



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting #2 Draft Minutes | October 1, 2019 | 1-3pm | 2102

- **Members Present:** Vic Borden, Ellen Vaughan, Leslie Chrapliwy, Marjorie Treff, Quentin Wheeler-Bell, Hannah Schertz, Dajanae Palmer
- **Members Absent:** Andrea Walton, Rebecca Martinez, Karen Wohlwend
- **Ex-officio Present:** Sarah Lubienski
- **Guests Present:** Tracey McGookey, Matt Boots, Jesse Steinfeldt
- **Staff:** Kirstin Helström

I. Information Item

A. Inquiry Methodology Program Review Report: Phil Carspecken & Dubravka Svetina

Two outside members joined Valarie Akerson to review the inquiry program and reported thirteen recommendations. Phil and Dubravka summarized those for the committee, particularly highlighting the following items:

- The program needs more funds to help recruit students.
- The program is discouraging students from double majoring in both inquiry and another area, since the dissertation becomes far more difficult. The program faculty find that the resulting dissertation often seems far more substantive than methodologically innovative.
 - Vic Borden mentioned that many students in ELPS pursue a master's in statistics rather than double majoring. He asked if Inquiry offers a master's degree, which might help relieve this undue pressure on both faculty and students.
 - Dubravka stated that Inquiry currently does not offer a master's degree but is interested in doing so (it is a track in the Learning and Developmental Sciences MSED). She believes that a master's degree would help students get the courses and credibility they need, without complicating the dissertation. (Currently, quantitative inquiry students often complete a master's degree in statistics, but an inquiry master's degree would return some of that revenue to the School of Education while providing more training in social sciences applied research.)



- Vic expects that, had an inquiry master's degree been available in the past, that many ELPS students would have pursued that degree rather than in statistics.
- Sarah added that by not offering this inquiry master's degree, the School is potentially losing revenue if the demand is there.
- Inquiry faculty are struggling with significant dissertation committee loads (around 30 per faculty member). Often students rely more heavily on their inquiry faculty than their dissertation chairs or advisers.
 - Consultants work with students to answer methodological questions to help alleviate some of the workload for faculty, but these consultants cannot replace inquiry faculty advising and committee roles.
- Undergraduate inquiry courses could help increase AI positions (funding) for inquiry graduate students.
 - Sarah added that international students have restrictions about taking online courses, and so departments and programs should remember that consideration when deciding on which courses and sections to offer online or face to face.

II. Voting Items

A. G624 course change: Ellen Vaughan

- i. Ellen shared that this change was to adjust the name of the course from including "counseling psychology" to "counseling" for use in the master's program which is "counseling" only. This course change also involves the course being approved for variable title. This variable title option will not be used immediately but is part of forward planning for upcoming distinctive tracks that may be enhanced by specifically titled sections of G624.
 - Leslie Chrapliwy moved to approve the course changes.
 - Vic Borden seconded.
 - All in favor.

B. MEd in Counseling and Counselor Education – School Track: Ellen Vaughan

For compliance with new accreditation recommendations, the program change involves changing the practicum and internship courses to the 600 level.



- Sarah questioned whether this change was due to the need or desire for smaller class size minimums. If that is the case, then perhaps this needs to be addressed elsewhere, rather than renumbering the courses, particularly if master's courses are typically 500-level and doctoral courses are typically 600-level. Ellen noted that this numbering scheme is not always used consistently, partially due to requirements of outside accrediting bodies.
- The committee decided to move ahead with Ellen's proposals as planned, but noted that the larger policy relating course numbers to class sizes or particular program levels may need to be revised in the future for greater efficiency.
 - Marjorie Treff moved to approve the program changes.
 - Quentin Wheeler-Bell seconded.
 - All in favor.

C. MEd in Mental Health Counseling and Counselor Education - Addictions Track:
Ellen Vaughan

For compliance with new accreditation recommendations, the program change involves changing the practicum and internship courses to the 600 level.

