GE Certificates)

1. Program website URL for certificate program:

A website URL has not been assigned to the program until the program receives full UCCS approval. The website will mirror those other School of Public Administration Certificates including the Certificate in Homeland Defense <http://www.uccs.edu/spa/programs/certificates/hd.html>

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.

School of Public Affairs currently offers two security certificates:

- 1. Graduate Certificate in Homeland Defense**
- 2. Security Intelligence Certificate**

Both certificates were created after 9/11 as a response to terrorist attacks. They are created toward serving military personnel and other DoD employees. However, in the last decade the City of Colorado Springs and region were facing with terrible natural disasters such as the Waldo Canyon fire, Black Forest fire, and flash floods on HWY 24 in Manitou Springs region. Although terrorism and threats from outside attack by some of the terrorist groups is always the focus of the higher education, we came to the conclusion that local community and region are in need of new certificate that would be geared toward natural and man made disasters.

In talks with Brett Watters, Director of Office of Emergency Management of City of Colorado Springs, he emphasized need for graduates that have understanding of All Hazards, homeland security but also leadership.

We also interviewed current and past students. Most of the interviewed veterans said that HSEML would be their first choice when choosing certificates, since that field fits in naturally with skills they acquired while serving in military. Also, in talks with current students, many of them expressed interest in potential HSEML certificate because they are planning to retire, and as others, indicated that that field would be a natural choice for them.

In light of conversation with current students and city officials, we came to the conclusion that it is necessary to develop certificate that would provide students with advance knowledge in homeland security and emergency management, and introduce them to the science of leadership.

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.

As mentioned, based on the interviews with current students and city officials we believe that there is a strong demand for this certificate. Currently, Homeland Defense certificate has 21 students and Security Intelligence has 24 students. Some of them already expressed interest in HSEML certificate.

Also, at the 9th Annual CHDS/UAPI Homeland Defense and Security Education Summit that was held in Orlando, FL between 25th and 26th of September 2015, under sponsorship of Naval Postgraduate School in Monterey, CA participants shared their experiences when it comes to emergency management field. They stated that this field is experiencing huge growth in light of natural disasters that are occurring on more frequent level. Also, due to the scaling down of two wars (Iraq and Afghanistan), many of the veterans are choosing this field as their first choice. According to Bryan Koon, Director of the Florida Division of Emergency Management, there is a need in personnel that has understanding of homeland security, national security and emergency management, since those fields became inseparable.

This certificate is designed to attract active military personnel, retired military (veterans), active law enforcement and civilians who are interested in jobs in law enforcement, fire, homeland security and other law enforcement and emergency management agencies.

In conversations with Edward Campbell, J7 from NORAD, Huard Russell, J CTR NORAD-USNC and Longmire Vida, J7 NORAD-USNC, we came to conclusion that there is big demand among soon to retire officers at NORTHCOM/NORAD for graduate classes especially graduate certificates. Also, we established cooperation that did not existed before, and we are on our path to offer at least one class from National Security Intelligence certificate on Peterson AFB and possible one class from Homeland Security and Emergency Management Leadership. In that way, officers would have incentive to enroll in certificate program without coming immediately to UCCS campus. Also, civilian students that are enrolled in that class would have military pass to attend class at Peterson AFB. Doing this, we believe we would attract military and civilian personnel that work at the Peterson AFB to enroll in certificate.

Currently Peterson AFB has 6,750+ active duty personnel, 1,525+ reservists, 10,200 family members, 1,901 civilian employees and around 14,000+ Air Force/Navy/Marine retirees. Close by Fort Carson Mountain Post has 26,282 active duty personnel, while 98,409 retired army personnel lives in Colorado Springs are and it is connected to Fort Carson. This certificate is primarily targeted toward law enforcement, fire and other emergency management agencies, but also military personnel that will retire soon or it is already retired. Considering that there military is reducing number of personnel, especially after withdrawal from Iraq and scaling down of operations in Afghanistan, there is an influx of retired military personnel which will have to acquire new skills to be competitive in job market. Homeland Security and Emergency Management Leadership certificate would offer veterans great opportunity to use their experience from military in new surrounding serving local community and state.

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

Faculty considered the variety of homeland security and emergency management positions that could utilize the skill sets offered by the Homeland Security and Emergency management Leadership Certificate. The key resources used to explore wage and workforce trends was the Bureau of Labors Statistics.

Employment and wages. A quintessential jobs in homeland security and emergency management are: police officer, firefighter, ICE agents, FEMA, TSA, border patrol, etc. Upon completion of this certificate, students will be able to be competitive for jobs such as: ICE agents, border patrol agents, immigration officers or intelligence officers in various law enforcement agencies. Salaries for Customs and Border Patrol (CBP) agents grow with level of education (<https://www.usajobs.gov/GetJob/ViewDetails/415223700>). Also, many of these jobs are giving preferential access to the veterans (<https://www.usajobs.gov/GetJob/ViewDetails/420006800>).

