Graduate Executive Committee
October 12, 2018
Minutes

Attendees:
Voting Members: Brian McAllister Jeff Spicher, Margaret Harris, Margie Hunt, Jon Caudill, Regina Winters, Steve Tragesser, David Havlick, Karen Livesey, Janel Owens, Jeremy Bono, Roger Martinez, Leilani Feliciano, Jeff Montez de Oca, David Fenell, Linda Button, Sylvia Mendez
Non Voting Members: Morgan Lee, Janice Dowsett, Crista Hill, Amy Reynolds, Jose Mora, Steve Miller, Ron Koch, Sarah Elsey, Kelli Klebe, KrisAnn McBroom

- Health Education, Promotion, & Behavior Certificate – Morgan Lee (see attached)
  - This will be a new course of study certificate.
  - GEC voted to recommend approval (16 yes, 0 no, 1 abstain)
- Health Promotion MA removal of research project option- Morgan Lee (see attached)
  - The department would like to remove the research project option and keep the comprehensive exam option and the thesis option.
  - GEC voted to recommend approval (15 yes, 0 no, 2 abstain)
- Geography MA removal of non-thesis track- David Havlick (see attached)
  - The department would like to remove the non-thesis option and only allow a thesis requirement for the Geography MA.
  - GEC voted to recommend approval (15 yes, 0 no, 2 abstain)
- Psychology MA Option in Geropsychology – Leilani Feliciano (see attached)
  - The department would like to add this subplan option. They already offer these courses. Students would not take additional courses, but rather focus their elective courses on the specialized area, conduct thesis work in this area, and have specialized practicum placements.
  - GEC voted to recommend approval (17 yes, 0 no, 0 abstain)
- General PhD programs to Specific PhD programs- Jugal Kalita (see attached)
  - The requested split would take the current single PhD in Engineering and make it three separate PhD programs.
    - Computer Science PhD
    - Security PhD
    - Engineering PhD (Mechanical and Electrical tracks)
  - GEC voted to recommend approval (14 yes, 1 no, 0 abstain)
- Clarification of language in Policy on course validations (text in red is new)- Kelli Klebe
  Section K: Time Limits for Completion of Degrees

  Master's Degree
  Although students are normally expected to complete a master's degree in one to three years, master's degree students have six years, from the date of the start of course work, to complete all degree requirements (which includes filing the thesis if Plan I is followed). A student who fails to complete the degree in the six-year period must file a petition for extension with the program director and have it approved by the Graduate School Dean. The petition, giving reasons why the student should be allowed to continue in the program, must be endorsed by the program director. The program director must approve applying any course to the degree that was taken more than six years prior to the semester of graduation, and all such courses must be validated by special examination. Courses that have been validated will be eligible for use towards graduation for two year. If the student takes longer than that from time of validation to complete the degree, a new course validation will be required.

- o GEC requested an update to the original proposal of one year and the policy was amended to two years.
  - o GEC voted to approve the policy update (11 yes, 4 no, 2 abstain)
- Graduate Dean Updates
  - o The graduate school will be deciding on the benefit of holding a graduate fair. There was a lower turn out than expected, but still steady traffic.
  - o Campus may be closed next year between Christmas and New Years December 2019. If your program has graduate application deadlines around that time, NOW is when you should be reviewing whether those application deadlines should be moved for your 2020 cohorts. If the campus is closed, there will be a delay in processing and no one here to support students as they work to submit their applications. You can find current deadlines for applications at https://www.uccs.edu/graduateschool/graduate-programs/all-degree-programs. The application typically opens the day after the previous year application closes. Please contact Steve Miller (smiller17@uccs.edu) if you want to change your dates.

Information Items
- Nursing Curricular Changes (see attached)

Announcements
- **Letter of Recommendation Workshop for Faculty- hosted by Daniel L. Segal (Psychology)**
  - o Thursday October 25th at 3:00 pm in UC 126 (Brooks).
    - ▪ Please RSVP to gradinfo@uccs.edu by October 24th
  - o Learn about strategies for writing and crafting letters. Further information coming soon

- **Mountain Lion Research Day**: November 30th Gallogly Event Center 8:30 am - 12:00 pm

- **3MT competition**: Please encourage your students to participate. Students are more likely to participate when a faculty member encourages them. Visit our website at https://www.uccs.edu/graduateschool/current-students/mountain-lion-grad-slam
  - **Information Sessions:**
    - ▪ In Excel Comm Center (columbine 312) – Oct 30 – 1-2pm
    - ▪ In Excel Comm Center (Columbine 312) – Nov 14 – 10-11am
  - **Preliminary Round**
    - January 28th & 29th 2019
  - **Final Round**
    - February 1st (Berger Hall) Time: 12-1pm
  - **Registration Deadline** (registration will open in October/November 2018)
    - November, 16th 2018

- KrisAnn will be out of the office from October 15-28th. If you need assistance during this time you can reach out to the main office (gradinfo@uccs.edu, 255-3417) and they will be able assist or get your requests to the right person.

