Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 7 Minutes | April 5, 2022 | 11am - noon | Zoom

* **Members Present:** Lucy Carspecken, Leslie Chrapliwy, Kyungbin Kwon, Marjorie Manifold, Hannah Schertz (chair), Marjorie Treff (alternate), Andrea Walton (alternate), Jessica Zaker (student representative)
* **Members Absent:** Danielle DeSawal (conflict), Lynn Gilman (conflict), Lucy LePeau (conflict)
* **Presenters:** Beth Samuelson
* **Ex-officio Present:** Matt Boots, Meredith Park Rogers
* **Staff:** Kirstin Helström, Tracey McGookey

1. **Voting Items**
   1. Review of Minutes

* Kyungbin moved to accept the minutes.
  + - * Lucy C. seconded.
      * 6 in favor.
  1. Graduate Certificate and Licensure in Teaching English Learners – Beth Samuelson

Hannah informed the committee that the GSC agenda committee had several questions regarding the certificate and licensure program as delineated in correspondence by Matt. Beth confirmed she is working to gather answers to those questions, which need input from all regional campuses and OCAP staff. Beth noted that a discussion with GSC would be helpful, but she wished to postpone the proposal vote until a later time, when the agenda committee questions could be more fully answered. Matt noted that it would be ideal for the program to be reviewed by all School levels before November 2022.

Matt shared that this is the first collaborative program proposal to contain both the certificate and licensure portions. Matt clarified that GSC reviews the certificate portion, but the Committee on Teacher Education reviews the licensure portion.

Matt asked Beth to speak to the agenda committee’s first question, regarding the connection between the certificate and the licensure portion. Beth confirmed that this is the first time OCAP has navigated this type of program proposal, and that all regional campuses are involved in this program. Beth described the program as including 18 credit hours. If students only successfully complete the 18 credit hours, they earn the certificate; the licensure portion is an additional requirement in which the student applies for licensure through their home campus. Matt asked if there is any additional coursework required to receive the license, and Beth confirmed it is only the 18 credit hours.

Matt and Meredith asked Beth to speak about the online practicum course. Beth confirmed that the entire program will be entirely online. Beth’s colleagues at IUB and one other campus have been offering 100% online practica for some time and comfortable doing so, but there seems to be some hesitation from other campuses about offering 100% online practica. Nevertheless, Beth expects that the consensus among all campuses will be to offer the certificate 100% online because that was the original intent of the program—that it can be completed anywhere for people who want to earn Indiana licensure.

Matt asked if Beth envisions this certificate replacing both online programs: Certificate in EFL/ESL Teacher Prep and the Certificate in EFL/ESL Teaching certificates. Beth confirmed that students who would normally pursue either of those teaching certificates will be channeled into this certificate program, and then asked if they would like to pursue the certificate only or the combination certificate and licensure program. Beth confirmed that LCLE would no longer be offering the previous two teaching certificate programs.

Matt noted that it could be helpful to have two different admission codes for the certificate only and the combination certificate and licensure programs to ease the tracking of students purusing licensure.

Meredith noted that OCAP has never navigated licensure embedded in a graduate program before and recommended making them aware of the distinctions between licensure and graduate programs. Beth agreed that those distinctions are important to make clear to OCAP. Beth noted that OCAP provided for a faculty member associated with the proposal to be a director of the program, and Gina Yoder at IUPUI is serving as director. In that role, she oversees the program, who teaches what and when, the process of collecting data for accreditation, etc. Currently, IUB, IUPUI, and IU Northwest are the only campuses that currently have the licensure portion on the books, and therefore are the only campuses (at this time) at which students can pursue the licensure portion.

Meredith asked if the licensure portion is limited to students wanting licensure for the state of Indiana. Beth confirmed that students have been able to acquire licensure for other states, however, it is not automatic and has required students to investigate the Department of Education’s requirements in other states and whether those requirements will accept this program. Beth recommended that the marketing of this program should clearly recommend that students determine at an early stage if these program courses will meet the requirements of their intended state’s licensure requirements.

Marjorie M. asked if 18 credit hours is typical for a certificate. Matt and Meredith confirmed that certificates typically range 9-15 credit hours. Meredith clarified that this program contains three additional hours of practicum to reach a total of 18 credit hours. Beth shared that this program type is very competitive among other campuses and institutions. Indiana Purdue offers a licensure program at 15 credit hours, but IUPUI members of this program’s committee, who are very experienced in this area, strongly recommend no fewer than 18 credit hours to sufficiently prepare students. Beth added that Purdue has shared that 15 credit hours is inadequate in its preparation of students, and she noted that it will be extremely difficult to convince this program’s committee to reduce the certificate to 15 credits. Beth added that LCLE’s previous licensure program required 21 credit hours, which LCLE faculty agreed needed to be reduced to be competitive with similar programs.

Meredith recommended that the program be marketed as ‘15 credits of coursework with 3 credits of practical experience’ to make the program more competitive among its peer programs. Andrea W. added that the marketing is key, and that unless students understand the value of the program, they often make strictly budgetary decisions in graduate education. Meredith recommended to not rely on OCAP for program marketing, and that the program faculty should generate their own marketing to best reach their intended audience.

Matt recommended that Beth plan to attend the first GSC and Committee on Teacher Education meetings of the 2022-23 academic year, to enable her to present both proposals at the first Policy Council meeting.

1. **Discussion Item**
   1. Graduating with Honors in School of Education – Matt Boots & Meredith Park Rogers

Matt noted that this item arose from a student contacting Vicky Lewis in the IST department, and Anne Leftwich brough it as an IST department proposal. The background is that an IST student asked about the possibility of graduating with honors as a graduate student, which has never existed before in the School. The student asked if there is a rule regarding this topic, and Matt noted he is not aware of any. Tracey and Leslie reviewed other graduate schools and could find none that offer honors. Matt added that if it were to be done, it would be difficult to award based on GPA because of graduate school grade inflation. Awarding honors based on other factors could require significant engagement from faculty in both determining criteria and reviewing candidates.

Tracey confirmed that none of the other IU schools currently offer it. UGS has confirmed that it would not permit it at School of Education.

Kyungbin asked why IST brought this proposal. Matt said that it was an IST student that had raised this idea with their department.

Jessica agreed that there would be too many students graduating with honors and that the doctoral degree should instead be considered the honor.

Meredith added that, to deal with the grade inflation at the graduate level, faculty would need to reposition grade structures and students would be upset that weren’t receiving ‘A’ grades.

Lucy C. shared that she was not comfortable having another way to rank students against one another, seeing that there is so much competition already.

The committee reached consensus to not recommend this as a proposal and recommended that IST representatives relay the GSC committee feedback to their department.

1. **Information Item**
   1. Annual Review Update – Matt Boots

Matt reminded GSC that one of the charges of the committee was to review the December 1st application and fellowship deadline, which is ongoing, as GSO is still getting data from when funding offers went out.

Regarding annual review: there are very good numbers this year. As of the Friday, April 1st deadline, GSO saw roughly a 75% completion rate. Adjusting for students graduating in spring or summer who were told they did not have to complete annual review, the completion is closer to 88-90% range. A total of 162 students have received holds on their accounts to prevent them from registering for classes, and already several students have completed their annual review reports and asked to have the holds removed. Faculty who do not complete their portion of the annual review process will receive regular emails from Matt until completion to ensure students receive feedback on their progress in a timely manner.