Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 8 Minutes | March 19, 2019 | 1 – 3pm | WW 2277

* **Members Present:** Marjorie Treff, Ellen Vaughan, Karen Wohlwend, Jessica Lester, Leslie Chrapliwy, Mishael Sedas, Vic Borden, Monica Byrne-Jiménez
* **Members Absent:** Quentin Wheeler-Bell (conflict), Andrea Walton (conflict), Rebecca Martinez
* **Ex-officio Present:** Sarah Lubienski
* **Guests Present:** Matt Boots, Tracey McGookey, Anne Leftwich, Lynn Gilman
* **Staff:** Kirstin Helström
1. **Voting Items**
	1. Review/Approval of Minutes from February 11, 2019
		* + *Leslie Chrapliwy moved to approve the minutes with minor revisions.*
			+ *Karen Wohlwend seconded.*
			+ *All in favor.*
	2. Program Changes
		1. Counseling Psychology PhD – *Lynn Gilman*

These program changes are considered minor and do not alter the overall credit hours of the program.

* The G624 course will be removed, since there has been overlap between that course and the advanced theories course.
* The two credit hours from removing G624 will be added to the G625, to more accurately reflect the time investment of faculty in G625.
* The G763 course had previously been configured across multiple semesters with a didactic portion in fall and experiential portion in spring or summer; instead these credits will be consolidated to a one-semester experience.
* The G699 course will allow for all three credits to be fulfilled in one semester.

Committee discussion included:

* Tracey McGookey asked if employers (those hiring the graduates) will be confused by all contact hours being taken in one semester. Lynn said no, even if work is done over an extended period of time, the work would be credited within one semester.
* Leslie Chrapliwy asked about the impact on revenue. Lynn explained that although this is credit neutral, it will give students the opportunity to use their fee remission more efficiently and avoid paying tuition for stray credits that don’t fit the typical 3-credit course structure.
* Vic Borden asked if 699 is typically a thesis or dissertation course number. The committee confirmed that the 699 course numbering is often used for internships.
	+ *Ellen Vaughan moved to approve the program changes.*
	+ *Leslie Chrapliwy seconded.*
	+ *All in favor.*
		1. Certificate in Education Law (online) – *Monica Byrne-Jiménez*

This program change includes reducing the certificate hours from 15 to 12 by removing the elective requirement. When this certificate was created, Suzanne Eckes was told the minimum was 15 hours. Subsequently, she has learned there are several 12-hour certificates within the School of Education and had they known that, they would have designed this as 12 hours.

* Sarah Lubienski asked if this represents a possible loss in rigor. The answer is no, that’s why they removed the elective course, and the core program remains the same.
* Matt Boots asked if this could this lead to a reduction in revenue for the School. Although it would if enrollment remains the same, the hope is that this change will make the certificate more attractive to students, as it will be more in line with certificates at other universities.
	+ *Monica Byrne-Jiménez moved to approve the program change.*
	+ *Karen Wohlwend seconded.*
	+ *All in favor.*
		1. LCLE EdD (60-hour online) – *Karen Wohlwend*

This minor change involves replacing the L599 course with a course that more fully supports EdD students specifically. The department would still keep L599 as a master’s thesis course available to master’s and doctoral students but would use L699 for the online EdD program.

* Sarah Lubienski asked about current enrollment in L599. Karen explained that L599 had been used to fulfill multiple needs for multiple programs, but with the current robust enrollment, L699 would be better suited to the online EdD student population. Karen added that the program admits about 30 students with about 25 enrolling. They have found that these students are continuing with the program, thus the need to adjust the course offerings.
	+ *Vic Borden moved to approve the program change in the bulletin.*
	+ *Jessica Lester seconded.*
	+ *All in favor.*
		1. Educational Technology for Learning MSEd (online) – *Anne Leftwich*

This process started about four years ago at IUPUI, and in the last two years, IUB has been involved. The collaborative online master’s degree involves a collaboration across all IU campuses. Students may take the relevant courses at any IU campus to complete the degree. Students would generally be assigned to a nearby campus, but students could elect to complete the degree through another campus. The campus teaching a particular course would receive 70% of the revenue, while the home campus would receive 30%. Four out of five School of Education departments (not LCLE) would have courses involved in this degree, and Sarah and Anne are following up with the department chairs for their input. The five other campuses involved approved the program earlier this year, and so there has been some urgency in “catching up” with the approvals.

