Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 7 Minutes | February 11, 2019 | 2 - pm | WW 2277

* **Members Present:** Leslie Chrapliwy, Karen Wohlwend, Monica Byrne-Jiménez, Marjorie Treff, Rebecca Martinez, Vic Borden, Mishael Sedas, Ellen Vaughan, Jessica Lester, Andrea Walton, Quentin Wheeler-Bell
* **Ex-officio Present:** Sarah Lubienski
* **Guests Present:** Matt Boots
* **Staff:** Kirstin Helström
1. **Voting Items**
	1. Review/Approval of Minutes from January 23, 2019
		* + Jessica Lester moved to approve the minutes as written.
			+ Rebecca Martinez seconded.
			+ All in favor.
	2. Course Changes
		* P695 and P696 – *Ellen Vaughan*

These two courses share the same change. The department proposes changing the 1-2 variable credit option to a variable credit 1-3 option, since the course workload is typically more consistent with a 3-credit course. However, since some students may take this course more than once, the variable credit option still allows for students to choose how many credit hours for subsequent enrollments.

The committee discussed whether these credit changes affect the total course credits the students need but concluded that any changes there would be detailed in a program change later. These course changes would simply allow students, if desired, to take the course at a higher credit level than previously offered.

P695 vote:

* + - * *Karen Wohlwend moved to approve the course change.*
			* *Leslie Chrapliwy seconded.*
			* *All in favor.*

P696 vote:

* + - * *Karen Wohlwend moved to approve the course change.*
			* *Monica Byrne-Jiménez seconded.*
			* *All in favor.*
		- P697 – *Ellen Vaughan*

This course change is to increase the number of times a student can enroll in the course. Currently, this course is only allowed twice, but since it is an advanced practicum course, some students in counseling internships might prefer to take more practicum courses to stay up to date.

 The expected average use of this course will be six enrollments, but the course change is to allow 10 enrollments to allow flexibility when more iterations are desired.

* + - * *Leslie Chrapliwy moved to approve the course change.*
			* *Jessica Lester and Quentin Wheeler-Bell seconded.*
			* *All in favor.*
		- R563 – *Marjorie Treff*

This course title and description change is to refocus the course toward people rather than systems. The committee discussed the additional teaching components added to the course and the meaning of “online” as an instructional mode. With other supporting description in the course change proposal, the committee inferred that “online all” was a mistaken description of the course and approved the course with the amendment that “online all” would be removed.

* + - * *Karen Wohlwend moved to approve the course change with the amendment.*
			* *Quentin Wheeler-Bell seconded.*
			* *All in favor.*
	1. Course Proposals
		+ L699 – *Karen Wohlwend*

This course is designed for the online EdD LCLE program to help students consider their possible research spaces and experience collaborative research methods across a variety of contexts. Currently, the program has been using a specialized section of an existing seminar to provide this instruction, but the interest in this topic warrants offering it as its own course.

* *Since Karen realized that this course still needs departmental approval for the course to be repeatable for credit, this course will be readdressed in the following GSC meeting.*
	+ - L538 – *Karen Wohlwend*

This course focuses on K-3 education and is an elective taught with an undergraduate course. For the graduate student course experience, the students participate in an intensive semester of both on-site experience in preschools, as well as collaboration with the instructor on an associated research project.

* *Since Karen realized that this course still needs departmental approval for the course to be repeatable for credit, this courses will be readdressed in the following GSC meeting.*
	+ - L518 – *Karen Wohlwend*

This course is also taught in conjunction with an undergraduate course (L418). Currently, the program has been using a specialized section of an existing seminar to provide this instruction, but the interest in this topic warrants offering it as its own course.

