

**Minutes from Meeting**  
**10:00am-11: 30am**  
**Rooms 2102 (Bloomington) and 3138B (Indy)**

**Members Present:** Danielle DeSawal, Kylie Peppler, Valarie Akerson, Elizabeth Boling, Amy Trauth-Nare, Rob Helfenbein, Luise McCarty, Samantha Paredes Scribner, Susie Sloffer, Ghangis Carter, Martha Nyikos, and Ray Haynes

**Absent:** Lara Lackey and Thu Suong Thi Nguyen

**Staff:** Avital Deskalo

**Presenters:** Jackie Blackwell, Nathaniel Brown, Peg Sutton, and Gina Weir

I. New Business

- A. **New Course Request T-524-** Jackie Blackwell provided a brief overview of new course T-524 Diverse Perspectives on Families. She expressed that this is an introductory level graduate course, which focuses on working with all children (P-12) and their families in formal and informal environments. This course also provides a general overview of diverse perspectives on all types of families. Graduate students will construct understanding of children and their families in the larger educational continuum while identifying and analyzing critical issues. Topics that will be discussed in the course include: historical perspectives and trends; policies and legislation at local to international levels; developing and sustaining relationships, partnerships, and alliances in the best interest of children (students), their families, educators, larger community, and professional groups for now and beyond this time while keeping children/students at the center of our individual and collective work; and innovative strategies, skills, and dispositions for supporting, nurturing, and involving different types of families. Further, Blackwell explained that this was course was developed for Masters' degrees students in Elementary and Secondary tracks for Urban Education, Technology, and Early Childhood as well as degree programs in English as a Second Language and Literacy, Culture, and Language Education. Blackwell added that the School of Social Work has expressed interest including this course as an elective for School Concentration and Family Life Certificate Program.

Then, Blackwell discussed how this course was extended and how it differs from other similar courses. She stated that this course began as a P-3 course for Early Childhood Education. A colleague of Blackwell's from the English as a Second Language Program asked if she could extend this course to be part of her program. As such, this course moved from a focus on P-3, to P-5, and finally to P-12. Throughout the process, Blackwell received input from other colleagues to extend this course to other Master's programs, and not just Early Childhood. Further, these courses do not duplicate the other courses on family, such as K548, A510, or G568. K548, Families, School and Society focuses on individuals with disabilities and their families, A510 School and Community Relations focuses on theories, practices, and preparation of school-

community leadership as school principals, and G568 Family and Counseling is a highly specialized and advanced course, while T-524 is introductory. Blackwell added that she met with the faculty who teach these courses and they examined the syllabi to ensure that T-524 is different.

Next, Danielle DeSawal opened up discussion for the course. Ghangis Carter inquired if this course would be offered for IUB students? Blackwell responded that students at IUB could take this course and just need to request permission to be added. In regards to this question, DeSawal wanted to clarify that T-524 is only listed on the IUPUI campus. Blackwell said that is correct. DeSawal also had a question about the PUL (Principles for Undergraduate Learning initiatives) section on the course request form. She doesn't remember this section from any other T-course requests. DeSawal said that the sections would be left blank since those are questions for undergraduate courses. Rob Helfenbein indicated that these initiatives might be coming for the graduate level in the future.

- *Martha Nyikos motioned to approve new course request EDUC-T524 for the Indianapolis campus.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**B. Revised Program of Studies for the Ph.D. in Learning and Developmental Sciences, Learning Sciences Specialization**

Nathaniel Brown said the primary goal for the revision was to remove restrictions that were placed on the program inadvertently. For example, the revised POS still requires a commitment to 15 inquiry credit hours, but now only 9 of those credit hours need to come from the List of Approved Inquiry Core Classes. The remaining 6 credit hours are reclassified as inquiry methodology electives. He expressed that the program still maintains the same goal to have a strong inquiry emphasis, but now there is more flexibility for students in choosing relevant courses. Also, the revised POS no longer requires that specific course numbers (P631, P632, and P633) satisfy the requirement for the mandatory learning sciences seminars.

