



**Graduate Executive Committee**

**May 8, 2015**

**Minutes**

**Attendees:** Chris Nelson, Al Schoffstall, Rich Ramsey, Jim Saunders, Amy Silva-Smith, Barbara Prinari, Craig Elder, Cathy Claiborne, Sudhanshu Semwal, Karen Livesey, Emily Skop, Wang Chao, Steve Miller, Jose Mora Eddie Portillos, Mathew Cox, Sherry Morreale, Ron Koch, Michael Calvisi, Sarah Elsey, Kelli Klebe, KrisAnn McBroom

**Business**

- Counseling and Leadership proposal of program changes (Presented by Dr. Saunders and LTC Rich Ramsey): The program has identified additional needs for the AFA members in this master's program. They proposed an addition of teaching and coaching courses and removal of some counseling fieldwork courses.
  - The GEC unanimously voted to recommend approval for the changes to the Master of Arts in Counseling and Leadership
- Graduate Faculty membership: Graduate School proposal of policy wording (See below)
  - The GEC unanimously voted to adopt the recommended language below for Graduate Faculty membership
- Capstone Committee: Graduate School proposal of policy wording (See below)
  - The GEC required more information and rewording for the proposed policy. The Graduate School will revise and bring forward to GEC next semester.
- Capacity Analysis summary:
  - Summary from Presentation
    - Programs are willing to grow with more resources. Some programs feel they have capacity to grow with current resources.
    - If we were at programs' stated ideal sizes we could have an increase of over 300 students
  - Summary from Discussion
    - GEC members were highly interested in additional funding sources for students.
    - GEC members suggested that we also contact them as they may have notes on why students said they did not attend.
- Action items from International focus groups with faculty, staff, and students
  - Writing and Oral Communication
    - Create writing groups
    - Pursue getting graduate assistantships to help other students with writing
    - Faculty training on how to help students become better writers
  - Develop resource sheet of all currently available resources for international students
  - Training for faculty, staff, and students on global understanding
    - On basic knowledge around international students
    - Creating a global classroom
    - Student training on cultural norms to expect in the U.S. university

- Requested letters
  - Guidelines on when, what, and who should be writing letters when requested
    - Flow charts
    - templates
- Transfer of credits from international institutions:
  - The Degree Audit office requires that these credits be evaluated prior to the office adding the transfer credits to the student's records. GEC discussed and agreed on the language for the policy and procedural manual.
    - "Students transferring in credits from international institutions must have courses evaluated by a professional service to determine that the work is graduate level, equivalency of grades and number of credits. Please visit the Transfer office website at <http://www.uccs.edu/transfer/transfer-credit-advising.html> (See Office of Admissions and Records for suggested service providers). If UCCS has a contracted agreement with an international institution, course evaluation will not be required".
- Thesis will be going electronic in Fall 2015- more information to come

### **Announcements**

Fall 2015 GEC Meetings (10:00-11:30; All Fall meetings are in UC 124)

- September 11, October 9; November 13, December 11

Spring 2016 GEC Meeting (10:00-11:30)

- February 12 (UC 124), March 11 (Dwire 204), April 8 (Dwire 204), May 13 (Dwire 204)

### **Commencement Friday, May 15, 2015 Broadmoor World Arena**

- The College of Letters, Arts and Sciences **10:30 a.m.**
- Beth-El College of Nursing and Health Sciences, College of Business, School of Public Affairs, College of Education, College of Engineering and Applied Science **2:30 p.m.**

**Thanks for your service. Have a great summer!**

## ARTICLE III: THE GRADUATE FACULTY

Appointment to the graduate faculty of the Graduate School recognizes the ability of the faculty member to contribute to the education of our graduate students. All members of the graduate faculty shall have earned a doctoral degree, the terminal degree appropriate to the discipline, or shall have demonstrated, through experience or other achievements, qualities that qualify them for membership in the graduate faculty. A graduate program includes all graduate faculty members appointed specifically to the faculty of that program. A list of all members of the graduate faculty shall be maintained in the Office of the Graduate School Dean and on the Graduate School website. The appointment list will be updated each semester by the Graduate School administrative staff.

### Section A: Types of Membership

1. *Regular* membership on the Graduate Faculty shall generally be limited to full-time tenure-track, or tenured faculty of the University of Colorado at Colorado Springs who participate in graduate programs. The term of appointment for regular members of the graduate faculty shall be the duration of their University appointment. Tenured graduate faculty who leave the University, retire, or maintain limited activities on the campus, will have their graduate faculty appointments changed to special members of the graduate faculty, as defined below.

Faculty in the Clinical or Research tracks or Senior Instructors who hold a doctorate degree and who regularly teach graduate courses or supervise graduate student research may be appointed as regular members for the duration of their appointment upon recommendation of the program director and approval of the graduate dean.

