



Graduate Executive Committee
March 9, 2018
Minutes

Attendees:

Voting Members: Jeff Ferguson, Jeff Spicher, Craig Elder, Margie Hunt, Jon Caudill, David Moon, Rory Lewis, Steve Tragesser, David Havlick, Karen Livesey, Leilani Feliciano, Linda Button, Sylvia Mendez

Non Voting Members: Wendi Clouse, Ron Koch, Janice Dowsett, Jose Mora, Katie Anderson-Pence, Steve Miller, Kelli Klebe, KrisAnn McBroom

- College of Education- New Course of Study certificate in Teacher of Elementary Mathematics
 - The department determined that they did not want to move forward with Gainful Employment because they did not know of any additional raise related to this specific course set completion.
 - GEC had a long discussion and questions about the curriculum plan which has new courses being developed, but the document stating that no new resources were being used. The department explained that while there are new resources, that they are not being paid by the department, but are being paid by a k-12 school district that is partnering on the certificate. The department agreed to amend the document to include the information on where the additional resources were coming from (revised document is attached).
 - GEC voted to recommend approval of the certificate with the amended information added in prior to sending to provost for review (vote: 11 yes; 0 no; 2 abstain)

- MBA Foundations course of study graduate certificate phase out (document attached)
 - Because of changes to their foundation courses (presented to GEC in February 2018) the department will no longer be offering all the needed courses for the foundation course of study certificate, therefore they will be discontinuing the certificate. They have 2 students currently in the certificate and individualized plans will be created for each student who wishes to continue in the certificate.
 - GEC voted to recommend approval (vote: 13 yes; 0 no; 0 abstain)

- Psychology PhD program changes (document attached)
 - The proposed changes are occurring because of the Psychology department's outside accreditation.
 - Not an overall change in total credit hours but is a change in number of courses that need to be taken, this places more demands on department and on student.
 - The GEC voted to recommend approval (vote: 13 yes; 0 no; 0 abstain)

- Policy update on what is a significant modification and what requires a vote (document attached)
 - GEC reviewed the documents and voted to approve the changes to the Graduate School Policy and Procedures Manual to include the information on what type of changes require GEC vote, endorsement, or are informational.
 - GEC voted to approve (vote: 12 yes; 0 no; 0 abstain)

- Graduate School regular admissions policy discussion (UCCS, CU, and CU Denver policies attached)
 - Transcripts
 - In application, students will be asked to submit all transcripts
 - Programs can waive transcripts when not needed except for transcripts from the degree granting institution. Programs should be using transcripts and have the majority of course work covered to make an informed decision about qualifications and sufficient background for degree.
 - Transcript from degree granting institution with degree posted must be submitted to UCCS during first semester enrolled at UCCS or earlier; a block will be placed on registration if not received.

- If programs have different requirements all the time, they can submit a request to the graduate school and admissions to use a different set with expectations:
 - Transcripts will be used to evaluate student
 - Must have the transcript from the degree granting institution(s)
 - Should have the majority of credits hours covered
- All submitted transcripts in application will be used to determine GPA requirements for regular/provisional admission
- Discussion: Is 2.75 GPA the appropriate minimum for UCCS? Many schools, including CU Denver require a 3.00 minimum. Boulder is 2.75. GEC discussed this and were not in agreement on the correct GPA. We were unable to complete the conversation and will bring this forward at a future meeting to continue discussion.
- Our policy says student can be admitted as regular if they “have completed 15 semester hours of relevant graduate course work at an accredited university with a grade point average of 3.0 or better”. Is 15 credits the right number of credits?
 - Denver has 12 graduate credits in a partially completed Master’s program with 3.00 GPA
 - Boulder has 9 graduate credits at 3.25 GPA
 - GEC agreed that our current policy seems too high and would be interested in lowering to either 9 or 12. We were unable to complete the conversation and will bring forward at a future meeting.