Fall 2018 GEC Meetings (10:00-11:30; locations Dwire 204)
   November 9, December 7 (one week early due to commencement)

Spring 2019 GEC Meetings (10:00-11:30; locations Dwire 204)
   February 8, March 8, April 12, May 10

Certificate Approval Form

PART I

1. Name of Certificate: **Health Education, Promotion, & Behavior**

2. Department(s): **Health Sciences**

3. College(s)/Institutions: **Helen & Arthur E. Johnson Beth-El College of Nursing and Health Sciences**

4. Faculty Director/Advisor: **Morgan S. Lee, PhD, MPH, CPH**

5. Type of Certificate: **Course of Study**

6. Expected start date (semester and year): **Fall 2019**

7. Number of required credit hours: **12**

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

   2-4 semesters – It is possible to complete the program in two semesters by taking HSCI 6040 and an elective in the fall and HSCI 6060 and HSCI 6031 in the spring. However, it is anticipated that most certificate students will take just one course each fall and spring (we do not offer relevant courses in the summer), resulting in the program taking 4 semesters (2 years) to complete.

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

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

      Health is a multifaceted construct that affects individuals' personal and professional lives as well as the wellbeing of communities, and health impacts need to be considered in the actions of businesses and government/policy systems. A wide spectrum of health-related efforts are needed, from prevention to early detection to treatment, and these efforts need to take place in all of the spheres mentioned above. This 12-hour graduate certificate program is designed to provide an opportunity for individuals from a variety of fields to obtain a baseline of health education and promotion knowledge that they can implement in their personal lives and their professional work.

      The Department of Health Sciences is an interdisciplinary department that places great value on interprofessional education and practice, and health promotion is by nature an interdisciplinary field. The current master's program in health promotion is somewhat limited in its ability to reach professionals from a variety of fields due its length and intensity (it is designed to be a full-time two-year, campus-based program). Each application season, a number of people who express interest in the program chose not to apply or apply but ultimately decline acceptance to the program, stating that while they are very interested in the subject matter, participating in the full MSc program is more than they can take on.

      This certificate program will complement the MSc in Health Promotion because it will provide an option for those seeking a foundation of health education and promotion knowledge without desire or need for a full graduate degree in the field. Additionally, this program will provide an opportunity for those who are currently underqualified for the graduate degree program to get a baseline of knowledge that can stand on its own or be used as a pathway to admission to the degree program. The online nature of this certificate program should also prove useful for engaging professionals in a variety of fields, as they will be able to participate regardless of their work schedules. Overall, this certificate program contributes to the department's interdisciplinary mission and allows the health promotion area of the department to better meet its potential for reaching individuals from a variety of fields, thus helping to

fulfill the need for broader dissemination of health promotion knowledge and skills.

b. Courses and requirements to complete the certificate.

This certificate program requires completion of four course (12 credit hours), three required courses and one elective. Student must maintain a minimum cumulative GPA of at least 3.00 and must earn at least a B- in all courses.

The required courses are as follows:

HSCI 6040: Health Behavior Change & Theory
Advanced analysis and application of theoretically and empirically derived aspects of changing and maintaining health-related behaviors. Course content will focus on the individual and interpersonal levels of the social ecological model with an introduction to community level theories.

HSCI 6060: Community Health Promotion & Education
In this course, behavioral theories and research pertinent to understanding health behavior, health education, and health promotion at the community, organizational, and government levels is the major focus (e.g., needs and capacity assessments, health disparities, emerging trends in public health).

HSCI 6031: Program Planning & Evaluation in Health Promotion
This course provides intermediate level theoretical knowledge of and applied skills in program planning and evaluation. Students will learn to critically analyze and build program plans and evaluation plans incorporating theoretical, practical, and ethical considerations.

Students must also take one of the following:
(Note: Students who live in the Colorado Springs area and are able to commute to campus will be permitted to request approval from the faculty director to take a campus-based graduate level HSCI elective instead of taking one of the below online courses should they so desire.)

HSCI 5050: Obesity & Weight Management
Focuses on the etiology, treatment, and prevention of obesity in a variety of populations. Emphasis is placed on the role of diet, exercise, behavioral treatment, and prevention. Topics also include pharmaceuticals, bariatric surgery, supplements, and childhood obesity.

HSCI 5220: Social Marketing
Introduction to the discipline of social marketing (i.e., the application of marketing principles to individual and group behavior change and maintenance for the greater social good). Focuses on principles and practice of social marketing for health-related behaviors.

