UCCS University of Colorado
Colorado Springs

Graduate Executive Committee
October 9, 2020
Minutes

Attendees:
　　Voting Members: Brian McAllister, Jeff Ferguson, Carole Traylor, Mandi Elder, James Pearson, Jon Caudill, David Moon, Cathy Simmons, Steve Tragesser, Kathrin Spendier, Janel Owens, Jeremy Bono, Kay Toon, Roger Martinez, Leilani Feliciano, Sylvia Mendez
　　Non-Voting Members: Andrew Lac, David DuBois, Gurvirender Tejay, Jennifer Furda, Jessica Kirby, Kelli Klebe, KrisAnn McBroom, Linda Button, Mary Rupp, Robert Block, Sarah Elsey, Wang Chao, Wendi Clouse, Dave Fenell, Deborah Tuffield, Sandy Ho, Rosey Reidl Smith, Kylie Rossman

- **Jenifer Furda- Director of Partnerships and Government and Military Affairs**
    - Jenifer Furda is a UCCS representative for all things related to partnerships with community, military, and government organizations. She would love to have a meeting with you about what is happening in your programs so she can educate community as well as facilitate collaborations. She has a newsletter for community members and would like to include you in that. Please reach out to Jenifer at jfurda@uccs.edu.
- **English Proficiency test score minimums discussio**n (see policy section below)
    - The Graduate School policy has a minimum TOEFL score of 85 but most people's criteria is 80. We need to align our practices with policy. Boulder's minimum scores range from 75 – 107 (67% over 85). Denver does not have scores in one place but saw a 71. The IELTS and DUOLINGO corresponding scores are the same for a TOEFL of 80 or 85.
    - The GEC voted to recommend lowering the Graduate School minimum TOEFL score to 80 (14 Yes, 1 No, 1 Abstain)
    - Note: The Language Center provides support to students who have English as a second language. English proficiency is required of all students regardless of nationality/citizenship status. It is useful to talk about English proficiency requirements for any student who does not have English as primary language. Do not blanket say this is an international student matter.
    - We will also add Duolingo to tests that can be used.
    - Remember that Graduate School rules are minimums and you can have higher standards. Also there is option for other ways to assess English proficiency and these should be posted on your website.
- **Dean's Report**
    - Graduate Student Listening Session results (handout attached):
        - Graduate School invited students to a listening session to share their experiences this semester. The attached handout gives a summary. Please share with others.
        - Asked directors what they are hearing from students. Some shared that participation in discussion is some of best seen. Everything is harder for students and faculty. COVIDE fatigue is real!
    - Enrollment (handout attached)
        - Good news! Graduate enrollments were slightly up this year. Handout provides data on new enrollments (admitted students who enrolled) as well as total enrollment by college and program.

- Campus did not renew contract with EAB for graduate recruitment. Sarah Elsey and Susan Eldridge would like to work with you to figure out new recruitment strategies for your programs.
- Report to President Kennedy (he expressed concern about small numbers; defended by Provost and Chancellor on importance of graduate programs to our community)
- FYI: Some universities are not admitting doctoral students in order to keep funding for current students.

Informational Program Changes

- MSA program- minor curricular change (see attached)

Announcements:

- Graduate School Virtual Fair will be Oct. 13th from 11am-2pm on the Handshake Platform. Sarah Elsey will represent all UCCS programs and UCCS students will schedule times to talk to various visiting school reps during the event.
- If you have any virtual recruitment ideas for your program/department and need support, please let Sarah know: selsey@uccs.edu
- Mountain Lion Research Week is going virtual. Event is November 16 – 20. Encourage students to participate.
- We will be having UCCS Mountain Lion Grad Slam competition this year. Watch for details. It will be virtual as will the competition at the Western Association of Graduate Schools.

