

**University of Northern Colorado
Accreditation Overview and
Self-Study Report Summary
September 2004**

Purposes of Accreditation

Every 10 years, the University of Northern Colorado undergoes a voluntary re-accreditation process by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. UNC has been accredited by the organization since 1916. Accreditation has two fundamental purposes – quality assurance and institutional and program improvement. The HLC evaluates the entire university and assesses its educational activities, governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness and relationships with outside constituents. The re-accreditation process has two major parts – a self-study report and a site visit.

Accreditation Criteria

The HLC recently revamped its accreditation criteria to place greater emphasis on assessment of academic programs and of student learning. The five criteria address the university's mission, its future, student learning and effective teaching, the university's support for lifelong learning and its service. Several themes, such as the university's commitment to its mission and support for its students, are woven throughout all of the criteria. UNC is one of the first institutions in the nation to undergo accreditation using the new criteria. As such, it will be closely watched, by the HLC and by other colleges and universities.

Value of Accreditation

Accreditation has long been the seal of approval that makes institutions eligible for federal financial aid, but accreditation is not a static concept. The HLC's revision of its criteria exemplifies a national trend toward using accreditation to help institutions set quality standards and measure success. The accreditation process is no longer a matter of checking off items from a list. It is an impetus for institutions to test themselves on a regular basis.

The Past 10 Years

UNC has made impressive gains in improving students' academic experiences, integrating research and creative scholarship into the curriculum, strengthening evaluation processes, enriching the campus environment and serving its constituents during the past 10 years. The university learned much from its 1994 accreditation visit and the resulting focused visits in 1998 and 2000 to follow up on four areas of concern – mission, governance, graduate education and assessment. The 1998 visit recognized the Board of Trustees' efforts to take strong corrective actions, and the 2000 visit showed that UNC had answered all of the concerns. Basic to addressing the concerns was campus-wide involvement in developing a plan that would identify university goals and strategies to achieve them, as well as guide resource development and progress assessment. That planning effort has evolved into Charting the Future.

Convergence with Charting the Future

The self-examination that is integral to Charting the Future parallels the HLC's procedures, which require the university to undertake a self-study in preparation for re-accreditation. Both processes demand that the university examine everything it does, identify priorities and focus on quality. In keeping with HLC principles, Charting the Future relies on UNC's mission as its foundation. The strengths, challenges and opportunities summarized at the end of each self-study chapter often reflect ideas identified through Charting the Future. Both processes also require the university to engage in ongoing evaluation and planning as it looks forward.

The Self-Study

Results of the university's self-study must be documented and submitted to the HLC two months before the re-accreditation visit. The report will serve as reference and guide for the university during the next 10 years. UNC began work on its self-study late in 2002. Faculty and staff were assigned to teams for the five HLC criteria. A large steering committee and a smaller writing team guided teamwork, and the provost assumed overall responsibility. When the previous provost left UNC in summer 2003, Associate Vice President for Academic Affairs Vinnie Scalia and Assistant Vice President for Academic Affairs Teresa McDevitt became co-chairs of the steering committee, and the composition of the committee changed slightly. Teams collected information during the 2003-04 academic year, reported to the steering committee, refined their work and forwarded it to the writing team. In July, UNC sent the report to the HLC and to members of the team that will visit campus.

The Accreditation Visit

A team of HLC evaluators will visit UNC Sept. 20-22. The team includes 9 members who are faculty and administrators from universities similar to UNC in mission, size and activities. Each team member is an expert in a particular area, such as teacher education programs, finance or assessment. The team must determine if UNC's self-study report is thorough and accurate and recommend re-accreditation to the HLC. The team may request a meeting with anyone on campus. Typically, it meets with the president, provost, vice presidents, deans and self-study steering committee. Team members also visit administrative, college, department and support units. Faculty, staff and students will be invited by the HLC evaluators to participate individually, in groups and in an open forum with team members. The team leader will share an overview of findings during an exit interview and will provide a final report within two months. The team typically recommends continued accreditation without stipulations or continued accreditation with a follow-up visit to address concerns.

