INDIANA UNIVERSITY BLOOMINGTON
SCHOOL OF EDUCATION

Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 3 Draft Minutes | October 15, 2020 | 1 - 3pm | Zoom

- **Members Present:** Hannah Schertz (chair), Ellen Vaughan, Kyungbin Kwon, Vic Borden, Danielle DeSawal, Stephen Hiller, Marjorie Manifold, Lucinda Carspecken, Leslie Chrapliwy
- **Ex-officio Present:** Sarah Lubienski
- **Guests Present:** Dave Shriberg, Chad Lochmiller
- **Staff:** Kirstin Helström, Mathew Boots

I. Voting Items

A. Review of GSC Minutes

- Kyungbin moved to approve the minutes.
- Vic seconded.
- All in favor.

B. General FYIs and Updates

Matt Boots informed GSC of previous courses that have been officially approved in Policy Council: H625, G608, Y640, Y616, G624, & G562. The ePoS will not reflect these changes until next year, but the bulletin will be updated with these changes this semester.

C. Program Change: Updates to PhD in School Psychology

This program change reflects the addition of P607 as a required course, as well as the removal of P601, which is no longer required by APA accreditation to be a standalone course. P601 content will be incorporated into the P680 curriculum.

- Ellen moved to approve the program change.
- Danielle seconded.
- All in favor.

D. New Course: P607

This course had previously been presented in GSC. The main objection was that P607 was listed as a variable topics course, and permanently required courses could not also be variable topics courses. This proposal corrects that issue.

- Vic moved to approve the new course.
- Ellen seconded.
- All in favor.

E. Course Change: P699

This course should be listed as repeatable for credit, as students must complete a yearlong internship. This change corrects that issue.

- Ellen moved to approve the course change.
- Marjorie seconded.
- All in favor.

F. Course Change: P680

This course currently covers law, ethics, and professional issues in school psychology, but instructors felt there were too many areas to cover in one course. Additionally, for accreditation review, it would be beneficial to have a standalone law and ethics course. This proposal changes the title and removes the professional issues content, which will be incorporated into the yearlong practicum experience.

- Marjorie moved to approve the course change.
- Kyungbin seconded.
- All in favor.

G. Policy Change: Update to Minimum of 12 Credits Hours Taken Outside the Major Program

This proposal builds on the extended discussion last month about minimum requirements for master's degrees, in which Elizabeth Boling and Marjorie Treff each proposed having zero credits outside the major in the IST and Adult Education master's programs, respectively. (These programs previously had special dispensation for 9 credits outside the major, instead of the currently required 12.)

Sarah explained that, in that prior discussion, there were several concerns raised about programs dropping the requirement for students to take courses outside the major program area. One was about potential unintended consequences for faculty who teach commonly taken "outside courses." Another was the issue of breath versus depth in master's degrees. However, the University Graduate School does not have a minimum requirement for hours outside the major area for the master's degrees it oversees, and instead has requirements to ensure sufficient focus within the major. (UGS does not have oversight over SOE MSED degrees). This proposal offers a middle ground of requiring six credits outside the major program area instead of the currently required 12 hours.

Vic raised the issue of the phrasing "program area" which has different meanings across programs. For example, within ELPS, a student can take policy courses as outside the major. Another example is 'C' courses are doctoral higher education courses, 'U' courses are master's higher education courses—are they the same program area? Sarah stated that the SOE bulletin uses the language of "major program area" and this policy would retain the language, but some level of murkiness seems unavoidable. For example, programs can share course letter designations and seemingly have program areas within program areas (Ed Law with Ed Leadership and Social Studies and Early Childhood Education within Curriculum Studies).

Lucy commented that she liked this proposal as a solution, especially the wording about exposure to different perspectives outside the program area, which is an important aspect of diversity. She added that her comment is also a reflection of other faculty in the inquiry program, many of whom have strong feelings about this issue, but are happy with this proposal.