The program was reviewed by representatives of the following:

The School of Public Affairs is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The courses required for the graduate certificate in homeland defense and emergency management leadership are also courses in the Master of Public Administration degree, which is the NASPAA-accredited degree. NASPAA accreditation is for a period of seven years; re-accreditation visits are conducted by a team of external reviewers who, among other aspects, assess the quality and rigor of all courses offered within the MPA and the qualifications of the faculty who teach those courses.

In addition, Brett Watters, Director of Offoce of Emergency Management of City of Colorado Springs, Rod Walker, former deputy chief of CSPD and representatives from NORTHCOM/NORAD, reviewed the certificate. We plan to do further consultations with other military and government representatives in the local area.

5. 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.

In response to NASPAA accreditation process and program assessment, completed in Summer 2014, Dr. Edin Mujkic was tasked by interim Dean Terry Schwartz in the end of 2014, to assemble curriculum review committee.

Curriculum Review Committee:

Dr. Edin Mujkic, Chair (faculty)

Rodney Walker, Member (lecturer in criminal justice department, former deputy chief of CSPD)

Randy Pearson, Member (lecturer in Public Administration department, J7 NORTHCOM)

Steven Recca, Director of Center for Human Security Intelligence expert).

School of Public Affairs currently offers two security certificates:

- 1. Graduate Certificate in Homeland Defense
- 2. Security Intelligence Certificate

Both certificates were created as a response to 9/11. However, changing nature of security challenges that the United States is facing made those two certificates obsolete.

Curriculum review committee met seven times at various venues, mostly in conference room at SPA. During these meetings we discussed best ways to reorganize existing certificates and offer new certificate to the local community, region and state. Between meetings, we would meet with representatives of city OEM, NORTHCOM/NORAD and other professional in the field while participating at specialized conferences (Midwest Political Science Conference in April 2015 in Chicago, IL. 9th Annual CHDS/UAPI Homeland Defense and Security Education Summit that was held in Orlando, FL between 25th and 26th of September 2015) and discussed potential changes in SPA with educational professionals that participated at conference as well as with Bryan Koon, Director of the Florida Division of Emergency Management.

Among these consultations, we consulted with current and former students about potentially new certificates.

- 6. 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.

SPA considers on-time certificate completion rates to be within 2 years of applying and being accepted into the certificate program. Ms. Crista Hill will request an annual update from the UCCS Financial Aid office regarding the median student loan debt for each certificate offered by the School of Public Administration. The School has instituted a survey assessment to capture student employment information upon certificate completion to report on-time completion rates as well as job placement rates. The basic survey is presented below. Similar to other School of Public Affairs certificates, information regarding completion rate, job placement rate and median loan information will be posted on each certificate webpage. The webpage will be updated annually by the SPA Educational Technologist.

Certificate Completion Survey

Have you completed a graduate certificate (s)? Yes No

If yes, which graduate certificate(s) did you complete?

Public Management

Criminal Justice

Nonprofit Management

Nonprofit Fund Development

Homeland Defense

Security Intelligence

Other and, if other please List all _____

- 2. To what extent did your certificate work improve your knowledge and abilities in the area of your certificate?

Greatly improved my abilities in this area

Somewhat improved my abilities in this area

Slightly improved my abilities in this area

Did not improve my abilities in this area.

- 3. Please rate the extent to which you agree with the sentences below using this scale:

1 = Strongly Agree 2 = Agree

3 = Disagree 4 = Strongly disagree NA = Not Applicable

The knowledge and skills I gained in my MPA courses will help me perform well in future jobs.

My certificate completion will improve my ability to get the jobs I want.

My certificate completion stimulated my interest in community affairs and public service.

My certificate completion has increased my effectiveness in my current work.

My certificate completion has provided me with a strong foundation for success in my chosen profession.

4. Within six months of completing my certificate program, I have been able to :

Complete my MPA/MCJ

Completed and Passed a professional Exam

Obtained a job in public affairs or a related field

Gained a promotion within my current work place

Received recognition of my certificate completion from my current employer

5. Please indicate your current employment status. Please indicate your employment status while pursuing your degree.

Full-Time, working in the public affairs

Full-Time, working outside public affairs

Part-Time, working in public affairs

Part-Time, working outside of public affairs

Unemployed, recently retired from military service

Unemployed, recently graduated from an education program

Unemployed, recently changed jobs

6. Please indicate your employment status while pursuing your degree.

Full-Time, working in the public affairs

Full-Time, working outside public affairs

Part-Time, working in public affairs

Part-Time, working outside of public affairs

Unemployed, recently retired from military service

Unemployed, recently graduated from an education program

Unemployed, recently changed jobs

7. When do you intend to begin disbursing Title IV funds to students: Fall 2016

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

9.

