



# GSC/RAFA Agenda

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**February 27, 2017 (2:30-4:00 pm)**

**I. Review/Approval of Minutes from January 9, 2017**

**II. New Business**

- A. New Course Request: P610 (Jack Cummings)
- B. Proposal for Transfer Hours for a Certificate

**III. Informational Item**

- A. Graduate Bulletin Language Regarding Dissertation Defenses

**Schedule of guest presenters**

2:35 pm — Jack Cummings

**Minutes from Meeting**  
**February 27, 2017**  
**1:30-3:00 pm**  
**Rooms 4204 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** John Hitchcock, Kelzie Beebe, Leslie Chrapliwy, Christine Leland (IUPUI), Cristina Santamaria Graff (IUPUI), Frank Di Silvestro, Jessica Lester

**Ex-Officio Present:** Y. Barry Chung, Ghangis Carter

**Members Absent:** Scott Bellini, Marjorie Manifold, Chad Christensen, Sam Museum

**Ex-Officio Absent:** Brendan Maxcy (IUPUI)

**Staff:** Liyao Zhao

- I. Review and Approval of Minutes from January 9, 2017
  - *Leslie Chrapliwy moved to approve the minutes from January 9, 2017, as presented.*
  - *Christine Leland seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **New Course Request: P610**

The first item of new business concerned a new course request: P610. Jack Cummings said that at his last accreditation, he was charged with being more specific about the nature of supervision being taught for theoretical or practical purposes. When students attempt to get licensed, they need to have certified supervision for their license. With little discussion, the committee voted to approve the changes to P610 in alignment with what APA is requirement.

    - *Jessica Lester moved to approve new course request P610, as presented.*
    - *Leslie Chrapliwy seconded the motion.*
    - *All in favor.*
  - B. **Proposal for Transfer Hours for a Certificate**

The committee next discussed how many hours can be transferred into the school's certificate programs. It is not clearly stated in the bulletin. Leslie Chrapliwy noted that nine credits can be transferred into the master's program; 18 for the Ed.S; and 30 for the Ed.D or Ph.D. The committee agreed with the 6-credit proposal forwarded by one of the students. This should attract more students to the master's and doctoral programs. The committee decided that there should be a 6-credit maximum, even if the certificate program in question is more than 12 credits.

- *Frank Di Silvestro moved to approve the proposal for transfer hours for a certificate as presented.*
- *Jessica Lester seconded the motion.*
- *All in favor.*

III. Informational Item

A. **Graduate Bulletin Language Regarding Dissertation Defenses**

The last item of business was a discussion of the dissertation defense policy. Chrapliwy reported that the University Graduate School decided that both the student and the committee chair must be present on campus for the dissertation defense, and that other committee members should plan to be present, but if extenuating circumstances arise, they may participate remotely. Chung discussed some exceptions to the committee, as follows:

- if a member becomes ill in the days leading up to the defense but can still participate;
- if the member is on sabbatical;
- if the member is replacing a dissertation committee member that has left the university.

Chung added an update regarding a survey on degree minors; the survey measured how students feel about minors. There is some concern among students that SoE is requiring too many credit hours to complete the degree, and that minors are not valued that much on the job market. Carter asked if minors were perceived to be more of an individual accomplishment and not considered deeply in the job market. This is not clear. Chung will send the survey to Jane Kaho to be distributed.



# GSC/RAFA Agenda

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**January 9, 2017 (1:30-3:00 pm)**

**I. Review/Approval of Minutes from November 14, 2016**

**II. New Business**

- A. Course Change Request: J660 (Mary McMullen)
- B. Graduate Bulletin Language Regarding Dissertation Defenses

**Schedule of guest presenters**

1:35 pm — Mary McMullen



**Minutes from Meeting**  
**January 9, 2017**  
**1:30-3:00 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** John Hitchcock, Kelzie Beebe, Leslie Chrapliwy, Christine Leland (IUPUI), Cristina Santamaria Graff (IUPUI), Chad Christensen

**Ex-Officio Present:** Y. Barry Chung, Brendan Maxcy (IUPUI)

**Members Absent:** Scott Bellini, Marjorie Manifold, Frank Di Silvestro, Jessica Lester

**Ex-Officio Absent:** Ghangis Carter

**Staff:** Matt Boots

- I. Review and Approval of Minutes from November 14, 2016
  - *Brendan Maxcy moved to approve the minutes from November 14, 2016, with the following changes: the date should be more prominently featured and easier to find for the reader; Elizabeth Boling should be moved to ex-officio absent.*
  - *Chad Christensen seconded the motion.*
  - *All in favor.*

II. New Business

A. **Course Change Request: J660**

The first item of new business was a course change request for J660. Mary McMullen noted that the proposed course, J660, is a graduate seminar open to MSED and doctoral students. Outcomes tend to focus on certain professional development goals, for example, how to write a proper research abstract. The course provides a consulting and advising function that many international students do not find enough of outside their formal coursework. It has been taught under other numbers and names for five years. Many international students take the seminar, as well as students who plan to move on to doctoral programs.

The course is currently taught by Mary McMullen and Cary Buzzelli. It stems from a student-led call for more meeting time and a desire for a greater sense of community. The formal request for a course change at this meeting is simply to give the seminar a formal number, so that students can shift independent study credits hours to J660. This course is repeatable for 12 credit hours; however, only six will be counted toward a student's program of study in a given major. Eight to fourteen students typically take the course whenever offered. The format is informal.

- *Christine Leland moved to approve the course change request J660, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**B. Graduate Bulletin Language Regarding Dissertation Defenses**

The second item of business regarded Graduate Bulletin language regarding dissertations. The suggested language for the Graduate Bulletin is as follows:

“The student and all members of the research committee are expected to attend the defense synchronously. In the event that exceptional and unforeseen circumstances prevent adherence to the policy, the department chair will determine whether the defense may proceed or must be reconvened. No defense should be scheduled with the expectation that one or more committee members will be unable to attend synchronously.”

The GSC discussed this language but eventually tabled further consideration of this item until more information could be received by the University Graduate School (UGS). But before tabling, several issues were discussed within the committee. What, for example, constituted an “exceptional and unforeseen circumstance?” Does this phrasing cover immediate problems such as a flat tire, or could it perhaps include the inability of a student to arrange for a time during which all committee members could attend a defense? Moreover, once a student insists on a defense in which not all members of the committee are present, where should the power to decide on a course of action reside? Should the committee chair be allowed the flexibility to make a decision based on the uniqueness of a given circumstance, or should the issue move up to the department chair, who would make an assessment based on the language in the Graduate Bulletin? The committee agreed that when the dissertation defense is initially scheduled, all dissertation committee members should be synchronously present for the defense. The Graduate Studies Committee resolved to acquire more information about possible language from the UGS, and to take up the issue at the next meeting.



# GSC/RAFA Agenda

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**November 14, 2016 (1:00-2:30 pm)**

**I. Review/Approval of Minutes from October 31, 2016**

**II. New Business**

- A. Proposal for Accept IELTS Academic Test of English Proficiency
- B. Graduate Bulletin Language Regarding Dissertation Defenses

**Minutes from Meeting**  
**1:00-2:30 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** John Hitchcock, Kelzie Beebe, Jessica Lester, Leslie Chrapliwy, Christine Leland (IUPUI), Cristina Santamaria Graff (IUPUI), Marjorie Manifold, Chad Christensen, Frank Di Silvestro

**Ex-Officio Present:** Brendan Maxcy (IUPUI)

**Members Absent:** Sam Museus, Scott Bellini

**Ex-Officio Absent:** Elizabeth Boling, Ghangis Carter

**Staff:** Matt Boots, Tracey McGookey, Liyao Zhao

- I. Review and Approval of Minutes from October 31, 2016
  - *Frank Di Silvestro moved to approve the minutes from October 31, 2016, as presented.*
  - *Marjorie Manifold seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Proposal to Accept IELTS Academic Test of English Proficiency**

The first item of business was a proposal to accept the IELTS academic test of English proficiency for graduate admissions for the School of Education.

    - *Marjorie Manifold moved to approve the proposal, as presented.*
    - *Frank Di Silvestro seconded the motion.*
    - *All in favor.*
  - B. **Graduate Bulletin Language Regarding Dissertation Defenses**

The second item of business pertained to the graduate bulletin language regarding dissertation defenses. The committee considered the following language to be included in the graduate bulletin:

“The student and all members of the research committee are expected to attend the defense synchronously, with a minimum of two committee members physically present with the student. In the event that exceptional and unforeseen circumstances prevent adherence to the policy, the department chair will determine whether the defense may proceed or must be reconvened. No defense should be scheduled with the expectation that one or more committee members will be unable to attend synchronously.”

The committee had a few concerns about this language. Leland argued that the Graduate School should abandon its “20th century thinking” regarding the requirement for the physical presence of any committee members at a student’s defense. If the university wanted to attract and service international students, she added, it must be willing to allow students to defend their dissertations wherever they might be at the end of their research. The committee was also not sure if this policy would be applied only to PhD students, or whether it would also include the EdD program, which includes an online component and hence be possibly more relevant for the policy under discussion. The committee did not vote on the item under the expectation that more information would be gathered and suggested that language be added to clarify the PhD/EdD distinction, as well as the issue of whether two members of the defense committee constituted a “majority” of that committee.

# GSC/RAFA Agenda

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**October 31, 2016 (1:00-2:30 pm)**

## **I. Review/Approval of Minutes from September 26, 2016**

## **II. New Business**

- A. Revision for Learning Sciences Minor Program (Joshua Danish)
- B. Revision for MS in Educational Leadership Online Program (Suzanne Eckes)
- C. Revision for Educational Leadership Program (Suzanne Eckes)
- D. Revision for Education Law Certificate (Suzanne Eckes)
- E. Proposal for Test of English Proficiency (Daniel Whitmer)
- F. Proposal for Math Ed minor at IUPUI (Erik Tillema)
- G. Graduate Bulletin Language Regarding Dissertation Defenses

### **Schedule of guest presenters**

1:00 pm — Joshua Danish

1:15 pm — Suzanne Eckes

1:40 pm — Daniel Whitmer

2:05 pm — Erik Tillema

**Minutes from Meeting**  
**1:00-2:30 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Scott Bellini, John Hitchcock, Kelzie Beebe, Jessica Lester, Leslie Chrapliwy, Christine Leland (IUPUI), Cristina Santamaria Graff (IUPUI)

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy (IUPUI)

**Members Absent:** Marjorie Manifold, Sam Museus, Ghangis Carter, Karen Franks, Chad Christensen, Frank Di Silvestro

**Staff:** Matt Boots, Tracey McGookey, Liyao Zhao

**Presenters:** Joshua Danish, Suzanne Eckes, Erik Tillema, Daniel Whitmer

- I. Review and Approval of Minutes from September 26, 2016
  - *Leslie Chrapliwy moved to approve the minutes from September 26, 2016, as presented.*
  - *Brendan Maxcy seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Revision for Learning and Developmental Science Minor Program**

The first item of business was a proposed revision for the Learning and Developmental Science Minor Program. Joshua Danish presented and fielded the questions on this item. He proposed two changes to the minor: 1) make the course program more flexible by allowing the faculty to sign off on a student taking a given course; and 2) EdD minor in Learning and Developmental Science should be available online in the bulletin. Boling raised the issue that this might allow for the circumvention of a 600-level course. The committee felt comfortable, however, with the faculty making decisions on a case-by-case basis.