Ellen commented that this proposal would help the counseling students. Sometimes counseling students really want to take counseling courses, but they are forced to look for non-G electives, which can be quite challenging. Counseling students already have to take nine credits outside of counseling anyway, so this proposal offers a good compromise, although the language does need to be clarified.

Sarah added that J500 presented a question for all the C&I degrees. J500 is typically viewed as a foundational course outside the major for many programs. It could be argued that it is outside the major within a C&I degree program, nevertheless it is a C&I departmental course. She also mentioned that, if this proposal gets approved, faculty who want to make changes to their existing program requirements would need to have specific changes approved.

Stephen asked why there is a need for a School-wide policy on this issue. Sarah responded that it often takes a body of faculty across departments to evaluate these larger design choices. Vic added that the pressure to become more specialized as well as the pressure to offer more varied options are constantly competing. Matt added in his review of the online Policy Council documentation and past Graduate Bulletin that the 12 hours have been required since at least 2000, which is as far back as that documentation goes.

Danielle commented that this proposal would continue to fuel collaboration rather than competition. Hannah added that programs can become so insular and some breadth is important to maintain.

Kyungbin commented that some programs seem to have greater need for specialization than others do, and IST would benefit from more specialized program at the master's level. Nevertheless, this proposal offers a good compromise.

Marjorie commented that in the program review conducted a few years ago, students commented that courses allowed outside the major was a big draw in their decisions to attend IU.

- Kyungbin moved to approve the policy change.
- Leslie seconded.

- All in favor.

H. Program Change: MSEd in Ed Leadership

Chad explained that these changes address current accreditation requirements. Currently IU requires candidates for administrative licensure to have 120 hours of field work experience, which is considered one of the lowest in the nation, as well as something the national educational leadership program standards have addressed. According to the new standards, students in an educational leadership program ultimately leading to licensure must complete between 10 and 15 hours per week over a period of six months. In a semester system, that ranges from 160 to 240 hours each semester.

Therefore, one of these changes relates to removing J500 as a major requirement in the program and increasing the number of credits required with 695. It's important to note that the master's degree does have a nine-credit strand and so any student who wishes to focus on issues of curriculum instruction can do so in J500 and as part of the strand requirement.

He added that the course changes involve title changes and minor modifications to align terminology to meet new accreditation requirements.

- Vic moved to approve the program change.
- Lucy seconded.

Leslie asked if these changes would increase students' time to degree. Chad responded that it should actually shorten the time to degree by one semester, as students will be able to take courses back-to-back rather than spread out over multiple semesters.

Matt raised the issues of what constitutes 12 hours "outside the program," specifically in regard to the Ed Law certificate. Chad explained that because Ed Law is a specialized field, it has been defined as its own program for the purposes of the program of study. Additionally, about 130 students have been served by that certificate, making it a fairly large program. Individuals who are trying to pursue the Ed Law certificate can do so, in addition to their master's degree, and be eligible for financial aid. From an advising standpoint, the Ed Law certificate exists as a strand within the program, and therefore viewed as outside the program of study. That approach has been supported by a number of administrations in GSO.

Sarah asked Chad to speak to Improvement Science being outside the program. Chad responded that Improvement Science is interdisciplinary, and it just so happens that the three courses that are part of the certificate start with 'A.' Improvement Science from a programmatic standpoint is distinct because it origins comes from manufacturing, health care, business, and higher education community colleges. It does not necessarily lead to principalship or superintendency per se, which is the typically defining feature of educational leadership courses.

Matt asked how Chad would sort the courses according to Ed Leadership, Ed Law, and Improvement Science. Chad responded that A629 is the only one necessary across both Ed Leadership and Improvement Science.

