



**Graduate Executive Committee**  
**October 8, 2021**  
**Minutes**

**Attendees:**

**Voting Members:** Jon Caudill, Janel Owens, Katie Anderson-Pence, Amanda Elder, Michael Corl, Steve Tragesser, Katie Sullivan, Jeremy Bono, Brandon Vogt, David Moon, Sylvia Mendez, Jeff Ferguson, Carole Traylor, Malukah Marrus, Brian McAllister, David Fenell, Leilani Feliciano

**Non-Voting Members:** Kylie Rossman, Constance Staley, Jose Mora, Jeff Deickman, Mary Rupp, Patty Witkowsky, Wendi Clouse, David DuBois, Wang Chao, Sam Adams, Sarah Eley, Jennifer Newcomb, Stephani Hosain, Sandy Ho, Angel Tran, Pauline Hoyte, Stephanie Stephen, Janice Dowsett, Gurvirender Tejay, Maria O'Connell, Kristina Ewald, Sudhanshu Semwal, Chris Duval,

- Degree Audit and Transfer Office (Chris Duval)
  - Carolyn Daley will be taking over Degree Audit and will be in the Office of Registrar
  - Shonda Johnson will be taking over Transfer Credit and will be in the Office of Admissions
- Leadership: SAHE program changes (Patty Witkowsky) [See document]
  - Total program credit hours changing from 33 to 36
  - LEAD 5110 changing from an elective to a required course
  - Addition of LEAD 7000 as a second elective choice

The GEC voted to recommend approval of these changes (18 Yes, 0 No, 0 Abstain)

- Nonprofit Management Graduate Certificate changes (David Moon) [See document]
  - Reduction in credits from 15 down to 12
  - Courses have been reconfigured to 4 courses, but contains all the information from the 4 courses
  - The course that's being removed will still be a part of the MPA program

The GEC voted to recommend approval of these changes (15 Yes, 0 No, 1 Abstain)

- IASP Update (Sudhanshu Semwal)
  - The PhD in Complex systems is a program that IASP will be facilitating in the next few years
  - The Complex Systems researcher Dr. Parisi has won the Nobel Prize this year
  - Offering 6 credit hours in Complex Systems online starting in January
  - Considering creation of a certificate as they have 4 course available to use before they move forward with a PhD proposal next fall

**Deans Report:**

- Faculty Fellow for Graduate School DEI Grant.
- Discussions with the Career Center have begun, there is an ongoing dialog about creating further professional development opportunities for UCCS graduate students.
- GEC Policy Subcommittee (Jon Caudill, Janel Owens, Sylvia Mendez) discussions have begun.

### Informational:

- A quick reminder that all paperwork for the graduate school should be sent to [graddocs@uccs.edu](mailto:graddocs@uccs.edu)
  - This allows for multiple eyes to be on the paperwork and can be reviewed much quicker
- The Office of Admissions is continuing to work out aspects of the recent platform integration with Salesforce.
  - They have identified that the graduate application is not producing a full and complete PDF of the application itself and are currently working on a fix so that these PDF's can be included in the review packets again.
  - When necessary, graduate examiners may need to include screenshots of the information housed in Salesforce in place of a complete PDF. The examiners will be communicating when this is the case with the department contacts.
- Several programs have made changes to their admissions requirements:
  - Nursing MSN & DNP no longer requires the GRE for applicants with a GPA below 3.5
  - Sports Nutrition MSc will no longer require students to meet the following requirements:
    - Registered dietitian credential (RD/RDN) or registration eligible
    - Have completed an accredited Didactic Program in Dietetics (DPD)
  - Sports Nutrition MSc and Applied Physiology MSc no longer require the GRE for applicants
  - Educational Leadership, Research and Policy PhD have made the GRE optional and now require a professional writing sample.
- Dropping the GRE for admission is a growing trend, for more information about UC Berkely and how most of their departments have dropped this requirement: <https://tinyurl.com/rhhfdkrv>

### Announcements:

- October 19-21 is Colorado Free Application Days. It is for undergraduate and transfer students only, does not include graduate students.
- Mountain Lion Research Day is happening in person this year, encourage graduate students to participate! For more details please visit: <https://research.uccs.edu/mlrd>
- September GradCO Professional Development Series has been a hit! There are more sessions upcoming for October and November. For more information and Registration: <https://tinyurl.com/GradCOFall2021>

GEC Meetings for 2021-2022 all meetings are from 10:00-11:30

- Fall 2021 GEC Meetings
  - November 12, December 10
- Spring 2022 GEC Meetings
  - February 11, March 11, April 8, May 6 (one week early due to commencement)

**Graduate Executive Committee Proposal**  
**October 8, 2021**

COLLEGE: College of Education – Department of Leadership, Research, and Foundations

REQUEST: Request for a change to the degree program: Master of Arts in Leadership with a concentration in Student Affairs in Higher Education (SAHE)

