

University of Colorado Colorado Springs

Graduate Executive Committee March 12, 2021 Minutes

Attendees:

•

Voting Members: Jonathan Caudill, Janel Owens, Michael Corl, David Moon, Amanda Elder, Brandon Vogt, Brian McAllister, Jeremy Bono, James Pearson, Jeff Montez de Oca, Sylvia Mendez, Rory Lewis, Jeff Ferguson, Steve Tragesser, Carole Traylor, Catherine Simmons

Non-Voting Members: Kylie Rossman, Kelli Klebe, Sean Svette, Jose Mora, David DuBois, Jugal Kalita, Sarah Elsey, Kristina Ewald, Stephani Hosain, Robyn Marschke, Kevin Laudner, Linda Button, David Fenell, Maria O'Connell, Mary Rupp, Andy Subudhi, Kristen Walcott, Sandy Ho, Gurvirender Tejay, Wendi Clouse, Janice Dowsett, Jessica Kirby

- MS Computer Science Capstone Option Changes (Jugal Kalita See attached proposal)
 - Removal of the Project Option
 - Addition of a Course Only Option
 - Thesis Option will remain the same

The GEC voted to recommend approval of these changes (14 Yes, 0 No, 0 Abstain)

- ME Cybersecurity Capstone Option Changes (Jugal Kalita See attached proposal)
 - o Removal of the Project and Portfolio Options
 - Addition of a Course Only Option
 - Thesis Option will remain the same

The GEC voted to recommend approval of these changes (14 Yes, 0 No, 0 Abstain)

- MSc Chemistry Modifications (Janel Owens See attached proposal)
 - Removing one 3 credit elective course and replacing it with three 1 credit required courses.
 - Overall, no changes to number of total credit hours
 - Six graduate faculty will be participating in new 1 credit required courses.

The GEC voted to recommend approval of these changes (13 Yes, 0 No, 0 Abstain)

- MSc in Nutrition and Dietetics (Andy Subudhi, Sean Svette See attached proposal)
 - Creation of new accredited program Nutrition MSc
 - 47 credit hour program (16 credits supervised experiential learning, 31 credits didactic and simulated learning)
 - o Intention to start first cohort Fall 2022

The GEC voted to recommend approval of this program (16 Yes, 0 No, 0 Abstain)

• Broadening Instructional Rank in Graduate School Policies

- o Section C: Graduate Faculty 1: Types of Membership
 - "Faculty in the Clinical or Research tracks or Senior and Principal Instructors who hold a doctorate degree and who regularly teach graduate courses or supervise graduate student research may be appointed as regular members for the duration of their appointment upon recommendation of the program director and approval of the graduate school dean."

The GEC voted to recommend approval of this change (13 Yes, 0 No, 1 Abstain)

- Transfer Credit Form
 - What signatures do different programs/colleges require?
 - Graduate school only requires the signature of Graduate Program Director.

Most programs only need the program director, but some units want option for other signatures. We will keep Program Director/Coordinator, Department Chair, and Dean's Office as signature options and programs will use them as needed. Watch for new form on Graduate School forms page.

Dean's Report:

- Mentored Doctoral Fellowship: GEC member asked for a review of processes of the mentored doctoral fellowship. This is a fellowship under the graduate school. The first step will be to bring faculty from the doctoral programs to discuss the fellowship purpose, criteria, and process. An email has been sent to program directors and department chairs of units with a doctoral program. Meeting is set for April 23. All directors from doctoral programs have been invited but others are welcome to attend.
- Graduate Research Fellowships: Thanks to everyone for getting nominations in on time. There were 54 nominations. We expect to have 20 awards. The review team is working on ratings now and we expect to have announcement of awardees on March 24.
- Graduate Student Survey concerning the student experience has been open since Feb 23 and will close on March 17. To date we have had over 300 responses with over 30 students from every college. Expect to share the initial report with you this semester.
- The UCCS Alumni Office is looking for nominations for alumni stories.
 - Nomination link: <u>https://alumni.uccs.edu/nominate</u>
 - Stories may be published in the communique as well as here: <u>https://successstories.uccs.edu/</u>

Informational:

- MSA program is transitioning courses to a hybrid delivery format that combines in-person and online learning to provide students with optimal flexibility. Students who cannot meet in person for the on-campus meeting times may attend remote synchronously. Currently, our MSA courses are offered in an all in-person delivery format. (See attached document)
- gradapp@uccs.edu and gradinfo@uccs.edu merger is live.
 - Graduate School has gone through program websites to see if any pages need adjustments where they are asking students to send transcripts to and have reached out to program contacts.
 - Transcripts and test scores should be sent to <u>ugapp@uccs.edu</u>

• All other materials can be sent to <u>gradinfo@uccs.edu</u> and the graduate school will send it to the appropriate admissions examiner

Announcements:

- LAS Outstanding Teaching Awards Call for Submissions for Graduate Student Lecturers (See attached document).
 - Intent to apply due March 19
 - Submissions due March 30
- Provost Finalists have been announced
 - Campus presentations & faculty open discussions throughout March
 - See communique article for more: <u>https://communique.uccs.edu/?p=130994</u>
- Catalog closes **April 2** All edits must be made by this time.
- Graduate Research Showcase will be online via Canvas May 3-7.
 - Student Registration closes April 5
 - Registration Link: <u>https://forms.gle/NfLcFzsFUTXQozge6</u>
 - Graduate School is requiring 20 sign ups to run the event. We will decide on **April 6** if we are moving forward with the event or not.
 - Student recordings are due in Canvas on April 19.
- Graduate School Tuition Matching Grant due to the Graduate School May 3 by 5pm.
- Out of State Scholarship due to the Graduate School May 14.

GEC Meetings for 2020-2021 all meetings are from 10:00-11:30

- Spring 2021 GEC Meetings via TEAMS
 - April 9, May 7 (A week early due to commencement)

Proposal for changing capstone options in MS Computer Science

Objective: The Department of Computer Science proposes to update its Master of Science program by 1) removing its project option, and 2) by adding a course-only option.

Background: The Computer Science Department has had a master's program with two capstone options for more than thirty years. There are currently two options, 1) a thesis option, where students have to do a 6-credit thesis, and 2) a project option, where the students have to do a 3-credit software project. The main difference between the two options is that a thesis is expected to have conceptual, theoretical and/or practical innovations and should make attempts to publish the findings, whereas a project option requires the student to implement a large software project using current technologies with no expectations of innovation.

Motivation:

- 1) Across the country course-only master's degrees in Computer Science are fairly common, more the norm. In Colorado, all schools that have master's programs in Computer Science, have a course-only option. For example,
 - I. CU-Boulder offers a traditional master's program in Computer Science with research, and another Professional Master's program in Computer Science with courses only.
 - II. CU-Denver's Master's program in Computer Science has three options: thesis with research, project with software implementation and a course-only option.
- III. Colorado State University has two options: Master's with research option, and courseonly option.
- 2) The course-only option is usually attractive to individuals from industry and individuals who simply want to get a master's degree to obtain a job or move up the ladder. Our master's degree attracts a sizeable number of students who change majors or careers, and it is preferred by such students. The thesis option usually attracts students who may want to pursue further studies, such as going for a PhD, or their job requires research expertise, or for personal satisfaction.
- 3) In addition, as the PhD programs in Computer Science have grown, the faculty in Computer Science would like to focus on producing better quality PhD research and dissertations, and spending time on master's Project supervision takes away valuable time. The CS Department has two PhD programs with approximately 80 students enrolled. The amount of master's in CS students is about 50. The department has 16 tenure-track faculty members. Workload has become an issue, when professors have to supervise master's project students also. Removing the master's project option will enable tenure-track faculty to focus on PhD student supervision and production.
- 4) The Master's program in CS has remained small with only about 50 students despite there being in a region with a thriving computing-based industrial infrastructure and excellent potential for recruiting students. We would like to target students in industry with the courseonly master's program.

