



Graduate Executive Committee

May 6, 2022

Minutes

Attendees:

Voting Members: TS Kalkur, Magan Calhoun, Jon Caudill, James Pearson, Jeremy Bono, Jeffery Ferguson, Leilani Feliciano, Catherine Simmons, Diane Stutey, Steven Tragesser, Amanda Elder, Sylvia Mendez, Brandon Vogt, David Moon, Carole Traylor, Kathrin Spendier, Allen Schoffstall, Jeffrey Montez de Oca, Katie Anderson-Pence, Katie Sullivan, Rory Lewis

Non-Voting Members: Kylie Rossman, Jessica Kirby, Scott Kupferman, Leslie Grant, Lauren Leigh, Jeff Deickman, David DuBois, Constance Staley, Jose Mora, Stephani Hosain, Deanna Johnson, Henriikka Weir, Alisha Meyer, Mary Rupp, Michael Kisley, Amy Rodas, Rosey Reidl Smith, Sam Adams

- Program changes for the TESL/TEFL certificate (Leslie Grant) [See Document]
 - Change in required credit hours
 - Change in name of certificate

The GEC Voted to recommend approval of the proposed changes (16 Yes, 0 No, 0 Abstain)

- New Special Education Added Endorsement Certificate (Scott Kupferman) [See Document]

The GEC Voted to recommend approval of the new certificate (20 Yes, 0 No, 0 Abstain)

- New Special Education Initial License Certificate (Scott Kupferman) [See Document]

The GEC Voted to recommend approval of the new certificate (20 Yes, 0 No, 0 Abstain)

- Program changes for MA in Special Education (Scott Kupferman) [See Document]
 - Change in required credit hours
 - Addition of a new subplan

The GEC Voted to recommend approval of the proposed changes (20 Yes, 0 No, 0 Abstain)

- Graduate School Policies and Procedures Review [See Document]
 - Sub-committee worked with the graduate school to review the entire document throughout the semester. A big thank you to Jon Caudill, Janel Owens, and Sylvia Mendez!
 - Bringing forward changes for GEC consideration and approval before getting final approval from the Provost to publish an updated version.

The GEC voted to recommend approval of the change to the Mission Statement (16 Yes, 0 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article I Section B (15 Yes, 0 No, 1 Abstain)

The GEC voted to recommend approval of the change to Article III Section A (14 Yes, 1 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article III Section C (13 Yes, 1 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article III Section E (15 Yes, 0 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article IV Section C (15 Yes, 1 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article IV Section E (15 Yes, 0 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article IV Section G (15 Yes, 0 No, 0 Abstain)

The GEC voted to recommend approval of the change to Article IV Section J (16 Yes, 0 No, 0 Abstain)

- New Degree Program and Using Benefits with the VMA (Jeff Deickman)
 - New programs or changes for VMA go off of the catalog – so new certificates or programs have to be in the catalog to be approved by the VMA.
 - Even a name change has to be approved by the state agency.
 - Please reach out to the military office if you have questions about VMA students and their benefit eligibility for new or updated programs.

Deans Report:

- WRGP
 - We now have a total of 25 programs/certificates that are participating in WRGP!
 - The Graduate School has identified the needs of various units (Financial Aid, IR, Recruitment, Admissions) and has determined that there will now be a yearly deadline for new programs to sign up.
 - March 1st deadline for participation in the following academic year.
- DEI Grant – Holistic Admissions Update

Informational:

- The Computer Science Department has added the BI programs to be eligible for their AMP programs [See Document]

Announcements:

- Tuition Matching Grants were due this past Monday, if you have not got your form to graddocs@uccs.edu please do so by this upcoming Monday May 9th
- Out of State Scholarships are due May 13 – Next Friday
- Spring Commencement is Friday May 13, 2022, at the Broadmoor World Arena
 - Morning Ceremony at 10:30am (LAS)
 - Afternoon Ceremony 2:30pm (All other Colleges)

GEC Meetings for 2022 – 2023 all meetings are from 10:00-11:30

- Fall 2022 GEC Meetings
 - September 9, October 14, November 11, December 9

- Spring 2023 GEC Meetings
 - February 10, March 10, April 14, May 5 (One week early due to Commencement)