    - *Scott Bellini moved to approve the revisions for Learning and Developmental Science Minor Program with the following changes: change the title of “Learning Sciences PhD and EdD Minor” to “Learning and Developmental Science PhD and EdD Minor”.*
    - *Jessica Lester seconded the motion.*
    - *All in favor.*
  - B. **Revision for MS in Educational Leadership Online Program**

The second item of business was a proposed revision for the MS in Educational Leadership Online Program. Suzanne Eckes presented and fielded the questions on this

item. The proposed change is for students to be able to create a 9-credit “strand” with their faculty advisor based on individual needs. Currently, students can create their own strands based on individual interests, but given that the strands do not appear on the transcript, the change will greatly reduce paperwork, and make it easier for students to create an interest-based course program.

- *Jessica Lester moved to approve the revision for MS in Educational Leadership online program, as presented.*
- *Scott Bellini seconded the motion.*
- *All in favor.*

**C. Revision for Educational Leadership Program**

The third item of business was a proposed revision for the Educational Leadership Program. Eckes presented and fielded the questions on this item. The proposed change was simple: allow students to take either A630 or A631, a more quantitatively oriented course. Moreover, A635, a finance course, should be stricken.

- *Leslie Chrapliwy moved to approve the revision for Educational Leadership program with the following changes: delete the sentence “And A635 is a masters course.”*
- *Jessica Lester seconded the motion*
- *All in favor.*

**D. Revision for Education Law Certificate**

The fourth item of business was a revision for the Education Law Certificate. Eckes presented and fielded the questions on this item. Currently, students take either A720 (Special Topics) or A600 (Problems in Educational Leadership) to fulfill the requirements of this certificate program. The change is to bring back A710, Research in School Law, to simply and clarify the course topic for students. The course is completely online. The certificate is 15 credits. Boots raised concern that the indented bullet in this proposal would allow for students to get a waiver. Eckes said that the indented bullet will probably be removed, but that if students make a good case, they can obtain a waiver for the course. Boling noted that students are allowed to do this anyway, as part of the advising policy. The committee added that students in the program are allowed to take “Politics of Education” at IUPUI over the summer.

- *Scott Bellini moved to approve the revision for Education Law Certificate with the following changes: delete the indented bullet regarding to A675.*
- *Leslie Chrapliwy seconded the motion.*
- *All in favor.*



**E. Proposal for Test of English Proficiency**

The fifth item of business concerned the tests of English proficiency offered at the School of Education (SoE). Currently, the SoE does not accept scores from the International English Language Testing System (IELTS). This test measures uses a 9-band scale, from non-user of English (band score 1) to expert (band score 9). Daniel Whitmer, associate director of sponsored student services from Office of International Services, presented and fielded the questions about the measure and related policy considerations. Whitmer has found that for many students in countries where IU is hoping to recruit students—Indonesia, Malaysia, and Oman, for example—students are limited to one test or the other (TOEFL or IELTS). Thus, students who are only capable of taking the IELTS will not perceive the IU SoE to be an option for their education. Moreover, many of other schools in the Big Ten, including, the University of Illinois, Urbana-Champaign, Michigan State, and Ohio State all accept both the TOEFL and the IELTS exams. Whitmer also raised issues of consistency and access that can arise if IELTS scores are not accepted. He was concerned that recruiting international students might be more difficult if the SOE does not accept the IELTS, given that all of the other schools on campus do so. And he added that incorporating the IELTS exam would allow for greater access to students who do not have a choice of exam in their home countries. Whitmer had heard little about whether one test was “easier” than the other. For him, it was mainly an issue of accessibility and competition with not only schools in the U.S. but also in the U.K. and Australia. Boling noted that she would bring the issue to a vote during the next meeting, and would propose the IELTS minimum to be 6.5, in accordance to the minimum score on the TOEFL exam.

**F. Proposal for Math Ed minor at IUPUI**

The sixth item of business concerned a proposal for Math Ed minor at IUPUI. Erik Tillema presented and fielded the questions on this item. Tillema explained that this would be a 15 credit minor (15 credits because a student with more credits is more likely to successfully enter another program or acquire a teaching position). Students will be required to take at least two doctoral seminars in math education. They would also take at least one research course in math education (M590). Boling noted that N518 is missing from the list. Tillema confirmed that that course should be included. The minor, if approved would appear in the IUPUI bulletin.

- *Brendan Maxcy moved to approve the minor with the following changes: add N518 to the bulletin.*
- *Cristina Santamaria Graff seconded the motion.*
- *All in favor.*

**G. Graduate Bulletin Language Regarding Dissertation Defenses**

The seventh item of business concerned the Graduate Bulletin's language regarding dissertation defenses. There is some ambiguity among the faculty whether all committee members of a student must be present at the dissertation defense. Boling proposed new language to remove some of this ambiguity, and which might be made concrete in an official policy, such as: "requirement for the student and all members of the research committee to be synchronously present at the dissertation defense with the student and a majority of the committee physically present." The language adds that two members of the committee must be physically present, with the others merely "synchronously" (Skype, etc.) The committee expressed concern that any policy would be overly punitive toward students when faculty members fail to follow through on their commitments due to emergency issues or leaving the University, etc. Boling raised the possibility of language that would make rescheduling possible if circumstances are "exceptional and unforeseen." Bellini agreed that this policy is directed at faculty, and if they are not physically present, they must be available. Boling proposed to revise the language as suggested and bring them a vote during the next meeting.

# GSC/RAFA Agenda

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**September 26, 2016 (1:00-2:30 pm)**

## **I. Review/Approval of Minutes from August 29, 2016**

## **II. New Business**

- A. Revision to Requirement for Electives in Math EdD (Peter Kloosterman)
- B. Revision to Requirement for IST Certificate (Tom Brush)
- C. Proposal for Test of English Proficiency
- D. Policy for Faculty to Request Exemption from the IEPE Exam
- E. Approval Process for Graduate Course and Program Proposal

## **III. Discussion Items**

- A. Subcommittees:
  - a. Beechler Award
  - b. Dean's Fellowship
  - c. Outstanding Dissertation Fellowship

### **Schedule of guest presenters**

1:05 pm — Peter Kloosterman

1:15 pm — Tom Brush

**Minutes from Meeting**  
**1:00-2:30 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Scott Bellini, John Hitchcock, Kelzie Beebe, Frank Di Silvestro, Cristina Santamaria Graff, Chad Christensen, Jessica Lester, Leslie Chrapliwy

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy

**Members Absent:** Marjorie Manifold, Sam Museus, Ghangis Carter, Karen Franks, Chris Leland

**Staff:** Matt Boots, Tracey McGookey, Liyao Zhao

**Presenters:** Peter Kloosterman, Tom Brush

- I. Review and Approval of Minutes from August 29, 2016
  - *Frank Di Silvestro moved to approve the minutes from August 29, 2016, as presented.*
  - *Chad Christensen seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Revision to Requirement for Electives in Math EdD**

The first item of business was a revision to the requirement for electives in the Math EdD program. Peter Kloosterman presented and fielded questions on this item. He noted that, currently, in this degree program, students are required to choose from electives outside of the major, minor, or inquiry courses. The proposal is to allow the student's program committee to decide whether the student can take electives inside the minor/major, given that many students come into the program with a master's degree from another area, like curriculum development, sociology, and so on. The faculty in C&I department voted on this item via e-mail; the vote was 13-1 in favor of the change.

    - *Scott Bellini moved to approve the revision to requirement for electives in Math EdD, as presented.*
    - *Jessica Lester seconded the motion.*
    - *All in favor.*
  - B. **Revision to Requirement for IST Certificate**

The second item of business was a revision to the requirement for the IST certificate. Tom Brush presented and fielded the questions. He noted that in this program, students could typically take R541 or R547 as a production class, but that these courses are not

officially listed this way on the program of study. The proposal was to make it official that these courses that can be taken for production credit.

- *Frank Di Silvestro moved to approve the change revision to requirement for IST certificate, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**C. Proposal for Test of English Proficiency**

The third item of business regarded a proposed to change the accepted tests for English proficiency when admitting students for study. Boling noted that currently, the SoE accepts only the TOEFL exam for international students; her proposal was for the committee to approve, in principal, the SoE's acceptance of two additional exams: Pearson's PET exam, and the IELTS, with the expectation that the SoE would determine minimum scores at a later date. Boling described some superficial differences between the exams, such as online availability, cost, and minimum scores that departments on campus have instituted (79 for TOEFL; 6.5 for IELTS; and 53 for PET). She also mentioned that various departments on campus, as well as other schools across the country, have not had significant concern about one exam being "easier" than others. Several committee members voiced a desire to learn more about the two exams that are not currently accepted by the SoE, especially the Pearson exam, a relatively new exam. Ultimately, the committee decided to table the item until more information about why other departments adopted these exams is procured.

- *Jessica Lester moved to table this item until more information is presented to the GSC at future meetings.*
- *Scott Bellini seconded the motion.*
- *All in favor.*

**D. Policy for Faculty to Request Exemption form the Indiana English Proficiency Exam (IEPE)**

The fourth item of business regarded the policy for faculty requesting that students be waived from taking the IEPE. There were two proposed changes to current policy: (1) students who acquired English language early in life would be considered for a waiver and (2) applicants who have lived and worked in a country where English is the official language or an official language could be considered for a waiver.

- *Scott Bellini moved to approve the policy with the following changes: in the second bullet point, change the language to "Applicant has lived and worked in a country where English is the official language or an official language..."*
- *Jessica Lester seconded the motion.*

➤ *All in favor.*

E. **Approval Process for Graduate Course and Program Proposal**

The fifth item of business was an informational item only; it regarded an approval process for a Graduate Course and Program Proposal in the SoE. Boling noted that this proposal process document will be posted online.

III. Discussion Items

A. **Subcommittees**

a. **Beechler Committee**

Jessica Lester volunteered to chair the Beechler Committee; Frank Di Silvestro and Kelzie Beebe volunteered to be the members on the committee.

b. **Outstanding Dissertation Fellowship Committee**

Sam Museus volunteered to chair the Outstanding Dissertation Fellowship Committee; Cristina Santamaria Graff volunteered to serve on this committee. Boling will recruit four more members for this committee from each department except for ELPS.

c. **Dean's Fellowship**

Chad Christensen volunteered to chair the Dean's Fellowship Committee; Scott Bellini and Ghangis Carter volunteered to be the members on this committee.

