



**Graduate Executive Committee
March 13, 2020
Minutes**

Attendees:

Voting Members: Brian McAllister, Jeff Spicher, Mandi Elder, Margaret Harris, Jon Caudill, David Moon, Cathy Simmons, Adham Atyabi, Brandon Vogt, Karen Livesey, Janel Owens, Jeremy Bono, Leilani Feliciano, David Fenell, Linda Button, Sylvia Mendez

Non-Voting Members: Mary Rupp, Wendy Clouse, Katie Pence, Barbara Fry, Tina Ewald, Sudhanshu Semwal Jose Mora, Kelli Klebe, Kylie Rossman

- Reactivation of the Mathematics Education subplan and change name (see attached, Katie Pence)
 - The GEC voted to recommend approval to reactivate the subplan. (14 Yes, 0 No, 0 Abstain)
- Revision of the Teaching Elementary Mathematics graduate certificate (see attached, Katie Pence)
 - The GEC voted to recommend approval for the credit change, name change and status to Gainful Employment (13 Yes, 0 No, 0 Abstain)
- Admission dates and eligibility for financial aid: For applicants to have access to Financial Aid Portal, they need to be admitted and all processing needs to be done and the portal needs to be activated. Students apply for scholarships through their portal and scholarship application deadlines are March 1. You may want to consider having a financial aid priority deadline early enough so that your application process and the processing time period after we receive your decision sheet (5 days) gets completed in time for students to be able to apply for applications. It is also useful if your letters give information about the applications students can apply for and the deadline. **If you want to change any of your deadlines for applications for Fall 2021, now is the time to do so. Send the information to graddocs@uccs.edu and we will get that done for you.**
- COVID-19 and graduate education
 - Graduate students should not come to campus; alternative remote research tasks should be considered (e.g., literature reviews, manuscript submissions, data analyses, generating posters or graphics). Graduate students who have access to critical research spaces approved by AVC Smith should only access the space if the faculty researcher is unavailable, and even then, only voluntarily. Student health and safety is of utmost concern. [See announcement from Dr. Smith](#)
 - Student Mentoring: You should arrange video conference calls, phone calls, or other means of communication to sustain graduate student mentoring. It is important to maintain contact with students. Clarify and update any expectations that you have for them while working remotely.
 - Capstone/thesis/dissertation defenses/presentations Student defenses can be handled by electronic means (use conferencing tools such as Zoom, WebEx, Microsoft Teams, Collaborations within CANVAS). You can consider changing strategy to using a written format for defenses (e.g., have faculty submit questions and students provide a written response; students video-record their defense and send to committee members for evaluation if an oral component is important). Defense committees with external members must allow for electronic participation. **YOU DO NOT NEED TO SEND THE GRADUATE SCHOOL ANNOUNCEMENTS.**
 - Internships/practicum/clinical placements: Please consider how these need to be adjusted to meet the new environment. These may depend on each accrediting organization's rules. Encourage those organizations to focus on competency assessment. Consider simulations, telehealth, teleeducation, etc. Let us know if there is something we can do to help with graduation rules as you figure out

what can be done within your discipline.

- Graduation Deadlines: The Graduate School [has adjusted deadlines](#) to be as late as possible within the registrar's requirements. If the registrar's dates change we will modify some more. Always look to [website for most recent dates](#). We will need to determine a process for getting hard copies of the thesis/dissertation needed for the library and for student's personal copies. This will be provided on website and sent to you and graduating students with thesis/dissertation requirement.
 - Last Day for Final Thesis/Dissertation Defense April 30 (not April 17)
 - Thesis/Dissertation to the Graduate School May 29 (not May 14)
 - Program approved candidacy forms due to Graduate School June 1 (not May 22)
 - Program Department Confirmed Lists due to Graduate School (June 1 (not May 22)
- Summer Registration for those who unexpectedly do not defend Spring 2019. There is a graduate school rule that students must be registered the semester they defend. If students were registered Spring 2020 and were expected to graduate (turned in graduation paperwork) but their defense got delayed, they will not need to register Summer session to meet this requirement. Contact us with concerns when that time comes.
- Commencement will not be in person on May 15. Stay tuned for details on virtual or postponed commencement. Consider ways that you can celebrate this milestone with your students. If you have ideas for virtual or small group hooding ceremonies, let me know.

Announcements

- Spring 2020 GEC Meetings (10:00-11:30; virtual): We will have GEC meetings if needed to approve program changes or if discussion is needed for ongoing issues related to COVID-18.
 - April 10, May 8
- 14-Day Writing Challenge running from March 23rd – April 5th. Open to Faculty and Graduate Students. Register by March 19th on the NCFDD website.
- Graduate Appreciation Week activities (April 6 – 10) are canceled.
- Graduate Research Showcase is canceled. We are exploring other ways to highlight graduate student research activities. If you have ideas, let us know.