HSCI 5580: Physical Activity & Public Health
The impact of physical inactivity on individuals and society. Students will learn the components of physical activity, demonstrate knowledge of physical activity assessment techniques, and be able to apply theory for physical activity promotion in various settings.

HSCI 6650: Health & Wellness Coaching
This course involves learning how to create supportive, effective coaching relationships by learning to use coaching skills, tools, and processes with clients individually or by group in consumer, corporate, healthplan, hospital, physician practice or health club settings.

c. Admission criteria.

To be admitted to this certificate program, a prospective student must have:
- Earned a bachelor's degree in any field from an accredited institution (minimum GPA: 2.75)
- Submitted a non-degree seeking graduate application and paid the $50 application fee

- Submitted official transcripts showing conferral of the undergraduate degree and confirming that the GPA requirement has been met

d. The exit process.

When a student completes all of the coursework requirements, they will contact the certificate program's faculty director, who will review the student's record to ensure that all requirements are met (i.e., that the student has taken all three of the required courses and one of the elective courses, earned at least a B- in all courses, and has an overall GPA of at least 3.00). The faculty director will notify the student regarding the outcome of the review and, if the student has successfully completed the requirements, will notify the department's program assistant so that the completion can be recorded in the department's system and passed on to the registrar.

e. Costs of offering the certificate program.

The cost of implementing this certificate program is minimal. All of the courses in this proposed program are already offered in the Department of Health Sciences. However, two of the courses (HSCI 6040 and HSCI 6060) will need to be moved from classroom-based to online format. The instructors of these courses should be compensated for the additional work required to move these courses online, and the department chair indicates that reasonable compensation for such work is $1,000 per course (for a total of $2,000 of funding for this proposed certificate). No other costs are anticipated at the start of the program. Should the program grow exponentially in the coming years, additional costs could include compensation or a teaching offload for the program's faculty director (should the director find that managing the program is consuming large amounts of time) and/or the costs associated with adding additional sections of the core courses to accommodate the high head count in the program. However, these costs would be offset by the additional tuition money that would come along with these additional students.

f. Expected benefits, income, return on investment.

The expected benefits associated with this program are both tangible and intangible...

Tangible: This program would help to populate some core courses from the MSc program that currently have low enrollment because they are taken only by Health Promotion MSc students and thus would also bring in substantial amounts of money in the tuition paid by the certificate program students. The potential audience/student base for this program is quite large, making these benefits a very realistic expected outcome. It is also possible that some certificate program students will go on to pursue a full master's degree in Health Promotion.

Intangible: The introduction of a more diverse group of students into the core courses that will likely come along with this certificate program will benefit the Health Promotion MSc students, giving them more opportunity for practicing interprofessional collaboration in these courses than we are currently able to offer them. More broadly, this certificate program will contribute to the dissemination of health promotion knowledge and skills across a variety of fields by training a diverse group of students.

g. If applicable, describe any fees that you will charge.

As noted above, students will pay an application fee of $50. Once admitted to the program, students will pay other fees consistent with the graduate courses in Beth-El College of Nursing and Health Sciences 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.

    N/A – This is a CoS certificate

PART II (for GE Certificates)

N/A, not a GE certificate

Required Signatures

Requested by:

Morgan Lee
Faculty: Name

Morgan Lee
Signature

9/18/18
Date

Approvals:

Department Chair: Name

Jacqueline R Berry
Signature

9/18/2018
Date

Amy Silva-Smith
College Dean: Name

Amy Silva-Smith
Signature

9/18/2018
Date

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

_____
Signature

_____
Date

_____
Campus Certificate Implementation
Committee Chair: Name

_____
Signature

_____
Date

_____
Provost: Name

_____
Signature

_____
Date

To be completed by the Campus Certificate Implementation Committee:

CIP Code: _____ Plan Code: _____

Career Code: _____ Subplan Code: _____

Program Code: _____ Effective Date: _____

Date Assigned: _____

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

Certificate Approval Processes Approved 6/2/15

Memo: Removal of Graduate Research Project Option for MSc in Health Promotion Program

The purpose of this memo is to provide a rationale for removal of the graduate research project as a culminating experience option for students in the Department of Health Sciences' MSc in Health Promotion program. Currently, students in the program have three culminating experience options: comprehensive exam, graduate research project, and thesis. Our review of similar programs at other institutions indicates that this three-option approach is fairly unique; if any choice is given, most programs offer a comprehensive exam for those who do not wish to delve deeper into research or possibly pursue admission to a doctoral program and a thesis option for those who do. Although the graduate research project may work for some other programs at UCCS, it is not functioning well for the MSc in Health Promotion, for the following reasons:

