

**Minutes from Meeting**  
**10:00am-11:30pm**  
**Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Susie Sloffer, Beth Berghoff, Peg Sutton, Ben Edmonds, Ghangis Carter, Luise McCarty, Thu Suong Thi Nguyen, Katie Cierniak, and Robin Hughes

**Members Absent:** Alex McCormick, Karen Wohlwend, and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Donna Adomat, Carmen Medina, Tom Brush, Frank DiSilvestro, and Lucy Lepeau

- I. Review and Approval of Minutes from November 6, 2013
  - *Ben Edmonds moved to approve the minutes from 11-6-13 with the following changes: Add Thu Suong Thi Nguyen's name to the Members Present list and change 2T2 to T2T.*
  - *Luise McCarty seconded the motion.*
  - *All in favor.*

II. Old Business

A. **Certificate in Children's and Young Adult Literature**<sup>1</sup>

D. Adomat and C. Medina provided a quick overview of the changes. They made a clearer distinction among the courses. They also strengthened the rationale by adding non-degree students to the potential audience, which provides more reasoning for creating a certificate. In addition, the admission criteria were changed. Moreover, they added that the two required courses have been field-tested since 2009. Furthermore, those two courses have been fully enrolled and have had waiting lists. They have also had the most multicultural appeal and they are designed for master's and doctoral students. Master's students mostly take the existing courses proposed for this certificate, but they are also open to doctoral students. D. Adomat and C. Medina proposed creating two new courses that would appeal to doctoral students, as well as masters students who would like an advanced course. The English Department only offers an undergraduate course but sometimes they may offer a graduate course. L750, topical seminar in LCLE research, which is a required course for the department, occasionally has a topic that covers children's literature. In the event that there is a children's literature topic, L750 is applicable to the certificate.

Next, D. Adomat discussed the changes to the new courses. She changed the course description for L651 to make it clear that it is a genre-based course. K. Barton clarified that one genre will be covered in L651 each time it is offered. D. Adomat said yes. K.

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<sup>1</sup> The revisions to this certificate were voted on and approved over e-mail by the LCLE faculty between November 23<sup>rd</sup> and November 26<sup>th</sup>.

Barton suggested adding a note in the course description to indicate that each time L651 is taught, it is just one topic. D. Adomat continued her discussion. She changed the course descriptions between L641 and L651 to make the distinction clearer. At the end of her introduction, K. Barton suggested that she remove the word “topic” in the course description for L641, since the course is about issues.

Some committee members raised questions about the revised certificate proposal. For example, who will determine if the electives, L750, or the English or SLIS courses are applicable for the certificate? D. Adomat explained that “if applicable” means that the course is about children’s literature. The advisor’s signature indicates that the he or she approved those courses for the certificate. D. Adomat and C. Medina confirmed that the LCLE faculty would advise the student whether or not a particular course will count.

Next, the committee members discussed the admissions requirements. G. Carter suggested changing “narrative statement” to “personal statement” to align with application guidelines for other programs and certificates. E. Boling raised a question regarding the GPA requirement. In particular, is the GPA of 3.0 for an undergraduate GPA for non-majors? D. Adomat said yes, although some students may already have a graduate degree. To clarify this section, D. Adomat will add undergraduate or graduate GPA for non-majors. In addition, E. Boling stated that the certificate needs a statement that current LCLE grad students must file a POS and apply to graduate for the certificate and non-LCLE grad students must also apply to the certificate. D. Adomat will not require a personal statement from; she will only look at current GPA. The baseline for good standing GPA is 3.5 for doctoral students and 3.3 for master’s students, according to E. Boling. If there is a person that is a close case, D. Adomat can always ask for an exception or waiver based on some argument that the student can apply for the certificate program. E. Boling will help D. Adomat rewrite the admissions requirement. E. Boling provided the updated admissions criteria for III: Two types of students would be eligible for the Certificate: graduate students enrolled in a degree program and non-degree graduate students. Non-degree graduate students would apply to the certificate program directly. Admissions requirements would be: a graduate or undergraduate GPA of 3.0 and completion of a personal goals statement. Non-LCLE graduate students would apply directly. Admissions requirements would be: a 3.5 current GPA for doctoral students, and a 3.3 current GPA for master’s students. LCLE graduate students would file an approved program of study and an application to graduate with the certificate.