# GSC/RAFA Agenda

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**August 29, 2016 (1:00-2:30 pm)**

## **I. Introduction**

- A. Introduction
- B. Nomination of Chair

### **Schedule of guest presenters**

1:10 pm — Daniel Hickey  
1:40 pm — Jesse Steinfeldt  
2:05 pm — Tom Brush

## **II. Review/Approval of Minutes from April 5, 2016**

## **III. New Business**

- A. Revision of the Learning Science MEd Program (Daniel Hickey)
- B. Proposal of Policy for Faculty to Request Exemption from the IEPE exam
- C. Proposal for Sport and Performance Psychology Doctoral Minor (Jesse Steinfeldt)
- D. Revision of the Onsite MEd in Instructional Systems Technology (Tom Brush)

## **IV. Discussion Items**

- A. Subcommittees:
  - a. Beechler Award
  - b. Dean's Fellowship
  - c. Outstanding Dissertation Fellowship

**Minutes from Meeting**  
**1:00-2:30 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Scott Bellini, John Hitchcock, Marjorie Manifold, Sam Museus, Kelzie Beebe, Frank Di Silvestro, Cristina Santamaria Graff

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy, Ghangis Carter

**Members Absent:** Chad Christensen, Jessica Lester

**Staff:** Matt Boots, Leslie Chrapliwy, Tracey McGookey, Liyao Zhao

**Presenters:** Daniel Hickey, Jesse Steinfeldt, Tom Brush

- I. Introductions  
Each member of the GSC/RAFA Committee introduced himself/herself.
- II. Nomination for Chair  
Elizabeth Boling opened up the floor for nominations for chair of the GSC/RAFA.
  - *John Hitchcock volunteered to serve as the chair of the GSC/RAFA committee for 2016-17.*
  - *Scott Bellini volunteered to serve as an alternate when Hitchcock cannot attend the meeting.*
  - *All in favor.*
- III. Review and Approval of Minutes from April 5, 2016
  - *Marjorie Manifold moved to approve the minutes from April 5, 2016, as presented.*
  - *Scott Bellini seconded the motion.*
  - *All in favor.*
- IV. New Business
  - A. **Revision of the Learning Science MSED Program**  
The first item of new business addressed a revision in the Learning Science MSED program. Daniel Hickey presented and fielded the questions on this item. He talked about trying to introduce a greater degree of flexibility for students in the program by adding the word “typically” when referencing H and J prefixed courses required for the degree. The original language that nine credits of approved inquiry core courses was kept, and “typically” added to H and J prefixed courses. Hickey noted that there was a second memo from the Learning Sciences Faculty stating that they wanted to indicate in the graduate bulletin that the Learning Science minor is available as a residential and an online minor. Boling said the committee did not receive that memo. She suggested



Hickey re-submit the memo, so the committee could approve this change in a future meeting.

- *Marjorie Manifold moved to approve the revision of the Learning Science MEd program, with the following changes: under the Inquiry Requirement, the language should be “Choose from the approved inquiry core classes”; in the same page, add the word “typically” before “with an H-prefix or an alternative agreed to by the advisor” and “with a J-prefix or an alternative agreed to by the advisor.”*
- *Scott Bellini seconded the motion.*
- *All in favor.*

**B. Proposal for Sport and Performance Psychology Doctoral Minor**

The second item of new business addressed the doctoral minor in Sport and Performance Psychology within the Department of Counseling and Education. Jesse Steinfeldt presented and fielded the questions on this item. He explained that the program is not implemented as an interdisciplinary minor in the department, and the goal is to make it a permanent track. There are several students in the doctoral program already graduating with this minor. There has been cooperation between local schools as well as the NCAA. All the courses required for this minor are already available in the department.

- *Kelzie Beebe moved to approve the proposal for Sport and Performance Psychology doctoral minor, as presented.*
- *Scott Bellini seconded the motion.*
- *All in favor.*

**C. Proposal of Policy for Faculty to Request Exemption from the IEPE**

The third item of new business was a discussion item only: the IEPE (English proficiency exam for incoming international graduate students). The discussion centered on a proposal to streamline the waiver process for the exam. Boling noted that currently, the process is ad hoc in nature; the range of justifications for waivers is broad and are offered without reference to graduate studies policies. A potential consequence to this way of operating is exemption decisions may be inconsistent and made without reference to a strong operating principle. The proposal is to place the waiver process under the review of graduate studies, rather than with the individual departments accepting international students. Manifold suggested that the language “Applicant has lived and worked in U.S.” could be expended to “Applicant has lived and worked in the countries that English is the official language or an official language.”

- *The committee will vote on this item in a future meeting.*

**D. Revision of the Onsite MEd in Instructional Systems Technology**

The fourth item of new business regarded a revision of the onsite MEd in IST. Tom Brush presented and fielded questions on this item. Being a relatively small program (about 10 students at any given time), the goal of the following changes is to increase the marketability and attractiveness of the residential program. The changes involve a more project-oriented approach. The plan is to build in a long-term instructional design project (based on cohorts most ideally) that is to be completed over the course of the student's tenure in the program. The committee suggested that "three studio courses that are now required in the program" be used instead of "three new courses" so that the Policy Council does not think that any new courses are being offered. Also, R541 will be taken in the first semester as opposed to the second. R641 has to be taken twice. Boiling noted that a course change request would be needed to change R641 so that it could be taken twice, but that, since this was a minor change, the committee could vote on the remaining changes.

- *Frank Di Silvestro moved to approve the revision of the onsite MEd in Instructional Systems Technology, with the following change: in the first page, "three studio courses that are now required in the program" be used instead of "three new courses".*
- *Marjorie Manifold seconded the motion.*
- *All in favor.*

**V. Discussion Items**

**A. Subcommittees**

The last item of business was a review of the three subcommittees to be filled for the upcoming semester. The goal of this review was to make the committee members aware of the various benefits of and services involved in serving on these subcommittees.

**a. Beechler Committee**

Kelzie Beebe volunteered to be the member of the Beechler Committee this year.

**b. Outstanding Dissertation Fellowship Committee**

This committee remain unfilled.

**c. Dean's Fellowship**

Ghangis Carter volunteered to continue serving on the Dean's Fellowship Committee.

At the end of the meeting, Carter made a final announcement. There is a deadline coming up—this Friday (September 2nd)—for the annual recruitment event ("Getting You Into

IU”), which will be held from October 16-18. Carter described the various programs involved in this event, and encouraged the faculty present to come to the event.

# GSC/RAFA Agenda

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**April 5, 2016 (2:30-4:00 pm)**

## **I. Review/Approval of Minutes from March 1, 2016**

## **II. New Business**

- A. Proposal for Policy Studies Ph.D. Revisions (Dionne Danns)
- B. Proposal for Ed.D. Minor in Language Education (James Damico)
- C. Course Change Request: Q601 (Meredith Rogers)
- D. Course Change Request: P574 (Joshua Danish)

## **III. Discussion Items**

- A. Proposal for Joint Program with Ed Leadership and Policy Studies  
(Serafin Coronel- Molina, James Damico and Bradley Levinson)
- B. Subcommittees:
  - a. Beechler Award
  - b. Dean's Fellowship
  - c. Outstanding Dissertation Fellowship
  - d. Award for Excellence in Mentoring

### **Schedule of guest presenters**

2:35 pm — Dionne Danns  
2:55 pm — James Damico  
3:05 pm — Serafin Coronel-Molina,  
James Damico and Bradley Levinson  
3:25 pm — Meredith Rogers  
3:35pm — Joshua Danish

**Minutes from Meeting**  
**2:30-4:00 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Chad Christensen, Scott Bellini, John Hitchcock

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy, Ghangis Carter

**Members Absent:** Marjorie Manifold, Sam Museus, Kelzie Beebe, Sandra Strain

**Staff:** Jezreel McMillen, Leslie Chrapliwy, Liyao Zhao

**Presenters:** Dionne Danns, James Damico, Meredith Park Rogers, Joshua Danish, Serafin Coronel-Molina, Bradley Levinson

- I. Review and Approval of Minutes from March 1, 2016
  - *Brendan Maxcy moved to approve the minutes from March 1, 2016, as presented.*
  - *Scott Bellini seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Proposal for Policy Studies Ph.D. Revisions**

The first item of new business was an update for revisions within the Policy Studies Ph.D. Dionne Danns presented and fielded questions on this item. The department has proposed offering four concentrations (Higher Education, Educational Leadership, International Comparative, and/or Law) as well as the option for a fifth, individualized concentration; that minors will be allowed inside the SoE with the approval of the advisor; and updates have been made to the inquiry courses. The committee's conversation centered on the individualized concentration. It felt that proper documentation needed to be filed to provide justification for the student's individualized concentration. And so, in the proposal request, Boling suggested that following language would be added: "Individual concentrations must have integrity and be accompanied by a justification statement showing the approval of the advisor." The sentence of the original proposal document, which regards approval by the advisor, would be expunged.

    - *Scott Bellini moved to approve the proposal with the following changes: Under page one of the proposal, change the last sentence to "Individual concentrations must have integrity and be accompanied by a justification statement showing the approval of the advisor."; remove the second last sentence regarding approval by the advisor; and add*

*“individualized concentration” after “Higher Education, Educational Leadership, International and Comparative, Law”.*

- *Brendan Maxcy seconded the motion.*
- *All in favor (John Hitchcock abstained).*

**B. Proposal for Ed.D. Minor in Literacy, Culture, and Language Education**

Next, the committee addressed a proposal for Ed.D. Minor in Literacy, Culture, and Language Education. James Damico presented and fielded questions on this item. The proposal is to officially put the minor on the bulletin. The minor will be 9 credits. The three courses will be L600, L601, and L750. The committee noted a few places in the text where “Literacy, Culture, and Language Education” should be added. Damico said he would make these necessary title changes.

- *John Hitchcock moved to approve the proposal with the following changes: “Literacy, Culture, and Language Education” be added in the title and in the text.*
- *Chad Christensen seconded the motion*
- *All in favor.*

**C. Course Change Request: Q601**

The third item of new business regarded a course change for Q601. Meredith Park Rogers presented and fielded questions on this item. The proposal is to change the course from a 1-credit option to a variable 1-to 3-credit option. This is to allow students to talk about their own research and to learn about the research of faculty and peers. The total number of credit hours allowed to be taken will remain 4 hours. The about of participation and engagement required increases alongside the number of credit hours, as does the required reading. The committee recommended to changes to the proposal: 1) that a 2-credit syllabus be added to the online system as an attachment, and 2) that the learning outcomes be modified to reflect student understanding of being a scholar rather than simply introducing them to the course of study (what Boling referred to as an “orientation outcome”).

- *John Hitchcock moved to approve the course change request Q601 with the following changes: a 2-credit syllabus be added to the online system; the learning outcomes be modified to reflect student understanding of being a scholar.*
- *Scott Bellini seconded the motion.*
- *All in favor*

**D. Course Change Request: P574**

The last item of new business was a course change request for P574. Joshua Danish presented and fielded questions on this item. The proposal is to add an online mode for the course, and to allow for repeat enrollment since it is a special topics course.

Readings and research components were added to the lecture component of the course. Danish had taught the course before.

- *Brendan Maxcy moved to approve the course change request P574, as presented.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

### III. Discussion Items

#### A. **Proposal for Joint Program with Ed Leadership and Policy Studies**

The committee then moved to discussion items. It addressed a proposal for a Joint Program with Educational Leadership and Policy Studies. Serafin Coronel-Molina, James Damico, and Bradley Levinson presented and fielded questions on this item. The proposal is an offering of three new programs, a M.S.ED., a Ph.D. and a certificate program. Three fields overlap in this joint program: policy studies, language revitalization, and language, policy, and planning. The joint offering of these programs is the product of years of research by Coronel-Molina. The idea is to attract students from all over the world to studies issues of language and policy. Coronel-Molina noted, for example, that Facebook he created on the topic now has thousands of followers. McCormick asked whether students would be earning both a master's and a doctorate, or whether the two programs are simply in a collaborative partnership with one another. Levinson noted that the latter is the case. This proposal is not a dual degree program. The committee recommended that the proposal be further developed so that this issue is made clear.

