Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 5 Minutes | December 4, 2018 | 11am - 1pm | WW 2140

* **Members Present:** Leslie Chrapliwy, Karen Wohlwend (Zoom), Monica Byrne-Jiménez, Marjorie Treff, Rebecca Martinez, Vic Borden, Mishael Sedas
* **Members Absent:** Andrea Walton (sabbatical), Cary Buzzelli (illness), Ellen Vaughan, Jessica Lester (meeting conflict), Quentin Wheeler-Bell (teaching)
* **Ex-officio Present:** Sarah Lubienski
* **Guests Present:** Gayle Buck, Lynn Gilman, Dave Estell (phone), Matt Boots, Tracey McGookey
* **Staff:** Kirstin Helström
1. **Voting Items**
	1. Review/Approval of Minutes from November 6, 2018
		* + Karen Wohlwend moved to approve the minutes as written.
			+ Leslie Chrapliwy seconded.
			+ All in favor.
	2. Program Change
		1. Curriculum and Instruction PhD: Science Education Specialization – Gayle Buck

Gayle Buck proposed three changes for this program. Firstly, the program chose to adjust the eligible courses in the “Science Methods” section to better suit student needs. Secondly, the program chose to replace the “science education support area” with the “content support area,” so that students could further their area-specific disciplinary training at the graduate-level. And thirdly, students no longer must have a minor in the hard sciences specifically, which allows for more flexibility in the minor coursework. This can better accommodate students’ previous backgrounds in content area knowledge and allow for more interdisciplinary work. The overall credit hour requirements remain unchanged although major hours increased from 36 to 39 and electives were reduced by 3 hours.

* + - * Vic Borden moved to approve the changes as presented.
			* Karen Wohlwend seconded.
			* All in favor.
		1. Counseling Psychology PhD – Lynn Gilman

These changes reduce the hours for the Counseling Psychology PhD (which is currently overinflated beyond APA requirements) from 108 to 101 total credit hours. Joel Wong and Lynn Gilman met with Sarah Lubienski and Matt Boots to discuss the following credit restructurings and rationales. When changes were made to this degree last year through GSC and Policy Council the department had thought a single course could double count in several sections but because the minimums had not been adjusted this led in the inflation in the hours. The committee was presented with a document outlining the adjustments. The G625 update was not part of this problem but in reviewing the overall degree, it became apparent to the department what was listed and what actually required was not in step and thus should be more accurately reflected. The committee had no objections to these program changes.

* “Additional Psychological Foundations Requirements” are listed as a 12 credit- hour, stand-alone requirement, but these courses can be used to fulfill other requirements.  For example, it is not uncommon, depending on the minor, that 6 of these credit hours would actually be used in the minor requirement (e.g. the human development minor). This led to a 6 credit-hour inflation in the overall hours for the degree. This section is thus more accurately described as 6-12 hours rather than 12.
* The Elective Requirements or Second Minor (6 cr. minimum) section is already fulfilled through the Minor, Inquiry Core, and Additional Psychological Foundations coursework. Having this listed as a separate section has inflated the degree by 6 hours.
* EDUC-G 625 Advance Practicum: Individual Supervision is only listed for 1 required credit hour in the major, but students must complete this for a total of 6 credit hours. These credit hours have been outlined in the program handbook and listed on each student’s Plan of Studies, and we would like to update the Bulletin to reflect this.
	+ - * + Rebecca Martinez moved to approve the changes as presented.
				+ Vic Borden seconded.
				+ All in favor.
	1. New Program
		1. MS Learning and Developmental Sciences: Human Development Track – David Estell

This master’s degree track provides greater emphasis and a broader background in understanding human development – an emphasis not strongly covered in the three currently available tracks (in either Learning Sciences, Educational Psychology, or Inquiry Methodology).

* Leslie Chrapliwy moved to approve the program.
* Monica Byrne-Jiménez and Karen Wohlwend seconded.
* All in favor.
	1. Course Change
		1. R641 – Elizabeth Boling

This is a central course in the IST studio-based master’s program. Most of the students in the program take it in two consecutive semesters, but students from the coast guard are allowed a shorter period of time to complete this program. This change allows for Coast Guard students (only) to take this course twice within one semester.

* Leslie Chrapliwy moved to approve the course change.
* Rebecca Martinez seconded.
* All in favor.
	1. Policy Change
		1. 07.22 Guidelines for Involvement of Retired Faculty

After clarifying the various versions, the committee recommended two relevant changes: that the language of ‘retired’ should be changed to ‘emeritus’ in order to be more restrictive, and that ‘co-chair’ should be added to the ‘director’ entry space on the formation of the research committee form.

* Monica Byrne-Jiménez moved to approve the course change.
* Leslie Chrapliwy seconded.
* All in favor.
1. Discussion Items
	1. Summary from Strategic Planning Graduate Student Focus Group – Mishael Sedas

Mishael Sedas participated in the Strategic Planning graduate student focus group and summarized some of the graduate student feedback for the committee. For example:

* Students mentioned a need to update the website.
* Students shared their experiences with lack of mentorship in the School of Education.
* Students commented positively about the tremendous diversity among graduate students at School of Education.
* Students shared how many more credit hours are required at IU than other American universities.
* Students felt that they spend much of their time working as Associate Instructors teaching, but they do not have substantial experience as researchers during their graduate work. This seemed unbalanced considering that IU is a Research-1 university.