



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 5 Minutes | January 28, 2020 | 1 - 2pm | 2102

- **Members Present:** Marjorie Treff, Leslie Chrapliwy, Karen Wohlwend, Vic Borden, Dajanae Palmer, Hannah Schertz, Zoë Peterson (CEP alternate), Rebecca Martinez, Andrea Walton
- **Ex-officio Present:** Sarah Lubienski
- **Guests Present:** Jessica Lester, Tom Brush, Matt Boots
- **Staff:** Kirstin Helström

I. Voting Items

A. Review/Approval of Minutes from January 28, 2020

- Leslie Chrapliwy moved to approve the minutes as written.
- Rebecca Martinez seconded.
- Seven in favor; one abstain.

B. Program Changes

i. Changes to Application Requirements for the IST EdD program (Tom Brush)

Tom stated that department had voted in favor of removing the GRE requirement for those students with a 3.75 GPA in their previous graduate coursework. They felt that the test proved redundant for student who already demonstrated success in their graduate coursework experiences. Matt suggested that the language be adjusted to reflect “US accredited institutions” for greater consistency with other programs that have recently changed their GRE requirement. Hannah mentioned that the GPA requirement could be standardized across the School for simplicity, although currently programs use a different GPA for their cutoff.

- Hannah Schertz moved to accept the program change with the language adjustment.
- Karen Wohlwend seconded.
- All in favor.

ii. Changes to the Minor Requirement for the IST EdD Plan of Study (Tom Brush)

The School recently voted to remove the requirement stating that all EdD programs must have a minor. Hence, IST is now proposing the removal of their requirement, replacing it with 9 hours of graduate elective coursework. This allows students to choose these courses based on individual needs and interests. Marjorie added that this change helps to advance collaboration across programs. Vic asked what we recommended calling a grouping of courses if they were no longer a minor. Although



this proposal would only list them as electives could other terms such as concentrations, tracks, cognates, etc. be used. Matt and Sarah confirmed that under their proposal students would no longer have a grouping of courses transcribed. Since Track and Specialization have specific transcription definitions they should be avoided when talking about any grouping of courses the student takes that replace the minor.

- Karen Wohlwend moved to accept the program change.
- Vic Borden seconded.
- All in favor.

B. Policy Review

i. Separating Verbal and Quantitative GRE Score Minimums for Doctoral Students and Removal of School-Wide Default Master's Minimums

It had been brought to GSO's attention that combining the verbal and quantitative scores to determine if students meet admission requirements was not a valid way of using GRE scores. This proposal creates minimum doctoral admission requirements for both verbal and quantitative scores as separate entities. While considering whether to suggest a similar approach to the Master's requirements, the subcommittee (Vic, Karen and Sarah) agreed that since over half of the School's programs do not require the GRE, it does not make sense to post minimum scores on the School's website. Marjorie asked if this has any impact on the School's national ranking, and Sarah and Vic confirmed that it could, but it would likely be minimal (and this would not influence individual program rankings).

Additionally, this policy includes language revisions to the website that soften the requirements. Vic added that since the Higher Ed PhD program dropped the GRE requirement for admission, the number of program applicants doubled this year. Core campus separation may have also impacted the downturn in numbers the previous few years.

- Leslie Chrapliwy moved to accept the policy proposal.
- Dajanae Palmer seconded.
- All in favor.

C. Course Proposals

i. Y640 (Jessica Lester)

This course is currently being offered as special topics course. This course was to fill a gap in the curriculum. Students currently take Y611, the introductory qualitative



course, but many students do not go on to take the Y612 and Y613 sequence or other qualitative courses in specific methodologies, such as narrative. Y640 gives students more advance exposure to a variety of qualitative methodologies. Additionally, if an online graduate certificate in qualitative methodologies get approved through all channels, this course functions as one of the required courses in that certificate. Sarah asked if Jessica was seeing students across all graduate levels in this course, and Jessica shared that her current student population is all doctoral students with several from across campus. Sarah asked about class participation percentages, and Jessica confirmed that in her face-to-face courses, class participation counts for 10% of the grade, but in her online courses it is worth much more, since online participation requires substantive posts.

- Vic Borden moved to accept the course proposal.
- Leslie Chrapliwy seconded.
- All in favor.

ii. Y616 (Jessica Lester)

Jessica has taught this as a special topics course since 2013, offered annually. This course consistently makes, and student evaluations from the School's PhD and EdD students, as well as from students across campus show interest in it being offered regularly. This course focuses on introducing qualitative digital tools for qualitative research at the intersections of innovation and technology – it is not a course about teaching NVivo, but rather about the use of technology across the entire workflow of qualitative research. Sarah added that many international students have severe restrictions about the number of online courses they are allowed to take, and this should be considered in creating online-only courses. Marjorie asked if this course would be available to master's level students. Jessica said that they are welcome to join, however, they should have taken an introductory course in qualitative methodology prior to enrollment, since the course does not take time to conceptualize qualitative research.

- Karen Wohlwend moved to accept the course proposal.
- Rebecca Martinez seconded.
- All in favor.