Announcements

Informational Items:

- Psychology program updates (adding electives; document attached)
- Chemistry and Biochemistry Accelerated Master’s Program admission criteria update.
 - Add Biology as one of the allowed bachelor majors to be eligible to apply

Planning your fall orientation/welcome event? Consider planning around the New Graduate Student Welcome Reception hosted by the Graduate School on August 13 5:00pm in Berger Hall and the International Welcome and orientation week is August 15-19th, with mandatory check in on August 15th. There is a lunch on the 15th that is open to faculty and staff. Please email Ruby Cheng if interested in attending (ycheng@uccs.edu).

Please let the Graduate School office know of your welcome event so we can inform students as well, email details to selsey@uccs.edu

Upcoming Events

- Graduate Student Research Showcase: May 4th 2-5
 - Registration is open: <https://goo.gl/forms/kWWCMkViWKfLd5bI3>
 - Registration closes on April 11th
- Mountain Lion Grad Slam 3-Minute Thesis (3MT) final competition is May 4th
 - Registration is open. This year we will have a cap on the number participants as we work through this first competition.
 - Preliminary competition: April 30th and/or May 1st; Finals: May 4th
 - Website: <https://www.uccs.edu/graduateschool/events>
- Graduation Ceremonies May 11, 2018 World Arena
 - LAS programs 10:30
 - All other programs 2:30
- Spring 2018 GEC Meetings (10:00-11:30; location Dwire 204)
 - April 13; May 4 (A week early due to commencement conflict)

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: Teacher of Elementary Mathematics
2. Department(s): Teaching & Learning
3. College(s)/Institutions: College of Education
4. Faculty Director/Advisor: Katie Anderson-Pence
5. Type of Certificate:

Gainful Employment

Course of Study

Professional Development

Non-notated

6. Expected start date (semester and year): Fall 2018
7. Number of required credit hours: 18
8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
5 semesters: Fall (1), Spring (1), Summer (2), Fall (1), Spring (1)
9. Describe the certificate program. Include in your description the following information:

- a. How the certificate program fits the unit's role and mission. If applicable, explain the specific roles of each institution if there are multiple institutions involved.

The purpose of this 18-credit graduate certification program is to enhance in-service teachers' pedagogical content knowledge (PCK) in foundational mathematics topics.

This certificate fits the COE mission to "prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation." The qualities are infused in all of our courses. Furthermore, it meets the COE goal to collaborate with campus and community partners to affect change.

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

This certificate program includes 18 credit hours of coursework (listed below). Students must maintain a minimum cumulative GPA of 3.0, and a minimum B- grade will be required in each course. Coursework is designed to focus on evidence-based instructional practices with a K-8 vertical

perspective of mathematics topics. By design, the mathematics course content extends beyond elementary grades (K–6) so that a vertical progression of concepts may be examined.

CURR 5301: Mathematical Connections & Concepts

CURR 5302: Leadership & Mentoring in the Mathematics Classroom

CURR 5305: Assessment & Technology in the Mathematics Classroom

CURR 5310: Mathematics for Teaching: Numbers & Operations (course under development)

CURR 5320: Mathematics for Teaching: Algebraic Reasoning (course under development)

CURR 5330: Mathematics for Teaching: Rational Numbers & Proportional Reasoning (course under development)

- c. Admission criteria (at a minimum must follow criteria delineated in policy but program may have higher standards)
- Earned bachelors degree from an accredited institution with a minimum 2.75 GPA
 - Current teaching license with at least 1 year of experience teaching
 - Hold a current teaching position
- 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).

A mathematics education faculty member in the College of Education will do a transcript review when a student has completed all coursework requirements. She or he will send a list of certificate completers to the Registrar.