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

- Fall 2020 GEC (online)
  - November 13, December 11
- Spring 2021 GEC Meetings (may be online)
  - February 12, March 12, April 9, May 7 (A week early due to commencement)

Graduate School Policy Manual Section III; A; 1d

Discussion on English Proficiency Score Minimums

d. English proficiency must be established for all students. A student who is noticeably deficient in the written and/or oral use of the English language cannot obtain an advanced degree from University of Colorado Colorado Springs. Each program judges the qualifications of its students in the use of English.

The following are options for determining English Proficiency. Departments must use at least one of these options.

Postsecondary degree from a US accredited institution or in a program where English is the language of instruction.

OR

A score of at least 85 on the TOEFL test or a score of 6.5 on the IELTS test or an equivalent score on an approved English proficiency test (e.g., KITE). Test must have been taken in the last two years. (Programs may set higher standards if they have a heavy communication component to their program or requirements that require high English proficiency).

OR

Successful completion of an UCCS approved English language training program

OR

Department may develop other criteria that are reported to the Graduate School. The established criteria must be published (e.g., on department websites). Such methods may include, but are not limited to, in-person interviews with students; specific scores on standardized tests such as GRE or GMAT; submission of papers to professional journals where English is the written language and student has a substantial role in writing the paper.

Note: It is important to communicate to potential students the English Language expectations so that they can plan appropriately and not apply if they do not meet the minimum standards.

Information about program admission standards are available in each department/program office/website and on the Graduate School website

The Graduate School had a listening session with graduate students on Sept 24. Students could send comments or participate in Teams meeting. The themes with specifics are listed below.
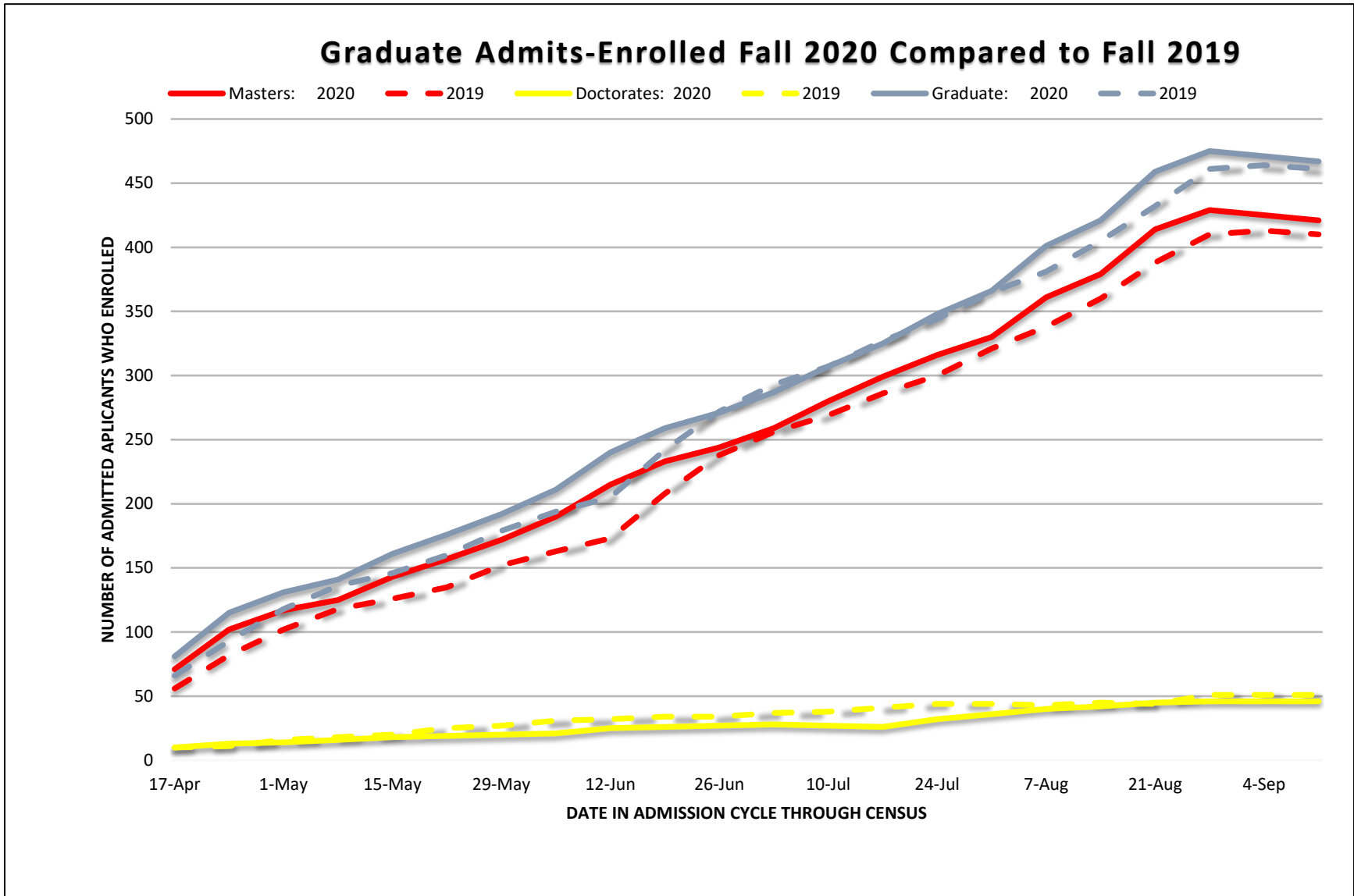
Overall students did express that they thought the faculty and staff were doing a good job given the situation but had these ideas to share. Overall students were trying to suggest solutions and express their experiences.

