



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Draft Meeting 4 Minutes | December 12, 2019 | 2-4pm | 2102

- **Members Present:** Andrea Walton, Hannah Schertz, Karen Wohlwend, Marjorie Treff, Leslie Chrapliwy, Ellen Vaughan, Victor Borden, Dajanae Palmer
- **Ex-officio Present:** Sarah Lubienski
- **Guests Present:** Leslie Rutkowski, Matt Boots, Tracey McGookey
- **Staff:** Kirstin Helström

I. Voting Items

A. Review/Approval of Minutes from November 7, 2019

- *Karen Wohlwend moved to approve the minutes as written.*
- *Victor Borden seconded.*
- *All in favor.*

B. Limit number of transfer courses into Inquiry Minor (Leslie Rutkowski)

Leslie shared how students often want to minor in Inquiry Methodology, while also transferring in the entire 12 credit requirement. Faculty struggle to support these doctoral students confidently, having had no experience with these students in classes. The program faculty propose that a limit of 6 credit hours be allowed to transfer into the minor, to encourage students to connect with Inquiry faculty in preparation for their dissertation work.

Tracey pointed out that limiting the number of courses that can be transferred in is not uncommon across campus. Matt added if the faculty did want an exception later on for a student a waiver could be obtained.

- *Leslie Chrapliwy motioned to approve the program change.*
- *Marjorie Treff seconded.*
- *All in favor.*

C. Update to EdS in School Psychology (Dave Shriberg)

The purpose of this program change was to adjust course requirements to make them more relevant to EdS students. These changes include: adding P645 and P650 as required courses, removing the required P691, and making P650 (Cognitive and Affective Bases in Behavior) optional. Dave explained that although these changes increase the overall program minimum credit hours from 65 to 68, the actual implementation will not increase time to degree (as most, if not all, students pursue a relevant master's degree which includes



those additional credits, before completing this EdS degree). The master's degree often assists significantly with initial salary and raises within public schools.

There was some confusion about the allocation of hours and which courses are pre-approved for specific student populations. The department had meant to also update the minimum hours required in electives so the overall hours would be reduced, but this hadn't been clearly voted on. The committee asked to postpone this item to clarify these issues before voting. Dave will meet with the Graduate Studies Agenda Committee in order to further clarify the intended changes.

D. Update to PhD in School Psychology (Dave Shriberg)

This change involved removing the required P601 course and adding a special topics P650 course (Social Justice Consultation, Advocacy, and Leadership), to align with the newest APA program requirements. Because course scheduling services control the title listing of topics courses, Matt Boots added that is usually more stable for a regularly taught course to go through the course approval process and receive its own number. This ensures that the course topic is visible on a student's transcript. Matt also added that if a new course CARMIN document could be submitted the changes to the program including this course could be voted on together.

Both Dave and the committee decided it would be better for the P650 (Social Justice) to proceed through the course approval process, together with the PhD program update. Therefore, this PhD update was postponed until the course proposal is ready to proceed.

E. New MEd in Learning and Development Sciences-School Psychology Track (Dave Shriberg)

This program proposal is written as if the majority of applicants will be School Psychology students already enrolled in another program in the School of Education, but Dave confirmed that other students, including non-IU students could apply to this degree. Therefore, the committee recommended that the admission requirements be adjusted to reflect this wider audience.

Sarah Lubienski and Matt Boots also added that there are a growing number of tracks under the Learning and Developmental Sciences umbrella. They asked Dave if this track, rather than creating an entirely new master's program, was the best solution. After looking at the approval matrix, Sarah Lubienski pointed out that it's only one step shorter to review a new master's program than a new track in an existing program. Dave decided to bring this back to the program for more consideration, and then re-present at GSC at a later date.

F. Removal of GRE requirement from the School Psychology EdS (David Shriberg)



Matt Boots commented that this new admission practice of not requiring the GRE of either domestic students or international students with a US degree seemed more equitable. Vic Borden recommended that a minor language change of adding “accredited” to the institution description could help facilitate the admission process.