* Anne said that she was excited about the possibility of teaching in the program, since IUB cannot attract enough students to run a similar program at our campus alone.
* The IST department members present shared that, given where the proposal is in the collaborative process, they felt they had little option other than to approve the plans as presented, despite lingering questions they have about how this will play out. Their fear was that if the department does not join the collaboration at this stage, that they will be excluded from the process and degree entirely.
* Matt added that there seems to be several typos or altered course names in the proposal which he shared with David Halloran prior to this meeting. David noted different campuses sometimes use different course name listings, and that any typos or minor discrepancies could be addressed later in the process.
* Anne discussed Y520 as a course taught at IUB that would also be offered in this master’s program. Both Karen and Marjorie brought up concerns, as their online EdD students had trouble getting into online sections of Y520, often filled first by residential students. Matt added enrollment requirement groups can be added to sections of a course that would limit registration to an academic plan or a group of students online. These parameters can even be limited in time, such as online students being able to register for the first two weeks and then enrollment opening up to all students.
* Mishael Sedas added that this learning certificate did not have any connection with the Learning Sciences courses or programs, and he recommended involving them in this process.

Anne will contact Hitesh Kathuria to get answers to questions raised in this discussion:

1. Will this create a program plan stack or intercampus transfer for them to register on this campus?
2. Are they admitted to a collaborative program?
3. Who is actually admitting and conferring the degrees? Are these the same?
4. How will we decide who teaches what course when?
5. Who “advises” the students?
6. Is there a pull-out clause if IUB faculty are unhappy with the program?
7. Are there course enrollment caps?

The committee voted to move this forward to Policy Council because of the time constraints, despite lingering procedural and content questions. However, before the proposal reaches Policy Council, approval from the relevant department chairs is needed (the Chairs; Anderson, Danns, and Wong subsequently gave their approval via email) .

* + *Monica Byrne-Jiménez moved to approve the program change, pending approval from the of CEP, CI and ELPS department chairs.*
	+ *Five votes “in favor.” (Jessica Lester was absent during this vote.)*
	+ *Two votes “abstain.”*
	1. Policy Review
		1. 17.45 Proposed Wording for Graduate Certificate GPA Requirements – *Matt Boots*

In 2017, GSC voted to add the GPA requirement of a 3.0 to graduate certificates, since there previously was no minimum requirement. This approved proposal involved adding the GPA to specific bulletin entries, but upon editing the bulletin, Matt realized it made more sense to be housed under “Policies Governing All Graduate Programs – Minimum Grade Point Average.” This is not so much an update of the policy, but rather a clarification of where the policy will be located in the bulletin. GSC members didn’t have any specific questions.

* + *Ellen Vaughan moved to approve the bulletin language.*
	+ *Leslie Chrapliwy seconded.*
	+ *All in favor.*
		1. 05.32R Appointment to Graduate Faculty Status

Sarah explained that the policy was initially reviewed by the Graduate Studies Committee in 2018, and it was flagged as needing further review. The original 2005 policy states that each department will develop and approve their own criteria for recommending pre-tenured faculty and non-tenure-track faculty (e.g., research scientists) for graduate faculty status and endorsement to chair committees. However it does not seem as if departments have developed such criteria. Additionally, requests to the Graduate School for various things typically come through the Associate Dean for Graduate Studies. For the sake of promoting consistent standards across SOE departments, as well as for streamlining our communication with UGS, the proposed changes to 05.32R provide basic criteria for graduate faculty status, and the specific process by which these requests can be made.

The committee supported the proposed changes, but after much deliberation and wordsmithing, the committee decided to have Sarah make further wordsmithing revisions. The committee will vote on the actual language in email prior to the following meeting.