Susie Sloffer asked if students are not using P631, P632, or P633 for the learning seminar, how will she know that the students have taken the required courses? Brown stated that it is currently up to the advisor to ensure that the students are getting the distributional requirement. Sloffer provided two suggestions; first, she said that if the POS has a title of the courses, it would appear on the transcript and she would be able to distinguish between the different learning seminars. Alternatively, the Learning Sciences faculty could handle the seminars requirement themselves. Brown responded that the faculty would handle this component. Then, Martha Nyikos asked about the minimum number of credits for the general inquiry core. Sloffer answered that the SOE requirement is a minimum of 9 hours of inquiry core. Next, Rob Helfenbein asked about the inquiry core problem that led to the POS revision. Brown stated that the List of Approved Inquiry Core Classes encompasses courses about methods and didn't provide students with the opportunity to take different type of inquiry courses,

such as an advanced level statistics course. As such, the required credit hours from the List of Approved Inquiry Core classes were reduced to the school minimum of 9, so students could have more flexibility (6 credit hours) to enroll in different types of inquiry courses.

- *Susie Sloffer motioned to approve the revised Program of Studies for the Ph.D. in Learning and Developmental Sciences, Learning Sciences Specialization with the two changes outlined in the memo: 1) Reducing 15 inquiry credit hours to require only 9 of those credit hours to come from the List of Approved Inquiry Core Classes and the remaining 6 credit hours are reclassified as electives. 2) Maintain the number of required learning sciences seminar, but no longer require the specific course numbers (P631, P632, and P633) to be used to satisfy the requirement.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

**C. Recording Internship Notations on Counseling and School Psychology Ph.D. Students' Transcripts-**

Elizabeth Boling briefly explained the rationale behind this proposal. She indicated that when the students go for licensure, if their transcripts do not note their internship experiences specifically, the faculty members are required to write memo after memo to verify internships to licensing boards. Susie Sloffer added that even if a student is obtaining licensure 10 years later, the students need documentation of their internships in their program. Therefore, Counseling and School Psychology is making a case to the registrar to input the internship notations on the transcripts. The official documentation with the internship name, location, accreditation, etc., will come to Susie at the student's dissertation defense. At that point, Susie will convey the internship information to the registrar for it to be added on the transcript. The text in bold (located on the rationale document) is what would actually appear on the transcripts.

- *Martha Nyikos motioned to approve the Proposal for Recording Internship Notations on Counseling and School Psychology Ph.D. Students' Transcripts as presented.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**D. Adding "track" designations to the M.Sc. program in International and Comparative Education-**

Peg Sutton is requesting to name specific tracks within an existing program. She briefly explained the rationale behind this request. The ICE Masters Degree was revised in 2007 because the clientele for that program had shifted significantly; that is, more in-service teachers and people in higher education were interested in international higher education degrees. More recently, there have been many international students have expressed interest in educational leadership. As such, ELPS faculty want to accommodate these students thus incorporating an international leadership track into the ICE program. Further, there is a demand in training for international leadership around the world. Moreover, if a student is coming abroad with funding from their government or international funding agencies, it is very

unlikely that a degree that simply says International and Comparative Education will satisfy; the degree needs to be more specific. Therefore, it is better to have a specific track designation on their transcript. Sutton added that there is “no cost no change”; that is, there are no additional requirements, just a specification of the particular requirements.

Susie Sloffer clarified that Sutton did not request an addition for the “general” track, which is on the POS. Sutton said she was aware that the “general” track was going to be removed from the POS. Rob Helfenbein asked why she wanted to add tracks instead of a certificate. Sutton responded by stating that a certificate would have to go through a much more extensive approval process. Further, she and the other ELPS faculty have considered other options, but since the ICE program allows for tracks, they deemed the track designations most efficient. Helfenbein’s understanding was that a track will not get printed on a transcript; however, Sutton clarified that the track will indeed be printed on the transcript. Sloffer added that these tracks would show up on the transcripts because they have gone through the Track Approval Process, which goes through the Campus Curricular Committee and the Academic Leadership Committee on your campus. Helfenbein expressed that he was told that tracks do not show up on the transcripts, and Sloffer explained that the tracks he is speaking of probably didn’t go through the Track Approval Process. From what Sloffer remembers, the Focus on Technology, for example, was specifically created as a focus because the IUPUI faculty did not want to go through the lengthy process of Track Approval. Also, a focus is not the same as a track.