TIMELINE: Changes would be implemented for the incoming Summer 2022 SAHE Cohort

CONTACT: Dr. Patty Witkowsky, Assistant Professor and Student Affairs in Higher Education Program Coordinator, [pwitkows@uccs.edu](mailto:pwitkows@uccs.edu)

**Master of Arts in Leadership with a Concentration in SAHE Program Overview**

The curriculum for the MA in Leadership with a concentration in Student Affairs in Higher Education (SAHE) has been carefully designed to ensure the development of educational leaders for college and university student affairs services. An emphasis of the program is to strengthen these leaders to transform institutions into learning communities in which all members of a diverse society are accorded opportunity and respect. The program adheres to the Master's Level Student Affairs Professional Preparation Program Standards developed by the Council for the Advancement of Standards (CAS Professional Standards for Higher Education, 10<sup>th</sup> ed.). SAHE program coursework encompasses foundational studies, professional studies, and supervised practice.

Proposed Changes to the Master of Arts in Leadership with a concentration in SAHE graduate degree program:

1. Changing LEAD 5110: Culturally Responsive Practices in Higher Education course *from an elective to a required course* increasing the total program credit hours from 33 to 36.
2. Addition of LEAD 7000: Master's Research Laboratory in Leadership as a second elective choice.

**Master of Arts in Leadership with a concentration in SAHE Current Curriculum and Proposed Course Change (Red)**

**Course #; Course Title; Semester Offered**

LEAD 5010 Personal and Professional Development in SAHE (3) Summer

LEAD 5030 Vision, Values, and Administration of Student Affairs (3) Fall

LEAD 5610 Social and Cultural Foundations of Higher Education (3) Fall

LEAD 5260 College Student Development Theory (3) Spring

LEAD 5210 Counseling and Helping Skills in Higher Education (3) Spring

LEAD 5280 Legal & Ethical Issues in Higher Education (3) Summer

LEAD 5700 Introduction to Research & Statistics (3) Summer

21 credits

LEAD 5290 Budgeting & Finance of Student Affairs in Higher Education (3) Fall

LEAD 5310 Student Services Program Development & Evaluation (3) Fall

LEAD 5110 Culturally Responsive Practices in Student Affairs (3) Spring (move from an elective course to a required course)

LEAD 6830 Practicum in Student Affairs in Higher Education (3) Spring

LEAD 6000 International Study of Higher Education (3)-elective variable

LEAD 7000 Master's Research Laboratory in Leadership (3)-elective Spring (addition as an elective option)

15 credits

**Total Credit Hours for Program 36 credits**

### **Rationale for Proposed Course Change from Elective to Required – LEAD 5110: Culturally Responsive Practices in Higher Education**

The ability to understand, develop interventions, and design culturally responsive support and services to college students in the U.S. is an essential competency for student affairs professionals. The guiding professional associations, ACPA/NASPA, include Social Justice and Inclusion as one of the ten competencies for student affairs professionals. Given the past two years of heightened racial justice issues in the U.S. and the important work that higher education professionals contribute to students' understanding of diversity on campus and in their future career and community engagement, we propose that the LEAD 5110: Culturally Responsive Practices in Higher Education no longer be an elective course, but rather be a required component of the curriculum. In addition to the social justice and inclusion content infused throughout the rest of the curriculum in the SAHE program, requiring the LEAD 5110 course will ensure SAHE graduates are prepared to meet the needs of their diverse students, respond to issues of discrimination, bias, and microaggressions, and design culturally-relevant educational interventions in their work. Taken at the end of their coursework sequence, the LEAD 5110 course will bring all of their previous social justice and inclusion learning together with that content as a strength in their candidacy for professional positions in student affairs. Additionally, this change aligns with the UCCS 2030 Strategic Plan goal to “foster a community of learning, engagement, and inclusive belonging to nurture the growth and success of faculty, staff, and students.”

The change from LEAD 5110 being an elective course to a required course will increase the overall credit hours of the program from 33 to 36. However, it will remain below the requirements of other student affairs graduate preparation programs in the state and across the nation. Thus, it is not anticipated to impact interest from prospective students or enrollment, but rather is a point of interest for diverse candidates.

### **Rationale for Proposed Elective Course Addition – LEAD 7000: Master's Research Laboratory in Leadership**

By changing LEAD 5110 from an elective to a required course, students will need a second option for their elective course in the program. Currently, the other elective course is LEAD 6000: International Study of Higher Education, which requires additional financial and time resources for students to participate as it is a short-term study abroad experience. We maintain the importance of the LEAD 6000 course as it is a highlight for prospective students and is the only opportunity in the program to focus on higher education and student affairs in a global context.

In order to ensure students have an second elective option if they cannot participate in LEAD 6000, the second elective course is proposed to be LEAD 7000: Master's Research Laboratory in Leadership. This course is established in the College of Education and taken by students in other master's degree programs. The SAHE version of LEAD 7000 would be structured to support their continued engagement in the profession through the development of research skills to present at a professional association convention as well as further explore higher education at the state level through experiential opportunities locally. This change also supports the UCCS 2030 strategic plan goal to "foster a community of learning, engagement, and inclusive belonging to nurture the growth and success of faculty, staff, and students."