- Collaborations are more difficult and not as rich
  - More difficult to get access to professors. Could professors stay after class (including digitally) so people can talk then? Similar to what happens in class.
  - Difficult for new people to develop relationships with faculty.
  - More difficult to meet and work with other students
  - Harder to meet people so can build collaborations in labs and for research
  - Some students requesting some social activities, even virtual, to meet each other.
- Research access is important
  - Want to make sure there is a plan to allow students to do research on campus if there is a full campus closure. It is difficult to make progress on research if cannot go to labs/campus.
  - It is difficult to not have access to materials that have not been digitalized for disciplines that use libraries, books, etc. for research.
- Teaching considerations
  - Group work is even more difficult. Would be useful if faculty were provided guidelines or share best practices for group work online. Some of concerns were same as typically occur for groups (e.g., group members who do not do their share of work).
  - Discussions are not as rich online as in class.
  - Can more small classes be in-person (recognize that need social distancing) Missing being on campus to study.
  - Many distractions at home so makes it harder to do work
  - Lack of standardization on how courses are offered in Canvas and online/remote make learning difficult because need to learn each faculty member's style. Name Canvas groups so that they include the course number so students can track better.
- Internships/Practicum/Clinicals (will use "internship" but can be broader types of program expectations for practicing in the field)
  - Required internships which are not paid make it difficult to balance work and course work. Could the number of hours be decreased in order to let students balance? Could internships requirement be modified to fit current environment of society.
  - Interested in having more project based education which allows students to have products which they can show to future employers. This was in context of professional programs. Students want to have white papers/products that they can share.
  - Students would like more support for programs for finding internship/practicum sites. It is difficult to find on own.
- Finances and Paperwork
  - Some comments on new difficulties to afford graduate school