- The difference between the research project and thesis options is indistinct and often confusing for students, generally discouraging students from selecting the thesis option (which involves more credit hours and formal requirements) and sometimes leading to situations where the student's selection of a research project does not align with the scope of the work (i.e., the student attempts to do in a research project what should be done as a thesis).
- Students with little true interest in research or skills for conducting research often sign up for the research project out of trepidation about taking the comprehensive exam. This leads to problematic situations where the advisor does the bulk of the work, creating inappropriate burden on the advisor and a lackluster experience for the student.
- Even when undertaken for the right reasons, the vast majority of the research projects students conduct and present are very tightly limited in focus and in the skills the student employs to complete the work, making the research project questionable as a culminating experience compared to the other two options that are designed to assess a broader range of competencies.

Because of the problems described above, we wish to remove the graduate research project culminating experience option for the MSc in Health Promotion, leaving students with a choice of comprehensive exam or thesis. A number of issues related to implementation of this new policy have been considered and addressed:

- *What about students who want to get a taste of research without conducting a whole study?* These students will be advised to take a practicum that involves research and to do the comprehensive exam as their culminating experience. The number of credit hours will be equivalent to what they would have done under the three-option system, and they will have completed a true culminating experience (i.e., appropriate breadth and depth).
- *Is there capacity to support more students completing a thesis?* Yes! Program faculty are not only open to mentoring students in thesis projects, they are eager to do so.
- *What about current students who joined the program when there were three options?* The intent is for this new policy to take effect for the class entering in the 2019-2020 academic year; students admitted through Fall 2018 (this program does not have spring admissions) will be permitted to take the research project option if they wish.

The plan to remove the graduate research project as a culminating experience option for students in the MSc in Health Promotion has been reviewed and approved by the program coordinator, department chair, and (interim) college dean:
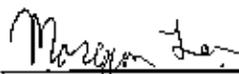
Program Coordinator: Morgan Lee   Date 10/1/18
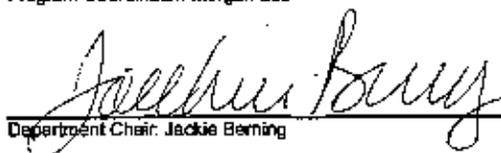
Department Chair: Jackie Berning   Date 10/1/2018
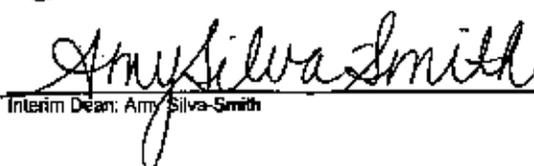
Interim Dean: Amy Silva-Smith   Date 10/9/2018

GES Applied Geography MA Program
Request to Discontinue the Non-Thesis Option

The Applied Geography MA currently includes two paths to completion: 1) The Thesis Option: completing 24 hours of coursework + 6 thesis credits + successfully writing and defending a thesis; or 2) The Non-Thesis Option: completing 30 hours of coursework + completing written and oral comprehensive exams + completing a "publishable quality research paper."

Dating back to 2010, more than 35 graduate students have earned their MA in Applied Geography by completing a thesis (option one); zero students have done so via the non-thesis option (option two). In the entire history of the Applied Geography MA program, only a single student has graduated via the non-thesis option.

The vagueness of the non-thesis option's requirements and an overall perception that it represents a less robust process for a research-based MA degree, have led to a de facto policy of privileging the thesis option in the program.

In September 2018, the GES Graduate Faculty unanimously voted to eliminate the non-thesis option from the Applied Geography MA program. Students already enrolled in the program would retain the right to pursue this route to completion, but beginning with our fall 2019 cohort (February 2019 applicant pool) the thesis option would be required.

We do not anticipate any cost impact with this change, considering the extremely limited number of students who have ever pursued the non-thesis option. The requirements of the two options are included below:

Requirements Specific to the Thesis Option (to remain in effect)

1. Students must defend their thesis proposal to the three-member committee in order to become a candidate for the degree. Working with their advisor, students should submit a short proposal to all committee members and schedule a defense. The purpose is to ensure that the research project is viable and well-conceived, and that all committee members are aware of the student's research project. The committee will offer advice and suggestions as needed prior to the student investing a great amount of time and effort into their research. The student's advisor will inform the graduate program director when this has been accepted by submitting the proposal defense form. The thesis proposal should be completed within 4 semesters of enrollment.

2. After a student successfully defends the proposal defense, they cannot switch thesis advisors without the explicit consent of both the original faculty member and the proposed new advisor.

3. Students should submit a draft of their thesis to their advisor no later than the third week of their final semester.

4. Students must defend their thesis no later than four weeks prior to the end of their final semester, as per Graduate School deadlines. All committee members must approve the thesis.