Demand: To gauge demand for the course-only option, the Computer Science department had conducted a survey of current MS students. The question asked was

Do you think discontinuing the master's project track and replacing it with a course-only master's track would be beneficial to students? The Master's thesis option will remain as it is.

We received responses from 30 students, with the breakdown as given here: 80% Yes, 13.3% No, 6.7% Abstain. It clearly shows that there is a large demand for a thesis only option among our current students. We have not conducted any additional surveys, but believe that this one survey clearly indicates a demand that we need to meet.

Implementation and Impact: The Computer Science Department proposes to make available the course-only option starting Fall of 2021. The thesis option will remain, and the project option will be removed. In terms of impact on faculty, the number of courses taught at the graduate level will not change. In terms of research supervision, the workload on faculty is likely to go down a bit. This reduction will be made for by tenure-track faculty focusing on grant writing and supervising PhD students. There is no need for any additional courses to be taught, or any additional lab or personnel requirements. With marketing, the master's student population is likely to rise, but the rise will be slow, without visible impact on personnel requirements for the department. It is quite likely that with the course-only option, the number of MS students who pursue master's with thesis is going to go down. At the same time, it is likely that the number of students who pursue a master's degree is going to go up.

Each course at the master's level requires a substantial project. When cross-listed courses are taught, graduate students are given extra work, which is usually a project and/or research paper. As a result, all graduating master's students in the course-only option will receive appropriate training in software development, and will be ready to be employed in the software industry.

Master's Degree Curriculum Details: To ensure that the course-only program as well as the entire master's program are clearly described to the Graduate Executive Committee and others who are evaluating this proposal, we provide additional details here. These details can be found on the website for the current master's program.

To receive the master's degree, student must complete at least 30 semester hours and choose between two options: Plan I (thesis) or Plan II (course-only). Plan I requires a thesis worth 6 semester hours of credit. Plan II requires ten classes, each worth three credits. Up to 6 hours of graduate level courses may be taken in other departments with the graduate advisor's approval.

In order to ensure that the graduate of the master's program will have acquired a sufficient breadth of knowledge in computer science, the following three courses or their equivalents are required if they were not previously taken at the upper division as an undergraduate:

- CS 5500 Operating Systems I
- CS 5700 Computability, Automata and Formal Languages
- CS 5720 Design and Analysis of Algorithms

Students who have had advanced undergraduate courses in these exact areas will not be allowed to take these courses for graduate credit.

Full-time graduate students should be able to complete the master's degree in Computer Science in two to two and a half years. Two courses per semester is considered full time at the graduate level. Most graduate courses are offered in the late afternoon and evening in order to provide graduate study opportunities for working professionals. All work toward the master's degree must be completed within a six-year time limit. If the degree program cannot be completed within this time period, then the student must request an extension from the Graduate School and validate any course work more than six years old, possibly by special examination.

Proposal for changing capstone options in MS Computer Science

Objective: The Department of Computer Science proposes to update its Master of Engineering program in Cybersecurity by 1) removing its project option, and 2) by adding a course-only option.

Background: The Computer Science Department has a Master of Engineering program in Cybersecurity with three capstone options. The three options are, 1) a thesis option, where students have to do a 6-credit thesis, 2) a project option, where the students have to do a 3-credit software project., and 3) a portfolio option, where students write a 5-8 page paper discussing one to four projects they have already implemented in classes they have taken The main difference between the thesis and project options is that a thesis is expected to have conceptual, theoretical and/or practical innovations and should make attempts to publish the findings, whereas a project option requires the student to implement a large software project using current technologies with no expectations of innovation.

Motivation:

- 1) The course-only option is usually attractive to individuals from industry and individuals who simply want to get a master's degree to obtain a job or move up the ladder. Our master's degrees attract a sizeable number of students who change majors or careers, and it is preferred by such students. The thesis option usually attracts students who may want to pursue further studies, such as going for a PhD, or their job requires research expertise, or for personal satisfaction.
- 2) In addition, as the PhD program in cybersecurity has grown, the cybersecurity faculty in Computer Science would like to focus on producing better quality PhD research and dissertations, and spending time on master's Project supervision takes away valuable time. The CS Department has two PhD programs, one in Computer Science and the other is Cybersecurity, with approximately 80 students enrolled, evenly divided. The number of masters' students in Cybersecurity has varied between 15 and 20 in recent years. The department has 16 tenure-track faculty members of which 6 are "purely" in cybersecurity. Workload has become an issue, when professors have to supervise master's project students also. Removing the master's project option will enable tenure-track faculty to focus on PhD student supervision and production.
- 3) The Master's program in Cybersecurity has remained small with only about 15-20 students despite there being in a region with a thriving computing-based industrial infrastructure, many established defense contracting companies and start-ups, and excellent potential for recruiting students. We would like to target students in industry with the course-only master's program.

Implementation and Impact: The Computer Science Department proposes to make available the course-only option starting Fall of 2021. The thesis option will remain, but the project and portfolio options will be removed. In terms of impact on faculty, the number of courses taught

at the graduate level will not change. In terms of research supervision, the workload on faculty is likely to go down a bit. This reduction will be made for by tenure-track faculty focusing on grant writing and supervising PhD students. There is no need for any additional courses to be taught, or any additional lab or personnel requirements. With marketing, the master's student population is likely to rise, but the rise will be slow, without visible impact on personnel requirements for the department. It is quite likely that with the course-only option, the number of ME students who pursue master's with thesis is going to go down. At the same time, it is likely that the number of students who pursue a master's degree is going to go up.

Each course at the master's level requires a substantial project. When cross-listed courses are taught, graduate students are given extra work, which is usually a project and/or research paper. As a result, all graduating master's students in the course-only option will receive appropriate training in software development, and will be ready to be employed in the software industry.

Master's Degree Curriculum Details: To ensure that the course-only program as well as the entire master's program are clearly described to the Graduate Executive Committee and others who are evaluating this proposal, we provide additional details here. These details can be found on the website for the current master's program.

To receive the master's degree, student must complete at least 30 semester hours and choose between three options: thesis, project and portfolio.

In order to ensure that the graduate of the master's program will have acquired a sufficient breadth of knowledge in cybersecurity and computer science, the following four courses or their equivalents are required if they were not previously taken at the upper division as an undergraduate:

- CS 5200 Computer Architecture
- CS 5220 Computer Communication
- CS 5500 Operating Systems
- CS 5910 Fundamentals of Computer and Network Security
- CS 5920 Applied Cryptography for Secure Communications

Full-time graduate students should be able to complete the master's degree in Cybersecurity in two to two and a half years. Two courses per semester is considered full time at the graduate level. Most graduate courses are offered in the late afternoon and evening in order to provide graduate study opportunities for working professionals. All work toward the master's degree must be completed within a six-year time limit. If the degree program cannot be completed within this time period, then the student must request an extension from the Graduate School and validate any course work more than six years old, possibly by special examination.