The Self-Study Report

UNC's self-study report includes introductory material about the university, the self-study process and Charting the Future, as well as the text of the university mission. Five chapters address each of the five criteria, followed by a chapter on UNC's compliance with federal requirements and a summary. The HLC defines four or five core components for each criterion, which the report uses as a basic outline for discussion. A brief explanation of each criterion and a summary of the self-study chapter that addresses it follow.

Criterion One: Mission and Integrity

Criterion Overview

The Higher Learning Commission defines Criterion One as: “The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.” The university's commitment to its mission is at the heart of Criterion One and is an idea that cuts across all five criteria.

“Mission” includes the university’s statutory mission, and its board-approved Mission Statement, Vision Statement, and statements of Values, Purposes and Goals (Attachment A). The mission must clearly define the university’s purpose and commitments. As the university and the communities it serves evolve, so must the mission. But even as the mission changes, basic educational values must remain its crux. Teaching and learning must be the university’s core activities, and they must reach a diverse and changing audience. Integrity is also a critical element.

The university must show the HLC how its mission and actions are intimately connected – that the mission guides day-to-day operations and long-term strategic decisions. The mission must be the driving purpose behind administrative structures and governance procedures, making it possible to translate the mission’s ideals into action. Fulfilling the mission should be a campus-wide effort that involves the board, administration, faculty, staff and students.

How UNC Meets Criterion One

UNC’s mission builds on the institution’s history of preparing education professionals since 1890 while providing enough flexibility to address new challenges and opportunities. The mission is a guidepost for the university’s planning and operations, and it is continually evaluated in light of changing environments. Two sets of changes to the mission were made in the past 10 years – to clarify the university’s values and to emphasize its intent to be a student-centered institution.

The mission is accessible to the people UNC serves, both on and off campus. It is multifaceted yet clear. It focuses on the institution’s strengths in education, professional fields of study, a strong liberal arts foundation, real-world experiences for undergraduate students and outstanding graduate studies. It articulates commitments to high academic standards, diversity, critical thinking, lifelong learning, leadership, service and technology. The mission directs the university to embrace diversity on campus and to look beyond campus to consider its place in a diverse and changing world.

Values defined by the university mission drive strategic decisions, organizational planning, budgeting priorities and administrative practices. The mission provides a foundation for consistent planning at UNC and gives stability to plans and goals of administrative and academic units across campus. The mission helps the university operate with integrity. It communicates high ideals and identifies the university’s overriding purpose to serve students, employees, the community, and the state and nation. It also notes that the university believes it can offer distinctive service to society only in a student-centered atmosphere of integrity grounded in honesty, trust, fairness, respect and responsibility.

UNC understands and relies on its mission, which will continue to provide a sturdy foundation as the institution tackles future challenges and takes advantage of new opportunities. The mission's clarity, its unambiguous commitment to distinct groups and its accessibility are among UNC's strengths. Further strength comes from the university's demonstrated willingness to make decisions that support the mission's priorities and values. Charting the Future, like earlier university planning efforts, is grounded in the mission's core principles. The mission brings the campus together with a common purpose. Strong campus communication, extensive input into planning and a history of shared governance can inspire optimism at a time when existing and foreseeable state appropriations are low.

The mission is not only a source of stability, but also a tool for reflection. While diminishing state appropriations present financial challenges, they also create an opportunity for UNC to refine and prioritize each aspect of its mission. Charting the Future lays the groundwork for UNC to re-examine its mission during the 2004-05 academic year. The university faces the challenge of balancing its focus on students with other aspects of the mission. In its drive to be student-centered, the University should not lose sight of other important operations on campus, such as the power and utility of research and scholarship conducted by its faculty, staff and students.

The mission's commitment to diversity is one of UNC's strengths. Creating an inclusive and respectful community is an ongoing goal that requires continued attention. Recruiting and retaining students, faculty, and staff members from diverse backgrounds are university priorities. University regulations, policies, recruitment, professional development opportunities and curriculum all support the respectful consideration of ideas and customs of a diverse campus community. However, because good intentions do not always lead to good outcomes, the university must regularly review how it supports diversity. Charting the Future gives UNC the opportunity to examine diversity in a campus-wide context, to infuse diversity across the curriculum, and to assess the manner in which students "acquire an appreciation for and ability to work in an increasingly diverse population," as the mission states.