Boling made several points for Coronel-Molina, Damico, and Levinson to keep in mind as they develop their proposal for this joint program: none of the three programs under review are in existence already, so each will have to go all the way to the state for approval; the team will have to put together the relevant documents for the state, including a written assessment of IU's capacity to house such programs; it must be made clear if IU has the financial resources needed to start such programs, as well as what financial impact it will have once implemented; and, finally, the team must determine if current faculty are able to teach the five new courses on the docket for these degree programs. McCormick suggested that the degree programs could be introduced individually and then integrated later on. The certificate program and the master's program, for instance, could be implemented first to measure interest and do-ability. Coronel-Molina added that this program would be unique at both the national and international level, and so the interest in the program would not be hard to acquire. Boling mentioned that it might be a good idea to speak with other departments at IU to

ensure that there is not a significant overlap in terms of mission, interests, courses offered, and so forth (she mentioned Global Studies specifically). Boling then asked if a significant number of the audience that Coronel-Molina had mentioned (from Facebook) would be able to leave their current positions to begin a three-to-five-year degree program. Coronel-Molina assured the committee that there indeed was such a level of enthusiasm. Boling then asked if IU would have to hire new faculty to teach the courses required for these new programs. Coronel-Molina said that IU would may do so in the future if the programs were implemented. In addition, the committee noted that the master's degree program being proposed is 30 credit hours, but that a typical master's program is between 36-60 credit hours. Therefore, the team might consider adding more hours.

Overall, the committee's advice was to continue to develop the program proposals along the recommendations outlined above. Above all, it is incumbent upon Coronel-Molina, Damico, and Levinson to make clear that it is not a joint degree program, but rather three separate programs that will be closely coordinated.

**B. Subcommittees**

Lastly, the committee heard from the subcommittees. With regard to the Beechler Award, Sam Museus has forwarded the subcommittee's recommendations. Currently, there is no space on the application form for applicants to provide a budget narrative for their projects, only an itemized list of funds needed. This will be amended. With regard to the Dean's Fellowship, Chad Christensen noted that five candidates were put forward in March to the Dean, but the final decision will not be made public until April 15<sup>th</sup>. With regard to the Outstanding Dissertation Fellowship, John Hitchcock noted that the subcommittee will meet on April 19<sup>th</sup> to discuss the strengths and weaknesses of each dissertation, and will attempt to make a recommendation then. Each member of the subcommittee has access to a short version of each dissertation in the contest. Finally, Liyao Zhao announced that this year's winner of the Award for Excellence in Mentoring goes to Serafin Coronel- Molina.



# GSC/RAFA Agenda

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**March 1, 2016 (2:30-4:00 pm)**

**Schedule of guest presenters**

2:35 pm — Jim Scheurich

2:50 pm — Frank Di Silvestro &  
Marjorie Treff

3:00 pm — Tom Brush

**I. Review/Approval of Minutes from February 2, 2016**

**II. New Business**

A. Proposal for UES Doctoral Program Qualifying Exams Policy (Jim Scheurich)

**III. Discussion Items**

A. Program Review

a. MEd Program in Adult Education (Frank Di Silvestro and Marjorie Treff)

b. PhD Program in IST (Tom Brush)

B. College Graduate Student Leave of Absence Policy

**GSC/RAFA meetings for spring  
Rooms 2102 and 3138B**

Tuesday, April 5th, 2:30-4:00 pm

**Minutes from Meeting**  
**2:30-4:00 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Chad Christensen, Scott Bellini, John Hitchcock, Kelzie Beebe

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy, Ghangis Carter

**Members Absent:** Marjorie Manifold, Sam Museus, Sandra Strain

**Staff:** Liyao Zhao

**Presenters:** Jim Scheurich, Frank Di Silvestro, Marje Treff, Tom Brush

- I. Review and Approval of Minutes from February 2, 2016
  - *John Hitchcock moved to approve the minutes from February 2, 2016, with the following changes: under Discussion Item A, the word “are” should be replaced with “may” in “are only available to in-state students”; under Discussion Item B, the minutes should say that ELPS is conducting several program reviews at the moment.*
  - *Scott Bellini seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Proposal for UES Doctoral Program Qualifying Exams Policy**

The committee first addressed a proposal for changes to the UES doctoral program qualifying exam policy. Jim Scheurich presented and fielded questions on this item. The committee members recommended changes to a number of items in the policy. Under item A.4, Hitchcock recommended that the word “current” be added in front of “APA” to ensure that students use the most up-to-date version of APA. Under item B.6, it was recommended that the certain language be removed (references to pregnancy and second language students who might hypothetically need more time to complete questions) in favor of the all-encompassing term “documented extenuating circumstances.” The addition of “documented,” here, would also serve as a failsafe should students perceive inequities in how committees determine how much additional time to give to students retaking their qualifying exams. Under item A.1, McCormick recommend to change the language to “if there is a fourth member, this person can require a question”. Under item C.3, McCormick recommended to drop the word “three” when referring to committee members giving questions on the qualifying exam. And, finally, under C.4, the policy should clearly state that a rewriting of the questions with additional time constitutes a retaking of—a second attempt at—the qualifying

exam. If the student fails that rewriting, he or she has failed the second attempt at the exam. There were a number of smaller issues that the committee asked about, but ultimately, the policy as written adequately addressed those issues.

- *John Hitchcock moved to approve the policy with the following changes: Under A.1, change the language to “If there is a fourth member, this person can require a question”; under item A.4, add the word “current” in front of “APA”; under item B.6, change the language to “Given documented extenuating circumstances of the student, the Advisory Committee could change the length of the writing period”, and delete the phrase “such as second language issues, pregnancy, etc.” ; under item C.3, delete the word “three”; under item C.4, add “retaken and” in front of “failed”.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

### III. Discussion Items

#### A. **Program Review**

##### a. MEd Program in Adult Education

The committee then tackled program reviews for the MEd Program in Adult Education. Frank Di Silvestro and Marje Treff presented on this item. Di Silvestro listed the recommendations of the MEd program review as follows: develop and publishing a course plan that indicates the semester and order of courses through the program. Continue to have the Participation Training course (P.T.) early in the program and possibly hold PT concurrently with annual IST Conference. Consider developing tracks or concentrations within the program; recruit and hire a new full time faculty member. Seek administrative support for reducing the faculty-teaching load. Increase faculty presence in publishing in peer reviewed journals and presenting at local, regional, and national organizations. Develop programmatic approaches to participation training (the program has succeeded in this with training for ESL students). Reduce credit hours from 36 to 30 (the program did not comply with this recommendation). Develop a marketing plan; and, finally, reduce the GPA and GRE requirements for entry into the program (this is under consideration although the program prefer their higher standard GPA of 3.2).

##### b. PhD Program in IST

The committee then tackled program reviews for the PhD Program in IST. Tom Brush presented on this item. Brush listed the recommendations for the PhD program in IST as follows: bring in faculty with diverse interests. Mentor new faculty into the Research Groups, particularly assistant professors. Manage student logistics, so that students are

not jumping between research groups. Increase faculty resources for grant writing. Make sure that incoming students have enough funding (the program is complying with this recommendation by simply admitting fewer students and by removing the one-year fellowships). Finally, help international students with their reading and writing skills.

Carter asked if the program review had recommended that the PhD program in IST recruit a diverse body of students and faculty. Brush replied that it had not done so.

**B. Graduate Student Leave of Absence Policy**

Lastly, the committee addressed graduate student leave of absence policy. Boling noted that the school's current policy does not comport with others on campus in terms of providing funds for students who are on leave and need replacement (the only scenario in which students now receive funding is "parental accommodation"). She expressed the need for a subcommittee to address the issue. Scott Bellini volunteered to chair the subcommittee. Chad Christensen volunteered to be on the committee. The other members will be extracted from ELPS, CEP and SOEGSA.

At the end of the meeting, Carter asked if the names of the external reviewers were known. Boling noted that the names are listed in the full reports that are sent to the university graduate school. McCormick recommended that an inclusion of the visit date and external reviewers could be included in the executive summary.

# GSC/RAFA Agenda

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**February 2, 2016 (2:30-4:00 pm)**

**I. Review/Approval of Minutes from January 11, 2016**

**II. New Business**

A. Proposal for Faculty Qualified to Teach in Graduate Programs

**III. Discussion Items**

A. General Discussion of Doctoral Studies

B. Calendar of Program Reviews

C. Anna Ochoa-Becker International Travel Fellowship

**GSC/RAFA meetings for spring  
Rooms 2102 and 3138B**

Tuesday, March 1st, 2:30-4:00 pm

Tuesday, April 5th, 2:30-4:00 pm

**Minutes from Meeting**  
**2:30-4:00 pm**  
**Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Chad Christensen, Sam Museus, Scott Bellini, Kelzie Beebe, Sandra Strain

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy, Ghangis Carter

**Members Absent:** John Hitchcock, Marjorie Manifold

**Staff:** Matthew Boots, Jezreel McMillen, Leslie Chrapliwy, Liyao Zhao

I. Review and Approval of Minutes from January 11, 2016

- *Brendan Maxcy moved to approve the minutes from January 11, 2016, with the following changes: under item 2.A., change “the science department” to “the science education department”.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

II. New Business

A. **Proposal for Faculty Qualified to Teach in Graduate Programs**

Next, the committee considered a proposal for faculty qualified to teach in graduate programs. Boling noted that the first section of the new policy was directly adapted from Higher Learning Commission standards, but that under the second section, there is a new stipulation: that faculty are ultimately responsible for assessing student performance, not the graduate student co-teaching the course. In other words, the faculty must be the primary teacher of the course, and must decide final grades. This policy replaces Policy 13.37 which applied only to IUPUI, and applies to both IUB and IUPUI.

- *Brendan Maxcy moved to approve the proposal with the following changes: delete the phrase “to afford them the experience” in the second paragraph, and add the phrase “at the graduate level” to the first sentence of the second paragraph.*
- *Kelzie Beebe seconded the motion.*
- *All in favor.*

III. Discussion Items

A. **General Discussion of Doctoral Studies**

The committee then dealt with discussion items. The committee first talked about the issue of funding graduate students. The paucity of undergraduate sections has led to a decrease in the number of assistantships available to incoming students. Consequently, fellowships are less viable, more students are forced into the student loan economy, and

faculty members have had their research agendas affected. Boling noted that the SOE cannot continue to rely one hundred percent on the old model of funding, or the school will find itself in trouble. Moreover, many assistantships within other departments and centers may only be available to in-state students. The committee brainstormed for a time on how funding might be made available to students from out-of-state, but no hard-and-fast solutions came out of the discussion. McCormick recommended that information be gathered about the issue from faculty members, students, as well as the EADs and fiscal officers on campus. Boling recommended that the EADs and fiscal officers be invited to the committee to speak. The committee also addressed the issue of students failing to finish on time, or make satisfactory progress within their given programs. The committee thought about the possibility of incorporating a random selection of dissertations to be evaluated during program reviews. Bellini noted that reaching out to faculty to measure interest in this review process would be a good start.