College of Education

UNIVERSITY OF COLORADO COLORADO SPRINGS

Proposed Revisions of the TESL TEFL Graduate Certificate

COLLEGE: College of Education – Department of Teaching & Learning

REQUEST: Request for revision to the certificate program: TESL TEFL

TIMELINE: Changes to be implemented for the Summer 2022

CONTACT: Dr. Leslie Grant, Associate Professor and TESOL Program Coordinator

Certificate Program Overview

The graduate certificate in Teaching English as a Second/Foreign Language (TESL/TEFL) has been designed to provide professional educators with the foundational knowledge necessary to work with English Language Learners (ELLs). In its current form, the certificate is a 12-credit hour program for professionals who wish to continue developing their expertise:

CURR 5701 Materials and Methods in Linguistically Diverse/Multicultural Education

CURR 5703 Assessment: Methods, Materials and Theories for ELLs

CURR 5705 Second Language Acquisition: Capstone

CURR 5713 Language and Linguistics

(12 credits)

Proposed Changes to the TESL/TEFL Graduate Certificate

1. We propose changing the name of the certificate to *Culturally & Linguistically Diverse Education*.
2. We propose to increase the number of credit hours from 12 credits to 24 credits. New courses are in red and indicated by an asterisk.

CURR 5700 Introduction to Linguistically Diverse/Multicultural Education*

CURR 5701 Materials and Methods in Linguistically Diverse/Multicultural Education

CURR 5702 Literacy for All Learners*

CURR 5703 Assessment: Methods, Materials and Theories for ELLs

CURR 5704 Practicum in Linguistically Diverse/Multicultural Education*

CURR 5705 Second Language Acquisition: Capstone

CURR 5707 Pro-Seminar: Parent and Community Involvement*

CURR 5713 Language and Linguistics

(24 credits)

Rationale for Program Changes

In the state of Colorado, teachers can add endorsements to their teaching license by taking approved 24-credit sequences of graduate coursework. These added-endorsements enable teachers to expand their marketability and to teach content beyond the content of their initial teacher preparation program. The Culturally and Linguistically Diverse Education endorsement from CDE qualifies teachers to provide

instructional support specifically for English Language Learners (ELLs). Changing the name of the UCCS certificate aligns well to the name of the CDE endorsement. Likewise, increasing the number of credit hours required for the certificate brings the program in alignment with the CDE endorsement requirements. Upon completing the revised certificate requirements, students will also earn the endorsement on their teaching license from CDE. This change also supports the UCCS 2030 strategic plan goal of Distinctive Programs to “allow UCCS to be preeminent in our provision of education and training in an interprofessional model, creating future employment opportunities for students and addressing the workforce needs of an evolving and creative economy.”

Resources to Support Change

There are no additional costs associated with the additional coursework in this certificate. Courses are already developed and offered in a sequence that will allow students to complete the program.

Approval Process

The faculty in the Department of Teaching and Learning, and the members of the College of Education Curriculum Committee have approved the increase in program credit hours from 12 to 24 and the change of the certificate name.

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: Special Education – Added Endorsement

2. Department(s): Teaching & Learning

3. College(s)/Institutions: College of Education

4. Faculty Director/Advisor: Scott Kupferman

5. Type of Certificate:

Gainful Employment

Course of Study

Professional Development

Non-notated

6. Expected start date (semester and year): Fall 2022

7. Number of required credit hours: 24

8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
3 semesters: Fall (9 credits), Spring (9 credits), Summer (6 credits)

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 vision of the UCCS College of Education is to be the preparation provider of choice for all educators, counselors, and leaders of school districts, higher education institutions, clinical mental health agencies, and other non-profit agencies in Colorado Springs, El Paso County, and southern Colorado. Our mission is to prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

The purpose of this 24-credit graduate certificate program is to prepare students to be recommended for the Special Education, Generalist (ages 5-21) added endorsement. Students in this program are provided the instruction, fieldwork experiences, and support to learn how to meet the needs of all students with disabilities in the general education classroom. Students learn to focus on student strengths in order to support academic and social progress in inclusive environments. Coursework and practicum placements are linked by assignments. These carefully planned assignments allow students

to practice their skills and develop techniques and materials that will lead to their successful development as teachers.