- *Hannah Schertz approved the removal of GRE requirement.*
- *Ellen Vaughan seconded.*
- *All in favor.*

G. Update to PESA Certificate (Hannah Schertz)

This proposal is to remove course K632 from the PESA certificate and reduce overall hours from 15 to 12. Hannah pointed out K632 has had trouble making enrollment and the content of the course is often absorb in other required courses. Leslie Chrapliwy pointed out that this course serves as a prerequisite for K635, which remains a required course in the certificate. Matt suggested that prerequisites for courses not be included in program requirements. In reviewing courses last summer he noticed there were numerous prerequisites listed that he suspected were erroneous or outdated, including courses that are no longer even taught. After updating repeatability last year, he hopes to work on cleaning this up with departments in the coming year. Since prerequisites are only enforceable if the courses are scheduled with them, something that often does not happen, currently they are toothless. Matt suggested departments work to add prerequisites into the scheduling process and no longer list them in program requirements. Hannah and the committee agreed that, for clarity, the prerequisite language would be entirely removed from this proposal.

- *Dajanae moved to approve the removal of course K632 and the prerequisite language.*
- *Karen Wohlwend and Leslie Chrapliwy seconded.*
- *All in favor.*

H. Review of Policy on Suspended Students & Reapplication (Sarah Lubienski)

This has been an ongoing conversation with in Graduate Studies and the Graduate Studies Committee and Sarah explained that she has now vetted this proposed policy language with campus legal. Vic Borden asked if this applied only to graduate students, and Sarah confirmed. Dajanae clarified that this policy deals only with suspension and not expulsion. Any students suspended may reapply but may not be readmitted.

- *Karen Wohlwend moved to approve the policy.*
- *Victor Borden seconded.*
- *All in favor.*



II. Information Items

- A. A reminder to relevant GSC committee members of their responsibilities on the following fellowship sub-committees (and that the underlined fellowships will receive further instruction beginning in January):
- 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: Marjorie Treff, Hannah Schertz, Leslie Chrapliwy

III. Discussion Items

- A. EdS transfer credit hours allowed (Matt Boots)

Matt said as he had been recently reviewing allowable transfer hours for various degrees and noticed that the EdS seemed to allow a much higher transfer percentage, 30 of the 65 hours, instead of something in the 25-30% range. He noted that the EdS often is a fallback degree for some programs for doctoral students that don't finish their dissertation. Therefore, the intent of allowing more transfer hours might be to accommodate students in those situations. He also added advisors always had final say on counting a course, so they could limit transfer hours that way too. Matt wanted to confirm the committee wasn't interested in changing this transfer hour upper limit for the EdS at this time and they agreed.

- B. GRE policy (Sarah Lubienski)

Sarah and Matt have reviewed GRE requirements across the School and realized that no masters programs lists a minimum required score different than the School requirement, regardless of whether they internally use one or not. Since there's a growing national movement to remove the GRE exam from application requirements, Sarah asked the committee if they were comfortable supporting a removable of minimum required scores for master's degrees. This would save GSO Admissions time in calculating combined verbal and quantitative scores, remove the need for so many GRE-related waivers, and ultimately streamline the admissions' process. The committee supported the idea and Sarah will work on a proposal for the next GSC meeting.

- C. Transcript requirements (Sarah Lubienski)

Matt explained that many years ago, the practice was: if students had 9 or more credit hours listed on a transcript, that transcript had to be submitted to complete the program



application. Since applications often couldn't be completed by GSO and then sent to the departments, this practice was adjusted to: if students had credits that were applied toward a degree, that transcript had to be submitted to complete the program application. This had been approved by the Department Chairs and Executive Associate Dean a few years ago.

To streamline this process even further, Sarah and Matt recommend that this be reduced to only transcripts from the degree granting institution(s). It is not unusual for a student to have college credits they transferred in that have been vetted and added to the transcript of the degree granting institution. It seems counterproductive to delay completing applications for a transcript of 6 hours of community college credit taken at the start of the student's career. Matt added faculty could always request additional transcripts, but this change would allow them to see applications quicker and decide themselves if they need to see supplemental transcripts. Any transfer credit from other institutions the student attended would be visible on that degree transcript. This would save applicants money if they did not need to supply these additional transcripts. GSC supported this new practice.