5. Submission of the final draft, which includes all revisions, must be approved by the committee chair, and submitted to the library in order to meet the Graduate School deadline for submission of the thesis to the library. The thesis must conform to the UCCS Thesis Style format.

Requirements Specific to the Non-Thesis Option (to be discontinued beginning Fall 2019)

1. Students must submit a list of areas of expertise to their committee no later than the third week of their final semester. The list will identify one primary specialty field in geography, plus at least one other secondary specialty area.

2. Students must complete a written comprehensive exam of questions compiled by their committee members that address the specialty fields identified by the student no later than six weeks prior to the end of their final semester. Students will have 4 hours to complete their comprehensive exam.

3. Students must orally defend their comprehensive exam no later than four weeks prior to the end of their final semester. All committee members must approve the written and oral comprehensive exams and submit an approval form to the graduate program director.

4. Students may re-take the comprehensive exam one time in a subsequent semester.

5. Students must submit a publishable quality research paper to all committee members no later than three weeks prior to the end of their final semester. The paper is less rigorous than a thesis but should demonstrate competency and knowledge of a research topic and/or a specialty field in geography.

Proposal

Geropsychology Sub-Plan within the MA Program in Psychology

Introduction

The Psychology Department offers two tracks within its Master's program: Clinical Psychology and Psychological Science. Upon completing either of these tracks, a student is conferred a general MA degree in Psychology. However, MA students in Psychology also have the option to gain experience within one of four specialized sub-plans in the discipline. These sub-fields include trauma psychology, psychology and law, cognitive psychology, and developmental psychology. These more narrowly-focused programs specify particular courses within the MA program for students to take, completion of a research project under the direction of a faculty mentor with expertise in that particular sub-discipline of psychology, and for students in the Clinical Psychology track, a practicum at a setting in that domain. The department also offers a PhD in Clinical Psychology with an emphasis in Geropsychology. Although the department has offered specialized training in aging and geropsychology for many years, there has been no formal way to recognize specialized training in Geropsychology at the MA level. The purpose of this proposal is to formalize Geropsychology as a "sub-plan" in the terminology of the Graduate School, enabling students to glean the benefits of a more concentrated focus of study (and their transcripts to reflect this focus) and allowing faculty to recruit students with this scholarly interest.

Rationale

There are four rationales for providing a Geropsychology sub-plan within psychology:

- to allow the MA-level Geropsychology training offered by our department to be treated as equivalent to other MA-level areas of concentration (trauma psychology, psychology and law, cognitive psychology, and developmental psychology);
- to more effectively prepare students for post-MA careers than a general degree program would;
- to enhance the likelihood that MA students will be accepted into high quality doctoral programs; and
- to enable department faculty to pool their resources and merge their scholarly interests in this well-established area of demonstrated strength. As such, this pooling of resources can be advertised, making the UCCS Psychology Department a well-regarded and sought-after training program.

We discuss each of these in detail below.

The American Psychological Association has identified a "critical need for more gerontologists." As the aging population continues to grow, more and more individuals will need mental health services related to factors such as anxiety and depression, caregiving for a loved one, and

dementia-related cognitive decline. Similarly, as the National Institutes of Health and National Institute on Aging have [increased their budget for aging focused research](#), especially related to Alzheimer's disease (one of the most common and debilitating conditions associated with aging) in the last several years, there will be a greater need for more aging-focused researchers in the near future. Many students who pursue MA-level training in Geropsychology will either continue to pursue a PhD in this area, work as research assistants in laboratories that study aging, or provide mental health services to older adults. Because many students enter our MA programs to pursue work in these fields, the specialized coursework and research and clinical experiences they would gain from participating in the Geropsychology sub-plan will make them more attractive job applicants and more effective professionals.

A growing number of our MA students opt to continue their education in doctoral programs, intending to work as licensed clinical psychologists, researchers, or academics. In fact, our MA program is explicitly structured to replicate the first two years of a doctoral program, requiring students to complete coursework in statistics and research methodology and core content areas of psychology, and to complete an empirically-based research thesis. More focused coursework and research experiences in this sub-discipline of psychology will enhance the likelihood that our MA students will be accepted into high-quality doctoral programs in Geropsychology. These programs tend to be highly selective, so any evidence that applicants have already mastered some of the requisite curriculum and are familiar with research methodologies and statistical techniques of that sub-field will increase their attractiveness as doctoral applicants.

Offering this sub-plan in psychology will also enable faculty to pool their existing resources (Geropsychology has been a considerable strength of the department for decades) and merge their scholarly interests, allowing the department to recruit and attract more capable and experienced applicants into the MA program. Many undergraduates have research and clinical experiences that form the foundation for their interests in pursuing graduate work, and opt to apply to programs that have demonstrated strengths in areas such as Geropsychology. Building on our strengths and advertising this as a targeted sub-plan will allow us to capture these savvy and knowledgeable applicants.