  - Specific issue about military support not yet granted but then bursar's office is charging a late fee. Can late fees be waived?
  - People wanted more information about new research and professional development award (formerly travel awards).
  - Some concerns with communication about dropping classes during Spring semester. How to communicate better to students what their options are in timely fashion.
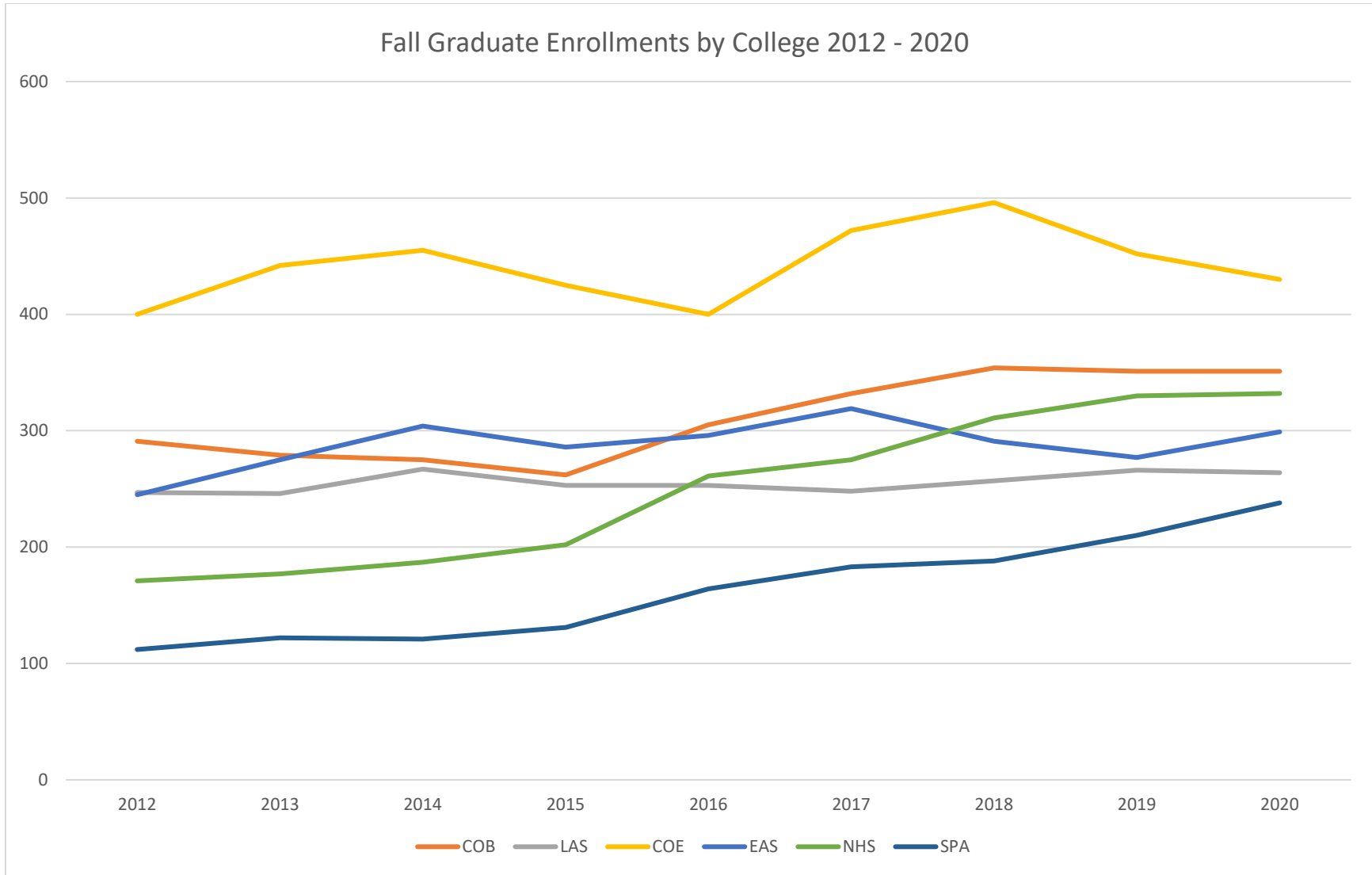
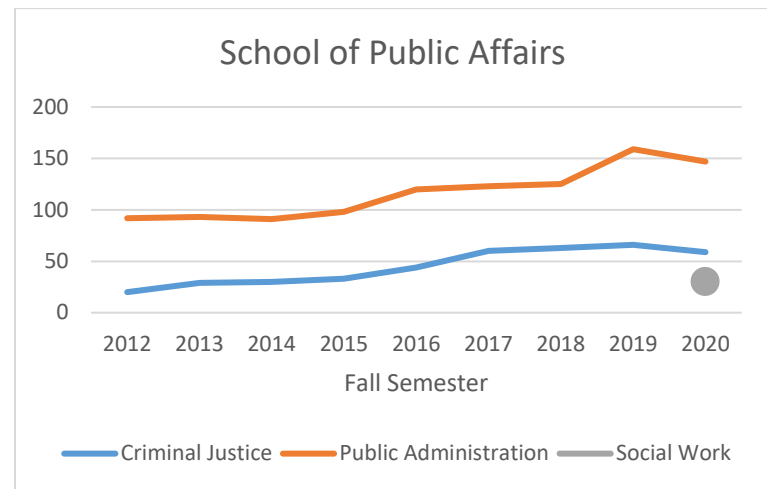The Graduate School will do the following based on the listening session:
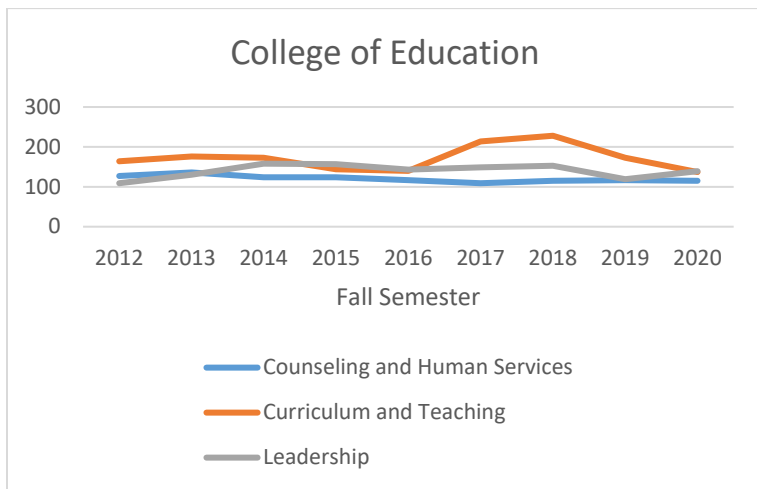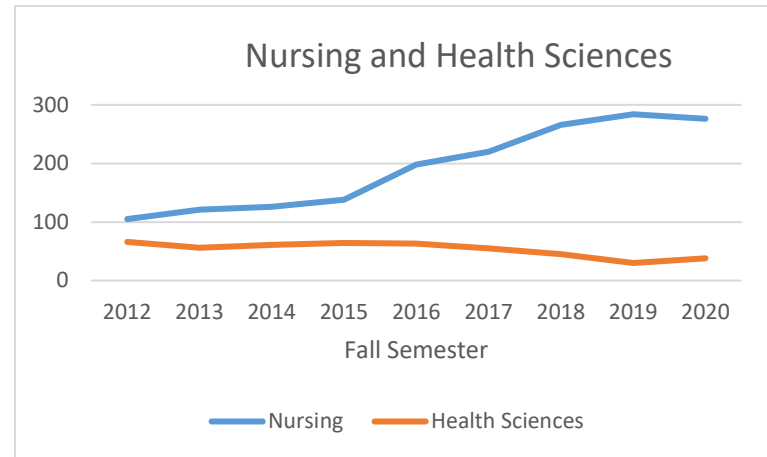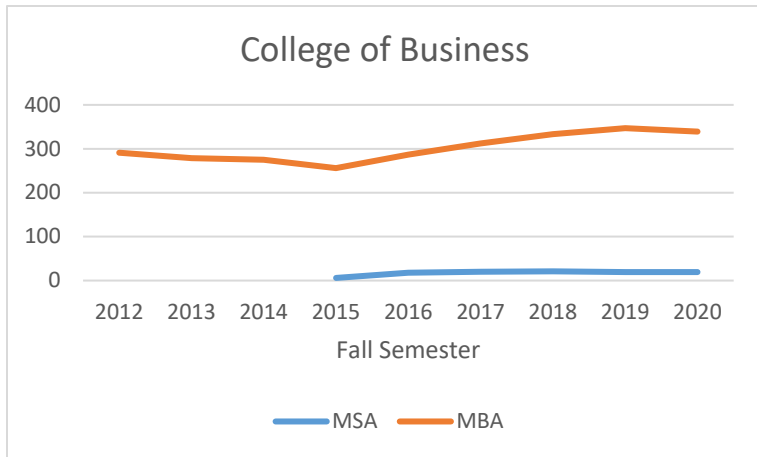
- Information to send to students who participated
  - Summary above and who sent to
  - Send info about library access
  - Wellness center services, Clyde's Cupboard, Clyde's closes
  - Research and Professional Development Award (https://graduateschool.uccs.edu/uccs-finances/finance-resources(
- Check with Military Affairs and Bursar about late fees
- Send information to: deans, Academic Recovery Team, provost, graduate directors, AVC for research
- Send request to FRC about best practices for digital group work.
- See what types of events are possible to have with students.