- e. Costs of offering the certificate program.
- The courses in this certificate are options to fulfill requirements of the MA in Curriculum and Instruction.
 - Development of three new courses. These courses will rotate in with other graduate courses being offered. Faculty load and lecturer costs will be associated with these courses.
 - Costs associated with the launch of this certificate program will be offset by a commitment from Falcon School District 49 to support tuition for 20 in-service teachers.
- f. Expected benefits, income, return on investment.

There is potential to recruit students from this certificate program for the Masters degree program in Curriculum & Instruction

- g. If applicable, describe any fees (e.g., program, course, application) that you will charge. (Note: You will need to follow campus procedures for fees.)
- There will be an application fee of \$50.00
 - Students will pay other fees consistent with other graduate classes in the College of Education and with regular campus fee schedules.
- h. If you are proposing a non-notated certificate, please explain why this is the best type of certificate and why you are not using a CoS or PD certificate. Please submit a plan for how you will inform students that the certificate will not be notated on official university transcripts.

This is a Course of Study certificate program.

Required Signatures

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

Requested by:

Katie Anderson-Pence		
Faculty: Name	Signature	Date

Approvals:

Mark Malone		
Department Chair: Name	Signature	Date

Valerie Martin Conley		
College Dean: Name	Signature	Date

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

Campus Certificate Implementation Committee Chair: Name		
	Signature	Date

Provost: Name		
	Signature	Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____ Plan Code: _____

Career Code: _____ Subplan Code: _____

Program Code: _____ Effective Date: _____

Date Assigned: _____

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

Teacher of Elementary Mathematics Certificate Program

The purpose of this 18-credit graduate certification program is to enhance in-service teachers' pedagogical content knowledge (PCK) in foundational mathematics topics, and to develop teacher-leaders in local school districts. Coursework is designed to focus on evidence-based instructional practices with a K–8 vertical perspective of mathematics topics.

Courses and Potential Sequence

1. CURR 5301: Mathematical Connections & Concepts

Exploration of current mathematics curriculum topics and instructional strategies, and connections between various mathematical topics. Examination of current state Academic Standards and Standards for Mathematical Practice to gain a vertical perspective of the scope of K–8 Mathematics Standards.

**2. CURR 5310: Mathematics for Teaching: Numbers & Operations
(course to be developed)**

Provides practicing teachers with a deep understanding of our number system and its structure as related to computation, arithmetic, algebra, and problem solving. Instructional strategies to facilitate the instruction of this content in the classroom will be surveyed.

3. CURR 5305: Assessment & Technology in the Mathematics Classroom

Focus on formative and summative assessment strategies for evaluating student understanding and guiding next steps for instruction. The course also addresses instructional skills needed for integrating educational technologies into existing mathematics curriculum and how technology can enhance teaching and learning.

**4. CURR 5320: Mathematics for Teaching: Algebraic Reasoning
(course to be developed)**

Provides practicing teachers with a deep understanding of how to represent and analyze mathematical situations and structures using generalization and algebraic symbols and reasoning. Attention will be given to the transition from arithmetic to algebra, working with quantitative change, and the description of and prediction of change. Instructional strategies to facilitate the instruction of this content in the classroom will be surveyed.

**5. CURR 5330: Mathematics for Teaching: Rational Numbers & Proportional Reasoning
(course to be developed)**

Provides practicing teachers with a deep understanding of the basic number strands in fractions and rational numbers, decimals and percents, and ratios and proportions in the school curriculum. Instructional strategies to facilitate the instruction of this content in the classroom will be surveyed.

6. CURR 5302: Leadership & Mentoring in the Mathematics Classroom

Provides opportunities to develop knowledge and understanding of leadership principles and the process of continuous improvement as related to the roles and responsibilities of K–12 mathematics specialists. Includes practical applications of these concepts.

The Graduate School of Business Administration

Certificate: MBA Foundations Plan of Study

Recommended Phase Out

The Graduate School of Business Administration requests the endorsement of the following proposal to phase out the graduate certificate MBA Foundations Plan of Study

The MBA Foundations Plan of Study was originally designed as a path for well-qualified students who plan to pursue an MBA to get started on graduate level business coursework while they study to take the GMAT or GRE admissions test. The certificate allowed students to enroll in up to four foundation-level classes that can be applied toward the MBA program once the student has been admitted to the MBA degree program.