Proposal

Geropsychology has been an informal part of the department's MA training in clinical and experimental psychology for decades. This proposal is to formalize and officially recognize Geropsychology as a sub-plan within our MA program. A more detailed description of the proposed sub-plan follows.

The Sub-Plan in Geropsychology will be available to students in both the Clinical Psychology MA track and the Psychological Science MA track. A primary objective of the sub-plan in Geropsychology is to prepare graduate students for further academic training at the doctoral level in the psychology of aging. Students who complete the program will be competitive for application to doctoral programs in geropsychology, gerontology, clinical psychology,

neuropsychology, developmental psychology, and others. Students who complete this sub-plan would also be able to pursue careers at the MA level in research settings. Although Colorado and other states allow for individuals with a Master's degree to obtain a license to practice mental health services, our Clinical Psychology MA track is a PhD preparatory track and does not provide all the required training opportunities for licensure at the MA level. Nevertheless, some MA graduates choose to obtain these additional requirements to practice at the MA level. If these future professionals choose such a path, our Geropsychology sub-plan can at least ensure that these individuals have the essential training opportunities in geropsychology to effectively practice without a terminal degree.

Geropsychology Sub-Plan Requirements

Students in the Geropsychology sub-plan must (a) complete all the requirements of the Clinical or Psychological Science track of the Psychology MA Program, (b) take a core content courses in Psychology of Aging (PSY 5210 and 5220), and (c) complete a research thesis in this area and be supervised by a relevant faculty member. Students in the Psychological Science MA track must also participate in concentration activities such as colloquia. Students in the Clinical MA track must also complete a standard clinical practicum (450 hours) in a setting relevant to aging. Practicum opportunities are offered at numerous local institutions, such as the Department of Veterans Affairs, Peak View Behavioral Health, and the UCCS Aging Center, all of which may require a competitive application process for acceptance into the practicum. The UCCS Aging Center is an existing department-coordinated clinic, directed and partially staffed by UCCS faculty, that provides mental health care services to older adults. The Aging Center, the department's clinical training clinic, provides an ideal practicum site and resource for students in the Geropsychology sub-plan. Appropriate placements will focus on clinical interventions for aging-related mental health concerns, providing support for caregivers of older adults, and assessment of psychological and cognitive changes that occur with aging.

In addition, all students can choose to take additional courses related to Geropsychology within the department. Options include:

PSY 5840 Methods and Design for Analyzing Change
PSY 6410 Aging Seminar (Special Topics)
PSY 6420 Aging
PSY 6610 Clinical Geropsychology I
PSY 6620 Clinical Geropsychology II
PSY 6800 Clinical Geropsychology Special Topics
PSY 6870 Clinical Neuropsychology
PSY 6880 Clinical Neuropsychology Laboratory

Geropsychology Sub-Plan Faculty

Leilani Feliciano, PhD (Sub-Plan Coordinator): Mental Health and Aging, Behavioral Medicine, and Behavioral Gerontology

[Edie Greene, PhD:](#) Psychological Issues in Elder Law

[Lori James, PhD:](#) Cognitive Psychology of Language and Memory in Aging

[Mike Kisley, PhD:](#) Neurophysiology of Cognition and of Emotion in Aging

[Molly Maxfield, PhD:](#) Social Cognition and Aging; Dementia Worry; Terror Management and Aging

[Sara Qualls, PhD:](#) Mental Health and Aging; Family Caregiving; Integrated Healthcare; Senior Housing and Wellness; Technology and Aging

[Dan Segal, PhD:](#) Diagnostic and Assessment in Geropsychology; Late-life Suicide Risk and Resilience; Late-life anxiety; Barriers to Mental Health Services; Personality Disorders Across the Lifespan

Admission

Applicants to our Psychology MA Program are now asked at the time of application whether they wish to pursue a concentration. They are informed that the concentrations are optional and that their expressed interest in pursuing a concentration will not affect the likelihood of admission into our MA program. These policies will remain in effect when the Geropsychology concentrations is formalized as a sub-plan.

Resources

The proposed sub-plan requires no additional resources, financial or otherwise, as all relevant faculty are UCCS tenure-track faculty and all courses are currently being offered, albeit with varying regularity.

Marketing

Any faculty member serving as the Geropsychology sub-plan coordinator will be well-connected in his or her professional community and able to market the program to colleagues at other colleges and universities, asking them to send their best students to UCCS. In addition, the proposed sub-plan can be included in listings of graduate schools maintained by various scholarly organizations that allow students to locate programs that match their interests.