K. Barton inquired if existing faculty will be able teach the courses. D. Adomat said that other faculty are capable of teaching these courses, they just weren’t included in the core planning committee for this certificate. She just put her name down under IX because of her and C. Medina’s area of expertise.

D. Adomat inquired if students can receive the certificate retroactively. S. Sloffer said that the certificate couldn’t be awarded until it is approved. If the certificate is approved for next summer, current students have completed the courses, and the courses are not

outdated, they can just submit a POS and apply to graduate if they are LCLE students. If the students are no longer students here, they will probably not be able to earn the certificate.

- *Luise McCarty moved to approve the Certificate in Children's and Young Adult Literature with the following changes: remove the word "topic" from the course description on L641, indicate that only one genre will be discussed each time L651 is offered, and change the admissions requirement to read: Two types of students would be eligible for the Certificate: graduate students enrolled in a degree program and non-degree graduate students. Non-degree graduate students would apply to the certificate program directly. Admissions requirements would be: a graduate or undergraduate GPA of 3.0 and completion of a personal goals statement. Non-LCLE graduate students would apply directly. Admissions requirements would be: a 3.5 current GPA for doctoral students, and a 3.3 current GPA for master's students. LCLE graduate students would file an approved program of study and an application to graduate with the certificate. This approval is contingent upon the faculty's vote regarding having non-degree students in the certificate.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

Next, the committee members looked at the individual courses. They had several changes to each course. For L631, the title for #8b should be changed to: Mult/Intl Child & YA Lit.

For L641, #20, Instruction Mode, the "Hybrid" option should be removed. Also, the word "topic" should be removed from the course description. The committee recommended some changes to L651 as well. First, the title under #8b should be changed to Tpcs Child & LA Lit. Second, percentages should be added to ESI #5. Finally, the course description should have information indicating that one genre will be taught each time it is offered. Finally, for L661, it was recommended to change the title under #8b to Latino/a Child & YA Lit. Also, the course description under #16 will be shortened; C. Medina will delete everything after the sentence that ends with "among others."

The courses will be approved independently.

- *Ben Edmonds moved to approve the new course request for L631 with the following changes: the title for #8b should be changed to Mult/Intl Child & YA Lit.*
- *Luise McCarty seconded the motion.*
- *All in favor.*
  
- *Susie Sloffer moved to approve the new course request for L641 with the following changes: remove the "Hybrid" option on #20 and remove the word "topic" from the course description.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

- *Ben Edmonds moved to approve the new course request for L651 with the following changes: the title under #8b should be changed to Tpcs Child & LA Lit; the percentages should be added to ESI #5; and the course description should have information indicating that one genre will be taught each time it is offered.*
- *Peg Sutton seconded the motion.*
- *All in favor.*
  
- *Katie Cierniak moved to approve the new course request for L661 with the following changes: #8b should be changed to Latino/a Child & YA Lit and C. Medina will delete everything after the sentence that ends with “among others” under #16.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

### III. New Business

#### A. **Graduate Certificate in Adult Education**<sup>2</sup>

F. DiSilvestro and T. Brush presented the 15-hour online certificate program in Adult Education. This certificate was modeled after a 15-hour credit program in IST. The rationale for this certificate is to help people to develop work skills to teach adult learners. In addition, this is the only certificate that is offered in the state of Indiana. Many other similar certificates are offered around the country. This certificate would be another entry point for people to earn a master's degree. It is also a good recruiting tool for the Adult Education Program and other programs. As of now, the faculty can cover the teaching of this program. They may have to increase the faculty. The topics are primary core courses in adult education; there are four core courses and one elective course depending on their needs.