The university must also assess its effectiveness in fulfilling the mission's directive to cultivate good citizenship, leadership and lifelong learning in its students. Individual programs address these student learning goals, but it is difficult to document students' success in reaching the goals. Development of a faculty-driven core curriculum, initiated in Charting the Future, creates an opportunity to discuss student learning goals and how UNC can help students achieve the goals.

Strong faculty, staff, administrators and student leaders who are committed to serving the university as individuals and as team members make it possible for UNC to fulfill its mission. While the participants of shared governance do not always agree, a high standard of mutual respect is everyone's goal. Written codes of professional conduct and clear procedures for airing grievances and complaints contribute immensely to this healthy state. Strides in trust have been sizable in recent years, laying a foundation for future institutional growth and improvement.

Criterion Two: Preparing for the Future

Criterion Overview

The Higher Learning Commission defines Criterion Two as: “The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

Charting the Future is particularly relevant to Criterion Two, which concerns how the university prepares for a future that will be shaped by societal and economic trends beyond its control. The university must understand its strengths as well as its limits. Sometimes it must make difficult decisions about which programs to fund.

Programs and planning must align with the university mission. The university must show that educational programs are a priority – by allocating resources to support them and by planning to ensure continued support to maintain and strengthen them. The institution also must continually evaluate its effectiveness and create data-driven strategies for improvement.

How UNC Meets Criterion Two

UNC has a vision for the future consistent with its mission and is committed to managing resources to realize its vision, even in times of economic and political uncertainty. Social, economic and political events have led UNC to reorganize its resources and to focus more closely on the university mission, which was modified in 2002 to reflect UNC’s desire to be more student-centered.

Further changes to the higher education landscape in Colorado prompted UNC to undertake the Charting the Future planning process, which aims to achieve excellence despite serious financial challenges. Charting the Future builds on planning documents that guided UNC over the past decade, but it will provide a more comprehensive and future-oriented map. Its overarching outlook recognizes that plans must use a common set of mission-driven goals. One of its key challenges will be integrating the various plans throughout the university.

UNC’s mission is the starting point for all levels of planning, including day-to-day activities such as the budgeting process. Planning guides resource allocation, particularly with the Charting the Future initiative, which gives the university an opportunity to direct energy and resources to the mission’s core values and areas that support those values.

UNC has a clear understanding of its existing resources, which helps create stability in programs and plan improvements. UNC maintains a dependable, ongoing self-evaluation system that generates data used to make improvements. The discipline of shifting university priorities from administration to academics and subsequent state budget cuts have kept administrative costs and practices under scrutiny.

Flexibility built into UNC’s planning has resulted in a history of achieving planning goals. For example, UNC achieved the goal of allocating 55 percent of its state-appropriated budget to instruction, in spite of budget shortages. Facilities also significantly improved during the past 10

years; however, cuts to state capital construction budgets will make it more difficult to fund future construction and upgrades.

UNC recognizes the importance of monitoring external trends. Planning must reflect changing demographics of the state and region. A system for regularly examining trends would facilitate long-term planning. The rapidly changing world of technology provides an ongoing planning challenge. UNC also faces the challenge of creating long-range recruitment and retention strategies for minority students and a comprehensive recruitment and retention plan to increase minority faculty and staff. Charting the Future will address some of these needs through a self-study on diversity that will identify strengths and opportunities for improvement in diversity and explore the extent of diversity-related activities in academic programs.

Trust that has been building in recent years made possible frank and open discussion in Charting the Future. The process demonstrates that the campus community can embrace change. When asked to dream about the ideal future, many units proposed dramatic change. The plan itself underwent dramatic changes after campus-wide input.

Criterion Three: Student Learning and Effective Teaching

Criterion Overview

The Higher Learning Commission defines Criterion Three as: “The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.” The commission expects institutions to foster a “culture of assessment.”

Criterion Three is foremost about how well students learn. Programs that assess how well students learn are its foundation. The university must define goals for student learning, assess students’ progress toward those goals and use the assessment results to make improvements that help students better achieve the goals.

Support for student learning is also vital. The university must show that it values and supports effective teaching, that it creates an environment that helps students learn, and that it allocates resources to support student learning and effective teaching. Student learning is the measure of effective teaching.