This certificate is for an endorsement program that has been in existence and continuously approved by the Colorado Department of Education (CDE) and Colorado Department of Higher Education (CDHE). The program was most recently re-authorized in 2014.

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.

CURR 5170: Intro to Technology in Education
SPED 5000: Disability Studies in Education
SPED 5004: Self-Determination and Transition
SPED 5010: Multisensory Structured Language Education
SPED 5020: Significant Support Needs
SPED 5021: Designing Positive Classroom Environments
SPED 5022: Consultation and Collaboration
SPED 5025: Field Experience I

Students must also receive passing scores on the following Praxis exams:

- #5354 Special Education Generalist
- #5901 Elementary Education: Three Subject Bundle – Mathematics, Social Studies & Science
- #5205 Teaching Reading: Elementary

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
- Submit an online application including the following:
 - Current resume
 - Official transcripts from all institutions attended
 - Three references
 - Written Goals Statement
- Interview with a Special Education program faculty member.

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 special education faculty member in the College of Education will do a transcript review when a student has completed all coursework requirements. The Department of Teaching and Learning maintains a list of completers, by program, in SharePoint. The special education program coordinator will ensure that the list is updated so that an academic support professional can forward it to A&R.

e. Costs of offering the certificate program.

The Special Education – Added Endorsement program is not a new program. According to a program proforma completed with the College of Education's Finance and Administration Manager, April Keller,

Certificate Approval Processes Approved 6/2/15

Commented [KAP1]: Are these requirements waived if the student already has an endorsement in elementary education?

Commented [SK2R1]: Depends on their endorsement, where they received it, how long ago, etc.

in October 2021, the expenditures and revenue projected for the 2022-23 academic year are as follows:

	2022-23
Program Tuition Revenue	\$211,650
Direct Expenditures	\$73,086
Indirect Expenditures	\$97,359
Total Remainder	\$41,205

On this proforma, columns for previous years and projections for the future show consistent trends of revenue exceeding expenditures.

There will be no additional costs incurred by the College of Education or the Department of Teaching and Learning for converting the Special Education – Added Endorsement program from a licensure (ENDR-LICG) to a certificate program, as the program already exists and is authorized by CDE and CDHE.

- The courses in this certificate are options to fulfill requirements of the MA in Special Education.
- 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.

The major benefit to the College and the Department of Teaching & Learning is a better way to track our students who complete the endorsement requirements only (without the MA in Special Education) and/or students who complete the endorsement requirements several semesters before they finish their MA. The latter group especially will benefit by having both their endorsement certificate and their degree noted on their transcripts.

Completers’ transcripts currently note that they have completed a program for added endorsement in Special Education in Colorado. The added notation that the Special Education – Added Endorsement program is a gainful employment certificate might assist them in seeking employment out of state.

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

- There will be an application fee of \$60.00
- 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:

<https://coe.uccs.edu/departments/teaching-and-learning/programs/special-education/sped-degree-programs/endorsement-special-education>

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.
3. The State of Colorado, along with 48 other states and the District of Columbia, currently report shortages of special educators (U.S. Department of Education, 2021). More specifically, this includes 98% of the nation's school districts (U.S. Department of Education, 2020). Further, teacher attrition is increasing at a rate that is parallel to that of the national population of students with disabilities, and the percentage of students receiving special education services is also growing (National Education Association, 2019). This certificate program is designed to prepare in-service teachers to teach in special education settings. Completion of the UCCS Special Education – Added Endorsement Certificate will also provide opportunities for teachers to advance their careers by stepping into instructional leadership positions such as building specialists or instructional coaches.
4. 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 Special Education, Generalist (ages 5-21) teaching endorsement through the Colorado Department of Education. Teachers can earn this endorsement and add it to their existing teaching license by taking 24 credit hours of coursework in the areas of reading instruction, oral and written language, differentiating instruction for learners with diverse needs, transition and secondary services, behavior and affective needs, and assessment and identification of students with disabilities. The course sequence of this certificate has been approved by the Colorado Department of Education as meeting these special education requirements. The content of all is aligned with the guidelines for the professional preparation of all teachers as defined by the Colorado Teacher Quality Standards. Because one of the outcomes of this certificate program is for teachers to earn this endorsement, all participants must already hold a current teaching license in the state of Colorado.