* + - * *Monica Byrne-Jiménez moved to accept the course.*
			* *Vic Borden seconded.*
			* *All in favor.*
	1. EdD Bulletin Revisions – *Sarah Lubienski*

Sarah convened an Ed.D. working group to discuss some of the issues pertinent to EdD students, and based on those discussions, brought the following revisions to the attention of GSC. Sarah explained that Ed.D.s are awarded within the School of Education, and so we need not follow UGS Ph.D. requirements for this degree. Given that the SOE has growing online Ed.D. programs, some of the existing requirements have become cumbersome. Additionally, some existing requirements do not align well with the recent Carnegie Project on the Education Doctorate (CPED). (Many of the members of the Ed.D. working group are also part of GSC, and so debate about these changes were minimal.)

* The Ed.D. working group decided the language around residency needed to be updated, maintaining a spirit of residency with an emphasis on student engagement in their program and discipline, but removing the requirement of full-time enrollment status in an academic year to fulfill residency. Instead, programs will be responsible for determining their residency requirements to meet the spirit of residency. This provides online programs, in particular, with the freedom to engage students in coursework, conferences, colloquia and other activities as they see fit.
	+ - * *Leslie Chrapliwy moved to accept the residency policy update.*
			* *Karen Wohlwend and Vic Borden seconded.*
			* *All in favor.*
		- For advisory and research committees: rather than students having separate committees, students would now have one committee that would continue throughout their program. Students could still make changes in committee composition, but they would not be required to establish a new committee at candidacy. This policy update stemmed from student complaints that they had to reform a committee, when typically, EdD students remain with the same committee members for both stages.
		- For minor requirements: GSO would no longer require an EdD minor, and although programs may maintain their current minor requirements, they could propose to shift credits elsewhere. This proposed policy update stems from national trends, as minors are not typically required with EdD degrees. Additionally, there has been som pushback from superintendents about funding minors in the Educational Leadership Ed.D.
			* *Karen Wohlwend moved to accept the advisory/research committees and minor requirements policy updates.*
			* *Leslie Chrapliwy and Vic Borden seconded.*
			* *All in favor.*
	1. Ph.D. Residency (reducing course loads for AIs, RAs, & GAs) – *Matt Boots*

To mirror UGS bulletin language, this policy update reduces the number of hours from 8 to 6 required of students with AIships, RAships, and GAships. GSC members expressed support for the increased flexibility this change would provide, with only one complaint regarding students with full-time jobs outside of the university not being given the same consideration.

* *Monica Byrne-Jiménez moved to accept the policy update.*
* *Rebecca Martinez seconded.*
* *All in favor.*
	1. Using 6 Credits of Graduate Coursework in Two Programs – Matt Boots

The School of Education bulletin allowed six credit hours to be used in two master’s degrees, but because the language was vague, it was unclear if this referred to previously conferred or dual degree programs. This policy change is for clarification purposes: GSO will allow six credit hours from a previously conferred master’s degree to be counted toward a second master’s degree. Dual degrees normally share more than 6 hours and would still be dealt with on an ad hoc agreement basis.

* *Vic Borden moved to accept the policy update.*
* *Ellen Vaughan seconded.*
* *All in favor.*
1. **Discussion Item**
	1. Dissertation Grading

The committee revisited the discussion from the previous meeting, regarding grading 799 dissertation credits each semester rather than all at once prior to the degree being awarded. This could facilitate accountability of faculty to oversee students’ progress, as well as offer tracking of students’ dissertation progress and provide evidence to encourage degree completion or recommend probation or dismissal. Currently, the grades assigned are either ‘A’ or ‘F.’ The committee discussed the following elements.

* Not all SoE units (departments, programs, and/or faculty) would need to utilize this option.
* If used, faculty would need to understand that if they assign a grade lower than a C, this would negatively impact a student’s continual enrollment status.
* Students would need to fulfill 12 credit hours with a ‘B’ or better.
* The Ed Leadership program is beginning to use this process, and students have a conceptual map to understand how they can attain the ‘A’ grade in 799. This process has been well received in that space.
* This process could coincide with student annual review processes.
* No vote on this is needed, since faculty already have the option of assigning ongoing grades to 799. Several GSC members expressed concerns from their departmental colleagues about requiring grades to be assigned each semester.