Re: Proposal to separate the existing UCCS College of Engineering and Applied Science PhD in Engineering into three approved programs: PhD in Computer Science, PhD in Security and PhD in Engineering

From: Jugal Kalita, Thottam Kalkur and Peter Gorder, Chairs of Computer Science, Electrical and Computer Engineering, and Mechanical and Aerospace Engineering, respectively.

Degree information and changes are summarized in Tables 1-4 at the end of this proposal. Specifically, the request is as follows.

> Split the approved PhD program in Engineering (CIP 14.0101 Engineering, General) into three approved degree programs: PhD in Computer Science (CIP 11.0101), PhD in Security (CIP 11.1003 or 43.0301) and PhD in Engineering (CIP 14.0101 Engineering, General).

Rationale to Split PhD in Engineering into Three Degree Programs

1) The PhD program in Engineering provides four tracks: Computer Science, Security, Electrical Engineering, and Mechanical and Aerospace Engineering. The PhD program in Engineering has grown substantially during the past 8-10 years. Clearly, the program has matured and now has the potential to split into the three programs mentioned above. The PhD tracks in Computer Science and Security are each matriculating approximately 20 students a year, each has about 30 students enrolled each semester, and are each producing about 3-5 graduates a year. We must note here that the PhD track in Security started only in 2009. In addition, security-related instruction and research are a focus of our campus, with the establishment of a national center on campus.

2) Although the four tracks are all housed under the Engineering umbrella, they are four different areas of scholarship and research. Computer Science focuses on the theory, practice and engineering of computing devices and the software that controls these devices and makes them useful. The field of Security encompasses cyber security, physical security and homeland security. Electrical engineering deals with the study and application of electricity, electronics and electromagnetism. Finally, Mechanical and Aerospace engineering applies the principles of engineering, physics, and materials science for the design, analysis, manufacturing, and maintenance of mechanical systems. We propose to split the PhD program in Engineering into three programs, PhD in Computer Science, and PhD in Security, and PhD in Engineering (including Electrical and Computer Engineering, and Mechanical and Aerospace Engineering) at this time. This 3-way split will make the resulting programs more discipline-specific, reflecting the academic content of the programs better. As a result, institutional reporting will be more precise as well.

3) Organizationally, the current tracks operate independently. This includes curricular decisions, teaching assignments and advising. Additionally, the research areas are quite different with different publication venues and different funding courses. Thus, the division of the PhD in Engineering program into three programs will not involve any changes in practice by faculty and students.

4) Based on the numbers provided in Tables 1 through 3, it is clear that there is sufficient demand for all three tracks: Computer Science, Security and Engineering. Thus, there is no likelihood that dividing the degree program into three academic programs will trigger a Department of Higher Education (DHE) or Regential Review due to low enrollment.

Resource Implications:

The costs to make this change would be minimal. We will need to make small changes to the PhD program's websites, course catalogs, and campus course software system.

Table 1: Engineering PhD Enrollment on Census Date; CS=Computer Science, ECE=Electrical and Computer Engineering; MAE=Mechanical and Aerospace Engineering

Census Date	CS	Security	Engineering (ECE + MAE)	Total
2009 Fall	6		5	11
2010 Spring	6		4	10
2010 Fall	14	9	4	27
2011 Spring	14	11	5	30
2011 Fall	22	20	4	46
2012 Spring	23	20	5	50
2012 Fall	21	22	6	49
2013 Spring	28	25	16	69
2013 Fall	36	26	20	82
2014 Spring	32	32	24	88
2014 Fall	35	37	23	95
2015 Spring	32	41	26	99
2015 Fall	33	35	25	93
2016 Spring	31	32	30	93
2016 Fall	30	29	28	87
2017 Spring	26	32	27	85
2017 Fall	30	33	31	95
2018 Spring	32	36	22	91
2018 Fall	32	36	23	92

Table 2: Number of Degrees Awarded; CS=Computer Science; ECE=Electrical and Computer Engineering; MAE = Mechanical and Aerospace Engineering

Year	Engineering PhD Graduation				
	CS	Security	ECE	MAE	Total
2006			2		1
2007			3		1
2008	4		2		5
2009	3		1	1	5
2010		1	1		1
2011			2		1
2012	0	0	1	0	2
2013	2	1	0	0	5

2014	3	1	0	0	6
2015	5	3	1	2	11
2016	5	3	0	2	10
2017	4	3	2	0	10
2018	2	5	5	1	13

Table 3: Number of Matriculated Students.