~~Tenured graduate faculty who leave the University, retire, or maintain limited activities on the campus, will have their graduate faculty appointments changed to associate members of the graduate faculty, as defined below.~~ Appointment to *regular* membership may be made ~~in for~~ special ~~other distinctive~~ cases not meeting the above criteria upon recommendation of the program director, and approval of the Graduate Executive Committee. Approval shall be based upon the quality of graduate teaching, thesis/dissertation/capstone supervision, scholarly achievement, and relevant experience.

- ~~1.2.~~ Associate-Special Members of the Graduate Faculty shall be individual faculty participating in graduate programs who do not qualify for *regular* membership who may be appointed as *associate-special* members of the graduate faculty by the Graduate School Dean, upon the recommendation of the program director. The term of the initial and ongoing appointments may be for up to three years. The appointment may be renewed upon recommendation of the program director and approval of the Graduate School Dean. Those without terminal degrees in their discipline (as noted on the *Associate Special* Graduate Faculty appointment form) will be limited to teaching within their area of expertise (i.e., teaching the course specifically hired to teach, ~~7.1~~ thesis/dissertation/capstone committee membership).

### Section B: Privileges and Responsibilities

- A faculty member holding a *regular* appointment to the graduate faculty may:
  - teach graduate courses
  - vote on issues that are before the graduate faculty
  - serve on thesis, dissertation, and capstone committees of the Graduate School

- d. participate in program activities for the specific program(s) for which the faculty member was appointed
  - e. participate in meetings and committees of the campus Graduate School in accordance with the campus Graduate School Policies and Procedures
2. Associate-Special Members of the Graduate Faculty hold the same privileges as *regular* members, with two exceptions:
- a. they may not vote in Graduate School elections
  - b. they may serve as chairs of a graduate examining committee only with the approval of the Graduate School Dean

## ARTICLE V: GRADUATE DEGREE REQUIREMENTS

### Section D: ~~Clinical Doctorate~~ Capstone Committees

Clinical Doctorate Capstone Advisory Committee. ~~A capstone advisory~~ This committee shall consist of a capstone chair and two other committee members of the graduate faculty. One member of the committee may be from another institution, provided the committee member has been granted Associate-Special Membership on the Graduate Faculty. Upon the recommendation of the capstone chair, the committee is appointed by the program director with the approval of the College/School Dean and forwarded to the Graduate School.

Master's Capstone Committee. Programs may use capstone projectscommittees in different ways for requirements within a master's program; however, all members of a capstone committee who make decisions about student's' grades or judgments about successfully fulfilling program requirements must be appointed as graduate faculty prior to serving on the committee.

**Graduate Executive Committee Proposal**

**April 30, 2015**

COLLEGE: College of Education – Department of Counseling and Human Services

REQUEST: Request for a change to the degree program: Counseling and Leadership (Joint degree program between UCCS and USAFA)

TIMELINE: Changes would be implemented for the incoming Counseling and Leadership Cohort (June 2015).

CONTACT: Dr. James Saunders, Counseling and Leadership Program Coordinator, Senior Instructor  
[jsaunde3@uccs.edu](mailto:jsaunde3@uccs.edu)

**Counseling and Leadership Program Overview**

The intent of both the Department of Counseling and Human Services and USAFA is to provide Air Force officers assigned to the United States Air Force Academy (USAFA) as Cadet Squadron Commanders with the skills, knowledge, abilities and experiences necessary to address the many academic, psychological and developmental issues that cadets experience. This is accomplished through a 45 credit hour, graduate curriculum that focuses on counseling, teaching, leadership, coaching, and mentoring. The principles taught in the Counseling and Leadership program are applicable to all levels of command and will prepare students for the most challenging aspect of leadership at USAFA and in the operational Air Force.

Proposed Changes to the Counseling and Leadership graduate degree program:

1. Reduce the number of fieldwork hours required of the students
2. Integrate group counseling theory and skills into one course
3. Add a course in executive leadership and coaching that is consistent with the current coaching initiative that is a mandatory component of cadet training at USAFA.
4. Add a course in college teaching and learning to enhance knowledge of pedagogy and instructional skills for graduates. AOCs are consistently required to teach as part of their squadron command duties.