5. 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.

In Colorado, teacher salaries vary by school district. According to the Colorado Department of Education, in 2020-21, the average teacher salary across all public schools (including charter schools and non-charter schools) was \$58,219. In El Paso County, where most Special Education – Added Endorsement are employed, the average teacher salary across all

public schools ranges from \$36,652 (in Hanover 28) to \$56,272 (in Colorado Springs 11). According to the Bureau of Labor Statistics, the annual mean wage for special education teachers ranges from \$57,060 (elementary) to \$58,370 (secondary).

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

Business advisory committee

Program integrity board

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

✓Business that would likely employ graduates of the program

7. 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, CDE and CDHE have approved UCCS to offer this Special Education, Generalist (ages 5-21) endorsement coursework. Local school district partners regularly review and provide feedback on the program outcomes and on the preparedness of our graduates. The program also receives feedback from the Pikes Peak Regional Special Education Directors group, which is composed of special education leaders from all Pikes Peak region school districts.

8. 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 (in development).

9. When do you intend to begin disbursing Title IV funds to students: Fall 2022

10. 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	Fall (\$5,121) CURR 5170 SPED 5000 SPED 5004 Spring (\$5,121) SPED 5020 SPED 5021 SPED 5022	\$13,656 (based on CO resident rate for graduate students for current semesters)

	Summer (\$3,414) SPED 5010 SPED 5025	
Room and board	N/A	N/A
Books and supplies	\$30 per course	\$240 per year

11. Using the Standard Occupational Classifications <http://www.bls.gov/soc>,

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

25-2050 Special Education Teachers

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

25-2052 Special Education Teachers, Kindergarten and Elementary School

25-2057 Special Education Teachers, Middle School

25-2058 Special Education Teachers, Secondary School

25-2059 Special Education Teachers, All Other

12. 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:

Scott Kupferman _____
Faculty: Name Signature Date

Approvals:

Katie Anderson-Pence _____
Department Chair: Name Signature Date

Valerie Martin Conley _____
College Dean: Name Signature Date

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

_____ _____
Campus Certificate Implementation Signature Date
Committee Chair: Name

_____ _____
Provost: Name Signature Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____ Plan Code: _____

Career Code: _____ Subplan Code: _____

Program Code: _____ Effective Date: _____

Date Assigned: _____

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

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: Special Education – Initial License
2. Department(s): Teaching & Learning
3. College(s)/Institutions: College of Education
4. Faculty Director/Advisor: Scott Kupferman
5. Type of Certificate:

Gainful Employment

Course of Study

Professional Development

Non-notated

6. Expected start date (semester and year): Fall 2022
7. Number of required credit hours: 42
8. Anticipated length of the program in semesters including summer (e.g., 2 years = 6 semesters):
5 semesters: Fall 1 (9 credits), Spring 1 (9 credits), Summer (6 credits), Fall 2 (9 credits), Spring 2 (9 credits)
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 vision of the UCCS College of Education is to be the preparation provider of choice for all educators, counselors, and leaders of school districts, higher education institutions, clinical mental health agencies, and other non-profit agencies in Colorado Springs, El Paso County, and southern Colorado. Our mission is to prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

The purpose of this 42-credit graduate certificate program is to prepare students to be recommended for an initial teaching license in Special Education, Generalist (ages 5-21). Students in this program are provided the instruction, fieldwork experiences, and support to learn how to meet the needs of all students with disabilities in the general education classroom. Students learn to focus on student strengths in order to support academic and social progress in inclusive environments. Coursework and practicum placements are linked by assignments. These carefully planned assignments allow students

to practice their skills and develop techniques and materials that will lead to their successful development at teachers.

This certificate is for a licensure program that has been in existence and continuously approved by the Colorado Department of Education (CDE) and Colorado Department of Higher Education (CDHE). The program was most recently re-authorized in 2014.

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

This certificate program includes 42 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.