- Vic Borden moved to approve the program changes.
- Leslie Chrapliwy and Hannah Schertz seconded.
- All in favor.

D. G562 course change: Ellen Vaughan

This course change involves a name change so that the course matches the course catalog and program requirements.

- Leslie Chrapliwy moved to approve the course change.
- Dajanae Palmer seconded.
- All in favor.

E. G608 course proposal: Jesse Steinfeldt

The doctoral minors in Sports and Performance Psychology had been using a 500 level course (G509) but this new course is being created at the 600 level to accurately reflect the rigor involved and replace G509 in the minor.

- Vic Borden moved to approve the course proposal.
- Quentin Wheeler-Bell seconded.
- All in favor.



F. Sport and Performance Psychology doctoral minor program updates: Jesse Steinfeldt

This change is to reflect the G608 course update. The School of Public Health has also updated their cross-listed courses to the 600 level as well

- Leslie Chrapliwy moved to approve the program changes.
- Vic Borden seconded.
- All in favor.

G. J602 course change: Matt Boots for Keith Barton

This course change is to allow for repeatability, since the course is usually taught across two semesters. This had been flagged by GSO in the spring as a course that was not officially approved to be repeatable so this update would bring this in line with the department intent.

- Marjorie Treff moved to approve the course change.
- Leslie Chrapliwy seconded.
- All in favor.

H. Updated Bulletin Language for Courses Counted in Graduate Programs: Matt Boots

This bulletin language is to state in writing what has been used in practice: that courses counted in one degree may not count toward another degree at the same level, with the exception of 6 credits at the master's level. This has been codified in the University Graduate School Bulletin, and the hope was to make this policy clearer within the School of Education Bulletin rather just being inferred.

- Dajanae Palmer moved to approve the bulletin language.
- Marjorie Treff seconded.
- All in favor.

I. Policy for Student Dismissal/Adequate Progress Procedures: Sarah Lubienski

This is to create consistency between the School of Education and Graduate School bulletins about probation and dismissal. Currently, the School of Education bulletin only discusses GPA as evidence of adequate progress. Adding the Graduate School bulletin language to the School of Education bulletin provides additional detail and clarity.

- Sarah added that master's students complete predominantly coursework for their programs, while doctoral students have many other components to complete for their programs. Vic added that master's students may also be



working on a thesis, but Leslie added that the GSO office rarely has issues with master's thesis students.

- Hannah asked if we have good models for determining adequate progress. Sarah noted that annual review would help track students' progress toward program milestones.
 - Hannah Schertz Borden moved to approve the program changes.
 - Leslie Chrapliwy and Hannah Schertz seconded.
 - All in favor.

J. Review/Approval of Minutes from August 28, 2019

- Leslie Chrapliwy moved to approve the minutes as written.
- Quentin Wheeler-Bell seconded.
- All in favor.

II. Discussion Items

A. Annual Review: Sarah Lubienski

ETS is working on Gems2, and GSO has asked ETS about building an annual review option into Gems2. Sarah showed an example of what the annual review form could look like. Discussion highlights include:

- Vic Borden recommended aligning the online annual review process with the doctoral checklists developed by the GSO recorders.
- Grades could automatically populate the course fields, so the adviser can see all the student course history information in one place.
- The online annual review form need not *require* that the adviser and student meet, although it could be encouraged.
- The committee discussed whether to include the section about how often the student and adviser have communicated about advising issues. This was originally envisioned as a helpful tool for transparency regarding adequate communication.
- The committee discussed allowing an adviser comment section that remains hidden from students.

The committee feedback provided much food-for-thought, and Sarah will bring the template back to GSC for further discussion and review.

B. GSC Alternate Members



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GSC has now been given alternates to help ensure quorum. To help streamline communication and scheduling, Kirstin Helström requested that the committee members contact their departmental representative alternate themselves before notifying her of the attendance change.