**Counseling and Leadership Program Current Curriculum and Proposed Course Change (Yellow/Red)**

Course #	Course Title	Semester Offered
COUN 5010	Theories and Techniques of Individual Counseling (3)	Summer
COUN 5020	Laboratory in Individual Counseling (3)	Summer
COUN 5210	Characteristics of the Effective Leader (3)	Summer
LEAD 5700	Introduction to Research and Statistics (3)	Summer
COUN 5160	Fieldwork in Counseling and Leadership (2) Drop	Summer
COUN 5170	Executive and Leadership Coaching (2) Add	Summer
		14 credits
COUN 5100	Theories and Techniques of Group Counseling (3)	Fall
COUN 5110	Laboratory in Group Counseling (3) Drop	Fall

<b>COUN 6500</b>	<b>Introduction to College Teaching And Learning (3) Add</b>	<b>Fall</b>
COUN 5330	Issues, Ethics and Trends in Professional Counseling (3)	Fall
COUN 5250	Leader and Leadership Development (3)	Fall
COUN 5160	Fieldwork in Counseling and Leadership (2)	Fall
		14 credits
COUN 5290	College Student Development (3)	Spring
COUN 5600	Social and Cultural Diversity (3)	Spring
COUN 5840	Teams and Organizational Leadership (3)	Spring
COUN 5270	Advanced Techniques in Cadet Counseling (3)	Spring
COUN 5160	Fieldwork in Counseling and Leadership (2)	Spring
		14 credits
Elective++	Name of course: (3)	Sem:
	<b>Total Credit Hours for Program</b>	<b>45 credits</b>

### **Rationale for Proposed Course Change – Executive and Leadership Coaching**

The Air Officer Commanding (AOC) program is being redesigned by replacing COUN 5160, Fieldwork with COUN 5170, Executive Coaching and Leadership. This will make the program more congruent with the overall objective of instructing the students in the areas of counseling, coaching, teaching, leadership and mentoring. The course change is designed to enhance the skills of these Officers in their work with over 120 cadets assigned to their squadron. They will learn to function as coaches and mentors to the cadets who will ultimately serve their country as Second Lieutenants in the United States Air Force.

Based on sound theories and practices of established coaching practitioners, these officers will be trained to understand the uniqueness of human development that fosters differences in personalities. They will also be taught the necessary skills required to form a trusting relationship with the cadets whom may lead. In addition, they will learn how assess the needs of those cadets and help them to establish goals that will lead to not only successful completion of their academic career the Academy, but to an outstanding career in the active Air Force. Furthermore, they will learn how to walk with their cadets as mentors and coaches guiding them along the Cadets' chosen path by providing wisdom, understanding and insight in a manner that enables the student to learn and grow from the experiences they have had as career Air Force officers. All of this will be based on solid ethical foundation and acceptable standards of practice as outlined by the Board for Certified Coaching.

### **Rationale for Proposed Course Change – Introduction to College Teaching and Learning**

This course is being added to the AOC program because it will equip the AOC's with effective teaching skills which can be utilized at the collegiate level. This course is replacing the Group Counseling Lab. Teaching is one of the responsibilities that AOC's will face in their new position. They are responsible for instructing cadets on leadership skills. Since these instructions will take place in a classroom format, providing the AOC's with an introductory course that addresses the necessary teaching and learning skills required at a collegiate level, will enable them to be more effective classroom instructors.

The addition of these courses to the existing curriculum will bring the AOC program more in-line with what the students will experience as Cadet Squadron Commanders. However, the addition of the

new courses do not change the overall degree that is being granted nor do they fundamentally change the overall program from what is currently being offered.

**Proposed Curriculum for the 2015 Incoming Cohort:**

**Counseling and Leadership Program Current Curriculum and Proposed Course Change (Yellow/Red)**

<b>Course #</b>	<b>Course Title</b>	<b>Semester Offered</b>
COUN 5010	Theories and Techniques of Individual Counseling (3)	Summer
COUN 5020	Laboratory in Individual Counseling (3)	Summer
COUN 5210	Characteristics of the Effective Leader (3)	Summer
LEAD 5700	Introduction to Research and Statistics (3)	Summer
COUN 5170	Executive and Leadership Coaching (2)	Summer
		14 credits
COUN 5100	Theories and Techniques of Group Counseling (3)	Fall
COUN 6500	Introduction to College Teaching And Learning (3)	Fall
COUN 5330	Issues, Ethics and Trends in Professional Counseling (3)	Fall
COUN 5250	Leader and Leadership Development (3)	Fall
COUN 5160	Fieldwork in Counseling and Leadership (2)	Fall
		14 credits
COUN 5290	College Student Development (3)	Spring
COUN 5600	Social and Cultural Diversity (3)	Spring
COUN 5840	Teams and Organizational Leadership (3)	Spring
COUN 5270	Advanced Techniques in Cadet Counseling (3)	Spring
COUN 5160	Fieldwork in Counseling and Leadership (2)	Spring
		14 credits
Elective++	Name of course: (3)	Sem:
	<b>Total Credit Hours for Program</b>	<b>45 credits</b>