Following their introduction, the committee raised a discussion about the certificate. P. Sutton commented that the adult education faculty should consider enriching the international focus in this certificate. L. McCarty suggested that one of P. Sutton's course in comparative education could be taken as elective for this certificate. Next, B. Edmonds inquired about the requirement to complete this certificate in two years. F. DiSilvestro responded by saying that students usually complete the Adult Education Master's in 3 years. He wants to encourage students to finish. T. Brush suggested to adding, “recommend” to the completion requirements.

K. Barton asked if the courses have room for new students. F. DiSilvestro stated that they usually have 15 students and they are almost full for each course. They can extend the courses to 22. Also, they expect about 10-12 students to initially enroll in this program. If the faculty members see more students coming into certificate and master's programs, they would have to recruit other faculty to teach. Using the IST certificate as an example, the faculty had about 12 students this past year. It was not an issue to

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<sup>2</sup> The IST faculty voted on and approved this certificate proposal on October 25, 2013.

disperse the students among the four courses. For the Adult Education Certificate, the core classes are typically offered every other semester except for a couple that are offered every semester. Two are offered each semester. The classes have the capacity to take 10 more students.

One member suggested to look at which courses outside IST might be applicable and make a list of those courses. For example, students in higher education would want to take courses about teaching in a higher education environment. P. Sutton volunteered to put together a list of courses from ELPs. If T. Brush had the course information, the faculty could use the list for distance IST and adult education students.

Finally, it was recommended to track whether the certificate would draw people towards or away from the Master's program.

- *Katie Cierniak moved to approve the Certificate in Adult Education with the following changes: add that it is possible and recommended to complete the certificate in two years, under completion requirements.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**B. Course Change Request: U559<sup>3</sup>**

L. LePeau presented this agenda item. U559 is the Residential Programs and Services (RPS) seminar in the HESA program, and it is offered as a 2-credit course. This is a required course for HESA master's students with assistantships in RPS. There are other students who wish to enroll in this class as well. The HESA faculty members think that 3-credit course is more important than the 2-credit course. In addition, they would like to encourage more students outside of HESA to be able to enroll. HESA also has a strong partnership with RPS and they want to be involved in the course development.

One committee member inquired if this course is repeatable for credit. L. LePeau said it is not, so 19a on the course request form would need to be changed. Once 19a is changed, 19b and c would be 0 (those would go away after changing repeatable credit). Also, ESI 5 needs to have percentages.

- *Luisse McCarty moved to approve the course change request for U559 pending approval by the wider ELPs faculty and with the following changes: change 19a to "no" and add percentages to ESI 5.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

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<sup>3</sup> The ELPS faculty voted on and approved this course change over e-mail on December 2<sup>nd</sup>, 2013. The HESA faculty voted on and approved this course change on August 30, 2013.

IV. Discussion Items

**A. Committee Assignments**

K. Cierniak agreed to be on the Beechler Subcommittee. Two members still need to be recruited for the Dissertation of the Year Award Subcommittee.

**B. Annual Leave for Graduate Students Policy Report**

The GSC/RAFA Committee established a graduate student leave policy for students who needed to take leave of their graduate program. The policy is unfunded. E. Boling provided this document to the Dean's Cabinet. Jodi Adkins, the coordinator of graduate student services and fellowships in the GSO, compiled this form. This report provides a window into the life of graduate students who need to take leave. The critical dimension of the form is students who are on academic contracts (teaching or research responsibilities). Their assistantships need to cover the costs.

E. Boling is bringing revisions to the graduate student leave to the next meeting. The revision will clarify that if a student is going on paid leave, there are limitations. The student cannot go on leave several times in a row. International students should be counseled regarding visa expiration when considering taking leave. In the FAQ, it can be recommended that international students print the policy and bring it to OIS to obtain guidance. Also, the revised policy will also include information about withdrawing courses as a result of student leave (e.g., students will need to go to the Student Advocate Office). Before the discussion ended, one of the members noted that there may be some insurance ramifications from student leave.