**B. Calendar of Program Reviews**

Boling had no major updates regarding calendar reviews. She noted that ELPS is conducting several program reviews at the moment, and that the committee should think about incorporating every graduate program in the review process.

**C. Anna Ochoa-Becker International Travel Fellowship**

Boling also noted that the application deadline for the International Travel Fellowship was coming down the pipeline. The fellowship is awarded by CIEDR, and the Dean's Fellowship Committee is currently in charge of monitoring the application process of International Travel Fellowship.

# GSC/RAFA Agenda

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**January 11, 2016 (3:30-5:00 pm)**

**I. Review/Approval of Minutes from November 18, 2015**

**II. New Business**

- A. Course Change Request: Q610 (Marjorie Manifold)

**III. Discussion Items**

- A. Adjunct Teaching at IUPUI
- B. Subcommittees:
  - a. Beechler Award
  - b. Dean's Fellowship
  - c. Outstanding Dissertation Fellowship

**GSC/RAFA meetings for spring  
Rooms 2012 and 3138B**

Tuesday, February 2nd, 2:30-4: 00 pm  
Tuesday, March 1st, 2:30-4: 00 pm  
Tuesday, April 5th, 2:30-4: 00 pm



**Minutes from Meeting  
3:30-5:00 pm  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Chad Christensen, Sam Museus, Marjorie Manifold  
Scott Bellini

**Ex-Officio Present:** Elizabeth Boling, Brendan Maxcy

**Members Absent:** Kelzie Beebe, Ghangis Carter, John Hitchcock, Sandra Strain

**Staff:** Matthew Boots, Jezreel McMillen, Leslie Chrapliwy, Liyao Zhao

I. Review and Approval of Minutes from November 18, 2015

- *Marjorie Manifold moved to approve the minutes from November 18, 2015, with the following changes: under item E, edit “minor” to “doctoral minor”; and under last item, since the committee did not actually discuss anything, the first sentence can be struck out.*
- *Scott Bellini seconded the motion.*
- *All in favor.*

II. New Business

A. **Course Change Request: Q610**

The second item of business regarded a course change request for Q610. Marjorie Manifold presented on this item on behalf of Meredith Rogers. Manifold explained that Q610 is a methods course for AIs to learn how to teach undergraduates. The course number is no longer used by the science education department, and so the proposal is simply to give the methods course a specific designation, Q610. The course is not required, but is strongly recommended by the department. The committee did not have any questions.

- *Scott Bellini moved to approve the course change request Q610, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

III. Discussion Items

A. **Adjunct Teaching at IUPUI**

Next, the committee addressed its discussion items. The first concerned adjunct teaching at IUPUI. Policy now in place dictates that doctoral students, regardless of their advanced status within the program, cannot teach their own graduate courses—teachers of graduate students must hold the terminal degree. Maxcy was under the impression that ABD students could teach graduate students. Boling noted that while there were indeed cases of ABD students teaching graduate students, those cases were approved in ignorance of accepted policy. The pertinent issue is the university’s accreditation, specifically a standard with the Higher Learning Commission requiring that instructors of graduate students hold the terminal degree. The committee agreed to

propose to the Policy Council that the policy prohibiting doctoral students from teaching graduate students be extended to apply to all campuses, not merely IUPUI.

**B. Subcommittees**

The committee then heard updates from the subcommittees. Neither the Beechler Award, the Dean's Fellowship, nor the Dissertation Fellowship subcommittees had significant updates, other than the deadlines for their applicants.

It was noted that the first graduate from Urban Education Studies program at IUPUI completed in August of 2015, but the dissertation award should consider only graduates from July 2014 to June 2015. The committee decided to consider his application in the following year's competition.

# GSC/RAFA Agenda

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**November 18, 2015 (3:30-5:00 pm)**

## Schedule of guest presenters

3:35 pm — James Damico

3:45 pm — Daniel Hickey

4:05 pm — Anne Stright

4:20 pm — Victor Borden

### **I. Review/Approval of Minutes from October 28, 2015**

### **II. New Business**

A. Course Change Request: L650 (James Damico)

B. Course Change Request: P631, P633, P507, P540 (Daniel Hickey)

C. Course Change Request: P513, P517, P510, P518 (Anne Stright )

D. Proposal for Certificate in College Pedagogy (Victor Borden)

E. Proposal for Policy on Re-application to Programs following Academic Dismissal

### **III. Discussion Item**

A. Adjunct Teaching at IUPUI

**Minutes from Meeting  
3:30-5:00 pm  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Brendan Maxcy, Erik Tillema, Chad Christensen, Kelzie Beebe, Mary McMullen, Sam Museus, Sandra Strain, Scott Bellini

**Ex-Officio Present:** Annela Teemant, Elizabeth Boling

**Members Absent:** Ghangis Carter, John Hitchcock, Marjorie Manifold

**Staff:** Matthew Boots, Jezreel McMillen, Leslie Chrapliwy, Liyao Zhao

**Presenter:** James Damico, Daniel Hickey, Anne Stright, Victor Borden

- I. Review and Approval of Minutes from October 28, 2015
  - *Brendan Maxcy moved to approve the minutes from October 28, 2015, as presented.*
  - *Chad Christensen seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Course Change Request: L650**

The next item of business concerned a course change request for L650. James Damico presented and fielded questions on this item. The request was to make L650 a 3-credit course, to be offered online during the summer term. The course will be first offered during the summer, 2017. The course is part of the online EdD. The core readings and the emphasis on research and service are maintained from the residential course.

    - *Scott Bellini moved to approve the course change request L650, as presented.*
    - *Kelzie Beebe seconded the motion.*
    - *All in favor.*
  - B. **Course Change Request: P631, P633, P507, P540**

Daniel Hickey presented and fielded questions on this item. One request was to make P631 available for students to take more than once for credit, rather than have the course count as a seminar. Hickey noted that there would be almost no overlap, in terms of content, between this course taken two or three separate times.

    - *Scott Bellini moved to approve the course change request P631, as presented.*
    - *Kelzie Beebe seconded the motion.*
    - *All in favor.*

The course change request for P633 was identical to that of the request for P631.

- *Chad Christensen moved to approve the course change request P633, with the following change: the course title should be corrected to “Researching Learning in Context”.*
- *Kelzie Beebe seconded the motion.*
- *All in favor.*

The course change request for P507 was to transition the course to an online course. There are badges to acquire in this course for students who take it for no credit.

- *Brendan Maxcy moved to approve the course change request P507, as presented.*
- *Kelzie Beebe seconded the motion.*
- *All in favor.*

The course change request for P540 was identical to that of the request for P507.

- *Sam Museus moved to approve the course change request P540, as presented.*
- *Kelzie Beebe seconded the motion.*
- *All in favor.*

**C. Course Change Request: P513, P517, P510, P518**

Anne Stright presented and fielded questions on this item. The course change for each of these courses is to offer them as online courses. P513, P517 and P518 have updated course descriptions.

- *Kelzie Beebe moved to approve the course change request P513, as presented.*
- *Scott Bellini seconded the motion.*
- *All in favor.*
  
- *Kelzie Beebe moved to approve the course change request P517, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*
  
- *Kelzie Beebe moved to approve the course change request P510, as presented.*
- *Scott Bellini seconded the motion.*
- *All in favor.*
  
- *Kelzie Beebe moved to approve the course change request P518, with the following change: the abbreviation should be corrected to “social aspects of aging”.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**D. Proposal for Certificate in College Pedagogy**

The next item of business concerned a proposal for a certificate in College Pedagogy. Victor Borden presented and fielded questions on this item. Borden noted that this certificate program is co-sponsored by the College of Arts and Sciences and the School of Education and includes courses from both units, as well as elsewhere on campus.

- *Kelzie Beebe moved to approve this proposal, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**E. Proposal for Doctoral Minor in College Pedagogy Revision**

Borden also proposed to change the doctoral minor in College Pedagogy. He explained that the language of the required courses has been changed.

- *Kelzie Beebe moved to approve the proposal for doctoral minor in College Pedagogy revision, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**F. Proposal for Policy on Re-application to Programs Following Academic Dismissal**

Next, the committee addressed a proposal for a policy on re-application to programs following academic dismissal. The new policy states that once a student is dismissed, as distinct from expelled, the student cannot reapply to a SOE program for a period of two years from the date of dismissal. The official language was agreed on: “Application to any School of Education program will not be accepted for a period of two years from the date of an academic dismissal.”

- *Sandra Strain moved to approve the proposal for policy on re-application to programs following academic dismissal, with the following change: change the official language to “Application to any School of Education program will not be accepted for a period of two years from the date of an academic dismissal”.*
- *Annala Teemant seconded the motion.*
- *All in favor.*

**III. Discussion Items**

**A. Adjunct Teaching at IUPUI**

The committee decided to discuss this item during the January meeting.



# GSC/RAFA Agenda

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**October 28, 2015 (3:30-5:00 pm)**

**Schedule of guest presenters**

3:55 pm — Peg Sutton

**I. Review/Approval of Minutes from September 30, 2015**

**II. Discussion Items**

A. Policy on Re-application to Programs following Academic Dismissal

B. Subcommittees:

a. Beechler Award

C. Program Review:

a. MSED in International and Comparative Education Program Review (Peg Sutton)

**Minutes from Meeting  
3:30-5:00 pm  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Brendan Maxcy, Erik Tillema, Chad Christensen, Kelzie Beebe, Mary McMullen, Sam Museum

**Ex-Officio Present:** Annela Teemant, Elizabeth Boling

**Members Absent:** Ghangis Carter, Sandra Strain, John Hitchcock, Scott Bellini, Marjorie Manifold

**Staff:** Matthew Boots, Jezreel McMillen, Liyao Zhao

**Presenter:** Margaret Sutton

I. Review and Approval of Minutes from September 30, 2015

- *Mary McMullen moved to approve the minutes from September 30, 2015, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

II. Discussion Items

A. **Policy on Re-application to Programs following Academic Dismissal**

The second item of business was discussion on the Policy on Re-application to Programs following Academic Dismissal. Boling reported that she had learned from the college that once a student is dismissed from the university for academic reasons (poor performance), that student can never apply to that same program again, and must wait a full year before he or she can reapply to a different program within the college. Boling then asked whether the SOE should have a concrete policy regarding this issue, and whether it was unethical to let them apply given the student had failed out of the program beforehand. There was general agreement that there should be a policy; that a one-year removal is too short and a five-year removal is too long; that there should be a personal statement written by the reapplying student as to what factors have changed in their suitability for the program; and that there should be greater accountability on the part of faculty to help doctoral students graduate on time. There will be specific proposals presented at future meetings.

B. **MSEd in International and Comparative Education Program Review**

The third item of business was a program review of the MSEd in International and Comparative Education. Margaret Sutton reported and fielded questions on this item.



Sutton reported that since 1997, the program has become quite small (it now consists of four people). About half are enrolled in the doctoral program as well. Many of the students, she added, aspire to work at the university level as staff in the international program departments. There were three overarching recommendations for the program moving forward: 1) achieve a better web presence, which the program is completing; 2) recognize the importance of internships for masters students, already a strength in the program; and 3) doing more online courses, which Sutton admitted the program could do more to execute.