* Vic Borden asked if a PhD or a terminal degree was required to be on the graduate faculty list, or if this requirement was redundant with the Graduate School requirements. Sarah said that few specific criteria are outlined by the Graduate School, and she did wonder how relevant the term, “terminal degree” is in our context. Marjorie, Tracey, and Matt pointed out that a terminal degree could also be a MFA, a JD, or an EdD and wouldn’t necessarily just be a PhD.
* Vic clarified that when we’re talking about a record of expertise, this should mean they have expertise and leadership in the field, as opposed to other types of expertise. The word “scholarly” was inserted to describe the necessary type of expertise.
* Vic asked if these votes should be happening at the program or department level. Sarah said at the department level, as the UGS language requires a department vote. Matt added if the department desired, a program could have an initial program vote before moving to a wider department vote.
* Jessica Lester recommended that CVs be available to all department faculty before a department vote – not only sent to the Associate Dean of Graduate Studies after the vote has been made – as this will better inform the vote.
* Sarah said historically, EdD policies have tended to mirror the UGS policies. However, as the EdD programs grow, especially in the online environment, we will be addressing EdD committee requirements within the School of Education.
	+ *The voting took place in email with 8 members in favor of the proposed changes, and 3 members unresponsive.*
1. **Discussion Items**
	1. Gems: Who uses it and how? What would you like to see? – *Sarah Lubienski*

Sarah shared that ETS is currently working with GSO on Gems 2.0, and she wanted to gauge involvement with the current Gems. Matt Boots shared that the current Gems system is cumbersome and includes mainly features that were manually added on rather than integrated. He added that this is currently a SharePoint site and is being migrated into a .net system, which will allow for greater flexibility and speed. The new site would also import directly from SIS, reducing workload, duplication, and errors. We also will be meeting with all departments to make this a truly collaborative system that addresses the needs and concerns of all parties.

* The LCLE department uses Gems in the admissions process, but also uses it to predict student needs/seats in course offerings.
* Ellen Vaughan would be interested to use the breakdown of TOEFL scores for students. She shared that in counseling, the speaking score is very important.
* Tracey McGookey added that CEP uses Gems for student tracking and several other departmental uses.
* Monica Byrne-Jiménez shared that she has not used Gems, and staff have generally provided any needed information. Matt added this was one of the reasons for this change. By streamlining it, it will be less confusing for people to use. ETS, working with GSO, will offer training for faculty and staff.
	1. Accept or Decline Survey – *Sarah Lubienski*

The purpose of this survey is to understand why students are coming to IUB, why students accepted at another institution, and what factors were involved in their decision (e.g., fellowships, program structure, etc.). The committee discussed features in Qualtrics that could help improve the question about competing institutions, and Sarah will confer with Jeff Heller about using these more advanced features. Matt added this will go out after the national April 15th deadline, so as not to put undue pressure on prospective students. We also asked departments if they currently are conducting surveys, and only HESA responded in the affirmative. The HESA survey is not as comprehensive, so GSO’s survey will hopefully acquire more information about student decisions.

**III. Post Meeting Voting Item**

1. A minor change to the Ph.D. in School Psychology had been submitted ahead of the GSC meeting and should have been included but the email was missed. On discovering this oversite the committee was notified and sent the proposal via email. They were given the option to vote via email or postpone until the fall semester. They were also given the option to get any questions answered by the program. The final GSC vote was 10-0 to approve (1 unresponsive member).
* Proposal for Slight Modification of School Psychology Doctoral Program Curriculum: Based on accreditation standards, the doctoral program in school psychology needs to add required coursework that directly addresses affective aspects of behavior. We are fortunate in that the counseling psychology program has already developed such a course for this accreditation purpose. This course is P650: Affective and Cognitive Aspects of Behavior. This course is being run as a special topics course at the moment but will ultimately have a unique course number. As the course title suggests, this course has been designed to meet APA criteria for coverage of BOTH affective aspects of behavior AND cognitive aspects of behavior (both are considered part of the psychological foundations core of an APA-approved health service psychology doctoral program). At present, the school psychology program at IU requires students to take EITHER P540 (Learning and Cognition in Behavior) OR P544 (Applied Cognition and Learning Strategies) and does not require that students take a course in affective aspects of behavior. Accordingly, we are proposing that the school psychology students be required to take P650: Affective and Cognitive Aspects of Behavior and that P540 and P544 become program electives. This change would have the benefit of not adding any additional requirements to the school psychology doctoral program (and thus the doctoral students would not lose any space for electives). Additionally, there may be a secondary benefit to both the counseling and school psychology doctoral programs inasmuch as an overlapping required course may make it easier to offer the course more regularly. This proposed change was voted on unanimously by the school psychology faculty.- David Shriberg