Modification to the MSc, options in Chemistry & Biochemistry

Department of Chemistry and Biochemistry – Spring 2021

Background:

At the close of the Spring 2020 semester, the Department of Chemistry and Biochemistry had 20 active graduate students (MSc, options in Chemistry and Biochemistry). For years, our graduate program has been supported by offering cross-listed courses (CHEM 4000/5000-level). Most MSc students have opted for the research track where they take 15 credits of lecture courses (CHEM 5000-level), nine credits of research (5904) and six credits of thesis (7000). Nearly all of our graduate-level lecture courses are cross-listed with undergraduate courses. For the period Fall 2017 - Fall 2019, our department faculty offered 120 credit hours of these cross-listed courses. For each cross-listed course, the responsible faculty member provides additional opportunities or assessments for the graduate students enrolled. Some examples of these additional elements of the 'graduate level' may include:

- Writing grant proposals in the form of the National Science Foundation Graduate Research Fellowship Program
- Term papers with accompanying presentations •
- Creation of lesson or curriculum materials
- Development of white papers for proposed products with the BI program
- Different exams
- Additional writing assessments •

Now that we have sustained our enrollment and graduation numbers over several years, our departmental graduate faculty support offering graduate-only courses: CHEM 6010 (Research Methods; Fall only), CHEM 6020 (Journal Club; Spring only), and CHEM 6030 (Project Seminar; Fall and Spring). In addition to offering curriculum that is skills- and content-based, our goals for these three courses, each at one credit hour, are to orient our incoming graduate students, help them to build community, and to strengthen our mentorship of these students.

Proposed Changes:

Our degree tracks in research (thesis) and courses (non-thesis) will still require 30 credit hours. We propose dropping one elective course (CHEM 5000-level, 3 credit hours) from the program course plan and substituting three one-credit hour required courses (CHEM 6010, 6020, and 6030; Table 1). All three courses were approved by the LAS Curriculum & Requirements Committee (May 2020).

Table 1: Revisions to the program	in plans for ivisc tracks (research and	course-based) with options in
Chemistry and Biochemistry		
Track	Original plan	Proposed new changes
Research (30 credits)	 15 credits of coursework (CHEM 5000-level) 9 credits of research (CHEM 5904) 6 credits of thesis (CHEM 7000) 	 Required three 1-cr courses (CHEM 6010, 6020, and 6030) 12 credits of coursework (CHEM 5000-level)

Table 1: Pavisions to the program plans for MSc tracks (research and course-based) with options in

		 9 credits of research (CHEM 5904) 6 credits of thesis (CHEM 7000)
Course (30 credits)	 27 credits of coursework (at least 21 credits in CHEM 5000-level) 3 credits of Master's Project (CHEM 7050) 	 Required three 1-cr courses (CHEM 6010, 6020, and 6030) 24 credits of coursework (at least 18 credits of CHEM 5000-level) 3 credits of CHEM 7050

Modifications requiring GEC consideration and vote:

- a. **Changes in credit hours**: There are no changes in the overall number of credit hours. Both tracks (research and course) will still require 30 credit hours to complete the degree.
- b. Changes that impact resources: Six graduate faculty (Klocko, Kovacs, Morgenstern, Owens, Tvrdy, and Vander Zanden) will participate in the offering of these three 1-cr courses (CHEM 6010, 6020, 6030). These courses are offered for the first time in Sp 21 and Fall 21. To understand how the offering of these courses affect teaching load (as credit hours, CH), please see Table 2.

Table 2: Impact of offering CHEM 6010, 6020, and 6030 on teaching loads. Note that in F18/Sp19 and									
F19/Sp20 (first ty	F19/Sp20 (first two data columns), these courses were not offered. These courses were first offered								
in F20/Sp21 and	we anticipate offer	ring them in F21/S	Sp22 (last two data c	olumns).					
Faculty Last	F18/Sp19 CH F19/Sp20 CH F20/Sp21 CH F21/Sp22 CH A								
Name					СН				
Klocko	15 for courses	14.3 for	15.3 for courses	12* for	14.9				
	CHEM 4221,	courses CHEM	CHEM 4221,	courses CHEM					
	4901, 4231,	4221, 4731,	4731, 4231,	4221, 4731,					
	4241	4231, 4261	4261, <mark>6030</mark>	4231					
Kovacs	15 for courses	16.5 for	13.5 for courses	14.5 for	14.9				
	CHEM 4232,	courses CHEM	CHEM 4721,	courses CHEM					
	4701, 4921,	4232, 4721,	4921, 2201, 4701	4721, 4921,					
	4251, 4741	4921, 2201,		2201, 4701,					
		4701		and <mark>6020</mark>					
Morgenstern	-	12* for	13.5 for courses	15 for CHEM	14.3				
		courses CHEM	CHEM 4101,	4101, 1402,					
		1401, 1411,	1401, 4111	4111, new					
		1402		course					
Owens (35%	15 for courses	13.5 for	13 for courses	15 for CHEM	14.1				
teaching appt)	CHEM 1401	courses CHEM	CHEM 4521,	4521, 4911,					
	(x2), 4511, 4501	1401, 4521,	4911, 4501,	1402, 4501,					
		4501, 4511	4511, <mark>6020</mark>	4511					

Tvrdy	12* for courses	15 for courses	9* for courses	16 for CHEM	15.5
	4101, 4911,	CHEM 4101,	CHEM 1402,	1401, <mark>6030</mark> ,	
	4111	4911, 4111,	1412, and 1211	1402, 1401,	
		1402		4601	
Vander Zanden	-	11.3* for	14.25 for CHEM	15.5 for CHEM	14.9
		CHEM 4751,	4232, 4751,	4232, 4751,	
		4261, 4741,	4261, 4741, 1211	<mark>6010</mark> , 4261,	
		1211		4741, <mark>6030</mark>	
Mean CH	14.9		14.	14.75	

*Not included in calculation of what would be considered an average teaching load. The faculty member has a reduced teaching load owing to negotiation for an external grant, new hire status, or parental leave.

- c. Current faculty in our department carry approximately 15 credit hours per academic year as the typical teaching load. With the addition of these three one-credit courses, the change to faculty loads will be minimally affected.
 - a. Specific changes that impact resources:
 - i. We will drop the currently cross-listed three-credit CHEM 5911 and CHEM 5921 (Chemistry Capstone and Biochemistry Capstone; six credits total). Thus, the faculty effort for these two graduate-level courses may then be directed to the CHEM 6010 course or CHEM 6020 course (each at 1 cr. hr with similar content – these new graduate courses will focus on many of the same topics: searching the literature, becoming familiar with research, ethical conduct in the sciences, organizing the thesis or written documents, developing skills for critically reading scientific journal articles). [As an aside, our degrees have never required a 'Capstone' project. This name of an elective course that happens to coincide with the program requirements of some graduate degrees on campus. Our tracks will not change in requirements (thesis and defense for the research track; project and seminar for course track). There is no 'capstone' project to our graduate programs.]
 - ii. Some of our graduate faculty (Tvrdy, Klocko, Vander Zanden) have now spent several semesters organizing our Departmental Seminar Series without getting teaching or service credit for their work. By having them rotate through the 'instructor of record' for their organizing work of this seminar (CHEM 6030, 1 cr), they will get some teaching credit for this seminar series, which has been a real addition to our culture of research. Our graduate students will be required to present in this seminar series in the semester that they sign up, and they must attend all seminars, participate (Q&A), and provide documentation of practice of their seminar prior to giving it. From a faculty perspective, there is some minor grading and monitoring of attendance/participation, but this is not hugely impactful on time.