The chair asked Sutton to prepare a short statement summarizing the review's recommendations and the program's responses (appended to these minutes).

**C. Beechler Award Committee**

Brendan Maxcy moved to the Dissertation of the Year Award, which is available to students on both IUB and IUPUI campuses, whereas the Beechler Award is available only to IUB students. Alexander McCormick joined the Beechler Award committee to replace Maxcy. Sam Museus volunteered to chair the Beechler Award committee.

# GSC/RAFA Agenda

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**September 30, 2015 (3:30-5:00 pm)**

**Schedule of guest presenters**

3:35 pm — Susan Whiston  
4:00 pm — Keith Barton

**I. Review/Approval of Minutes from September 2, 2015**

**II. New Business**

- A. Proposal for Revision of MEd in Mental Health Counseling (Susan Whiston)
- B. Proposal for Procedure on Course Proposals
- C. New Course Request: J645 (Keith Barton)

**IV. Discussion Items**

A. Program Review:

- a. Curriculum Studies Doctoral Program Review (Keith Barton)

B. Subcommittees:

- a. Beechler Award
- b. Outstanding Dissertation Fellowship
- c. Dean's Fellowship

**Minutes from Meeting  
3:30-5:00 pm  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alexander McCormick, Brendan Maxcy, Erik Tillema, John Hitchcock, Kelzie Beebe, Marjorie Manifold, Mary McMullen, Sam Museus, Scott Bellini

**Ex-Officio Present:** Annela Teemant, Elizabeth Boling

**Members Absent:** Chad Christensen, Ghangis Carter, Sandra Strain

**Staff:** Jezreel McMillen, Liyao Zhao, Matthew Boots

**Presenters:** Keith Barton, Susan Whiston

I. Review and Approval of Minutes from September 2, 2015

- *Brendan Maxcy moved to approve the minutes from September 2, 2015, as presented.*
- *Marjorie Manifold seconded the motion.*
- *All in favor.*

II. New Business

A. **Proposal for Revision of MSED in Mental Health Counseling**

The second item of business concerned a Proposal for Revision of MSED in Mental Health Counseling. Susan Whiston presented and fielded questions on this item.

Whiston proposed two changes: First, to increase the credit hours from 48 to 60, in order to meet new regulations for the master's degree; and second, to change the name of the master's from "Community Agency" to "Clinical Mental Health Counseling." After some discussion, the committee agreed that these changes were appropriate, given that Ed.S. will "soon become an unattractive option" in the job market. Moreover, Bellini added that the changes would allow for better communication to students about what exactly is expected of them.

- *Marjorie Manifold moved to approve the proposal, as presented.*
- *Kelzie Beebe seconded the motion.*
- *All in favor.*

B. **Proposal for Procedure on Course Proposals**

The third item of business concerned a Proposal for Procedure on Course Proposals.

The proposal suggests that in future course proposals, the syllabus should reflect the mode of the course (face-to-face; online; hybrid), and that if there are multiple versions of the course, there should be multiple syllabi incorporated into the course proposal. It

was noted that if the proposal is just for a face-to-face course, an online syllabus is not required.

- *John Hitchcock moved to approve the proposal, as presented.*
- *Marjorie Manifold seconded the motion.*
- *All in favor.*

**C. New Course Request for J645**

The next item of business concerned a New Course Request, J645. Keith Barton presented and fielded questions on this item. The course is currently offered as a special topics course and enjoys high enrollment. McMullen questioned whether the course was “personality driven” by the current instructor, but according to Barton, the course has potential to be taught by other faculty (despite the current instructor being relatively young). The course is typically offered during the early afternoon, and will be available next fall.

- *Mary McMullen moved to approve the new course request for J645, as presented.*
- *Scott Bellini seconded the motion.*
- *All in favor.*

**III. Discussion Items**

**A. Program Review**

The Graduate Studies Committee then moved to discussion items. The first was a Program Review of the Doctoral Program in Curriculum Studies. Keith Barton and Cary Buzzelli presented and fielded questions on this item. The review commended the department on the faculty’s commitment to the department, particularly in terms of mentoring students in social studies and early childhood education. It also commended the department’s organizational autonomy and the quality of its students. The report included areas to improve as well: 1) improve mentoring and sense of community among non-SS/ECE students; 2) develop more coherent admission procedures (which the department has accomplished by meeting together so that every committee member reviewed every file); 3) expand funding opportunities for students; 4) more collaboration with schools in Indiana; and 5) hire new faculty, particularly minorities; and 6) improve minority student recruitment.

The chair asked Prof. Barton to prepare a short statement summarizing the review’s recommendations and the program’s responses (appended to these minutes).

**B. Subcommittees**

**a. Beechler Award**

Brendan Maxcy volunteered to chair this committee; Sam Museus and Kelzie Beebe volunteered to be members of this committee.

b. Outstanding Dissertation Fellowship

John Hitchcock volunteered to chair this committee; Marjorie Manifold volunteered to be the member of this committee.

c. Dean's Fellowship

Chad Christensen was nominated to continue as chair; Ghangis Carter was nominated to continue as a member, and Scott Bellini volunteered to join the committee.

There were questions about the eligibility of IUPUI students for these awards. Elizabeth Boling said she would investigate and report back.

# GSC/RAFA Agenda

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**September 2, 2015 (3:30-5:00 pm)**

**Schedule of guest presenters**

3:50 pm — Andrea Walton  
4:10 pm — Raymond Smith  
4:30 pm — Lara Lackey

**I. Introduction**

- A. Introduction
- B. Nomination of Chair

**II. Review/Approval of Minutes from April 7, 2015**

**III. New Business**

- A. Proposal for Visiting Scholar Policy (Elizabeth Boling)
- B. Course Change Request: C680 (Andrea Walton )
- C. Proposal for History of Education minor (Andrea Walton )
- D. New Course Request: L621 (Raymond Smith)

**IV. Discussion Items**

- A. Program Review: Art Education (Lara Lackey)
- B. Subcommittees:
  - a. Beechler Award
  - b. Outstanding Dissertation Fellowship
  - c. Dean's Fellowship

**Minutes from Meeting  
3:30-5:00 pm  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Brendan Maxcy, Chad Christensen (acting chair), Erik Tillema, John Hitchcock,  
Kelzie Beebe, Marjorie Manifold

**Ex-Officio Present:** Annela Teemant, Elizabeth Boling, Ghangis Carter

**Members Absent:** Alexander McCormick

**Staff:** Jezreel McMillen, Liyao Zhao, Matthew Boots

**Presenters:** Andrea Walton, Raymond Smith

- I. Introductions  
Each member of the GSC/RAFA Committee introduced himself/herself.
- II. Nomination for Chair  
Elizabeth Boling opened up the floor for nominations for chair of the GSC/RAFA.
  - *John Hitchcock moved to nominate Alexander McCormick as chair of the GSC/RAFA committee for 2015-2016 year.*
  - *Marjorie Manifold seconded the motion.*
  - *All in favor.*
- III. Review and Approval of Minutes from April 7, 2015
  - *Marjorie Manifold moved to approve the minutes from April 7, 2015, with the following changes: the phrase "Annela seconded" be changed to "Annela supported"; on page two, Chuck Carney's name be removed in favor of his title, Director of Communications.*
  - *John Hitchcock seconded the motion.*
  - *All in favor.*
- IV. New Business
  - A. **Proposal for Visiting Scholar Policy**

The first item of new business concerned visiting scholar policy. Elizabeth noted that this item was informational only, and that the International Program Committee had already voted on it. The vote had produced a number of documents which would hold visiting scholars, as well as their hosts, more tightly to a process of international study. Scholars and their hosts will now file forms with Conney Freese-Posthuma in the Dean's Office, in order to keep track of students and their contributions to IUB. Elizabeth noted that one of the primary motivations for reforming policy was to ensure

that visiting scholars had academic or other recognized appointments. Beforehand, international students would come to IUB in order to find Ph.D. mentoring.

**B. Proposal for Ph.D. minor in History of Education**

The second item of new business concerned the Ph.D. minor in History of Education. Andrea Walton presented this item. Elizabeth recommended that the name be changed from “Ph.D. minor in the History of Education” to “Doctoral Minor in the History of Education.” The distinction of “doctoral” is important because it means that both Ph.D. students and Ed.D. students can choose this minor. The only difference is that Ed.D. students require only 9 credits in the minor, whereas Ph.D. students require 12 credits. Elizabeth noted that the most significant change resulting from this name-swap will be more freedom for students in choosing courses for this minor. Elizabeth asked Liyao to notify Jane Kaho that this minor already has a code in SIS.

- *John Hitchcock moved to approve the proposal, with the following change: change “Ph.D.” to “Doctoral” minor in History of Education.*
- *Marjorie Manifold seconded the motion.*
- *All in favor.*

**C. Course Change Request for C680**

The third item of new business concerned a course change request for C680: Topical Seminar: Philanthropy and Higher Education in the U.S. This course is already taught as a face-to-face course, and Andrea requested that an online version of the course be approved. She noted that the format of the syllabus would change, but that its content would not. Several members of the committee voiced concern that the committee should see an online version of the syllabus, especially considering that teachers of similar courses were required to do so in the past. Andrea noted that HESA had asked her to bring C680 online in order to incorporate the course into the philanthropy certificate program at IUPUI. There was some disagreement about whether the teacher of an online version of the course should present to the committee an online version of the syllabus. When the committee voted, the understanding that the course content had not significantly changed proved to be an important distinction. Elizabeth charged the committee to develop, during the next meeting, a process concerning whether online syllabi must be given to the committee in cases where an online version of a course is being proposed. The committee voted twice on this item.

- *John Hitchcock moved to approve the absence of an online version of the syllabus, with the explicit understanding that the online version is not different from the face-to-face version.*
- *Marjorie Manifold seconded the motion.*
- *5 in favor; 1 opposed; the motion passed.*



The committee then voted on whether or not to approve this course to be taught online.

- *Marjorie Manifold moved to approve the course change request for C680, as presented.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

**D. New Course Request for L621**

The last item of new business concerned a new course request, L621. Raymond Smith noted that the course is targeted toward people who want to teach W131 and ESL/EFL. He described the three pillars of the course: 1) looking into the demographic composition of people who take these courses on the aforementioned courses on campus; 2) a history of rhetoric and composition on campus; and 3) evaluate textbooks and grading/markings papers, etc. Annela recommended that on the course description, it should be made clear that this is a course for adult learners, given the term “elementary composition.” Raymond agreed to make this change.

- *Marjorie Manifold moved to approve the new course request L621, with the following change: the description of the course would include phrasing that makes clear the adult orientation of the course.*
- *Brendan Maxcy seconded the motion.*
- *All in favor.*

**V. Discussion items**

**A. Program review**

The discussion item concerned a program review for Art Education. Marjorie presented on this item. She explained that the Art Education program is internationally recognized as being one of the best in the world, but that it is currently being stretched thin (only two faculty members). She informed the committee of the program’s goals, including the crafting of a focused vision statement, an articulation of the program’s identity, and a strategic plan leading to outcomes. Marjorie then outlined some of the main obstacles to achieving these goals, namely time constraints and marketing problems.