New graduate enrollments were slightly up in Fall 2020

Graduate Admits-Enrolled Fall 2020 Compared to Fall 2019

Masters: —— 2020 – – 2019   Doctorates: —— 2020 – – 2019   Graduate: —— 2020 – – 2019

NUMBER OF ADMITTED APLICANTS WHO ENROLLED

DATE IN ADMISSION CYCLE THROUGH CENSUS

Overall Fall graduate enrollments were up from 1,889 in 2019 to 1,923 in 2020

Fall Graduate Enrollments by College 2012 - 2020

College of Business

MSA — MBA

Nursing and Health Sciences

Nursing — Health Sciences

College of Education

Counseling and Human Services
Curriculum and Teaching
Leadership

School of Public Affairs

Criminal Justice — Public Administration — Social Work

Engineering and Applied Sciences

Computer Science MS
Electrical Engineering MS
Mechanical Engineering MS
Engineering PhD
Master's of Engineering
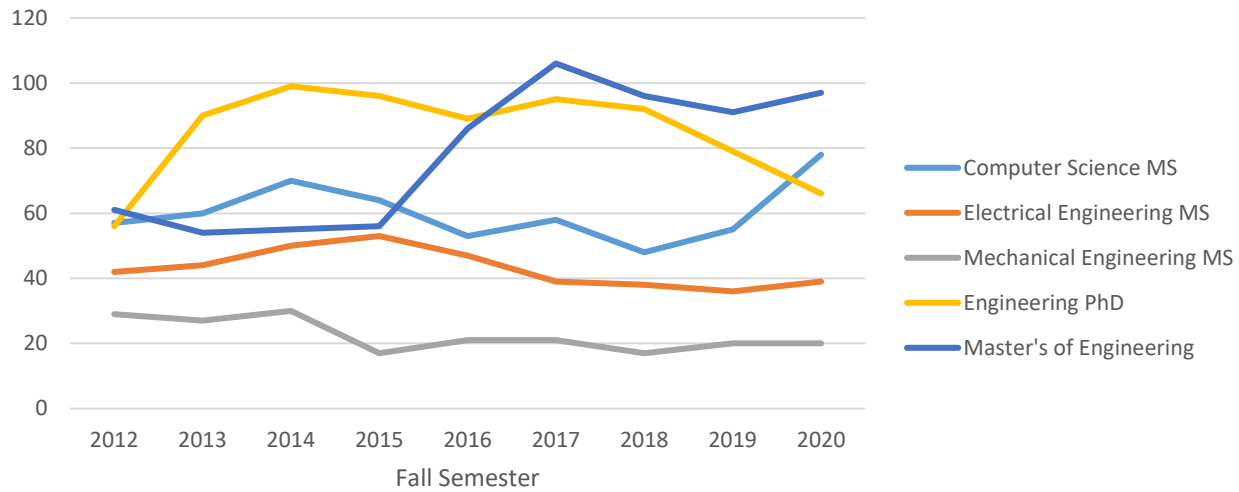
Letters, Arts and Sciences