CURR 5170: Intro to Technology in Education
SPED 5000: Disability Studies in Education
SPED 5004: Self-Determination and Transition
SPED 5010: Multisensory Structured Language Education
SPED 5020: Significant Support Needs
SPED 5021: Designing Positive Classroom Environments
SPED 5022: Consultation and Collaboration
SPED 5025: Field Experience I
SPED 5030: Field Experience II
SPED 5031: Elementary/Secondary Student Teaching and Seminar (6 credits)
TED 5570: Elementary Literacy Methods
TED 5640: Teaching Elementary Mathematics

Students must also receive passing scores on the following Praxis exams:

- #5354 Special Education Generalist
- #5901 Elementary Education: Three Subject Bundle – Mathematics, Social Studies & Science
- #5205 Teaching Reading: Elementary

- 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
- Submit an online application including the following:
 - Current resume
 - Official transcripts from all institutions attended
 - Three references
 - Written Goals Statement
- Interview with a Special Education program faculty member.

- 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 special education faculty member in the College of Education will do a transcript review when a student has completed all coursework requirements. The Department of Teaching and Learning maintains a list of completers, by program, in SharePoint. The special education program coordinator will ensure that the list is updated so that an academic support professional can forward it to A&R.

- e. Costs of offering the certificate program.

The Special Education – Initial License program is not a new program. According to a program proforma Certificate Approval Processes Approved 6/2/15

completed with the College of Education’s Finance and Administration Manager, April Keller, in October 2021, the expenditures and revenue projected for the 2022-23 academic year are as follows:

	2022-23
Program Tuition Revenue	\$416,686
Direct Expenditures	\$164,445
Indirect Expenditures	\$191,675
Total Remainder	\$60,566

On this proforma, columns for previous years and projections for the future show consistent trends of revenue exceeding expenditures.

There will be no additional costs incurred by the College of Education or the Department of Teaching and Learning for converting the Special Education – Initial License program from a licensure (ENDR-LICG) to a certificate program, as the program already exists and is authorized by CDE and CDHE.

- The courses in this certificate are options to fulfill requirements of the MA in Special Education.
- 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.

The major benefit to the College and the Department of Teaching & Learning is a better way to track our students who complete the licensure requirements only (without the MA in Special Education) and/or students who complete the licensure requirements several semesters before they finish their MA. The latter group especially will benefit by having both their licensure certificate and their degree noted on their transcripts.

Completers’ transcripts currently note that they have completed a program for initial licensure in Special Education in Colorado. The added notation that the Special Education – Initial License program is a gainful employment certificate might assist them in seeking employment out of state.

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

- There will be an application fee of \$60.00
- 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:
<https://coe.uccs.edu/departments/teaching-and-learning/programs/special-education/sped-degree-programs/licensure-special-education>
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.
3. The State of Colorado, along with 48 other states and the District of Columbia, currently report shortages of special educators (U.S. Department of Education, 2021). More specifically, this includes 98% of the nation's school districts (U.S. Department of Education, 2020). Further, teacher attrition is increasing at a rate that is parallel to that of the national population of students with disabilities, and the percentage of students receiving special education services is also growing (National Education Association, 2019). This certificate program is designed to prepare in-service teachers to teach in special education settings.
4. 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 an initial teaching license in Special Education, Generalist (ages 5-21) through the Colorado Department of Education. Required coursework for this teaching license includes the topics of mathematics instruction, reading instruction, oral and written language, differentiating instruction for learners with diverse needs, transition and secondary services, behavior and affective needs, and assessment and identification of students with disabilities. Practicum and student teaching experiences occur throughout the program. The course sequence of this certificate has been approved by the Colorado Department of Education as meeting these special education requirements. The content is aligned with the guidelines for the professional preparation of all teachers as defined by the Colorado Teacher Quality Standards. Because one of the outcomes of this certificate program is for individuals to earn a teaching license, all participants must also take and pass the Praxis exams required for this teaching license.

5. 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.

In Colorado, teacher salaries vary by school district. According to the Colorado Department of Education, in 2020-21, the average teacher salary across all public schools (including charter schools and non-charter schools) was \$58,219. In El Paso County, where most Special Education – Initial License are employed, the average teacher salary across all public schools ranges from \$36,652 (in Hanover 28) to \$56,272 (in Colorado Springs 11). According to the Bureau of Labor Statistics, the annual mean wage for special education teachers ranges from \$57,060 (elementary) to \$58,370 (secondary).

