



## Graduate Studies, Recruitment, Admissions & Financial Aid Committee

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Draft Meeting 3 Minutes | November 7, 2019 | 2-4pm | 2102

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

### I. Voting Items

#### A. Certificate in Learning Sciences, Media, and Technology (Online) program change

The purpose of this program change was to add greater flexibility to the certificate, while removing the need for substitution waivers. The current requirements list two topics from P574 that could be used. In order to add flexibility for new topic courses the department is proposing to remove these specifically listed topics and also add the option of taking topics under P674.

Sarah asked if there was another way to make the change to the certificate in the bulletin, without seemingly removing the majority of the certificate preferred courses. Joshua responded that a statement of “to be selected with the adviser” could be added to imply flexibility but not opening up for students to take any topic that might not fit. Matt and Sarah will coordinate later to finalize the exact language of the bulletin change.

- Ellen Vaughan moved to approve the program change.
- Karen Wohlwend seconded.
- All in favor.

#### B. P674 course change

This course is currently set as repeatable for 2 instances and 6 hours which the program would like to increase. The Carmin document was submitted to allow 99 completions for 297 hours.

Ellen asked about the designations of “total career credit hours allowed: 297, and total career completions allowed: 99.” Joshua explained that historically, Carmin documents had listed “99” and multiples thereof to represent the greatest flexibility.

Matt said he had updated the Bulletin to include repeatability credit information for all courses as this information has historically only been in SIS and not easily available to



students and faculty. He recommended taking this into account as it will now be forward facing and not behind the scenes.

Given that this information will be published, the committee recommended using practical numbers instead. Joshua agreed and said for this course change, the Carmin document will be adjusted to read “30 hours” and “10 instances” respectively as that will meet their goal with realistic completions.

- Leslie Chrapliwy moved to approve the course change with the recommended changes.
- Victor Borden seconded.
- All in favor.

#### C. Counseling Admissions GRE Requirement Program Change

The counseling program would like to join other programs in not requiring the GRE if students have met a threshold GPA from a U.S. institution. Marjorie raised the issue of using a “minimum graduate GPA” as a benchmark for this waiver of GRE scores, as some applicants may be enrolled in the beginning of a graduate program and have a particularly high GPA with such a short time in the program. Ellen responded that the spirit of this policy was to acknowledge a completed degree’s GPA rather than a degree in progress. Matt added that’s it’s more common for undergraduate transcripts to be in-progress than graduate ones, but that typically students had completed the majority of their coursework when transcripts are submitted with applications.

The committee discussed various language changes to provide greater clarity and decided on “cumulative undergraduate GPA of 3.0” and “cumulative graduate GPA of 3.3 (minimum of 12 credits).”

- Dajanae Palmer moved to approve the policy change.
- Hannah Schertz seconded.
- All in favor.

#### D. G647 Course Change

This course change proposal concerns 1) allowing variable title, so that the department can specify course sections for particular programs, and 2) to make the Carmin document more reflective of current practice (e.g., “lecture” changed to “internship” instructional experience). Leslie Chrapliwy asked if the variable title will be visible on the transcript, so that she can determine if the student completed the correct section. Tracey McGookey responded that the section title will depend on the course scheduling, but if that is done correctly then the name would appear.



- Leslie Chrapliwy moved to approve the course change.
- Quentin Wheeler-Bell seconded.
- All in favor.

E. Bulletin Update for Policies & Procedures – Masters Policies: Transfer Hours

Matt explained that 9 hours have been allowed to be transferred into a master's degrees, but the Bulletin entry for this was based on only 36 hour degrees. Because this 9 hour limit is inferred in the language it has created problems as hours range from 30-60 hours for a master's degree. The goal of this policy update is to provide clearer language and also to take into account the varying hours in master's degrees Therefore, the updated bulletin language defines the appropriate number of transfer course credits allowed (roughly 25% of the total credits required) across the range of School of Education master's degrees. Matt also demonstrated how he used the GSC proposal template to assist in preparation for the proposal and reminded GSC that we will recommend presenters to use the proposal going forward.

- Hannah Schertz moved to approve the course change.
- Dajanae Palmer seconded.
- All in favor.

F. Review/Approval of Minutes from October 1, 2019 (also determine GSC minutes approval process)

- Karen Wohlwend moved to approve the minutes as written.
- Leslie Chrapliwy seconded.
- All in favor.

Sarah and Matt relayed the timeline of review between GSC and Policy Council committees. Due to the short turnaround between the two committees' processes, they asked if GSC was comfortable sending draft minutes to Policy Council for review (as historically has been the practice), as the GSC members will have not yet reviewed and approved them. The committee agreed that this process seemed reasonable considering the timelines involved. Additionally, egregious misrepresentations in the minutes have rarely, if ever, occurred. Nevertheless, the committee asked that draft language be added to the minutes.

G. Updates to the Annual Review Form Demonstrated – Sarah Lubienski

Sarah demonstrated the most recent version of the annual review form that could be embedded in the upcoming new GEMS. She pointed out changes made in response to requests made at the previous GSC meeting, and then requested further feedback from the committee. Discussion followed, including the following topics:



- Leslie suggested the Early Inquiry Project benchmark and the Dissertation Proposal Approval form should be added to the checklist.
- Karen commented that it should be clear to the adviser that some action will be taken if they check the mark stating that no satisfactory progress has been made.
- Ellen asked if program specific requirements could be integrated into this form. Sarah is unsure at this stage. Matt will follow up with ETS to what flexibility we might have for program or degree specific questions being added in
- Vic suggested that the form have greyed-out options for PhD versus EdD students, so that students only see what applies to their degree
- Vic also suggested switching the bottom two items on the form, so that the “concerns” box follows the question about adequate progress.

Sarah will draft a rationale statement on the benefits of annual review for students and faculty, and she will request volunteers from GSC and perhaps program coordinators to form a working group to further discuss the annual review form, with an eye toward spring 2020 testing with willing programs. Keith McCorvie, who is developing GEMS2, will also be asked to serve on the committee so that he can directly address questions of what is possible.

## **II. Discussion Items**

### **A. Dismissal and Reapplication Procedures – Sarah Lubienski**

Currently, the School does not have a policy for dealing with students who have been suspended for major personal or academic misconduct issues. In particular, there are currently no mechanisms to prevent a student from returning to the School, when program faculty agree that the student’s presence is a detriment to the community. Sarah is currently drafting policy language and will discuss it with IUs legal team before bringing it to GSC for discussion.

### **B. Tuition Remission – Sarah Lubienski**

Several schools on campus are in process of removing or have recently removed the percentage of tuition remission charged to students. Sarah shared that the School’s budget may not allow us to pay those fees for all School of Education student employees, but perhaps the School could build towards that goal by first paying those tuition charges for fellowship students. Dajanae added that fellowship recipients are not allowed to work for the university outside of their student academic appointment (although they are technically not restricted from working outside the university).



C. GSC Role in School-Wide Graduate Program Discussions – Sarah Lubienski

Sarah noted that several programs across the school have begun to think about ways they might consolidate course offerings and address course under-enrollments. It was noted that GSC already plays a role in reviewing curricular changes and addressing other graduate program issues. Committee members remain open to discussions of cross-program course developments but given the committee's already-full agendas, a working group similar to the Ed.D. working group may be one way to move forward.