How UNC Meets Criterion Three

During the past 10 years, UNC has made excellent progress in creating a culture of assessment that ensures accountability. Faculty and administrators understand the value of systematic assessment. The foundation for a comprehensive and useful assessment program is firmly in place, and Charting the Future calls for its expansion.

There are many instances of assessment-driven changes in courses and programs, but UNC must work to develop a mature assessment program. Documented success of assessment-driven changes will further demonstrate the value of assessment. UNC has invested in software to help the campus move to a more systematic and uniform evaluation process. As the assessment data pool grows, there will be opportunities to examine trends and look for cause/effect relationships.

Data-collection for outside agencies should be coordinated and, when possible, tailored to assess UNC's performance on tasks essential to its mission. Charting the Future calls for the director of program assessment to coordinate and work with UNC's continual accreditation processes.

UNC clearly differentiates learning goals for undergraduate and graduate students at different levels of study and programs. Faculty are at the heart of developing goals for student learning and strategies to help students achieve the goals. Faculty are active in their fields of expertise, and seek ongoing professional development and peer review. They are active scholars, publishing extensively in their fields and securing significant external grant funding. However, it is a challenge to consistently document scholarly activities such as publications, presentations and artistic performances. While there are inherent differences in disciplines, the university needs to capture consistent data where possible.

UNC encourages innovative teaching techniques, and evaluates and recognizes effective teaching. The university's commitment to instruction is apparent in budgeting priorities and planning. Funding instruction at 55 percent of the university's state-appropriated budget is a key component of embracing the mission directive to be student-centered. Quality instruction will remain a focus during implementation of Charting the Future and in planning for the future.

Learning environments support diverse students and different learning styles. Student development programs and advising systems also focus on student learning. UNC works to advise students long before they choose a major, but student surveys indicate that some students feel advising could be improved. Advising of undeclared majors would benefit from being centralized. Charting the Future calls for a commission to examine the challenge during the 2004-05 academic year and make recommendations for implementing an integrated advising system and making advising more consistent and accessible.

In keeping with UNC's mission, Charting the Future identifies investments that support students and faculty as priorities. Among other investments, it calls for the creation of the Faculty and Staff Professional Development Center, which will consolidate limited resources to provide faculty, staff, and graduate teaching assistants training opportunities in instructional technology, leadership and management.

UNC also remains mindful of its teacher preparation mission. It sponsors institutes and training opportunities that bring educational professionals to campus. It also offers off-campus programs, such as the Center for Urban Education and the Rural Education Access Program, for those who cannot come to campus. Charting the Future calls for adult and extended studies to become a central part of UNC's efforts. UNC must determine the best way to offer quality education professional training programs off-campus and online.

Criterion Four: Acquisition, Discovery, and Application of Knowledge **Criterion Overview**

The Higher Learning Commission defines Criterion Four as: "The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission."

Broad knowledge, intellectual curiosity and social consciousness – values that distinguish universities from postsecondary training institutes – are at the core of Criterion Four. A university's actions at every decision-making level must demonstrate that it values lifelong learning not only for its students, but also for its faculty, staff and administrators.

Breadth of knowledge, diversity of skills and lessons that teach students how to find answers for themselves are vital elements of the university's educational programs. The university must assess whether the knowledge and skills students gain will help them live and work in a global, diverse and technological society.

The university should provide the resources to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly. Its practices should provide a context for students to explore ethical and moral implications in the pursuit of knowledge.

How UNC Meets Criterion Four

UNC maintains a broad outlook on what it means to be an educated person. Central to the university's programs is teaching students how to apply the skills and knowledge they learn in the classroom. Coursework strikes a balance between general knowledge and in-depth study, and between scholarship and practical application.

UNC promises students a solid liberal arts foundation, relevant coursework in professional fields of study, and real-world experience through internships and directed study. This gives students tools to make them lifelong learners and teaches them how to use their knowledge. It also gives them skills to be successful and responsible in a diverse, global society.

UNC encourages students to connect with the community – for academic credit as well as for personal development and community service. Charting the Future maintains a commitment to giving students real-world experiences and identifies it as an area for investment. The investment will facilitate scheduling of internships and service learning opportunities, students' transitions into careers and collaboration among the colleges. The university also benefits from community connections, such as advisory boards that help faculty keep courses relevant and useful.