Next, Martha Nyikos asked if Sutton’s department already had tracks. Sloffer clarified that in order for a program to have tracks, it must have an approved degree program; it doesn’t need to have anticipated tracks. Ray Haynes raised a question about the value of the tracks for international students. Sutton says the tracks were created for clarity purposes and the track is a marketing tool for a large audience. Also, Sloffer mentioned the value of the specific credentialing aspect for international students. Sutton indicated that the track designations are equally beneficial for international and domestic students. Haynes expressed a concern about unintended consequences, as there are no specific courses tailored to a specific region. Sutton responded that the faculty teaching these tracks are genuine and will transform the course content to reflect their audience. She added that the faculty demonstrate talent and interest and will ensure that the courses are not all U.S.-based. Nyikos raised a similar question about the A courses under the International Leadership track that are more American based. Sutton indicated that the A courses tend to have international perspectives, and the faculty members are dedicated to internationalizing and globalizing their curriculum. Before the discussion ended, Nyikos asked which of these tracks are attractive to international funding agencies? Sutton responded by indicating that both tracks are attractive.

- *Martha Nyikos motioned to approve the Proposal for Adding “The International Leadership” Track and “Higher Education” Track to the M.Sc. program in International and Comparative Education, as presented.*

- *Luise McCarty seconded the motion.*
- *All in favor.*

- E. Course Change Request S500-** Gina Weir presented the course change request for S500. She indicated that the rationale behind the course change was to provide the option for students to register for a single credit if they are not attending seminar during a particular semester, but are still working in their long-term field placement and thus require continued faculty supervision. She mentioned that the students need to be supervised during the lag between course completion and student teaching. The only change is to the credit hours from variable from 2 to 4 to variable from 1 to 4. Luise McCarty asked if students sign up for a different course after the lag when they begin the student teaching. Gina Weir confirmed that students sign up for the S500 for the field placement during the lag and once they overcome that lag time, they sign up for a different course. When they are actually student teaching, they sign up for a different course.
- *Susie Sloffer motioned to approve the course change request for S500 as presented with the changes on item #12 to credit hours variable 1 to 4 and item #13 contact hours variable from 15 to 60.*
  - *Kylie Pepler seconded the motion.*
  - *All in favor.*

II. **Review/approval of minutes from January 10, 2012**

- *Amy Trauth-Nare motioned to approve the minutes from January 10, 2012.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

III. Discussion Items

- A. Proposal to move Adult Education Masters and Certificates from Continuing Studies to the School of Education-** Danielle DeSawal updated the committee regarding the move of the Adult Education Masters and Certificates from Continuing Studies to the School of Education. She mentioned that the Adult Education Masters and Certificates are moving to the SOE because Continuing Studies is collapsing. This is only an informational item; it did not need to be voted on at the GSC level or the Policy Council level. DeSawal added that there might be a few changes in course numbers in order for the courses to be operationalized here in the SOE. The Adult Education Masters and Certificates will now be in IST.
- B. Committee Assignments: Beechler, Dissertation of the Year Award, Fellowships, and Graduate Program Review Process-** The committee began the discussion by providing an update on the Dean's Fellowship Award. The Fellowships subcommittee had two eligible candidates and they both received the fellowship award. Ghangis Carter inquired about the diversity of the recipients. Luise McCarty stated that the recipients were both White and one was female and the other male. Elizabeth Boling added that the recipients are prospective students and the award is used as a recruiting tool. Ray Haynes mentioned that it might be hard to attract diverse students with this

fellowship. Boling added that there were no eligible international students this year because they did not meet the TOEFL requirement for the award. In response to Haynes' comment, Boling indicated that the Graduate Studies Office has begun a record of who is being nominated and who is receiving the fellowship. The eligibility is highly based on scores, and Haynes recommended that a qualitative metric (e.g., experiences, taking on leadership roles) should be added, so the SOE can attract high ability candidates who may not meet the eligibility criteria for GRE or TOEFL scores. Kylie Pepler liked the idea of adding a qualitative section, and she recommended that qualitative information can be gathered as part of the interview process. Haynes responded that he was concerned about the interview questions if the selection committee is not prepared to do these interviews well. He considered another idea, which would be for the committee to develop a policy and communicate these expectations to Dean Gonzalez. In response to Haynes' suggestion, Carter asked if the donor specified these requirements?

The Fellowships committee decided that they will first look into the donor's intent so they can have something to work with. Elizabeth Boling recommended that they contact Jonathan Purvis. Next, the committee will figure out if Dean Gonzalez has added anything to the criteria that differs from the donor intent—so the committee can get a sense of Dean Gonzalez' outlook on the Dean's Fellowship Award.

Before the meeting ended, Danielle DeSawal briefly mentioned that the Graduate Program Review committee will convene to develop a process for the reviews. Boling added that the departments will be simultaneously receiving a tentative timeline for the reviews.

**The committee meeting ended at 11:30am. The next meeting will be on Tuesday, April 3<sup>rd</sup>, at 10am.**