New Degree Proposal

Master of Sciences in Nutrition and Dietetics

Department of Human Physiology and Nutrition Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences



University of Colorado Colorado Springs

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1. Program Description

Basic Design

The Department of Human Physiology and Nutrition is proposing the creation of an accredited program: Master of Sciences in Nutrition and Dietetics (Nutrition MSc). The profession of dietetics is undergoing immense change. The Commission on Dietetic Registration has mandated that all applicants taking the credentialing exam to become a registered dietitian nutritionist (RDN) must hold at least a graduate degree by January 1st, 2024. This credentialing change has offered an opportunity for UCCS and Penrose-St. Francis (PSF) to partner in offering an accredited graduate program that combines didactic and experiential learning. The program will transition an existing undergraduate program to the graduate level, avoiding the need for new or additional faculty members. UCCS and PSF have a combined 55-year history of accredited programing providing didactic and experiential learning, respectively.

The program concept was approved by UCCS and Centura leadership in January of 2019

(see appendix 4) and accepted by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). This partnership is proposing the transition of the current UCCS didactic undergraduate nutrition program to the competency-based-education (CBE) nutrition and dietetics graduate program (Nutrition MSc) with the intent of accepting the first cohort in the Fall Semester of 2022. The decision to transition to a graduate program will result in the closure of the current undergraduate program by June 1st, 2024. The <u>Teach Out Plan</u> for the undergraduate program has been approved by ACEND as part of the overall plan.

Program-Level Learning Objectives

Students completing the Nutrition MSc will be fully prepared to complete the credentialing exam and begin a career as an RDN. The program will offer didactic and experiential learning in the areas of food systems management, community nutrition, and clinical nutrition. Student progress is measured using competencies described in Miller's Pyramid. Levels of competency exist within the categories of knows, shows, and does. Students will understand that being a competent practitioner exists on a spectrum of competence which can be gained through practice, experience, and continuing education.

Goals and Objectives

Goal One: Prepare graduates to be competent, entry-level registered dietitians.

Objectives for Goal One:

- At least 80% of program graduates complete the program requirements within 3 years of admission.
- At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- Of graduates who seek employment, at least 70% are employed in dietetics and nutrition or related fields within 12 months of graduation.
- During their first year of employment, a minimum of 80% of the responses from the annual employer survey will indicate that graduates perform at an above average level.
- At least 70% of graduates who respond to the alumni survey will report "agree" or "strongly agree" regarding their knowledge and skill preparation for entry-level practice.

Goal Two: Produce graduates to utilize and apply evidence-based research to professional practice.

Objective for Goal Two:

• At least 70% of graduates who respond to the alumni survey will indicate that they apply evidence-based information as they make decisions in professional practice.

The following talking points from ACEND help establish a strong rationale for change to a graduate-level dietetics and nutrition program.

- "Nutrition and Dietetics is joining other health professions that have transitioned to CBE model, such as physical therapy, speech language pathology, occupational therapy, audiology, nursing and pharmacy.
- CBE fosters work readiness. In the Accreditation Standards for the CBE-based graduate programs, the curriculum is guided with the competencies and their respective performance indicators, which are defined based on the desired behaviors and job skills targeted.
- Employers see potential value in job applicants who will study using CBE since it aligns academics with the skills they seek in their employees.
- Students will benefit from programs that offer both the required experiential and didactic in a single degree program versus the most common dietetics education traditional process of completing a bachelor's degree program and then requiring a separate application to a supervised practice program, reducing both anxiety and expense for the student.
- Demonstration programs using CBE have access to CBE support materials from ACEND, along with online and in-person training on CBE and competency assessment.
- Demonstration programs and their organizations gain national recognition as leaders and early adopters.
- Directors of demonstration programs will participate in a network of educators implementing the accreditation standards for the CBE programs, as well as in telenetworking and in-person meetings with other demonstration program directors.

- Directors of demonstration programs will have access to collated data, collected by ACEND from stakeholders of demonstration programs, which can be used to inform enhancements to their programs.
- Financial benefits include waived fees for a program change or candidacy application, a one-year accreditation fee, training webinars and travel and registration for the in-person training on CBE and assessment. For a list of current fees visit the website at: https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/fee-schedule
- Students completing CBE-based dietetics and nutrition graduate programs can provide employers with functional resumes that define in-depth skills they will have and indicating they are competent at performing those skills when they enter the workplace.
- Similar to a graduate dietetics and nutrition coordinated program (CP), the new standards' one-step approach to complete educational requirements versus the most common dietetics two-step process will yield additional benefits to students including:
 - Guaranteed ability to sit for the registration exam once the graduate degree is successfully completed. In the most common dietetics education model, students usually need to competitively apply to a supervised practice program after earning their degree; the current low acceptance rate into supervised practice programs means there is no guarantee of being able to sit for the registration exam in the current two-step approach.
 - Decrease in expenses due to enrollment in a single program versus enrollment in two programs.
 - Potential ability to complete program in less time because classroom learning and supervised experiential learning are integrated into a single program.
- Results of preliminary qualitative data collected by ACEND from current graduate programs using this approach reveal additional tangible benefits to the programs, such as:
 - Flexibility because they allow students to learn at their own pace. Students who are advanced in an area can progress more quickly or be offered advanced activities.
 - Better preparation of students for the future of dietetics practice by including enhanced competencies (competencies that are set for a higher level of practice compared to those included in current dietetics education programs).
 - CBE training is engaging because the education includes both classroom learning and supervised experiential learning at the same time, making the content more relevant and helping students more quickly make the connection between theory and practice; the integration of practical skills with didactic knowledge allows for greater retention of those skills."

2. Workforce and Student Demand

Workforce Demand

According to the Bureau of Labor Statistics "employment of dietitians and nutritionists is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. The role of food in preventing and treating diseases, such as diabetes, is now well known. More dietitians and nutritionists will be needed to provide care for patients with various medical conditions and to advise people who want to improve their overall health."

The following are excerpts from the Academy's Compensation and Benefits Survey of the Dietetics Profession 2019 Report.

RDN Compensation

81% of practicing RDNs reported that their primary nutrition/dietetics-related positions are fulltime and year-round (asked as a single yes/no question in 2019). In prior surveys, full-time employment was defined as at least 35 hours per week for at least 48 weeks per year – measures that were asked in separate questions. By this definition, 77% of RDNs in 2017 were employed full time in their primary position. 63% of practicing RDNs are salaried, 30% are paid an hourly wage, and 7% have some other pay basis (including those self-employed).

Among all practicing RDNs in all positions, the median hourly wage as of April 1, 2019 was \$32.97. If annualized (\times 40 hours/week \times 52 weeks/year), this equates to a full-time salary of approximately \$68,600 per year. Median total cash compensation for RDNs employed in the position full time for at least one year was also \$68,600.