There were four courses (12 credits) required in this certificate program:

- ACCT 5500 Introduction to Accounting (3 credits)
- BGSO 5500 Business, Government and Society (3 credits)
- BUAD 5500 Fundamentals of Economics (3 credits)
- QUAN 5500 Fundamentals of Business Statistics (3 credits)

Reasons for the phase out: The Graduate School of Business Administration will be implementing a new core course STRT 6000 Strategic Foundations for Responsible Management, starting Fall 2018. The new core course (STRT 6000) will eliminate BGSO 5500 Business, Government and Society from the MBA curriculum. With the elimination of BGSO 5500 the MBA Foundations Plan of Study Certificate will reduce from a 12 credit hour plan to a 9 credit hour plan. This reduction in hours does not meet the minimum campus requirements for a certificate program (Campus Policy 200-023). Due to the reduction of the credit hours required for a certificate program, we are requesting to phase out of the Graduate Certificate MBA Foundations Plan of Study and request to eliminate this certificate in the 2018-2019 academic catalog. Additionally, we have expanded the GMAT waiver options for students with professional work experience so there is less demand for this certificate.

Phase-out plan: The program currently has two students enrolled in this certificate as of the Spring 2018 semester. These students will have the following options to satisfy the BGSO 5500 requirement:

- Take BGSO 5500 in Summer 2018 (Campus or Online, or Fall 2018 Online)
- Take BGSO 5500 as an Independent Study

Psychology Graduate Degree Curriculum Changes Request for GEC Approval
2/1/18

PSY 6510—History of Psychology. This course has changed from 3 credits to 1.5 credits approved by the LAS C&R committee and the Graduate School. The Clinical MA and the Psych Science MA students take the course as an elective so there is no impact to MA students. This course is currently a requirement for both PhD degree subplans, Aging and Trauma. The clinical faculty recommends a reduction in credit to make room for an additional required course for PhD students based on new APA accreditation requirements and student training recommendations. The reduction of credits allows the addition of the new course without additional tuition burden to the students. Other graduate courses subsumed the History content removed from the original course.

PSY 6930—Clinical Supervision is a 1.5 credit course (approved by LAS C & R and the Graduate School) the department wishes to add to the PhD degree curriculum to address changing APA accreditation requirements. The clinical faculty recommend adding this course as a requirement for both subplans of the clinical PhD. The addition of this course does not increase total credit requirements for the degree.

Required courses for Ph.D. in Clinical Psychology with Major Area of Study in Geropsychology

5210 Psychology of Aging I	3
5220 Psychology of Aging II	3
5710 Clinical Skills Laboratory	3
5810 Research Statistics and Methodology I	4
5820 Research Statistics and Methodology II	4
5830 Applied Multivariate Techniques I	3
6030 Research Practicum	3
6xxx Core Content Courses	12
6100 Developmental Psychology	
6110 Cognition	
6120 Neuroscience	
6130 Social Psychology	
6510 History of Psychology	1.5
6610 Clinical Geropsychology I	3
6620 Clinical Geropsychology II	3
6720 Ethics and Practice Standards: Professional Development I	3
6730 Diversity of Culture and Family: Professional Development II	3
6740 Clinical Practicum	Varies
6780 Advanced Psychopathology	3
6790 Psychopharmacology	1
6850 Clinical Interviewing and Personality Assessment	3
6860 Cognitive Assessment	3
6870 Clinical Neuropsychology	3
6880 Clinical Neuropsychology Lab	4.5 min.
6920 Psychotherapy	3
6930 Clinical Supervision	1.5
7000 Masters Thesis	6
7030 Doctoral Research Practicum	3
8000 Dissertation**	30
9500 Independent Study***	1-7
Minimum credits required for Ph.D. in Clinical Psychology	120

* Each core content course is worth 3 credits and students are required to take each of the four courses, for a total of 12 credits. These courses ensure broad coverage in many core content areas of psychology (i.e., developmental psychology, cognitive psychology, biological psychology, and social psychology).

