



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 1 Minutes | August 28, 2019 | 1 – 3pm | WW 2102

- **Members Present:** Marjorie Treff, Karen Wohlwend, Leslie Chrapliwy, Quentin Wheeler-Bell, Hannah Schertz, Dajanae Palmer
- **Members Absent:** Vic Borden, Andrea Walton, Rebecca Martinez
- **Ex-officio Present:** Sarah Lubienski
- **Guests Present:** Matt Boots, Tracey McGookey, Lynn Gilman, Keith Barton, Danielle DeSawal, Gary Pike
- **Staff:** Kirstin Helström

I. Voting Items

A. Review/Approval of Minutes from March 19, 2019

- *Leslie Chrapliwy moved to approve the minutes.*
- *Karen Wohlwend seconded.*
- *All in favor, with Hannah Schertz abstaining.*

B. Nomination of Chair

- The committee members nominated Marjorie Treff, who was willing to serve a second year as GSC Chair.
 - *Leslie Chrapliwy moved to keep Marjorie Treff as chair.*
 - *Karen Wohlwend seconded.*
 - *All in favor, with Marjorie Treff abstaining.*

C. Program Changes

- Curriculum Studies Track Name Change – *Keith Barton*

Keith explained that this change would better reflect the School's current curricular emphasis, as the program has not focused solely on Curriculum Studies for some time, as well as the disciplinary landscape.

Matt Boots added that it would be possible to allow current students to graduate with the revised degree title.

Karen Wohlwend asked how students determine which tracks they would pursue, and Keith confirmed that students would determine that with their advisers.

Dajanae Palmer asked if students would be excluded from opportunities without the addition of "Teacher Education" in their degree title. Keith did not believe so, but added that he believed the track name change would have only positive effects for students going on the job market and for the program's recruitment.

- *Hannah Schertz moved to approve the change*
- *Quentin Wheeler-Bell seconded.*
- *All in favor.*

- Updated GRE Requirement Change for HESA MsED, PhD, and EdD – *Danielle DeSawal*

Danielle explained that the GRE has been heavily researched and found to be inadequate in determining graduate admissions. This purpose of this proposal initially targeted the removal of the GRE requirement from master's level programs,



but with student awareness, publicity of GRE inadequacies, and the increase of doctoral-level programs dropping the GRE requirement for admission, this proposal has expanded to include the doctoral-level as well. Danielle emphasized that, although students are not required to submit GRE scores for admission, they are encouraged to take the GRE nonetheless, considering that several fellowships require GRE scores for eligibility. Danielle shared that most HESA doctoral students apply with a master's HESA degree already.

Gary Pike added that the HESA program predominantly uses other pieces of the application to determine admission, and GRE adds very little to that picture. Additionally, Gary shared how there is very little correlation between student GPA and GRE writing test scores.

Sarah Lubienski commented that the master's level work is predominantly coursework, but the doctorate requires skillsets beyond those involved in coursework. The GRE provides another piece of data about a student that faculty may commit to for an average of seven years.

Quentin Wheeler-Bell commented that student populations who know that about the GRE bias and feel that the GRE disadvantages them may prefer programs who do not require the GRE. Additionally, the cost of the GRE requirement may provide a barrier to a variety of student populations.

- *Dajanae Palmer moved to approve the program change.*
- *Quentin Wheeler-Bell seconded.*
- *All in favor.*

iii. Counseling Psychology Minor Change – *Lynn Gilman*

The Counseling Psychology PhD minor contains great flexibility, but the department recommends more restrictions for School Psychology students, considering the interdisciplinary nature of that program. Therefore, this minor change requires that School Psychology students must take theories and lab courses, as well as the relevant School Psychology oriented courses. Lynn added that the relevant courses are offered alternately each year, so that students can graduate in a timely manner.

GSC members supported the premise of this policy, and the committee discussed minor language clarification of the proposal.

- *Leslie Chrapliwy moved to approve the program change.*
- *Karen Wohlwend seconded.*
- *All in favor.*

D. Policy Review

i. Proposed Policy for 10-hour Online Training Requirement – *Sarah Lubienski*

US News & World Report asks how much online training do instructors participate in to be qualified to teach online, and currently, there is no formal or reported training in the School of Education. This policy would allow for departmental determination of exempting or training online instructors, while also enabling the School of Education to report that training for online instruction does in fact take place.



Hannah Schertz added this will help emphasize that online instruction necessitates its own pedagogy.

GSC members supported the premise of this policy.

- *Karen Wohlwend moved to approve the policy.*
- *Hannah Schertz seconded.*
- *All in favor.*

ii. Revisions to the EdD Committee Policy – Sarah Lubienski

Last year, Sarah formed a working group to consider EdD committee policies, because they strongly mirrored PhD policies without strong rationale. The working group considered the removal of second or reconfiguration of the student’s committee, as EdD students (and particularly online EdD students) typically know a limited number of faculty and rarely change committee members.

GSC members supported the premise of this policy and discussed minor language changes for its clarification.

- *Karen Wohlwend moved to approve the policy with minor language revisions.*
- *Dajanae Palmer seconded.*
- *All in favor.*

II. Discussion Items

A. Review GSC Template Documents – Matt Boots & Sarah Lubienski

These templates were recommended to help streamline and clarify the information from departmental presenters to GSC to Policy Council. The committee discussed the variety of questions and how to prioritize them. Sarah determined that the GSC agenda committee needed to review and revise them again, for review in the next GSC meeting.

B. Fellowship Subcommittee Assignments

The following GSC members will serve on the relevant subcommittees for this academic year:

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

C. Strategie Plan Matrix – Sarah Lubienski

The School of Education deans and chairs worked together to prioritize and assign goals. Many of these responsibilities fall within GSO, but others heavily involve faculty as well, such as annual reviews.

The committee discussed possible processes for annual reviews:

- whether online forms, perhaps mirroring ePoS forms, would precede or follow face-to-face meetings or zoom connections (for online students)
- whether a checklist format would be beneficial, or students and faculty would discuss and articulate the student’s individualized goals in paragraph form each year
- whether grades from only that semester would be visible or cumulative progress as well



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Further discussion is needed to clarify an annual process.