Biology
Chemistry/Biochemistry
Communication
Geography
History
Mathematics
Physics
Psychology
Sociology
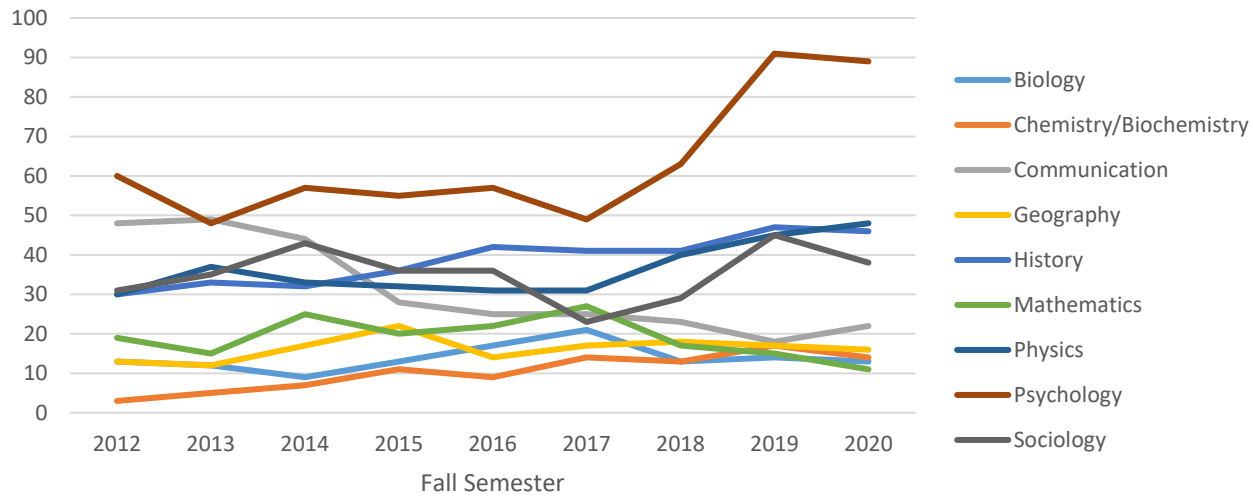
Informational Change:

Proposal: Adding Advanced Financial Accounting as a Required MSA Program Course

We propose adding Advanced Accounting (ACCT 6750) as a required course in the MSA Program. Currently, the Advanced Accounting course is offered as an accounting elective within the Program.

Current	Credits	Proposed
ACCT 6010 Advanced Financial Acc Theory	3	ACCT 6010 Advanced Financial Acc Theory
ACCT 6510 Accounting Ethics & Institutions	3	ACCT 6510 Accounting Ethics & Institutions
ACCT 6620 Advanced Auditing	3	ACCT 6620 Advanced Auditing
ACCT 6770 Fed Tax Research & Planning	3	ACCT 6770 Fed Tax Research & Planning
ACCT Elective 1	3	ACCT 6750 Advanced Financial Accounting
ACCT Elective 2	3	ACCT Elective 1
Subtotal	18	
Other Business Electives	12	Other Business Electives
Total	30	

The MSA Program currently requires 18 accounting credit hours and 12 other business credit hours. The 18 accounting hours consists of 4 required courses (12 credit hours total) plus 2 accounting electives (6 credit hours total). Our proposal increases the number of required courses from 4 to 5 (12 to 15 credit hours) and reduces the number of accounting electives from 2 to 1 (6 to 3 credit hours).

The change is to address upcoming and significant changes to the CPA licensure model and resulting new CPA examination format.