These results are higher than the most current Bureau of Labor Statistics (BLS) estimates for Dietitians and Nutritionists, at \$29.43 per hour (on average), annualized at \$61,210. Two factors help account for the discrepancy: this survey data is current as of April 1, 2019, nearly a year more current than the BLS estimate; and BLS does not restrict its estimate to registered dietitian/nutritionists.

- - -

RDN Compensation		
	hourly wage	total cash
10th percentile (10% earn less)	\$24.04	\$50,900
25th percentile (25% earn less)	\$27.69	\$58,000
50th percentile (50% earn less)	\$32.97	\$68,600
75th percentile (75% earn less)	\$40.00	\$83,200
90th percentile (90% earn less)	\$51.28	\$104,800

weighted base: 6,742 answering RDN practitioners for hourly wage, 4,418 for total cash compensation (employed FT 1+ years) See Exhibit 3.01 for supporting data Median wage for those in the field for less than five years and having a nutrition/dieteticsrelated master's when registered is \$27.40; for those with a bachelor's, \$25.96. The current entry-level master's premium is \$1.44 per hour.



See Exhibit 3.06 for supporting data

Current Student Demand

Below is a table of the current nutrition undergraduate didactic program student enrollment, as of Fall 2020, by ethnicity from the UCCS Office of Institutional Research. Freshman year has zero enrollment as any new students are being directed to enroll in the new undergraduate degree plan – Human Physiology and Nutrition: Nutrition and Dietetics Track.

		F	Enrollment b	y Ethnicity								
	Count			2020 Fall								
	Count		Freshman	Sophomore	Junior	Senior	Senior 5th	Total				
		Asian										
		Black			1			1				
		Hispanic		1	4	7	1	13				
	F	TwoPlus		1		1	2	4				
		Unknown					1	1				
		White		1	3	6	4	14				
HCSC DS		Total		3	8	14	8	33				
псэс-вэ		Black										
		Hispanic		1		1	1	3				
		NonresAlien		1				1				
	IVI	TwoPlus										
		White			2	5	1	8				
		Total		2	2	6	2	12				
	1	otal		5	10	20	10	45				

Below is a table of Health Science: Nutrition Option student degree conferrals by ethnicity from the UCCS Office of Institutional Research. These data show a median of 14 students per graduating class. This 14-student mean is a good predictor of students that will apply to the graduate dietetics and nutrition program. Additionally, the graduate dietetics and nutrition program will advertise to and recruit students outside of UCCS.

			De	gree Conferr	als by Ethni	ciy			
0	Cou	nt	2015 Spr	2016 Spr	2016 Sum	2017 Spr	2018 Spr	2019 Spr	2020 Spr
HCSC-ADL	М								
		Total							
	То	tal							
HCSC-BS	F								1
		Asian					2		
		Black		1		2		1	1
		Hispanic							
		NonresAlien		1			1		
		TwoPlus							1
		Unknown	10	9		14	9	7	7
		White	10	11		16	12	8	10
		Total							
	М								1
		Black	1				1		
		Hispanic							1
		TwoPlus	3		1	4	2	4	2
		White	4		1	4	3	4	4
		Total	14	11	1	20	15	12	14
	То	tal	14	11	1	20	15	12	14

Projected Student Demand

The dietetics and nutrition graduate program will be limited to a maximum enrollment of 24 students due to the limited number of clinical supervised experiential learning sites. We fully expect to have a maximum enrollment in the program no later than year 5 based on current nutrition undergraduate student numbers and the lack of programs in the region that combine the didactic and supervised experiential learning. See appendix 1 for the program proforma.

While 24 is the current maximum enrollment number, if clinical supervised practice sites increase, there is potential to increase the maximum number of students. This may come in the form of additional partnerships in the region or in-house growth with Centura. For example, Centura has plans for a new 120-bed hospital campus at InterQuest and I-25, which is scheduled to open in summer of 2022. This will potentially create additional clinical experiential learning opportunities.

At this time there is no plan to offer part-time enrollment for working students. An online option for existing RDNs wishing to pursue a master's degree may be explored in subsequent years, but is not currently a priority.

3. Role and Mission Criteria

The program's mission of preparing competent entry-level registered dietitians fits well within the UCCS strategic goal of building "mutually beneficial partnerships and outreach that will enhance the community we serve." Many UCCS and PSF program graduates are currently practicing RDNs in Colorado Springs and throughout the state of Colorado. This partnership will ensure high quality graduates continue to meet the health needs of Coloradans. Additionally, an academic partnership between Centura Heath and UCCS is a natural extension of the William J. Hybl Sports Medicine and Performance Center. Lastly, it is worth noting that a longstanding partnership between Centura and Beth-El College has existed to support the nursing program.

4. Duplication

In the state of Colorado CSU Ft. Collins, UNC Greely, and MSU Denver offer didactic and experiential programming at the graduate level; however, it is worth noting that these programs typically require more than two years of work. If the current environment remains static UCCS would be first in Colorado to offer a competency-based graduate nutrition and dietetics program that would provide all needed requirements within two years.

State	# CBE-based Graduate Programs	# Coordinated Graduate Programs (CP)
Colorado	0	1
Arizona	2	0
Kansas	0	0
Nevada	0	0
New Mexico	0	0
Oklahoma	0	1
Texas	0	3
Utah	0	1

The below table summarizes regional competition using ACEND's region #4: <u>AZ, CO, KS, NV,</u> <u>NM, OK, TX, UT</u>

Source: ACEND Directory of Programs

Only Arizona currently offers CBE-based dietetics and nutrition programs in Flagstaff and Tucson. Many other existing programs in our region are internships or bachelor level nutrition programs with few graduate level programs. Stand-alone internship programs without any university partnerships will be at a disadvantage in adapting to the coming changes.

The combination and interdisciplinary approach with physiology and nutrition is also unique within Colorado. A feature that will set this degree program apart from <u>all</u> others in the country is its physical location in the Hybl Center. The opportunity for students to study among and learn

from working registered dietitians, physicians, surgeons, physician assistants, and physical therapists creates a significant opportunity for interprofessional education. We anticipate our unique physical environment will create a large demand for the program from both in-state and out-of-state students.

5. Statutory Requirements

Admissions, transfer, and graduation policies will follow all current policies of the UCCS graduate school. As this program is a partnership between UCCS and PSF a formal partnership agreement is required and is currently in progress. All administrative functions of the program will be conducted by UCCS.

The program will meet the requirements to earn a Verification Statement by fulfilling the competencies for RDNs established by ACEND. A statement of accreditation by ACEND will be displayed at all times on the program website, alongside a statement that data on program outcomes are available upon request.

6. Curriculum Description

A total of 47 credit hours will be required to complete the program. Supervised experiential learning will constitute 16 credit hours. Didactic and simulated learning will constitute the remaining 31 credit hours.

The curriculum is guided by a standardized curriculum map from ACEND which provides over 30 competencies and 200+ performance indicators required for accreditation. The curriculum is a guide of broad learning goals and objectives allowing the institution to determine methods of engagement and assessment, which are currently being developed by program faculty.

Competencies are organized by the following seven units:

- Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
- Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
- Unit 3: Food Systems Management Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
- Unit 4: Community and Population Health Nutrition Applies community and population nutrition health theories when providing support to community or population nutrition programs.
- Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
- Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidenceinformed practice, research principles and critical thinking into practice.

• Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Click the URL to see a working draft example of a full curriculum map.

