

## Graduate Council Minutes

March 30, 2012  
208 Thurmond Hall

Members Present: Wanda Briggs, chair (COE), Gary Alderman (CAS), Andy Doyle (CAS), Jane Thomas (CBA), and Don Rogers (CVPA), Tom Polaski (CAS) ex officio.

Guests: VP Boyd; Gina Jones, Registrar; Margaret Williamson, Graduate School

- I. The February 3, 2012 minutes were approved.
- II. New Business
  - a. The following curriculum action items were approved:
    - i. Drop ARTA 623. Arts Administration Institute II: Arts & Society. Course is being dropped based on specific recommendations that emerged from last year's SACS re-affirmation process and the external and internal program reviews that were conducted in 2011. The overall program changes proposed combine the 24 one-credit courses into eight 3-credit classes that are fully aligned with the national competency standards recommended by the Association for Arts Administration Educators.
    - ii. Modify CSDV 600. Seminar in Professional Identity, Scholarship and Service (1). Change title to Professional Identity and Ethics (3). This course will focus on ethical and legal standards in counseling, credentialing, and professional identity. Students develop professional awareness, knowledge, and skill sets for the successful negotiation of graduate studies in counseling through self-reflection, service to community, and advocacy. This is a writing intensive course with rigorous focus on the American Psychological Association (APA) format, writing style, skills, and process. Professional involvement with the American Counseling Association (ACA) and representative state organizations is encouraged through membership activities and opportunities. Prerequisite: CSDV

admission or permission of the instructor. The change is to accommodate the study of ethics and intensive writing objectives.

- iii. Modify CSDV 602. Counseling Skills (3). This is an experiential skills training course that introduces the application of basic counseling strategies and interventions with diverse populations. Students explore the particular interpersonal dynamics of helping relationships and develop self-in-role awareness. Prerequisite: Admission to the CSDV program or permission of the instructor. This is a modification to the catalog description.
- iv. Modify CSDV 611C. Clinical Mental Health Counseling Internship I (3) to CSDV 611 Counseling Internship I. A supervised 300-hour, field-based experience in an applied counseling setting. Prerequisite: Admission to the CSDV program or permission of the instructor. Change to designate one core internship course for program admitted counseling students.
- v. Modify CSDV 612C. Clinical Mental Health Counseling Internship II (3) to CSDV 612. Counseling Internship II. An advanced supervised 300-hour, field-based experience in an applied community clinical mental health setting. Prerequisite: Admission to the CSDV program or permission of the instructor. The change is to designate one core internship level two for program admitted students.
- vi. Add CSDV 615C. Clinical Mental Health Program Planning, Consultation, and Supervision (3). This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive clinical mental health counseling program including consultation and supervision models, practices, and processes. The justification is to develop an advanced specialization course for clinical mental health counseling students that expands knowledge and skills in the areas of consultation/collaboration, supervision, and grant writing skills.
- vii. Modify CSDV 615. Comprehensive Developmental School Counseling (3) to CSDV 615S. School Program Planning, Consultation, and Supervision (3). This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive school counseling program

including consultation and supervision models, practices, and processes.

viii. Add CSDV 623. Advanced Counseling Interventions (3). This course is an advanced academic and clinical training-based course designed to provide students with a study of contemporary counseling theories and best-practice modalities. Advanced best-practice concepts and techniques will be taught through case conceptualization, research of evidence-based procedures, treatment planning, goal setting, and modality demonstration. Methods and strategies for cognitive, affective, and behavioral change will be practiced in group and individual lab sessions. The students will be expected to demonstrate case analysis, critique, and modality effectiveness in verbal and written form. The justification for the course is counselors must become aware and adept at best-practice methods in the mental health services. Time-limited and cost-effective counseling practice that is based on contemporary methods is paramount to the *success* of counseling and counselors as independent practitioners.

- b. The Council voted to approve Graduate Faculty Status to Dr. Kathryn Davis from the Department of Physical Education, Sport and Human Performance.
  - c. Election of the new chair was postponed to ask a Council member who was not present if she would be interested in serving. An electronic vote will be taken at a later date.
- III. Vice President Boyd gave a report. She explained at length that next year there will be a one-year change regarding graduate assistantship funding. This issue has multiple facets, but the overarching issue is that the model we currently use for funding graduate assistantships is not sustainable. When the current model was created many years ago, we received funding from the state for each graduate student we enrolled. Now, we do not receive any funding per student for graduate students.

Faced with the current fiscal environment, all Executive Officers were asked to find possible sources of savings for next year. The deans were asked to review all budgets to see where savings could be found.

Graduate waivers were identified as a possibility since we have expended for this fiscal year \$1,222,529.00 in tuition waivers and \$397,073.00 in stipends for a total of \$1,619,602.00.

The only targeted assistantships were those that would be open at the end of this academic year because we did not want any student who was currently in an assistantship to have his/her situation altered for 2012-13, given the expectation of most graduate assistants that the position will continue for two years based on performance.

Graduate Program Directors provided information about the vacancies, and College Graduate Directors and Deans reviewed the information and submitted it to my office. Of the 144 assistantships we currently offer, we identified 44.5 as open and available for 2012-13.

We decided that the **tuition waiver** for any open assistantship that would be filled for next year would be reduced to a half tuition waiver. The stipend remained untouched (\$1800/semester or \$3600/year for 20 hours per week) in order to maintain the number of hours to be worked by the GA (so that programs would not lose the functions provided by the GAs). No vacant assistantship that was required because of a grant or contract agreement was touched, and no assistantship (with the half-waiver) was left vacant for 2012-13 unless the program requested that the assistantship go unfilled for next year.

Based on the number of vacant assistantships in each college multiplied by \$4599, deans were told how much money each college would be required to save through this plan. They were also told that they could adjust how they found those savings through the assistantships. They could simply offer half-tuition waivers to the students who were awarded the vacant GAs, or they could choose to leave a full GA vacant for the year. The choice was theirs.

The total savings projected is \$189,000 (15% of the total waivers, 11.6% of the waivers+stipends), which is proportionally less than or equal to the savings contributions in other areas.

This approach was taken because we needed to see savings for **next year (2012-13)**.

The next step will be to form a working group to develop a new model for funding graduate students, a model that will support more rather than fewer students. The Vice President expressed confidence that faculty involved in graduate education can envision a new method that accounts for the new fiscal realities we face **and** provides support in new and different ways for our students.

We know that other institutions of our size and type offer a greater variety of support to graduate students, and fewer and fewer of those institutions offer full assistance for master's-level students. Any new funding model must be sensitive to the kind of work that would be done by a GA and must be flexible enough to allow for variable structures and meet the needs of both students and programs.

She reminded the Council that today is the deadline for applications for the Graduate School Dean position. She said that her office had received some and probably would have more by the end of the day.

IV. The meeting was adjourned at 3:13 p.m.

The Petitions Committee met immediately following adjournment.

The next meeting will be to vote electronically on curriculum action program changes and petitions on April 24.

Respectfully submitted,  
Margaret Williamson