UNC is committed to a life of learning for faculty, administrators, staff and students. Faculty and staff who pursue research, creative endeavors, community engagement and ongoing professional development activities set a good example for students. The university's commitment to these activities is reflected in planning initiatives and budget allocation policies.

Faculty and students across disciplines conduct research. Master's and doctoral students conduct research as part of their academic programs and culminate their degrees with research for a thesis or dissertation. Increasingly, faculty engage undergraduates in both faculty and independent research. Several programs actively promote undergraduate research. Charting the Future calls for strengthening the research agenda, expanding the Sponsored Programs and Academic Research Center, and investing in instruction, research and creative scholarship.

UNC's long-standing commitment to broad educational goals also supports lifelong learning and independent inquiry. Graduate programs ensure a breadth of knowledge by requiring that students use multiple research tools and include faculty from more than one field on dissertation committees. A range of graduate programs, courses, research, seminars and workshops offers varied perspectives and encourages freedom of inquiry.

A foundation of broad knowledge helps undergraduate students make better use of what they learn in majors, minors and other parts of their programs. Internal and external forces are challenging UNC to re-examine its general education program. Externally, the state has established core learning competencies for all general education programs. Internally, many suggest that the program's expansion to include more than 200 courses has diluted its focus. Charting the Future calls for a faculty-guided initiative to revise general education into a core curriculum for the four-year undergraduate experience. Refinements will include incorporation of multicultural and international curriculum content and experiences. Learning communities, service learning and ethics will also be considered.

Charting the Future also calls for closer integration of student support services into the curriculum. Student support services are currently available campus-wide. However, as programs have developed to support specialized groups of students, redundant efforts have emerged. Services across various programs supported by multiple funding sources create a complex, inefficient system.

UNC's mission and Board-adopted policies support freedom of inquiry and clearly state expectations for responsible acquisition, discovery and use of knowledge by faculty, staff and students. Clear policies and procedures govern academic behavior, research and intellectual property rights. The university teaches students how to act responsibly, and faculty and staff model responsible behavior. The entire campus has adopted a student-initiated Honor Code that advances the values found in the university mission.

Criterion Five: Engagement and Service

Criterion Overview

The Higher Learning Commission defines Criterion Five as: "As called for by its mission, the organization identifies its constituencies and serves them in ways both value." Criterion Five addresses how well an institution lives up to its mission to serve society.

The university should actively engage with those it serves, but first it must define who that is. A university cannot be everything to everyone. It must not define its constituents so broadly that resources are stretched too thin.

The university must have both the capacity and the commitment to engage with its identified constituents. It should learn what they need, and evaluate whether it can or should respond. The university has a responsibility to respond to groups that depend on it for service.

Mutually beneficial partnerships are a key element of Criterion Five. Internal and external constituents should value the institution's service.

How UNC Meets Criterion Five

UNC enhances the quality of life and the economy in the community, region and state. Key groups served by broad university efforts include students, alumni, the local and state community, and those who look to UNC for expertise and professional development, particularly in education and health-care professions.

UNC works to serve the common good with outreach and service activities for key constituents. UNC engages them through a variety of programs and services that are linked to the university mission. As a result, engagement and service activities are integral to university programs. They range from large-scale to individual programs and service learning activities, but there is no formal structure for initiating partnerships. The university should monitor the scope and purpose of outreach activities to ensure they are effective.

Limited funds demand a sharp focus in outreach activities. A fundamental purpose of Charting the Future was to ensure focus on areas relevant to the mission. A premise of the planning process was that: "Every expenditure would be an investment in the education of students and the advancement of society, not merely an expense on one side of a ledger."

UNC's mission and its available resources shape its commitments to constituents. University policies help UNC engage with constituents that depend on it. Planning leads to ongoing engagement and recognition of the university's role the community, the state and beyond. Charting the Future notes that distance education and off-campus programs require attention, and it targets the area for investment.

UNC understands its constituents and listens to their needs. Much of the work in UNC's teacher preparation programs serves as a national model, particularly collaborative efforts such as its partner school program. The university's ability to respond to demographic changes is evident in the Center for Urban Education and the Cumbres program for teachers earning state endorsement in bilingual education or English as a Second Language. Professional development programs are widely used, particularly by educators and those in health-care professions. Activities that engage these and other professional constituencies also benefit UNC students by providing training and real-world experience.