Most of the below courses are being transitioned from undergraduate to the graduate level. As a result, these courses will not add additional credit hour workloads to teaching faculty. Internship credits are new.

Future Graduate Course Plan										
First Year										
	FALL			SPRING						
V	Course	Hours	\checkmark	Course	Hours					
	HPNU 59XX Food Systems Internship	3		HPNU 59XX Advanced Nutrition	3					
	HPNU 59XX Elective	3		HPNU 59XX MNT I	3					
	HPNU 5010 Research Methods and Statistical Design	4		HPNU 59XX Community Internship	3					
	HPNU 59XX Food Systems Management	3		HPNU 59XX Community Nutrition	3					
	TOTAL	13		TOTAL	12					
		Second Year								
	FALL			SPRING						
\checkmark	Course	Hours	\checkmark	Course	Hours					
	HPNU 59XX Clinical Internship I	5		HPNU 59XX Clinical Internship II	5					
	HPNU 59XX Medical Nutrition Therapy II	3		HPNU 59XX Medical Nutrition Therapy III	3					
	HPNU 6XXX Nutrition Graduate Seminar	3		HPNU 6XXX Nutrition Graduate Seminar	3					
	TOTAL	11		TOTAL	11					

Program Prerequisites

- Math Algebra (or higher)
- Statistics
- General Biology
- Anatomy with lab
- Physiology with lab
- General Chemistry with lab
- Organic Chemistry with lab
- Biochemistry
- Microbiology
- Introductory Nutrition
- Nutritional Food Science
- General Psychology

Current Faculty

- 1. Andrea Hutchins, PhD, RD
 - Courses Medical Nutrition Therapy I, II, & III
 - o 28 years teaching experience in nutrition with a focus on clinical nutrition
- 2. Nanna Meyer, PhD, RD, CSSD
 - Food Systems Management
 - 19 years of teaching experience in nutrition with a current focus on local food systems
- 3. Margaret Harris, PhD
 - o Courses Research Methods and Statistical Design & Community Nutrition
 - 17 years teaching experience in nutrition with a focus on statistical science
- 4. Steve Ferguson, PhD, RD
 - Advanced Nutrition
 - 12 years of teaching experience in nutrition with focus on performance nutrition
- 5. Sean Svette, MS, RD
 - Current DPD/ISPP Program Coordinator and Incoming graduate dietetics and nutrition Program Coordinator
 - 5 years teaching experience in nutrition with a focus on local food systems

7. Professional Requirements or Evaluations

The proposed program will be accredited by ACEND. Below are a few of the key responsibilities of the program to earn and maintain accreditation.

- Annual program maintenance fees
- Annual report
- Substantive change reports
- Appointment of a full-time program coordinator job description attached in appendix 3
- Training of faculty and preceptors
- Maintenance and development of curriculum
- Monitoring program outcomes
- Comprehensive review cycles every 7 years (includes self-study and site visit)

The application between UCCS and PSF will be submitted to ACEND in the form of a Reorganization Report, which is a streamlined application. The application elements required by the report are below.

- Program Characteristics and Finances (Standard 1 Required Elements 1.1 and 1.5)
- Curriculum and Learning Activities (Standard 4 Required Elements 4.1-4.2)
- Competency Assessment and Curriculum Improvement (Standard 5 Required Elements 5.1)
- Information to Prospective Students and the Public (Standard 8 Required Element 8.3)
- Policies and Procedures (Standard 9 Required Elements 9.1 a., 9.1 d. and 9.2)
- Teach-out Plan of existing program

** ACEND Guidance Document for all Program Standards **

8. Institutional Factors

As the program is transitioning existing resources from the current accredited undergraduate level to the graduate level there will be minimal need for additional campus services. Class sizes will be small with no more than 12 students. With a clinical focus, the program is planning to teach students using simulation training. The use of the Beth-el College accredited simulation lab is important to the success of the program. The demand for the simulation lab time and space is expected to grow. Faculty burden for student graduate projects will grow, but we intend to include PSF preceptors in student projects to help spread out the burden of oversight. The program will not impact other CU campuses.

As the program is a partnership between UCCS and PSF there will be a clinical affiliation agreement. UCCS will maintain all administrative functions of the program, but the partnership has an expectation to support a clinical coordinator position. There is a preference to have this position be held by a RDN staff member at PSF. This position would be responsible for the seamless integration of students and preceptors by managing a calendar of rotations, training for preceptors, and providing clear expectations for students in the hospital environment. The

financial support for this position will come in the form of 10 clinical internship credit hours per student in the final two semesters of the program.

The partnership agreement is in progress.

9. Physical Capacity and Needs

According to a recent analysis of instructional capacity within the Hybl building there is room to meet instructions needs of up to 1000 HPNU students. The programs anticipated max enrollment of 12 students per year with a max of 24 students in overlapping cohorts, puts minimal strain on the physical capacity needs.

Instructional resources by lab and class

Instructional Resources	Enrollment Capacity
Teaching laboratories	
Nutrition	20
Body Composition	11
Resting Metabolic Rate	9
Classrooms	
Lecture Hall	150
Classroom	80
Classroom	32
Classroom/Computer Lab	28
Seminar Room	20

10. Cost Description and Source of Funds

No new resources are being requested for this program. Costs outlined in the pro forma simply represent reallocation of resources currently supporting the undergraduate DPD program. As the program adapts to meet the new professional standards, several – but not all - undergraduate nutrition classes transition to the graduate level. This will require redistribution of teaching loads among faculty, but no new faculty or staff lines. Apparent deficits in the first two years are due to limitations in the pro forma model itself, as it was designed to help project the impact of new programs (*de novo*), not transitions of existing programs. Specifically, the pro forma does not capture the continued undergraduate enrollment in the Nutrition and Dietetics option of the BS in Human Physiology and Nutrition degree, which will continue to be the pipeline for students seeking to become RDNs. The bottom line is that this program is expected to cover its costs with 12 incoming students each year.