	Per Semester Expenses / Costs	Annual Expenses / Costs
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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:

Standard Occupational Classifications:

Federal, State, and Local Government, excluding state and local schools and hospitals, and the US Postal Service (OES Designation)

11-0000 Management

19-0000 Life, Physical, and Social Science Occupations

33-0000 Protective Services

Reference: http://www.bls.gov/oes/current/naics3_999000.htm

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

Specific Occupational Codes:

Chief Executives 11-1011

Emergency Management Directors 11-9161

Managers 11-9199

Public Relations 11-2031

Epidemiologists 19-1041

Chemist 10-2031

Environmental Scientists and Specialists, Including Health 10-2041

Social Scientists 19-3000
Economists 19-3011
Sociologists 19-3041
Historians 19-3093
Political Scientists 19-3094
Firefighters 33-2011
Fire inspectors 33-2020
Fire Inspectors and Investigators 33-2021
Forest Fore Inspectors and Prevention Specialists 33-2022
Law Enforcement 33-3000
Police Officers 33-3050
Police and Sheriff Patrol Officers
Transportation Security Screeners 33-9093

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

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

Yes No

Request for Leave of Absence

Student Name: _____ Student ID Number: _____

Degree Program: _____ Term Admitted: _____
Term Year

Requested Terms for LOA: _____ LOA Start Term: _____ LOA End Term: _____
(No more than 1 year) Term Year Term Year

Have you previously taken a leave of absence? Yes No

If yes, please indicate the term(s) and year(s) in which the leave was taken: _____

Are you registered for any classes during the semester/s you are requesting an LOA? Yes No

State the reason(s) for requesting the leave of absence:

- I understand there is a time limit for the completion of a degree, and I verify that the degree requirements will be completed within the prescribed time limit.
- I understand if I am registered for classes, it is my responsibility to officially drop these classes by completing and submitting a drop/add form. I understand if I request a LOA after the designated drop/add period, I am responsible for full payment of tuition.
- I understand if I am receiving Student Financial Aid, I must contact the Office of Financial Aid.
- I understand that I must contact my graduate program office prior to my return.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____
(Only if PhD and post-comps)

Program Director signature: _____ Date: _____

Dean of College/School signature: _____ Date: _____

Graduate School Signature: _____ Date: _____

For Graduate School Use only:
 Approve Reject If approved, attendance to resume no later than: _____
 Term Year

**The Graduate School and
Office of Research and Faculty Development**

***Graduate Student Fellowships Nominations*
Awards for 2016 - 2017**

NOMINATION DUE DATE: February 26, 2016 by 5:00pm

Purpose: Approximately \$70,000 or more (depending on ICR distribution) annually is set aside for Graduate 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 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.

Awards: Each graduate student fellowship is a \$5,000 award. The number of awards will be based on the amount of money available each year in the Graduate School Fellowship budget. For the 2016-2017 year we currently expect to have \$70,000, allowing for 14 awards. Programs 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 2016-2017). At least 1/2 of the awards will be provided to incoming students to help with recruitment efforts.

Evaluation Criteria: Nominees will be evaluated by graduate faculty appointed by each college's dean (with appropriate representative across colleges and individual programs not having more than one representative). Each evaluator will submit their first top five nominees and their second top five nominees to the Graduate School Dean. All nominees will be evaluated on the following attributes:

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.
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:

1. The nomination process is initiated by graduate program director. He/she submits a nominating letter listing all applicants from his/her specific program, as well as the 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 needed).
2. Each individual student nomination packet should include:
 - 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 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 or a new letter may be submitted.

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 could be from the student’s original application packet if your program requests such a document. This statement should be no longer than 500 words. This is not a complete proposal for a research project.
 - c. Grad Application plus a copy of unofficial transcripts or a transcript copied by the department (e.g., from grad application material).
3. Nominations should be received in the Graduate School by **5:00pm on February 26, 2016.**

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 electronic copy of the nomination packet to KrisAnn McBroom (kmcbroom@uccs.edu) in the Graduate School office **by 5:00pm on February 26, 2016.** The electronic nomination **must** be one PDF file for **each** student nominee. The file should be named with the student’s last name and program in the file name (e.g., Jones-Business.pdf). The electronic nomination should be emailed. Any questions related to the nomination and evaluation process should be directed to Kelli Klebe at kklebe@uccs.edu