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

Business advisory committee

Program integrity board

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

✓Business that would likely employ graduates of the program

7. 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, CDE and CDHE have approved UCCS to offer this Special Education, Generalist (ages 5-21) initial teaching license coursework. Local school district partners regularly review and provide feedback on the program outcomes and on the preparedness of our graduates. The program also receives feedback from the Pikes Peak Regional Special Education Directors group, which is composed of special education leaders from all Pikes Peak region school districts.

8. 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 (in development).

9. When do you intend to begin disbursing Title IV funds to students: Fall 2022

10. 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	Fall 1 (\$4,959) CURR 5170 SPED 5000 SPED 5001 Spring 1 (\$4,959) SPED 5020 SPED 5021 TED 5570 Summer (\$3,306) SPED 5010 SPED 5025	Year 1: \$13,224 Year 2: \$10,224 (based on CO resident rate for graduate students for current semesters)

	Fall 2 (\$5,112) SPED 5004 SPED 5030 TED 5640 Spring 2 (\$5,112) SPED 5022 SPED 5031	
Room and board		N/A
Books and supplies		\$240 per year

11. Using the Standard Occupational Classifications <http://www.bls.gov/soc> ,

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

25-2050 Special Education Teachers

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

25-2052 Special Education Teachers, Kindergarten and Elementary School

25-2057 Special Education Teachers, Middle School

25-2058 Special Education Teachers, Secondary School

25-2059 Special Education Teachers, All Other

12. 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:

Scott Kupferman _____
Faculty: Name Signature Date

Approvals:

Katie Anderson-Pence _____
Department Chair: Name Signature Date

Valerie Martin Conley _____
College Dean: Name Signature Date

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

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?

MA in Special Education program changes:

MA only (DEO)

Required Coursework (~~18~~ 12 credits)

- SPED 5000 Disability Studies in Education
- SPED 5001 Foundations of Special Education
- ~~SPED 5091 Current Topics in Special Education~~
- ~~LEAD 5600 Social Foundations of Educational Trends or CURR 5004 School, Society, Diversity~~
- LEAD 5700 Introduction to Research and Statistics
- CURR 5090 Master's Research Project

Elective Coursework (choose ~~15~~ 18 credits)

- SPED 5020 Significant Support Needs
- SPED 5021 Designing Positive Classroom Environments
- SPED 5010 Multisensory Structured Language Education
- SPED 5004 Self Determination and Transition
- SPED 5022 Consultation and Collaboration
- CURR 5004 Schools, Society, and Diversity
- CURR 5170 Introduction to Technology in Education
- CURR 5304 Math and Cognition
- CURR 5700 Language and Linguistics
- CURR 5707 Parent and Community Involvement
- LEAD 5600 Social Foundations of Educational Trends
- Students may also propose alternative courses to count as electives, pending advisor approval.

MA with an added endorsement in Special Education (MAE)

Certificate Coursework (24 credits)

- SPED 5000 Disability Studies in Education
- SPED 5004 Self Determination and Transition
- SPED 5010 Multisensory Structured Language Education
- SPED 5020 Significant Support Needs
- SPED 5021 Designing Positive Classroom Environments
- SPED 5022 Consultation and Collaboration
- SPED 5025 Field Experience I
- CURR 5170 Introduction to Technology in Education

MA Completion Coursework (~~9~~ 6 credits)

- ~~SPED 5091 Current Topics in Special Education~~
- LEAD 5700 Introduction to Research and Statistics
- CURR 5090 Master's Research Project

MA with an initial license in Special Education (SEG)

Certificate Coursework (42 credits) *additional coursework required for initial licensure

- SPED 5000 Disability Studies in Education
- SPED 5001 Foundations of Special Education*

- SPED 5004 Self Determination and Transition
- SPED 5010 Multisensory Structured Language Education
- SPED 5020 Significant Support Needs
- SPED 5021 Designing Positive Classroom Environments
- SPED 5022 Consultation and Collaboration
- SPED 5025 Field Experience I
- SPED 5030 Field Experience II*
- SPED 5031 Elementary/Secondary Student Teaching and Seminar (6 credits)*
- TED 5570 Elementary Literacy Methods*
- TED 5640 Teaching Elementary Mathematics*
- CURR 5170 Introduction to Technology in Education