Appendix 1: Proforma

UNIVERSITY OF COLORADO COLORADO SPRINGS												
STANDARD FINANCIAL PROFORMA FOR TARGETED GROWTH OR NEW GENERAL FUND ACADEMIC PROGRAMS												
		GRADUA	TE P	ROGRAM TE	MPL	ATE						
PROGRAM:		Year 0		Year 1		Year 2		Year 3		Year 4	Year 5	
Program name here	20			20 2022-2023 2023-202				024-2025	2	025-2026	2	026-2027
Projected 3% annual tuition increase				ENROL	LME	ENT AND REV	ΈΝ	JE PROJECT	ION	S		
Graduate Student Resident Headcount				5		12		15		16		16
Graduate Student Resident Credit Hours				25		23.7		23.6		23.7		23.5
Graduate Student Resident Tuition Rate per CH	\$	666	\$	679	\$	699	\$	720	\$	742	\$	764
Graduate Student Non Res Online Headcount												
Graduate Student Non Res Online Credit Hours												
Graduate Student Non Res Online Tuition Rate per CH	\$	1,230	\$	1,255	\$	1,293	\$	1,331	\$	1,371	\$	1,413
Graduate Student Non Res Headcount				3		6		7		8		8
Graduate Student Non-Resident Credit Hours				25		23.8		23.7		23.5		23.5
Graduate Student Non Res Tuition Rate per CH	\$	1,230	\$	1,255	\$	1,293	\$	1,331	\$	1,371	\$	1,413
Grand Total Student Headcount				8		18		22		24		24
Revenue Projections			***	*****	****(CALCULATEI	CE	LLS ********	*****	*****		
Graduate Resident Tuition			\$	84,875	\$	198,901	\$	255,004	\$	281,352	\$	287,347
Graduate Non Resident Online Tuition			\$	-	\$	-	\$	-	\$	-	\$	-
Graduate Non-Resident Tuition			\$	94,125	\$	184,590	\$	220,884	\$	257,818	\$	265,553
Program Tuition Revenue			\$	179,000	\$	383,491	\$	475,888	\$	539,170	\$	552,899
Projected 4% annual increase				,	EXF	PENDITURE F	RO	JECTIONS				
Expenditures below are EXISTING not new. This pr	o forn	na redistrub	utes	costs from u	Inde	rgrad to grad	l pro	ogam				
Wages & Salaries							· ·	0				
Tenure/Tenure Track (Assistant Professors)			\$	42,500	\$	85,000	\$	87,550	\$	90,177	\$	92,882
NTTF (Instructor at equal to or <50% FTE)			\$	30,000	\$	60,000	\$	61,800	\$	63,654	\$	65,564
NTTF (Instructor at equal to or <50% FTE)			\$	15.000	\$	30.000	\$	30,900	\$	31.827	\$	32,782
University Staff					\$	-	\$	-	\$	-	\$	-
Classified Staff (Administrative Assistant)			\$	5.000	\$	10.000	\$	10.300	\$	10.609	\$	10.927
Benefits at 32% Campus Rate (for applicable pos)			s	29,600	S	59,200	\$	60.976	\$	62.805	\$	64.689
Other			-	.,	-	,	-		-			
Other												
Graduate Assistantships (total of 8)												
Subtotal College Expenses			\$	122,100	\$	244,200	\$	251,526	\$	259.072	\$	266.844
Operating Expenses				,	-		-	- ,		/ -		
Supplies			\$	2.000	\$	2,000	\$	2,500	\$	2,500	\$	2,500
Printing/Postage			\$	1.000	\$	1.000	\$	1.250	\$	1.250	\$	1,500
Telephones			\$	400	\$	800	\$	800	\$	800	\$	800
Marketing			\$	3.000	\$	3.000	\$	3.000	\$	3.000	\$	3.000
Other - Start up and lab course equipment			\$	2,000	\$	2,000	\$	2.000	\$	2.000	\$	2,000
Dues/Site Visits			\$	2,420	\$	2,470	\$	2,545	\$	2,595	\$	2,670
Library Materials			\$	1.000	\$	1.000	\$	1.000	\$	1.000	\$	1,000
Travel to meetings			\$	4.000	\$	4,500	\$	5.000	\$	5.000	\$	5,500
Institutional Aid Enter and Footnote			-	.,	Ť	.,	-	-,	-	-,	-	
Subtotal Operating			\$	15.820	\$	16,770	\$	18.095	\$	18,145	\$	18.970
Subtotal Home College Expenditures			\$	137,920	\$	260,970	\$	269.621	ŝ	277,217	\$	285.814
Home college ONE TIME Expenditures-start up fund	ls		Ť	,	Ť		Ť		Ť		Ť	
TOTAL Home CollegeExpenditures			\$	137.920	\$	260.970	\$	269.621	\$	277.217	\$	285,814
TOTAL ACADEMIC PROGRAM EXPENDITURES			\$	137,920	\$	260,970	\$	269.621	\$	277.217	\$	285,814
REVENUE			\$	179.000	\$	383,491	\$	475.888	\$	539,170	\$	552,899
Gift funds			Ť		Ť		Ť		- T			
Other funds												
REVENUE AFTER DIRECT EXPENDITURES	\$	-	\$	41.080	\$	122.521	\$	206.267	\$	261.953	\$	267.086
Indirect Exp (42.6%, 3 YR S&U avg.)	ŝ	-	\$	76.254	\$	163.367	\$	202.728	\$	229.686	\$	235.535
NET ACADEMIC PROGRAM EXPENDITURES	Ť		۲Ť	(35,174)	Ť	(40,846)	Ť	3.539		32,267	~	31.550
Total Contribution to Campus	\$	-	\$	(35,174)	\$	(40,846)	\$	3.539	\$	32,267	\$	31,550
All Base budget increments only if College & LAS	meet a	rolling 3-YFA	∟ Ψ R ave	erage of overall	fall	enrollment targ	ets s	et by campus i	n adı	dition to this a	rowth	(1)
Annual Base Budget Increment	\$		\$	137,920	\$	123,050	\$	8,651	\$	7,596	\$	8,597

Appendix 2: Course Descriptions

Note: These course descriptions are copied from existing undergraduate courses and will be undergoing revisions based on the learning goals expected of the new CBE curriculum.

- Community Nutrition An introductory course that covers community nutrition outreach, population-specific interventions, nutrition education, food delivery systems and programs, food politics and policies, world hunger, U.S. food insecurity, and the obesity epidemic.
- Food Systems Management Equips students with the understanding of the food service systems model. Students will learn principles and techniques related to menu and distribution, quantity food production, food safety and sanitation, and the equipment of a food service operation. The operational and financial elements of a food service operation. Emphasis is on food safety, human resource management, financial accountability and marketing in food service operations.
- Advanced Nutrition This course will provide students with a firm basis of the biochemistry of proteins, fats and carbohydrates. A comprehensive study of the micronutrients and how they are metabolized within the human body. This course will provide students with a firm foundation of the biochemistry, physiology, and metabolism of vitamins, minerals, trace elements, and electrolysis.
- Medical Nutrition Therapy I Introduces students to the complex elements of nutrition assessment across the lifespan, including the nutrition care process. Includes socioeconomic, cultural and psychological factors influencing nutrition.
- Medical Nutrition Therapy II Provides the pathophysiology, assessment, management and interventions of common acute and chronic diseases of the general population.
- Medical Nutrition Therapy III A comprehensive study of medical nutrition therapy recommendations for prevention and treatment of disease and promotion of health. Includes nutrigenomics, enteral and parenteral nutrition support, cancer, HIV/AIDS, liver, renal, and pulmonary diseases, metabolic stress, food allergies and intolerances, and metabolic disorders.
- Course descriptions are being drafted for those courses listed as **internships** Food Systems Management, Community Nutrition, and Clinical Nutrition, in addition to the graduate seminar courses.

Appendix 3: Program Director Position Description

Future Education Model FG Program UCCS Integrated Program in Nutrition and Dietetics

POSITION TITLE: FG Program Director

PROGRAM NAME: UCCS Integrated Program in Nutrition and Dietetics

DEPARTMENT: Human Physiology and Nutrition (HPNU)

SUPERVISOR (NAME OR POSITION): Department Chair HPNU

EMPLOYEE/FACULTY NAME: FG Program Director

The following position description is intended to describe the major responsibilities of the program director and should not be taken as an all-inclusive list of responsibilities required for the position.

