

Graduate Studies & Recruitment and Financial Aid Committee

End of Year Report, 2019-20 academic year

Date: 4/20/2020

Committee Membership:

- Sarah Lubienski, Associate Dean (ex-officio)
- Vic Borden, ELPS
- Leslie Chrapliwy, Staff
- Rebecca Martinez, CEP
- Dajanae Palmer, Student
- Hannah Schertz, C&I
- Marjorie Treff, Chair, IST
- Andrea Walton, ELPS
- Quentin Wheeler-Bell, ELPS
- Karen Wohlwend, LCLE

Fellowship Subcommittee Membership:

- Beechler: Leslie Chrapliwy, Andrea Walton, Karen Wohlwend
- Dissertation of the Year: Vic Borden, Rebecca Martinez, Quentin Wheeler-Bell
- Dean's Fellowship: Hannah Schertz, Marjorie Treff, Karen Wohlwend
- Malvina: Leslie Chrapliwy, Hannah Schertz, Marjorie Treff
- Fulbright: Vic Borden, Leslie Chrapliwy, Marjorie Treff

Meeting Dates:

- August 28, 2019
- October 1, 2019
- November 7, 2019
- December 12, 2019
- January 28, 2020
- February 27, 2020
- March 19, 2020

Goals and Charges:

The charge of this committee is to make “. . . recommendations regarding all aspects of graduate study, reviewing all graduate level course and program changes and initiatives, providing oversight of the quality of graduate course and program offerings, and advising the Associate Dean for Graduate Studies on matters related to the operation of that office. It shall also provide advice on policies and matters of student recruitment, admissions, fellowships, scholarships and placement.”

<https://education.indiana.edu/faculty/governance/policy-council/committees/graduate-studies-recruitment-admissions-financial-aid.html>

Additionally, in pursuit of the strategic plan and vision to “. . . create an equitable and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education (SoE) and the surrounding communities,” this committee requests information about Diversity, Equity, and Inclusion on our presenter form for every proposal that comes forward.

Completed Action from 2018-19 Annual Report:

- GSC committee members designated one qualified representative to act as an alternate when a regular member of this committee was unable to meet her/his obligations.
- Developed and piloted an annual review process designed to track student progress and early intervention for students needing assistance with academic progress.

Actions and Outcomes for current academic year:

- Reviewed School of Education course and program changes and approvals including:
 - Eliminated GRE requirement in HESA and all Special Education graduate programs
 - Eliminated EdD minor in the following programs:
 - ELPS
 - MsED in Higher Education and Student Affairs
 - PhD in Higher Education
 - EdD in Higher Education
 - M.S.Ed. in History and Philosophy of Education,
 - M.S.Ed. in International and Comparative Education
 - M.S.Ed. in International and Comparative Education (online)
 - M.S.Ed. in International and Comparative Education-Educational Leadership Track
 - M.S.Ed. in International and Comparative Education-Higher Education Track
 - CEP
 - M.S.Ed. in Counseling and Counselor Education- School Track
 - M.S.Ed. in Mental Health Counseling and Counselor Education- Addictions Track
 - M.S.Ed. in Mental Health Counseling and Counselor Education- Mental Health Track
 - Ed.S. School Psychology
 - IST
 - Ed.D. in Instructional Systems Technology
 - C&I
 - Ph.D. In Speical Education
 - M.S.Ed. in Special Education
 - M.S.Ed. in Special Education (online)
- Reviewed School of Education policies and practices
 - Approved bulletin/policy updates, including
 - Created minimum doctoral admission requirements (now framed as “suggested minimums” on our website) for verbal and quantitative GRE scores as separate entities.
 - Updated bulletin language regarding transfer credit hours to allow the appropriate number of transfer course credits (roughly 25% of the total credits required) across the range of School of Education master’s degrees.
- Reviewed nominees and recommended recipients of the Dean’s Fellowship, the McNeill Fellowship, the Proffitt Outstanding Dissertation Fellowship, the Beechler Scholarship, and two Fulbright fellowships.
- Approved a new policy to be placed in our graduate Bulletin regarding graduate students who are suspended for academic or personal misconduct through the Office of Student Conduct.

- Prior Learning Credit Policy: reinforces current practice that no graduate credit is awarded for prior learning experience (not already processed through transfer credits).

Implemented a new policy

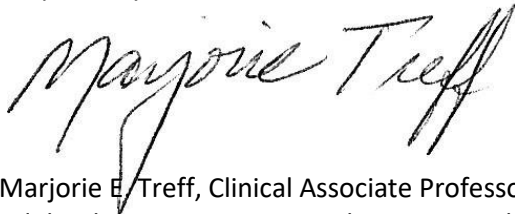
- Required Training for Teaching Online in the School of Education
 - All faculty, AIs, and other instructors who will teach online courses in the School of Education are required to have 10 hours of training in online instruction. This requirement improved the school's U.S. News and World Report ranking. Department Chairs may grant full or partial exemption of the 10-hour requirement for instructors with equivalent training or experience.

Continuing efforts for next academic year

- Policy Council has charged GSO with developing an OCAP process (the collaborative process for online degrees) for our degree and program proposals. GSO has developed a working draft, and this will be brought through GSC and Policy Council in early Fall.

I'd like to thank the members of the committee, including dedicated staff members Kirstin Helström, Matt Boots, Leslie Chrapliwy, and Tracey McGookey, who contribute substantially to this committee's ongoing work and progress, and the continued impact and success of the School of Education.

Respectfully,



Marjorie E. Treff, Clinical Associate Professor
Adult Education, Instructional Systems Technology