** A maximum of 15 dissertation credit hours may be taken before the Comprehensive Examination is completed.

*** Optional depending on student interests, space/supervision availability and credits needed for program completion.

Required courses for PhD in Clinical Psychology with Major Area of Study in Trauma Psychology

6160 Trauma Psychology I	3
6170 Trauma Psychology II	3
5710 Clinical Skills Laboratory	3
5810 Research Statistics and Methodology I	4
5820 Research Statistics and Methodology II	4
5830 Applied Multivariate Techniques I	3
Advanced Methods/Statistics Course Select 1 from list below	3
5840 Methods and Design for Analyzing Change	
6813 Advanced Methodology Seminar	
6030 Research Practicum	3
6xxx Core Content Courses	12
6100 Developmental Psychology	
6110 Cognition	
6120 Neuroscience	
6130 Social Psychology	
6510 History of Psychology	1.5
6630 Clinical Trauma Psychology I	3
6640 Clinical Trauma II: Trauma Evidence-based treatment (different topic Group Therapy, EMDR, Prolonged Exposure, CPT)	3-9
6720 Ethics and Practice Standards: Professional Development I	3
6730 Diversity of Culture and Family: Professional Development II	3
6740 Clinical Practicum	Varies
6780 Advanced Psychopathology	3
6790 Psychopharmacology	1
6850 Clinical Interviewing and Personality Assessment	3
6860 Cognitive Assessment	3
6870 Clinical Neuropsychology	3
6890 Clinical Trauma Assessment (formerly Clinical Neuropsychology Lab)***	4.5
6920 Psychotherapy	3
6930 Clinical Supervision	1.5
7000 Masters Thesis	6
7030 Doctoral Research Practicum	3
8000 Dissertation**	30
9500 Independent Study***	1-7
Minimum credits required for Ph.D. in Clinical Psychology	120
<p>* Each core content course is worth 3 credits and students are required to take each of the four courses, for a total of 12 credits. These courses ensure broad coverage in many core content areas of psychology (i.e., developmental psychology, cognitive psychology, biological psychology, and social psychology).</p> <p>**A maximum of 15 dissertation credit hours may be taken before the Comprehensive Examination is completed.</p> <p>*** Optional depending on student interests, space/supervision availability and credits needed for program completion.</p>	

Proposed Policy:

Article II; Section C: Program Development and Modification

Proposals for new degree programs ~~/~~ options or certificates and ~~or~~ for significant modifications of existing ~~degree~~ programs will be initiated by the faculty of the sponsoring unit in accordance with its policies and procedures, including college/school review, and then brought to GEC for vote. The Graduate School will inform other offices as needed.

New degree and certificates programs must follow ~~the Regents'CU system administrative policy and procedures for new degrees (https://www.cu.edu/regents/policy-4j-interim-policy-and-procedures-approving-new-degree-program-proposals)statements~~ as well as any campus policy and procedures.

~~Significant modifications of existing degree programs include changes to required curriculum, changes in total number of credits, degree name changes, and changes in type of examinations required for graduation. Course level changes are made on the normal course inventory which includes review and signature by the Graduate School Dean but not by the GEC. Please also refer to the Regents policy on new degree programs.~~

A proposal for a new degreesdegree must include all elements in Regent Policy 4J, including a required information before review and will require Regent's review by an external reviewer and the program's response to the review and approval. A proposal for new tracks/options will include similar items as a proposal for a new degree but may be shorter in length and ~~does~~may not include ~~an external~~Regent review. Proposals for certificates must follow campus policy (#200-023) and associated procedures. Certificates may require Regents' review. Presentations to the GEC for new degrees and tracks/options should include:

1. A discussion of the program and degree plan(s)
2. Resources needed for the program/option/track
3. The student demand for the new program/option/track
4. Faculty expertise in the area, and
5. Any other information that the department/school/college believes is relevant to the discussion.