# GSC/RAFA Agenda

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**April 7, 2015 (10:00-11:30 am)**

**Schedule of guest presenters**

10:05 am— Mitzi Lewison

10:15 am— Lara Lackey

10:40 am — Barbara Dennis

**I. Review/Approval of Minutes from February 27, 2015**

**II. Old Business**

A. Course Change Request: Y500 (Barbara Dennis)

**III. New Business**

A. Proposal for LCLE PhD Minor (Mitzi Lewison )

B. Proposal for C&I PhD Minors (Lara Lackey)

**IV. Discussion Items**

A. Dissertation of the Year Award

B. Anna Ochoa-Becher International Travel Fellowship

C. Award for Excellence in Mentoring

D. Program Review

**Minutes from Meeting  
10:00-11:30AM  
Rooms 2140 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Ben Edmonds, Kelzie Beebe, John Hitchcock, Sandy Strain, Beth Berghoff, Alex McCormick, Gary Pike, Ghangis Carter

**Ex-Officio Present:** Elizabeth Boling, Annela Teemant

**Members Absent:** Karen Wohlgend, Cindy Hmelo-Silver, Heidi Ross, Chad Christensen

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** Barbara Dennis, Mitzi Lewison, Lara Lackey

I. Review and Approval of Minutes from February 27, 2015

- *Ben Edmonds moved to approve the minutes from February 27, 2015, with the following changes: the semicolon in the first line of page two be changed to a comma.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

II. Old Business

A. **Course Change Request: Y500**

The first item of business was a course change request for Y500. Barbara Dennis described some difficulties with the Y500 course, deriving from its designation as a 0 credit course. She asked that the Graduate Studies Committee change the course designation to a 1 credit course, so that it could be taught by Associate Instructors (AIs), and so that those AIs could get paid. The ultimate goal would be to broaden the number of Y500 courses that a student can accrue.

- *Kelzie Beebe moved to approve the course change request for Y500, with the following change: the course should be fixed at 1-credit in the syllabus.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

III. New Business

A. **Proposal for LCLE PhD Minor**

The second item of business was a proposal for LCLE PhD Minor. Mitzi Lewison asked that the name of the doctoral minor be changed to Literacy Culture and Language Education, so as to correspond to the major name. Elizabeth asked if it is a PhD minor or doctoral minor. She explained that if it is doctoral minor, then both PhD and EdD

students can take it. Mitzi then suggested change it to a doctoral minor. The committee emphasized that this change would be for a *doctoral* minor, not a Ph.D. minor.

- *Ben Edmonds moved to the name change for the LCLE doctoral minor, as presented.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

**B. Proposal for C&I PhD Minors**

The third item of business was a proposal for C&I PhD Minors. Lara Lackey noted that the school offered minors in several “content areas,” but that none of these, with the exception of the C&I and Special Ed minors, were official. The committee decided to review the item as the approval of new minors with the understanding that they would be doctoral, and not Ph.D. minors.

- *John Hitchcock moved to approve the C&I doctoral minors, with the following changes: 1) delete the last sentence in the Mathematics Education and Social Studies Education descriptions; 2) change Ph.D. minor to doctoral minor in Science Education description; and 3) change all Ph.D. minor labels to doctoral minor labels.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**IV. Discussion items**

**A. Dissertation of the Year Award**

The winner of the Dissertation of the Year Award was Christine Beresniová. On behalf of the Dissertation of the Year Award Committee, John suggested that five changes be made to the Dissertation of the Year Award process: 1) Provide all nominees a “certificate” of honorable mention/merit and remind students that they should include such in their CVs. 2) Acknowledge all nominees through a letter of congratulations and again at the appropriate awards ceremony at which they receive their certificates. 3) Consider creating a smaller fund so that honorable mention candidates receive a (much smaller) cash prize. 4) Enlist the help of Director of Communications and others to spotlight the winner of the award in a write-up of high visibility. 5) Include that write-up or summary with the picture of the student on the School of Education website. There is nothing more powerful than telling the School of Education’s story of excellence and public relevance, indeed its necessity, through the work of its outstanding graduates.

**B. Anna Ochoa-Becher International Travel Fellowship**

Elizabeth explained the Anna Ochoa-Becher International Travel Fellowship. The winner is selected during the spring semester, and the funds are distributed to the winning student during the fall semester. The committee is still waiting for applications to come in.

**C. Award for Excellence in Mentoring**

Liyao told the committee that Mary Waldron was the winner of the 2015 Award for Excellence in Mentoring. Ghangis suggested that an award be given to staff in addition to faculty. Annela supported this view, saying that there should be two awards, one for faculty and another for staff. Elizabeth noted that academic advising is a very different kind of mentoring than the mentoring that staff does. Ghangis emphasized that his suggestion was not meant to be a competition between faculty and staff, but that there could be two awards. Alex suggested that Ghangis write a recommendation for the committee to consider in the fall, although the committee was unsure as to where a concrete recommendation would be directed.

**D. Program Review**

Elizabeth noted that on the first agenda of the fall semester, three programs will present their reviews to the committee, and demonstrate how they have revised their programs over the previous year.

**E. Beechler Award**

Ben noted that five Beechler Awards had been given out, and that all \$9,800 had been given out.



# GSC/RAFA Agenda

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**February 27, 2015 (10:00-11:30 pm)**

**Schedule of guest presenters**

10:05 am— Joanna Ray  
10:15 am— Mary Waldron  
10:30 am —David Estell

**I. Review/Approval of Minutes from November 20, 2014**

**II. Old Business**

A. Course Change Request: W520 (Joanna Ray)

**III. New Business**

A. New Course Request: P521 (Mary Waldron)

B. Proposal for a Doctoral Minor in Human Development (David Estell)

**IV. Discussion Items**

A. Dean's Fellowship

B. Dissertation of the Year Award

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

**Members Present:** Heidi Ross, Ben Edmonds, Kelzie Beebe, John Hitchcock, Sandy Strain, Beth Berghoff, Chad Christensen, Alex McCormick, Gary Pike

**Ex-Officio Present:** Elizabeth Boling, Annela Teemant

**Members Absent:** Karen Wohlgend, Ghangis Carter, Cindy Hmelo-Silver

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** Joanna Ray, Mary Waldron

I. New Business

A. **Course Change Request: W520**

The agenda item concerned approval of course W520. The first iteration of the course proposal was very general, and did not provide adequate information as to the activities associated with the course. Joanna Ray noted that the course title was changed to “Planning for Technology Infrastructure”, in addition to a more robust syllabus that more accurately described the course modules, etc. The item moved quickly to a vote.

- *Annela Teemant moved to approve W520, as presented.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

B. **New Course Request: P521**

This agenda item was a new course request, for P521, Emerging Adulthood. Mary Waldron presented and fielded questions on this item. Mary noted that the existing psychology courses, with a few exceptions, do not deal with emerging adulthood. The course is designed to capture both students in college and those not in college. Its readings are based on state-of-the-art research based in quantitative data. Mary added that she was hoping to propose an undergraduate version of the course as well. Alex McCormick asked if there was sufficient interest to offer the course annually. Mary said that if the interest was not sufficient to offer the course annually; it would be offered bi-annually instead.

- *Ben Edmonds moved to approve P521, as presented.*
- *John Hitchcock seconded the motion.*
- *All in favor.*

**C. Doctoral Minor in Human Development**

This agenda item was a proposal for a doctoral minor in Human Development. Mary Waldron noted that this minor has been offered for many years, but has never been formalized on transcripts, or approved officially by the committee. The course P650 was changed to P521, for the latter had been approved as a course earlier in the meeting.

- *Heidi Ross moved to approve the PhD minor in Human Development, as presented.*
- *Chad Christensen seconded the motion*
- *All in favor.*



# GSC/RAFA Agenda

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**November 20, 2014 (2:00-3:30 pm)**

**I. Review/Approval of Minutes from October 30, 2014**

**II. New Business**

- A. MS in HESA Revisions (Danielle DeSawal)
- B. Educational Leadership Programs Revisions  
(Suzanne Eckes)
- C. Teacher Education Minor Proposal (Terrance Mason)
- D. New Course Request: C661
- E. New Course Request: C678
- F. New Course Request: P645 (Scott Bellini)
- G. Urban Education Advocacy and Leadership Graduate Certificate (Annela Teemant)

**Schedule of guest presenters**

2:05 pm — Danielle DeSawal  
2:20 pm — Suzanne Eckes  
2:35 pm — Terrance Mason  
3:05 pm — Scott Bellini

**Minutes from Meeting  
2:00-3:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Heidi Ross, Ben Edmonds, Kelzie Beebe, Cindy Hmelo-Silver, John Hitchcock, Sandy Strain, Paula Magee

**Ex-Officio Present:** Elizabeth Boling, Annela Teemant

**Members Absent:** Beth Berghoff, Chad Christensen, Alex McCormick, Karen Wohlwend, Ghangis Carter

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** Danielle DeSawal, Suzanne Eckes, Terrence Mason, Scott Bellini

I. Review and Approval of Minutes from October 30, 2014

- *Heidi Ross moved to approve the minutes from October 30, 2014, with the following changes: the course should be titled “T550” under the heading of item C.*
- *Cindy Hmelo-Silver seconded the motion.*
- *All in favor.*

II. New Business

A. **MS in HESA Revisions**

The first item of new business discussed was revisions for the MS in HESA. Danielle DeSawal presented and fielded questions on this item. Course G573, formally a requirement for the counseling program, does not have sufficient enrollment. Thus the proposal is to “retire” this course and replace it with a list of acceptable courses for the students to choose from.

- *Heidi Ross moved to approve MS in HESA Revisions, as presented.*
- *Cindy Hmelo-Silver seconded the motion.*
- *All in favor.*

B. **Educational Leadership Programs Revisions**

Suzanne Eckes presented and fielded questions on this item. At IUB there is no official minor in Educational Leadership, but it had existed “in our heads” at the SOE. This request will formalize the minor at IUB. The minor will consist of 9 credits for students in the EDD and EDS programs, and will consist of 12 credits for students in the Ph.D. program. The minor apply to IUPUI as well as IUB. Specifically, the new minor requirement of three A-courses also applies to IUPUI.

Suzanne added that the minor will be visible on the website for students wishing to minor in Educational Leadership, as well as in the bulletin.

- *Heidi Ross moved to approve Proposal for Minors in Educational Leadership, as presented.*
- *Cindy Hmelo-Silver seconded the motion.*
- *All in favor.*

Suzanne then explained that the Ed.D. and Ed.S. programs essentially mirrored one another, and proposed a few changes to address this. The proposal was to make A560, Politics of Education, which is normally a major requirement in both programs, into an elective, and concurrently to make A600 into a major requirement. Suzanne noted that the Ed.S. program is a stopping point for superintendent licensure, and so, many students drop out before writing their dissertation to become superintendents across the state of Indiana. She also added that this was a fairly cosmetic change, in that students in both programs are likely to take A560 and A600 regardless of whether these courses are major requirements or electives.

Suzanne also proposed making Ed.D and EdS more flexible by including courses A675 and A720 in the list of acceptable courses toward the major. As a result, students would not be left hanging dry if a faculty member left IUB or went on a sabbatical leave because they would have other course options available to them. Suzanne added that including these courses could be a means of recruiting law students and students in the SoE into the Ed.D and Ed.S programs. Ben noted that on the proposal, the required number of credit hours for Ed.S was 60, yet, based on the courses listed, that number should instead be 65. Suzanne acknowledged that this was indeed a mistake and that she would edit the number.