Campus information about COVID-19 can be found at <https://covid19.uccs.edu/>



College of Education

UNIVERSITY OF COLORADO COLORADO SPRINGS

DATE: February 10, 2020

TO: Office of the Registrar

FROM: Mark Malone, Ph.D.
Department Chair, Teaching and Learning


Mark R. Malone (Feb 13, 2020)

Leslie Grant, Ph.D.
Chair, College of Education Curriculum Committee


Leslie Grant (Feb 13, 2020)

Valerie Martin Conley, Ph.D.
Dean, College of Education


Valerie Martin Conley (Feb 13, 2020)

CC: Barbara Frye, Ph.D.
Associate Dean, College of Education

SUBJECT: Activating MAT Subplan for Curriculum and Instruction MA Plan

The College of Education would like to reactivate the MAT Mathematics Education subplan under our existing Curriculum and Instruction MA (CURR-MA) plan under the EDUCG program stack. We would also like to rename the MAT subplan to Teaching Mathematics (K-8).

Our current Master of Arts in Curriculum and Instruction degree plan in the College of Education does not include a specialization in mathematics and we would like to add this sub plan effective 01/21/2020.

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: Teaching Mathematics (K-8)
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 (certificate revision effective Summer 2020)
7. Number of required credit hours: 24
8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
6 semesters: Summer (2), 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 24-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 24 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.

CURR 5301: Mathematical Connections & Concepts
CURR 5302: Leadership & Mentoring in the Mathematics Classroom
CURR 5305: Assessment & Technology in the Mathematics Classroom
CURR 5311: Mathematics for Teaching: Numbers & Operations
CURR 5312: Mathematics for Teaching: Algebraic Reasoning
CURR 5313: Mathematics for Teaching: Rational Numbers & Proportional Reasoning
CURR 5314: Mathematics for Teaching: Geometry & Measurement
CURR 5315: Mathematics for Teaching: Data Analysis & Statistics

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

- Earned bachelor's degree from a regionally 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.
- These courses will rotate in with other graduate courses being offered. Faculty load and lecturer costs will be associated with these courses.

f. Expected benefits, income, return on investment.

There is potential to recruit students from this certificate program for the Master's 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 Gainful Employment certificate program.

Part II (for GE Certificates)

1. Program website URL for certificate program:

TBD

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.

Across the state of Colorado (and the nation), there is a shortage of qualified math teachers at the middle school level. Additionally, many elementary school teachers are not confident in teaching mathematics concepts. This certificate program is designed to prepare in-service teachers to teach mathematics effectively through the middle school grades. Completion of the UCCS Teaching Mathematics (K-8) Certificate will also provide opportunities for teachers to advance their careers by stepping into instructional leadership positions such as building math specialists or instructional coaches.

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.

This certificate meets the requirements for the new Middle School Mathematics teaching endorsement through the Colorado Department of Education. This endorsement was created to address the shortage of middle school mathematics teachers across the state. Teachers can earn this endorsement and add it to their existing teaching license by taking 24 credit hours of coursework in the areas of number theory, algebra, geometry, statistics, philosophies of mathematics, and mathematics teaching methods. The course sequence of this certificate has been approved by the Colorado Department of Education as meeting these middle school mathematics requirements. The content of all courses was co-constructed with input from local school partners, and it is aligned with the guidelines for the professional preparation of all teachers as defined by the Colorado Teacher Quality Standards. All participants must already hold a current teaching license in the state of Colorado.

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.

According to the Bureau of Labor Statistics, the annual mean wage for elementary and middle school teachers is \$53,400. Typically, school districts will provide a stipend for teachers serving in the role of a mathematics specialist and/or instructional coach.

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

- Business Advisory Board
- Program Integrity Board
- Oversight/regulatory agencies (other than CDHE or accrediting agencies) CDE
- Business that would likely employ graduates of the program District 49

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

As stated above, the Colorado Department of Education has approved UCCS to offer this middle school mathematics endorsement coursework (approval letter received March 26, 2019). Local school district partners reviewed and provided feedback on the course sequence and content. The certificate was also received positive feedback at the Pikes Peak Region Student Achievement Consortium (PPRSAC) meeting—a group of curriculum, instruction, and assessment leaders across the Pikes Peak area.

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

In order to meet compliance and accountability standards, a program coordinator will work with Institutional Research and the Financial Aid office to track individual completer outcomes, to include those listed above. The data will be displayed on the program's website (to be developed).

8. When do you intend to begin disbursing Title IV funds to students: Summer 2020

9. 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):

	Per Term	Annual
Tuition and fees	average: \$2,633 per term	approx \$7,900
Room and board	n/a	n/a
Books and supplies	\$30 per course	\$120 per course

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

10. Using the Standard Occupational Classifications <http://www.bls.gov/soc>, select the primary occupational group for which the Gainful Employment Program will train the student:

- a. Select the primary occupational group for which the Gainful Employment Program will train the student:
25-2020 Elementary and Middle School
- b. List all six-digit codes that reflect occupations in which the graduates of the proposed program will be trained for employment:

25-2020

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

Required Signatures

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

Requested by:

Katie Anderson-Pence

Faculty: Name

Katie Anderson-Pence

Signature

Mar 2, 2020

Date

Approvals:

Mark Malone

Department Chair: Name

Mark R. Malone

Mark R. Malone (Mar 2, 2020)

Signature

Mar 2, 2020

Date

Leslie Grant

College Curriculum Committee
Chair: Name

Leslie Grant

Leslie Grant (Mar 3, 2020)

Signature

Mar 3, 2020

Date

Valerie Martin Conley

College Dean: Name

Valerie Martin Conley

Valerie Martin Conley (Mar 4, 2020)

Signature

Mar 4, 2020

Date

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?