~~The Graduate School Dean will ask the Graduate Executive Committee for their recommendation on the proposal by voting to accept or reject the proposal. The Graduate School Dean will submit the Graduate Executive Committee recommendation and his/her own recommendation to the Provost and Executive Vice Chancellor for Academic Affairs for approval/denial.~~

The GEC will be involved in proposed modifications to existing programs (as outlined below). The Graduate School will then inform appropriate offices about the changes. The GEC may have an approval role, an endorsement role, or just be informed about changes. Modifications that impact resources or standards to program, campus or student need to be approved by GEC. Modifications related to elimination of a program must be reviewed for impact on students and the proposal must be endorsed by GEC. Other changes to programs not related to resources must be communicated to GEC. Course level changes are made on the normal course inventory which includes review and signature by the Graduate School Dean but not by the GEC. Approval of course level changes does not imply changes to programs. Programs are responsible for updating the academic catalog upon approval/endorsement. Changes may need to be published by the catalog deadline to be in place for the following academic year.

Modifications requiring GEC vote:

- Addition or removal of non-curriculum requirements (e.g., thesis, dissertation, master's comprehensive examination, doctoral exam) and other degree completion requirements (e.g., paper publication, internship, practicum)
- Curriculum changes
 - Changes in credit hours
 - Changes that impact resources (e.g., number of courses needed (even if no overall credit number change), new faculty for new content areas).
 - New degrees, new program options, and new certificates

Modifications requiring review and endorsement, but no vote:

- Discontinuance of programs or certificates
- Changes in degree name or degree type if no changes in resources

Modifications requiring notification only:

- Changes in curriculum not covered in the "modifications requiring GEC vote" section.

The Graduate School Dean or program director may request a GEC review and recommendation for changes to programs. For other changes that are not covered in this section, please contact the Graduate School to determine type of approval needed.

Current Policy:

Article II; Section C: Program Development and Modification

Proposals for new degree programs/options and/or for significant modifications of existing degree programs will be initiated by the faculty of the sponsoring unit in accordance with its policies and procedures.

New degree programs must follow the Regents' policy and procedures for new degrees (<https://www.cu.edu/regents/policy-4j-interim-policy-and-procedures-approving-new-degree-program-proposals>) as well as campus policy.

Significant modifications of existing degree programs include changes to required curriculum, changes in total number of credits, degree name changes, and changes in type of examinations required for graduation. Course level changes are made on the normal course inventory which includes review and signature by the Graduate School Dean but not by the GEC. Please also refer to the Regents policy on new degree programs.

A proposal for new degrees must include all elements in Regent Policy 4J, including a review by an external reviewer and the program's response to the review. A proposal for new tracks/options will include similar items as a proposal for a new degree but may be shorter in length and does not include an external review. Presentations to the GEC for new degrees and tracks/options should include:

1. A discussion of the program and degree plan(s)
2. Resources needed for the program/option/track
3. The student demand for the new program/option/track
4. Faculty expertise in the area, and
5. Any other information that the department/school/college believes is relevant to the discussion.

The Graduate School Dean will ask the Graduate Executive Committee for their recommendation on the proposal by voting to accept or reject the proposal. The Graduate School Dean will submit the Graduate Executive Committee recommendation and his/her own recommendation to the Provost and Executive Vice Chancellor for Academic Affairs for approval/denial.

CU System Graduate School Policies on Regular Admission

UCCS Graduate School Policies and Procedures (Article III; Section A1)

<https://www.uccs.edu/graduateschool/current-students/policies-and-procedures#4.1>

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.

