



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 6 Minutes | January 28, 2021 | 1 - 3pm | Zoom

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

I. Voting Items

A. P602 & P606 – Dave Shriberg

Dave explained that these two courses function as a sequence for the residential program. These courses will replace current special topics courses in cognitive assessment and academic assessment.

- Leslie asked if it was intentional that the courses listed as variable credit but not repeatable. Dave said that the course might likely be offered as a two or four credit course, but that regardless, the course should not be repeated.
- Vic raised the language issue of “assessment” and its multiple meanings, and Dave responded that these proposals do mirror the language in the National Association of School Psychologists.
 - Ellen moved to accept P602.
 - Leslie seconded.
 - All (8) in favor.
 - Vic moved to accept P606.
 - Stephen seconded.
 - All (8) in favor.

B. P609 – Dave Shriberg

This course functions as a “part 3” to the P602 and P606 courses, within the new OCAP program proposal of the part-time hybrid EdS School Psychology program.

- Because the syllabus was not completed by the time of the meeting, the committee voted on the concept of the course, with the understanding that the syllabus would arrive shortly and be voted on in email.
 - Kyungbin moved to accept P609, pending the provision of the syllabus.
 - Leslie and Lucy seconded.
 - All (8) in favor.

C. MOA for EdS School Psychology – Dave Shriberg

Dave shared that this program is growing out of essentially monthly requests for such a program, typically from individuals working full-time and wanting to pursue an EdS degree in Bloomington. This MOA presents the program curriculum to GSC for approval before the program continues through approval channels within IUB and across campuses.

- Leslie noticed that the program GPA requires a 3.00, but the School requires EdS GPAs to be a minimum of 3.50. Dave stated that this language is likely boilerplate language, and this was not a conscious attempt to deviate from School norms. Having spoken with others on the MOA committee, there does not seem to be any opposition to an amendment.
- Leslie also highlighted the program allowing only 6 transfer credits. Dave and Sarah agreed that this was likely copied from a master’s degree program but could be amended.



- Leslie moved to accept the MOA2, with the understanding the transfer credits and the GPA requirements be updated to reflect current IUB School of Education requirements.
- Ellen seconded.
- All (8) in favor.

D. Review of GSC Minutes

- Danielle moved to accept the minutes.
- Kyunbin seconded.
- All (8) in favor.

E. Update to Minimum Certificate Hours (Drop from 12 to 9)

This bulletin update follows from the approval of the nine-credit Dyslexia certificate and new guidance from University Academic Affairs, indicating that nine credits is the minimum for a certificate.

- Leslie moved to accept the bulletin update.
- Vic seconded.
- All (8) in favor.

F. Update to Transfer Hours Limit for 9-credit Certificates

Matt explained that the current limit is six transfer credits for a certificate, which is a relatively high cap for a 9-credit certificate. There was some discussion about whether that should be adjusted proportional to the certificate credit requirements. Because the School does not give credit for half hours, it was recommended that there be a four-credit limit for a nine-credit certificate. Matt reminded the GSC that these transfer credits are still determined at the discretion of the adviser.

- Leslie moved to accept the bulletin update.
- Stephen seconded.
- All (8) in favor.

G. Update to Admission Criteria to Allow Unofficial Transcripts to be Submitted for Admission

Matt explained that there is an expectation of official transcripts being submitted with admission applications, but with Covid-19, the School began accepting unofficial transcripts. This has quickened application completion and allowed faculty to receive student documents faster. The student's degree would be dependent upon an official transcript submission before degree conferral. All students that use unofficial transcripts have their admission marked as contingent upon submission of official and final transcripts.

- Kyunbin moved to accept the bulletin update.
- Ellen seconded.
- All (8) in favor.

H. IST Program Review Summary

Kyunbin shared the recommendations resulting from the IST program review:

1. Hire professional staff member/ additional faculty
2. Maximize institutional data
3. Build community (develop an IST student center)
4. Consider an EdD cohort model
5. Increase recruitment and enhance diversity

II. Discussion Items

A. Application Personal Statements: Word Count & Prompt

GSC discussed application language and website information.

Sarah explained that currently, the program pages do not provide any guidance about personal statements, and the more detailed information on the "how to apply" page is dated.



- i. Example of specific [program page](#) (See “Admissions Requirements”)
 - ii. Link to more info on how to apply: [Graduate: How to Apply: Admissions: School of Education: Indiana University Bloomington](#)
 - iii. Proposed wording for one or both website locations: *“Personal statement describing your relevant background, career goals, and interest in selected program (e.g., curriculum, faculty expertise). [500-800 words] GSC members supported this proposed prompt and word count. GSC members asked whether program pages on the website can have more specific instructions that are tailored to the program. Sarah and Matt will meet with Scott Witzke to understand what website modifications are possible.*
- B. Following up with Admitted Students
- GSC members voiced interest in recommending their own students to participate as School ambassadors, and they will contact Kirstin with names as relevant.
- i. Introducing [Ambassador Website](#)
 - ii. GSO vs Program role in recruiting at this stage (complicating issue for GSO follow-up – we do not always know the latest status – e.g., if a student tells a program they are not coming)
 - iii. Possible office of DEI involvement
- C. Timeline for next year’s admissions – proposing December 15 as latest SoE deadline for full funding consideration.
- Sarah mentioned that this year has seen a particular surge in applications, and the admissions office has had difficulty keeping up with the increase. Having an earlier priority fellowship deadline would give more time for staff to process applications and for faculty to review and select applicants to put forward for fellowships. The Dean’s and UGS Fellowships have early spring semester deadlines to increase the chance of students accepting offers. Hannah, serving on the Dean’s fellowship committee this year, asked how this proposed timeline might influence the fellowship acceptance. Sarah confirmed that moving the deadline earlier (December 15th) would allow for the selection committee to review applicants and reach a decision shortly after winter break. GSC members did not object to this timeline adjustment.