Ed Law certificate, defined as: A608, A615, A675, and A710
Improvement Science certificate, defined as: A600, A671, A629

Sarah asked who teaches these courses, and if it is the same faculty teaching all courses. Chad responded that Ed Leadership is critically understaffed, so they have limited ability for faculty to teach a variety of courses. Ed Law is taught by Janet Decker, Suzanne Eckes, and Jennifer Rippner. Improvement Science used to be taught by himself and Mónica Byrne-Jiménez, but the department is currently figuring out how to restaff those courses. Frank Perrone is a new hire and has interest in teaching them. Rebecca Neri in Learning Sciences has also been approached and has a background in Improvement Science. Ed Leadership is taught by Frank Perrone, Janet Decker, Jennifer Rippner, Suzanne Eckes, Wally Bourke, and Chris Lubienski. The certificates tend to work with more specialized faculty, and the content is much narrower, creating a smaller intellectual community within a larger program.

Hannah asked what problems would emerge if these A courses were all considered part of the same program and the policy change addressed earlier in the meeting would require two additional outside courses. Chad responded that it would not change licensure, which is built into the master's degree, but it would likely significantly decrease enrollments in Ed Law and the department would not longer offer Improvement Science. In essence, IU would lose the advantage of being the only university in the nation to offer these options. He also mentioned that by that morning, they had received 14 inquiries, which would be all new enrollments to the School.

Vic shared that his understanding of the policy discussion was that there would be room for programs to justify what is considered inside and outside the program, as has been tradition.

Matt suggested that, with the course letter overlap, the department could clarify which courses would be considered inside and outside the Educational Leadership program, and those clarifications can be inserted into the bulletin. Chad agreed to that solution.

Vic asked if master's level degrees have sections (e.g., major, minor, electives), and Matt explained that those sections do not exist in master's degrees like they do in the EdS or EdD. Vic suggested that perhaps creating those sections at the master's degree level would help solve some of these issues.

- All in favor.

I. Course Change: A629

- Vic moved to approve the course change.
- Marjorie seconded.
- All in favor.

J. Course Change: A515

- Stephen moved to approve the course change.
- Danielle seconded.
- All in favor.

K. Course Change: A608

- Marjorie moved to approve the course change.
- Ellen seconded.
- All in favor.

II. Discussion Items

A. DEI Policy Review

GSC is charged with reviewing all graduate-level policies this year with a DEI lens, and Sarah led GSC in workshopping four policies according the rubric she drafted.

Danielle commented that DEI issues relate to the program level and the individual level, and both should be considered. Hannah and Sarah noted that this process focuses on identifying policies that are likely to substantially impede DEI. Danielle explained how the "6 months to submit the dissertation" could impede DEI if the adviser is not proactive in ensuring students are aware of the policy. Vic added that this particular policy is not worded appropriately because it states the student "is expected" rather than "is required." Danielle suggested writing student versions of the policies to improve student accessibility to understanding the policies.

Ellen suggested that the GSO note whether policies are aligned with UGS, so that GSC members can consider whether the School has the power to change the policy or only the language of the policy.

Hannah mentioned that the policy discussing residency could have gender-related bias when it comes to disproportionate responsibility for childcare, during the pandemic but also more generally.

Ellen mentioned that the required 6-credits with an SAA or 8-credits without an SAA to fulfill the residency requirement could be considered an equity issue against individuals working full-time jobs and taking online courses. Vic added that in contrast, non-structured course experiences, like independent study, 795, and 799, do count toward residency.

Leslie reminded the committee that the 50% rule only applies to coursework on the ePoS. Students can take additional coursework and not list it on the ePoS, which is why the Grad Studies Office always recommends listing only the minimum number of credits to fulfill the requirements.

Vic added that the Human Subjects policy shows inequity in the lack of clarity in what is considered human subjects research, which also changes from year to year.

The committee agreed to only focus on the policies that seem likely to substantially impede DEI, with the caveat that the other policies may also contain lesser DEI issues. Policies needing language changes will be earmarked for possible language revisions at a later date.