Year	Engineering PhD Matriculations				
	CS	Security	ECE	MAE	Total
2011	4	10	3	0	30
2012	14	9	3	1	31
2013	17	10	10	8	47
2014	21	16	19	6	67
2015	12	13	18	2	48
2016	20	9	9	6	44
2017	6	10	11	2	29
2018	16	11	10	7	44

Table 4: Summary of Proposed Degree Changes

Current Plan	Current ACAD_PLAN_LD	Current CIP_CD	Current DIPLOMA_LD	New Plan	New ACAD-PLAN_LD	New CIP_CD	New DIPLOMA_LD
ENGR-PHD	Engineering	14.0101	Doctor of Philosophy: Engineering	ENGR-PHD	Engineering	14.0101	Doctor of Philosophy: Engineering
ENGR-PHD	Engineering	14.0101	Doctor of Philosophy: Engineering	CS-PHD	Computer Science	11.0101	Doctor of Philosophy: Computer Science
ENGR-PHD	Engineering	14.0101	Doctor of Philosophy: Engineering	SEC-PHD	Security	*11.1003 or 43.0301*	Doctor of Philosophy: Security

Approved by:

Xiaobo Zhou (signature)   9/19/2018
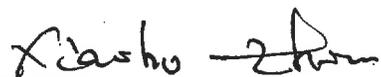
Xiaobo Zhou   Date
Interim Dean, College of Engineering & Applied Science

_____   _____

Tom Christensen   Date
Executive Vice Chancellor of Academic Affairs

_____   _____

Venkat Reddy   Date
Chancellor

Doctor of Nursing Practice (DNP) Curricular Change

The Graduate Faculty at the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Science has agreed to the following change to the DNP curriculum.

The DNP Curriculum requires students to complete a minimum of 10 credits to complete the DNP Project. Currently these credits are allocated in the following manner. **Four credits** are currently being assigned as 1 credit DNP seminars (Seminar I-IV) and **six credits** are assigned to the DNP Project at the end of the program, when the student is working directly with their Chair and DNP Project Team.

CURRENT:

	Semester (SUMMER)	Semester (FALL)	Semester (SPRING)
YEAR 1	NURS7010 (3) Theoretical Foundations of Reflective Practice **Credits: 3**	NURS7030 (4) Advanced Health Care Policy, Ethics and Law *(45 hrs Clinical Residency)* NURS8041 (1) DNP Project Seminar I **Credits: 5**	NURS7100 (4) Org. System Ldrshp & Qual Imp. *(45 hrs Clinical Residency)* NURS8042 (1) DNP Project Seminar II **Credits: 5**
YEAR 2	NURS7070 (3) Population Based Health Care for Improving the Nation's Health **Credits: 3**	NURS7110 (3) Inferential Statistics NURS8043 (1) DNP Project Seminar III **Credits: 4**	NURS7080 (3) Clinical Nursing Scholarship for Evidence-Based Practice NURS8044 (1) DNP Project Seminar IV **Credits: 4**
YEAR 3	NURS7090 (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing NURS8030 (1) DNP Project **Credits: 4**	NURS8030 (3) DNP Project **Credits: 3**	NURS8030 (2) DNP Project **Credits: 2**

Total Credits = 33

The proposed change is to decrease the number of credits assigned to the DNP Seminars, from 4 to 2 credits (DNP Seminar I-II).   The remaining 2 credits will be added back to the DNP Project (NURS 8030). This will help to provide a bit more flexibility for the student working with their Chair and DNP Project Team. We have discovered that the appropriate content can be conveyed to the student in 2 credits v. 4 credits to prepare them to do the DNP Project. We are also intending to offer NURS 7080 – Clinical Nursing Scholarship for Evidence in the first year in the spring instead of the second year and flip-flop with NURS 7100 Organizational System Leadership and Quality Improvement. There is no change to the total number of credits offered, these have just be reassigned.

PROPOSED:

	Semester (SUMMER)	Semester (FALL)	Semester (SPRING)
YEAR 1	NURS7010 (3) Theoretical Foundations of Reflective Practice	NURS7030 (4) Advanced Health Care Policy, Ethics and Law *(45 hrs Clinical Residency)* NURS8041 (1) DNP Project Seminar I	NURS7080 (3) Clinical Nursing Scholarship for Evidence-Based Practice
	Credits: 3	**Credits: 5**	**Credits: 3**
YEAR 2	NURS7070 (3) Population Based Health Care for Improving the Nation's Health	NURS7110 (3) Inferential Statistics NURS8043 (1) DNP Project Seminar II	NURS7100 (4) Org. System Ldrshp & Qual Imp. *(45 hrs Clinical Residency)* NURS8030 (2) DNP Project
	Credits: 3	**Credits: 4**	**Credits: 6**
YEAR 3	NURS7090 (3) Business, Finance and Entrepreneurship for Advanced Practice Nursing	NURS8030 (4) DNP Project	NURS8030 (2) DNP Project
	Credits: 3	**Credits: 4**	**Credits: 2**

Total Credits = 33