CU Denver Graduate School Policies and Procedures (Article II; Section 2i)

<http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/pdf/Graduate-School-Policies-and-Procedures.pdf>

i. Admission to Regular Degree Status

Students are admitted into the Graduate School as Regular degree students on recommendation of the program, provided they meet the following criteria:

hold a baccalaureate or Master's degree from an accredited College or University, or demonstrate completion of work equivalent to the baccalaureate or Master's degree awarded at CU Denver. Applicants whose credentials include credits from a College or University outside the USA (not earned as part of a semester abroad program) must include original transcripts and documentation in English (or certified English translation) of the transcript as evaluated by the CU Denver Office of International Affairs;

1. have an undergraduate grade point average of 3.00 or better ("A" is equal to 4.0) or a 3.00 or better GPA in twelve (12) credit hours or more of a partially completed Master's degree program. Applications from individuals who attended a College or University that does not issue grades or a GPA will be evaluated by the Graduate School on a case-by-case basis; lower GPA averages are possible with specific justification by the program;

2. have adequate preparation to enter graduate study in the chosen program as determined by the program specific criteria, such as performance in the Graduate Record Examination (GRE) or an appropriate substitute [e.g., MCAT], an earned MS/MA or PhD from a School in the USA, compensating scholarly experience as judged by the program, or completion of at least twelve (12) credit hours of transferable graduate-level coursework from an accredited College or University in the USA). Performance on standardized tests is not a requirement for graduate admission as a Regular degree student if the admitted student meets the first and second criteria listed above. However, some Graduate Programs may require that all applicants participate in the GRE or an equivalent; and
3. meet any additional requirements (such as particular undergraduate coursework) for admission as established by the Program.

CU Boulder Graduate School Rules (Article II; Section 2)

https://www.colorado.edu/graduateschool/sites/default/files/attached-files/graduate_school_rules_updated_2017.pdf

Section 2: Admissions

A student may be admitted to the Graduate School as either a regular degree student or a provisional degree student.

Regular Degree Students

Qualified students may be recommended for admission to regular degree status by approved programs of the Graduate School provided they meet the following criteria:

- hold a baccalaureate degree from an accredited college or university, or have done work equivalent to that required for such a degree
- show promise of ability to pursue advanced study and research, as judged by the student's scholastic record
- have had adequate preparation to enter graduate study in the chosen field
- have at least a 2.75 (on 4.0 scale, 2.00=C) undergraduate grade point average (for engineering 3.0). Applicants who cannot meet this undergraduate standard may still secure regular admission if they have completed 9 semester hours of relevant graduate course work with at least a 3.25 average
- meet additional requirements for admission established by the major unit

Notification of Psychology Graduate Degree Curriculum Updates 2/1/18

Clinical MA

- Add PSY 5860—Reproducible Research as an elective to the curriculum.
- Add PSY 6813—Advanced Methodology Seminar as an elective to the curriculum.
- Add PSY 6930—Clinical Supervision as an elective to the curriculum.

Psych Science MA

- Add PSY 5860—Reproducible Research as one of the course options under “required electives.”
Add PSY 6813—Advanced Methodology Seminar as one of the course options under “required electives.”

Clinical PhD- Trauma subplan

- PSY 5840 or PSY 6813 listed as “required electives.” Previously PSY 5840 was required and now the students can take either course to meet the requirement.
- Add PSY 5860—Reproducible Research as an elective to the curriculum.
- Degree elective PSY 6880—Clinical Neuro Lab, changes to PSY 6890—Clinical Trauma Assessment (Las C & R approval expected March 2018).

Clinical PhD—Aging subplan

- Add PSY 5860—Reproducible Research as an elective to the curriculum.
- Add PSY 6813—Advanced Methodology Seminar as an elective to the curriculum

Note: A “required elective” refers to a degree requirement where a student selects two courses from a list of multiple electives.