The position is a <u>9</u> -months, full-time position

Time allocation for program management: (Use one of the following)

Expressed as Percent Time:

Percent of position dedicated to program management: <u>50</u>%

Percent of other duties: (add percentages for teaching, scholarship, service, clinical,

administrative or other duties as necessary): <u>50</u>%

Expressed as Workload Reduction:

Total assigned faculty workload: _____ credits

Total workload reduction for program management: _____ credits

The program director responsibilities must include, but are not limited to:

- 1. Development of policies and procedures for effectively managing all components of the program and to ensure fair, equitable and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies).
- 2. Student recruitment, advisement, evaluation and counseling.
- 3. Maintenance of program accreditation including:
 - a. Timely submission of fees, reports and requests for major program changes;
 - b. Maintenance of the program's student records, including student advising plans, supervised experiential learning hours and verification statements;
 - c. Maintenance of complaints about the program received from students or others, including disposition of the complaint;
 - d. On-going review of program's curriculum to meet the accreditation standards;
 - e. Facilitation of processes for continuous program evaluation and student competency assessment;
 - f. Communication and coordination with program faculty, preceptors and others involved with the program and its students; and
 - g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration credentialing exam.

Appendix 4: Program Approval for Research Cohort

Transition MSA Courses to Hybrid Delivery Format – Starting Spring 2022

We are transitioning our MSA courses to a hybrid delivery format that combines in-person and online learning to provide students with optimal flexibility. Students who cannot meet in person for the on-campus meeting times may attend remote synchronously. Currently, our MSA courses are offered in an all in-person delivery format.

The MSA courses we are transitioning include:

- ACCT 6010 Financial Accounting Theory (required, core)
- ACCT 6510 Accounting Ethics & Institutions (required, core)
- ACCT 6620 Advanced Auditing (required, core)
- ACCT 6770 Federal Tax Research & Planning (required, core)
- ACCT 6750 Advanced Financial Accounting (required)
- ACCT 6720 Corporate and Partnership Taxation (elective)

The MSA Program currently requires 18 accounting credit hours and 12 other business credit hours. The 18 accounting hours consists of 5 required courses (15 credit hours total) plus 1 accounting elective (3 credit hours total). The 12 other business credit hours consist of MBA courses that are offered in either/both an in-person and online delivery format. MSA classes offered in the Fall/Spring will to be transitioned to hybrid format. MSA classes offered in the summer may be offered in either hybrid or online format.

We are not proposing any changes to the MSA program admission or course curriculum requirements. Also, we are not asking for any additional campus-level resources.

Justification

We offer the following justifications:

- Most of our MSA students matriculate from our undergraduate accounting program. Our students know that we offer a quality program and that our faculty care about their futures. We pride ourselves with knowing our students, and hybrid provides a format that offers both the flexibility of online and the personal experiences of in-person deliveries.
- The hybrid delivery format offers flexibility to our MSA students, most of whom are working professionals. Many of our current MSA students work in the Colorado Springs area. The hybrid delivery format provides our local students the opportunity for some in-person class sessions, but also the ability to attend classes remote synchronously instead during busy times (e.g., tax season).
- The remote synchronous feature to the hybrid format provides our program the opportunity to expand our reach to areas outside Colorado Springs.
- The hybrid delivery format also offers MBA-Accounting students who are enrolled in the UCCS Distance MBA program the opportunity to take additional graduate accounting courses beyond the core MBA accounting classes currently offered.

- The move to remote delivery formats due to COVID-19 has significantly reduced the transition costs of moving from in-person to hybrid. Many UCCS classrooms are now equipped with technology and hardware necessary for successfully hybrid delivery. The now commonplace use of video communication systems like Zoom and Teams also provides the capability to offer remote synchronous delivery of classes. The rigor and quality of our program will not be compromised because faculty are already delivering the courses this way.
- A valid concern is that our undergraduate accounting students who are interested in pursuing a graduate accounting education can now choose to attend a fully online CU Online MSA program. The hybrid delivery of our MSA program allows us to compete with online graduate accounting programs and differentiate our program from others. Specifically, offering both in-class and remote synchronous options allows students the ability to choose how they consume a class which would differentiate our program from others in the market.
- The hybrid delivery format allows veterans to receive Veterans Administration education benefits.

Graduate School Tuition Matching Grant

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

Process

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

Student Eligibility Requirements

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

Graduate School Tuition Matching Grant form

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

Name (Last, First)	Student ID #	Fall 2021 Amount	Spring 2022 Amount	Total Amount
		(cannot exceed \$4,000)	(cannot exceed \$4,000)	(cannot exceed \$8,000)

Scholarship Details

- 20 scholarships available
- Each scholarship is \$6000/year (\$3000/semester for Fall and Spring)
- Scholarships will be allocated from Graduate School to programs/department/college based on 3 year percentage of applications from non-resident students.
- Academic units may determine additional merit criteria beyond the minimum set below for awarding scholarships
- Scholarships must be given to **new nonresident** students (including international students) who meet the eligibility criteria below (students whose programs started Summer 2021 are eligible). Awards are for two consecutive semesters starting Fall 2021 semester.
- Scholarship awardees must be identified by second Friday in May; any unused scholarships will be returned to the Graduate School and either given to other programs to use or returned to the Financial Aid Office to be used for graduate students with unmet need.
- Programs/Departments/Colleges must submit names of awardees by second Friday in May using the form provided by the Graduate School (on next page). The Graduate School will notify Financial Aid Office of awardees by June 1. Programs must check that students meet the eligibility requirements (enrollment requirements will be checked once courses start by the Financial Aid Office) and confirm that students plan to enroll at UCCS for the Fall 2021 semester.
- If program awards a scholarship to a student who does not meet the eligibility criteria, then the program will be required to reimburse the Financial Aid Office and the student will still receive the award.
- Programs should offer the award to admitted applicants in writing. If the applicant does not accept, then the program may offer the award to another student (through the May deadline).

Minimum Eligibility Criteria

- Graduate Student enrolled full time (5 or more credit hours) in a UCCS graduate program
- First year graduate student (starting Summer 2021 or Fall 2021) who has a 3.33 or greater undergraduate GPA (or Master's GPA if admitting to a doctoral program). Programs may use a different GPA standard for international students who attended an international institution of higher education that does not fit the same standards as the US system; however, these are scholarships for the best students.
- Students must be paying the full nonresident tuition rate (students paying reduced nonresident rate due to WRGP, military, extended studies, differential online rate, etc. are not eligible). International students paying full nonresident tuition rates are eligible. Students may be receiving some other tuition support (e.g., through grants) and still receive this award.

Department Requirements

- Departments inform graduate students about the scholarship, including requirement that they are paying full nonresident tuition. These scholarships are to be used as a recruitment tool so you can "package" it with departmental need to encourage out-of-state students to attend UCCS. (Students will also get information from Financial Aid office but not until Fall awards are given sometime in late summer or early fall.)
- Submit to the Graduate School the Out-of-State Scholarship form by May 14, 2021. All awardees for a department should be submitted at one time on the same form. Once this form is completed, the department may not submit alternative names to Graduate School.
- If a department submits form late to Graduate School, they may be required to fund any awards that they informed students about but did not complete paperwork on time. If students do not meet minimum eligibility requirements then programs will need to reimburse Graduate School for awarded scholarships (student will still get award).

Graduate School Out-of-State Scholarship form

Department/F	Program/	College	School:	

Person Completing: _____

Name (Last, First)	Student ID #	Fall 2021 Amount	Spring 2022 Amount	Total Amount
		(cannot exceed \$4,000)	(cannot exceed \$4,000)	(cannot exceed \$8,000)