MA Completion Coursework (9 6 credits)

- ~~SPED 5091 Current Topics in Special Education~~
- LEAD 5700 Introduction to Research and Statistics
- CURR 5090 Master's Research Project

MA with an initial license or added endorsement in Early Childhood Education and Early Childhood Special Education (IECE)

Certificate Coursework (27 credits)

- SPED 5001 Foundations Special Education
- SPED 5020 Significant Support Needs
- SPED 5303 Designing Trauma Informed Supports
- TED 5570 Elementary Literacy Methods
- IECE 5010 Inclusive Child Development
- IECE 5500 Collaborative ECSE Assessment and Planning with Families
- IECE 5600 Inclusive Early Childhood Curriculum and Instructional Strategies
- IECE 6950 IECE Student Teaching and Seminar (6 credits)

MA Completion Coursework (9 credits)

- SPED 5000 Disability Studies in Education
- LEAD 5700 Introduction to Research and Statistics
- CURR 5090 Master's Research Project

MA with Applied Behavior Analysis certification

Certificate Coursework (21 credits)

- SPED 5001 Foundations in Special Education (pre-requisite course)
- SPED 5021 Designing Positive Classroom Environments
- SPED 5300 Introduction to Applied Behavior Analysis
- SPED 5301 Behavior Analytic Teaching
- SPED 5302 Applied Behavior Analysis Assessment and Intervention
- SPED 5304 Advanced Applied Behavior Analysis
- SPED 5305 Ethics in Applied Behavior Analysis
- SPED 5306 Applications and Skills in Applied Behavior Analysis

MA Completion Coursework (9 credits)

- SPED 5000 Disability Studies in Education
- LEAD 5700 Introduction to Research and Statistics
- CURR 5090 Master's Research Project

Program Revision Proposal

COLLEGE: College of Education – Department of Teaching and Learning

REQUEST: Request for revision to the degree program: Master of Arts in Special Education (MA SPED)

TIMELINE: Changes would be implemented for the Fall, 2022

CONTACT: Dr. Scott Kupferman, Associate Professor and Special Education Program Coordinator,
skupferm@uccs.edu

Master of Arts in Special Education Program Overview

The Master of Arts in Special Education has been designed to provide educators with increased knowledge of current research and practices in the field of special education. The degree provides an opportunity for teachers to develop skills in meeting the needs of all students with disabilities in the general education classroom. Students learn to focus on student strengths in order to support academic and social progress in inclusive environments. In its current form, the Master of Arts in Special Education is a 33-credit hour program for individuals who wish to become certified to teach in Special Education or professionals who wish to continue developing their expertise. Students may select from one of four subplans in the degree program.

1. MA only (DEO)
2. MA with an added endorsement in Special Education (MAE)
3. MA with an initial license in Special Education (SEG)
4. MA with an initial license or added endorsement in Early Childhood Education and Early Childhood Special Education (IECE)

Proposed Changes to the Master of Arts in Special Education degree program

We propose decreasing the number of required credit hours in the degree from 33 credits to 30 credits. See the attached for specific subplan coursework changes.

We propose the addition of a new subplan for certification in Applied Behavior Analysis. The required coursework for this subplan will include all courses in the Inclusive Behavior Intervention graduate certificate and three additional courses. See the attached for specific subplan course requirements.

Rationale for Program Changes—reduction of 3 credit hours

The State of Colorado, along with 48 other states and the District of Columbia, currently report shortages of special educators (U.S. Department of Education, 2021). More specifically, this includes 98% of the nation's school districts (U.S. Department of Education, 2020). Further, teacher attrition is increasing at a rate that is parallel to that of the national population of students with disabilities, and the percentage of students receiving special education services is also growing (National Education Association, 2019). Reducing the amount of required credit hours for a graduate degree in Special Education will make this degree more accessible to those wishing to pursue it. This change also supports the UCCS 2030 strategic plan goal of Distinctive Programs to “allow UCCS to be preeminent in our provision of education and

training in an interprofessional model, creating future employment opportunities for students and addressing the workforce needs of an evolving and creative economy.”