### **Resources to Support Change**

The costs associated with the additional course include the one-time course development for LEAD 7000 to focus on SAHE-specific content and relevant experiences related to conference presentations and scholarly research. The Department of Leadership, Research, and Foundations in the College of Education will support the course development cost. A faculty member in the Department of Leadership, Research, and Foundations has agreed to design and teach the course.

### **Approval Process**

The faculty in the Department of Leadership, Research, and Foundations, and the members of the College of Education Curriculum Committee, have approved the change of LEAD 5110 from an elective to a required course, the additional offering of LEAD 7000 as a second elective option, and the increase in program credit hours from 33 to 36.

## **Changes to the Nonprofit Management Graduate Certificate**

### **Proposal:**

To ensure that the nonprofit professionals graduating from the MPA program have an opportunity to get as much information as possible, while also benefiting from diverse experiences, we propose decreasing the current graduate Nonprofit Management Certificate from five courses to four. To achieve this revision, course names, catalog descriptions, and course curriculum were revised.

The proposal maintains the certificate's ability to speak to Nonprofit Alliance student learning objectives and align with UCCS MPA competencies. In addition, students will have a steadier rotation of classes, which will help make the program more attractive to students seeking either a separate credential or a specialized MPA experience.

### **Context:**

In 2017 we increased the nonprofit certificate from four to five courses. While the course structure helped students stay connected with industry standards, we found that few could complete the nonprofit certificate within the 2–3-year rotation. The inability to complete the certificate caused frustration but also thinned out the rotation of courses.

Reducing the NPM certificate from five to four courses and modifying the content of the four certificate-eligible courses will make student completion of the certificate more attainable and help the courses become more functional. Again, the arrangement reflects trends in nonprofit education and speaks to the employer feedback about our current offerings.

In a review of the current NPM courses, Dr. Jessica Berrett and Instructor Regina Winters found content that overlapped in courses and content choices that needed to be updated. After that review, we were able to find space to enrich student understanding of philanthropic practice, modern fundraising approaches, negotiation and conflict management content, and the incorporation of nonprofit-specific social enterprise curriculum within a four-course structure.

The previous certificate included PAD 5180 Social Entrepreneurship. As part of the revision, the foundational content of that course has been incorporated into PAD 5160. PAD 5180 will remain vital part of the MPA course rotation. The enhanced course will include more comprehensive examples from public sector institutions in addition to nonprofit organizations.

### **The revised certificate will include the following courses.**

#### **PAD 5110 –Strategic Nonprofit Management**

This course provides students with an overview of the principles and concepts that are unique to nonprofit management. Topics include funding diversity, human resource management, program planning and evaluation, marketing, volunteer management, and ethics. Students are also introduced to the history and the importance of the nonprofit sector.

#### **PAD 5140 – Nonprofit Financial Management**

Financial management is one of the core competencies of effective nonprofit managers. Every nonprofit organization needs money to sustain or advance its mission. This course provides a grounding in financial management for the “Non-accountant” by focusing on an array of knowledge and management skill areas necessary for allocating and controlling resources and analyzing, reporting, and protecting an organization's fiscal health. Topics include key accounting principles, understanding and using financial statements, the budget development process, cash flow analysis, banking relationships, using the audit report, maximizing investment policy and strategy, and understanding the boundaries of tax exemption.

### **PAD 5150 Philanthropy, Fundraising, and Earned Revenue Strategies**

This class is designed as an introduction to the historical and modern-day perspectives on philanthropy, while also providing a comprehensive overview of funding sources available to nonprofit organizations (e.g. foundation and governmental grants, individual and corporate donations, earned revenue, etc.) and detailed information on how to secure support of the various sources presented. Additionally, students will gain theoretical and practical knowledge relevant to fundraising and why it is important to diversify an organization's revenue streams.

### **PAD 5160 –Leading Innovation in Nonprofits and Social Enterprises**

The important roles and responsibilities of a voluntary board of directors and the process of governing are often misunderstood. This course explores the special powers of a nonprofit board of directors as framed by and responsive to public policy. From the perspective of organizational behavior and theory, the course examines the leadership role and interplay between board members and the executive director. The examination includes a comparative analysis of different governing models and explores fundamental questions of board composition, the role of advisory boards, achieving effective board meetings, the realm of liability, using committees, and the board's role in fundraising, among other special subject matter.

**No longer part of the NPM certificate, PAD 5180 is being revised to have a broader appeal to MPA students.**

### **PAD 5180 – Social Entrepreneurship**

Designed to introduce students to the concept of social entrepreneurship. Using nonprofit, public, and other organizational examples, students gain an understanding of what it means to be an innovative manager in the course of building viable social enterprises. Students study techniques designed to advance an organization's mission and increase organizational effectiveness, accountability, and efficiency by employing for-profit techniques to advance social good strategies. Students will also explore methods to evaluate the social impact of social enterprise activities.