The university recognizes the need to create mutually beneficial connections. Its care in identifying partners compatible with its mission and making commitments within available resources builds lasting collaborations that both partners value. UNC has a number of symbiotic partnerships with K-12 schools. The duration of and demand for outreach and service programs are a testament to their value. For example, the Speech and Audiology Clinic has been in existence for more than 25 years, and the Bresnahan-Halstead Center for Mental Retardation and Developmental Disabilities recently offered its 28th summer workshop series.

Charting the Future suggests that UNC form strategic alliances with other higher education institutions to make the best use of limited resources. Partners could combine resources to deliver degree programs, capitalize on one institution's strengths, provide additional academic opportunities for students and faculty, provide a conduit to professional programs not offered at UNC and draw students to UNC programs.

Mission Statement

The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University of Northern Colorado has statewide authority to offer graduate programs for the preparation of educational personnel. The Commission shall include in its funding recommendations a level of general fund support for these programs.

Vision Statement

The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society.

Description: The University of Northern Colorado is a comprehensive baccalaureate and specialized graduate research university with a continuing commitment to its historical role in the preparation of educators. The University offers a broad range of undergraduate and graduate programs in the arts, sciences, humanities, business, human sciences and education. The array and quality of UNC programs provide a unique resource to Colorado. All students are required to study in the liberal arts tradition, which prepares them to think and act responsibly in a dynamic, diverse and global society. Multicultural content and interdisciplinary programs enrich academic experiences. University curricula are designed to improve students' competencies in critical thinking, communication, and problem solving, leadership, and technological applications.

As a Carnegie Research Intensive Institution, the University of Northern Colorado's graduate programs emphasize advanced scholarship within a discipline and acquisition of professional abilities for career advancement. Graduate education includes a variety of master's degrees that complement the University's mission and purposes and a select number of doctoral programs that emphasize scholarship and research, clinical practice, pedagogy, or performance. The University provides a full range of student support services and recreational opportunities. The James A. Michener Library and the Music Library provide information resources through sophisticated technology and established collections.

Values, Purposes and Goals

The University provides services that support equal learning opportunities for all students. Learning occurs in an environment characterized by small classes taught by full-time faculty. UNC faculty at both the graduate and undergraduate levels subscribe to a teacher/scholar model in which excellence in instruction is complemented by activities in scholarship and service. Support for the continuous improvement of teaching, learning, scholarship and service is provided through University programs, policies and practices.

Values: The University of Northern Colorado believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust,

fairness, respect, and responsibility. For this reason, the University is committed to promoting an environment in which:

- academic integrity is valued and expected
- excellence is sought and rewarded
- teaching and learning flourish
- diversity of thought and culture is respected
- intellectual freedom is preserved
- equal opportunity is afforded

Purposes and Goals: The University of Northern Colorado is committed to the following purposes and goals. To prepare a well-educated citizenry whose understanding of issues enables them to be contributing members of a rapidly changing, technologically advance, diverse society.

To prepare undergraduate students

1. Students will acquire a solid foundation of general knowledge in the liberal arts and sciences.
2. Students will develop a variety of competencies in critical thinking, communication, problem-solving and current technology.
3. Students will develop an appreciation for diversity, citizenship, artistic expression, and a positive, healthy lifestyle through educational, cultural, social, and recreational programs.
4. Students will develop a life-long commitment to scholarship and service.
5. Students will acquire depth of knowledge in a specialized scholarly discipline.
6. Students will acquire the knowledge and skills that prepare them for careers and/or advanced scholarly work.
7. Students will master methods of inquiry to acquire deeper understanding of their discipline.
8. Students will demonstrate knowledge of professional standards and practice.

To prepare graduate students in specialized fields of study

1. Students will acquire an appreciation for and ability to work in an increasingly diverse population.
2. Students will engage in scholarly activity, research, and creative endeavors to advance the knowledge and practices of the discipline. University of Northern Colorado
3. Students will acquire advanced knowledge and skills consistent with the professional preparation and standards of the discipline.
4. Students will develop a commitment to scholarship and life-long learning.
5. Students will develop those competencies essential to assuming leadership positions in their professional fields.