The reduction of credit hours will also make the Special Education graduate programs more competitive with other Special Education graduate programs in the state and across the nation. Thus, it is anticipated that this change will incentivize students to apply to and enroll in the programs at UCCS.

Rationale for Program Changes—addition of subplan for certification in Applied Behavior Analysis

The addition of this subplan will enable students who are enrolled in the Inclusive Behavior Intervention graduate certificate to continue their studies to earn a Master’s degree. There is a serious shortage of qualified teachers and interventionists with skills to effectively implement inclusive behavior intervention strategies in the Pikes Peak Region schools as well as across the state and beyond. The course sequence in the Inclusive Behavior Intervention graduate certificate is verified by the Association for Behavior Analysis International for certification as a Board Certified Behavior Analyst. Providing students with the opportunity to earn a Master’s degree in addition to this certification will incentivize students to apply and enroll in the program at UCCS. This addition also supports the UCCS 2030 strategic plan goal of Distinctive Programs to “allow UCCS to be preeminent in our provision of education and training in an interprofessional model, creating future employment opportunities for students and addressing the workforce needs of an evolving and creative economy.”

Resources to Support Change

There are no additional costs associated with the reduction of credit hours or the addition of the new subplan. Courses are already developed and offered in a sequence that will allow students to complete the program.

Approval Process

The faculty in the Department of Teaching and Learning, and the members of the College of Education Curriculum Committee, have approved the decrease in program credit hours from 33 to 30, and additional the additional subplan.

From: [Graduate School Documents](#)
To: [Ali Langfels](#); [Graduate School Documents](#)
Cc: [Jugal Kalita](#); [Rory Lewis](#); [Terrance Boulton](#); [Shari Huscher](#)
Subject: RE: CS Dept Adding Classes to AMP Program
Date: Wednesday, April 20, 2022 11:54:02 AM
Attachments: [image001.png](#)

Hi Ali,

Thank you for this information. As we discussed previously, the department does not need the approval of the GEC to move forward with these changes as it is not impacting the Graduate side of the AMP program.

You may move forward with the implementation of these changes.

I would suggest connecting with the Registrar's office to ensure that the AMP subplan is available to the three programs listed below as that subplan should be on both student's undergraduate careers as well as their graduate careers in the student system.

I would also suggest reviewing your AMP webpage that the graduate school currently links to and making any needed changes to include the BI programs: <https://eas.uccs.edu/cs/ampcs>

We'll bring this to the May GEC as an informational item.

If there is anything else I can do to help, please let me know.

Best,

Kylie Rossman

Graduate School Administrative Support Specialist

p: 719-255-3567

e: krossman@uccs.edu | graddocs@uccs.edu



From: Ali Langfels <alangfel@uccs.edu>

Sent: Tuesday, April 19, 2022 2:52 PM

To: Graduate School Documents <graddocs@uccs.edu>

Cc: [Jugal Kalita](mailto:jkalita@uccs.edu) <jkalita@uccs.edu>; [Rory Lewis](mailto:rlewis5@uccs.edu) <rlewis5@uccs.edu>; [Terrance Boulton](mailto:tboult@vast.uccs.edu) <tboult@vast.uccs.edu>; [Shari Huscher](mailto:shuscher@uccs.edu) <shuscher@uccs.edu>; [Ali Langfels](mailto:alangfel@uccs.edu) <alangfel@uccs.edu>

Subject: CS Dept Adding Classes to AMP Program

Importance: High

Hello Kylie,

Thank you for your help with this process. Below is our verbiage about what additional programs are eligible for the AMP in the CS department. This will allow our graduate program to expand and facilitate recruitment within our Bachelor's degrees. Please let me know if you have additional

questions.

Please allow the Computer Science Department to add the following degree programs to our AMP agreement.

BI Computer Science

BI Security

BI Game Design & Development

All the bachelor's degree are eligible to enter into any of our Master's degrees due to the overlap of Computer Science curriculum classes taught.

Thanks,

Ali

Ali Langfels, MA
Senior Academic Services Professional
Computer Science Department
UCCS-College of Engineering and Applied Science
719-255-3544