- *Heidi Ross moved to approve both Ed.D and Ed.S. in Educational Leadership Programs Revisions, with the following changes: under the proposed changes in the Ed.S. in Educational Leadership, the Ed.S. is a 65-credit hour program instead of a 60-credit hour program.*
- *Cindy Hmelo-Silver seconded the motion.*
- *All in favor.*

**C. Teacher Education Minor Proposal**

Terrance Mason presented and fielded questions on this item. Terry noted that for some time, there has been an informal Teacher Education Minor available to Ph.D. students in the SoE at IUB. His proposal would simply give official sanction to a program that has been well-developed, but never approved by the committee.

- *John Hitchcock moved to approve the Teacher Education Minor Proposal, as presented.*
- *Heidi Ross seconded the motion*
- *All in favor.*

**D. New Course Request: C661, C678**

Danielle DeSawal presented and fielded questions on these items. These two courses were already approved in Bloomington, so this is just the extension of that approval for IUPUI. C661, Foundations of Institutional Research, is a course offered at IUB and is a requirement for the Institutional Research Certificate. This course is not offered at IUPUI, and so, the New Course Request is to make this course available in Indianapolis.

- *Heidi Ross moved to approve C661 with the following change: change “Yes” to “No” under item #30.*
- *Annala Teemant seconded the motion.*
- *All in favor.*

The committee voted on the New Course Request for C678 separately. This course was also proposed to be taught at IUPUI, and is an existing course at IUB.

- *Cindy Hmelo-Silver moved to approve C678, as presented.*
- *Annala Teemant seconded the motion.*
- *All in favor.*

**E. Urban Education Advocacy and Leadership Graduate Certificate**

Paula Magee presented and fielded questions on this item. She noted that this certificate program had been approved by the committee last year as an online certificate program. The issue was in getting these online programs initiated, which has proved difficult. So she proposed hybridizing the delivery modes of the certificate program, that is, offering some courses online, and some courses face-to-face, in order to getting the certificate program running.

- *Heidi Ross moved to approve the Urban Education Advocacy and Leadership Graduate Certificate with the following change: change the phrase “IUPUI online” to “IUPUI hybrid”.*
- *Annala Teemant seconded the motion.*
- *All in favor.*

**F. New Course Request: P645**

The final item of new business concerned a New Course Request, P645, a course on the Methodology of Single Case Design Research. Scott Bellini presented and fielded questions on this item. Scott noted that he already offers a topical seminar of Single Case Design, 650, during the Summer Session. The course would be offered exclusively online, and would have a pragmatic purpose: to give students skills in the systematic collection of data using single case design. Scott noted that several students in the Ph.D. program had written their dissertations using Single Case methodologies, but that their research was found wanting. This proposed course would give students the background in data collection and analysis they need to write dissertations or other

projects that utilize single case design. The course would also help to evaluate the outcomes of student interventions.

- *John Hitchcock moved to approve P645 with the following change: change “Spring 2016” to “Summer 2015” under item #10; change abbreviation to “Single Case Rsrch Ed&Behav Sci” under item #8b.*
- *Heidi Ross seconded the motion.*
- *All in favor.*



# GSC/RAFA Agenda

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**October 30, 2014 (2:00-3:30 pm)**

**Schedule of guest presenters**

2:05 pm — Barbara Dennis

2:45 pm — Suzanne Eckes

**I. Review/Approval of Minutes from September 25, 2014**

**II. Old Business**

A. Course Change Request: Y615 (Barbara Dennis)

B. Course Change Request: Y500 (Barbara Dennis)

C. Course Change Request: T550 (Annela Teemant)

**III. New Business**

A. IUPUI Graduate ESL Certificate (Annela Teemant)

B. SPEA Principal Program (Suzanne Eckes)

**IV. Discussion Item**

A. Subcommittees

a. Beechler Award

b. Dissertation of the Year Award

c. Dean's Fellowship

**GSC/RAFA meetings for fall**

**Rooms 2012 and 3138B**

Thursday, November 20th, 2:00-3:30 pm

**Minutes from Meeting  
2:00-3:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alex McCormick, Heidi Ross, Chad Christensen, Ben Edmonds, Karen Wohlwend, Kelzie Beebe, Cindy Hmelo-Silver, John Hitchcock

**Ex-Officio Present:** Elizabeth Boling, Ghangis Carter, Annela Teemant

**Members Absent:** Paula Magee, Beth Berghoff, Sandy Strain

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** Barbara Dennis, Suzanne Eckes

**I. Review and Approval of Minutes from September 25, 2014**

- *Ben Edmonds moved to approve the minutes from September 4, 2014, with the following changes: change “in other words, that all students must take the exam or that no students take the exam” to “And so, all departments that retain the qualifying exam must have either all students take it, or no students take it; delete “for example at LCLE” under the item Y604; correct Gene Tempel’s full name.*
- *Karen Wohlwend seconded the motion.*
- *All in favor.*

**II. Old Business**

**A. Course Change Request: Y615**

In the first item of old business, Barbara Dennis presented and fielded questions on a course change request for Y615, which is a discourse analysis course. Barbara noted that Y615 existed in the catalogue as Y631, only, unlike Y631, Y615 will have no prerequisites. She explained that this would enable students to enter directly into the qualitative opportunities of the program. Y615, then, would be an introductory course designed to introduce students to qualitative research through discourse analysis. She added that there would be more advanced discourse analysis courses that would require completion of Y615 to enroll.

Elizabeth pointed out that the course description provided, as well as the assessment of Y615, did not match the syllabus, and that for the committee to approve the course change, these documents must correspond to one another. Barbara indicated that there would be little trouble in getting the syllabus to match the description laid out in her presentation.

- *Karen Wohlwend moved to approve Y615 with the following change: the course description, the learning assessment, and the required texts should match the content in the syllabus.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

**B. Course Change Request: Y500**

The second item of old business concerned a course change request for Y500. Barbara Dennis presented and fielded questions on this item. Elizabeth noted that the committee had already voted on how many times this course could be taken over the course of a graduate career. Thus, the committee would have to go back to the policy council and ask them to approve it in two pieces. With regard to the 0-credit Y550 course offered, the committee concluded that it was “waiving the rules” by offering this course during the spring semester, but given that there are no solutions at present, the committee will offer a “blanket waiver” for the spring semester. Y500 was tabled in this meeting.

**C. Course Change Request: T550**

Annela Teemant presented and fielded questions on a course change request for T550. Annela noted that this item had come before the committee in the past, and that the concerns of the committee centered on the following four questions: 1) Is T550 a variable topic? 2) Could an online option for this course be confirmed? 3) Could a letter from Laura be obtained confirming that the substance of the course was not changed? and 4) Could the syllabus be explicit about what percentage of the overall grade each assignment was worth? Annela stated that all four questions had been answered in the affirmative, and that everything was taken care of.

Ben asked if the committee was “tying its hands” by being too specific on the learning assessments. Elizabeth reassured him that the specificity of the learning assessment would not be a problem. John then asked about the appearance of “C-” as the cutoff grade on the syllabus and a “C” as the cutoff grade on the course change proposal. Elizabeth noted that there was no technical obstacle, and that it would not be misleading to students.

- *Ben Edmonds moved to approve T550, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**III. New Business**

**A. IUPUI Graduate ESL Certificate<sup>1</sup>**

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<sup>1</sup> This certificate was reviewed and approved by IUPUI Graduate Committee on December 6, 2013. It then went forward to the LCLE Department for review and approval on March 7, 2014.



In the first item of new business, Annela Teemant presented and fielded questions concerning an IUPUI Graduate ESL Certificate. This proposed certificate program, Annela noted, is designed for teachers looking to attain a general understanding of how to interact with and teach ESL students, but who are not looking to attain licensure in that area. This certificate program would consist of four courses (offered currently at IUPUI) that address introductory issues concerning ESL students. It would be distinct from the 21-credit licensure program and the 36-credit Master's program in ESL teaching. Annela added that if the certificate is established, then there would be no course number changes for the required courses, given that there is no online option for this certificate program at IUPUI.

In regard to a later section of the LCLE faculty meeting notes which referenced a discussion of a future licensure program, Elizabeth noted that the state of Indiana would frown upon there being identical programs at both Bloomington and IUPUI, and so, if the certificate were to be established, the course numbers would need to change, or the faculty at IUB and IUPUI would have to agree to hold a joint program. Annela clarified that this segment of the meeting minutes did not apply to the current voting item but noted that when they move forward with such a proposal they will address the principle of "no online duplication without differentiation," the possibility of using different course numbers, and emphasis on the urban context and a different audience.

Referring back to the voting item, Annela added that the admissions requirements for this proposed certificate program would be the same for the existing graduate ESL program at IUPUI, and that she would reflect this in the proposal documentation.

- *Karen Wohlwend moved to approve IUPUI Graduate ESL Certificate, as presented.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**B. SPEA Principal Program**

The second item of new business concerned a joint proposal between SPEA's MPA program and the Educational Leadership Principal Program. Suzanne Eckes presented and fielded questions. She noted that the only difference between the program as it's offered now, and the joint program with SPEA, would be the requirement of course A500, an Introduction to Educational Leadership. Elizabeth explained that this concentration, officially titled "Public Affairs and Leadership," could not be listed on a transcript, but that students would be free to cite this concentration on their resumes and CVs. The committee expressed general excitement and encouragement of this joint program.

- *Ben Edmonds moved to approve SPEA Principal Program, as presented.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

IV. Discussion Item

A. **Beechler Committee**

Ben Edmonds volunteered to chair this committee; Karen Wohlwend and Kelzie Beebe volunteered to be members of this committee.

B. **Dissertation of the Year Award**

Heidi Ross volunteered to chair this committee; John Hitchcock volunteered to be the member of this committee.

C. **Dean's Fellowship**

Chad Christensen volunteered to chair this committee; Ghangis Carter volunteered to be the member of this committee.



# GSC/RAFA Agenda

**September 25, 2014 (2:00-3:30 pm)**

## **Schedule of guest presenters**

2:05pm — Joanna Ray  
2:20pm — Danielle DeSawal  
2:35pm — Gary Pike  
3:00pm — Elee Wood

### **I. Review/Approval of Minutes from September 4, 2014**

### **II. Old Business**

A. Course Change Request for Masters of Science in Technology for Learning

W515, W520, W531, W540, W550 (Joanna Ray)

B. Qualify Exam for Minor (Elizabeth Boling)

### **III. New Business**

A. Graduate Fund Raising Certificate (Danielle DeSawal)

B. New Course Request: C590 (Danielle DeSawal)

C. Course Revision: Y604 (Gary Pike)

D. Course Change Request: T550 (Elee Wood)

E. Department Self Review

### **IV. Discussion Item**

#### **A. Subcommittees**

- a. Beechler Award
- b. Dissertation of the Year Award
- c. Dean's Fellowship

**GSC/RAFA meetings for fall  
Rooms 2012 and 3138B**

Thursday, October 30th, 2:00-3:30 pm  
Thursday, November 20th, 2:00-3:30 pm

**Minutes from Meeting  
2:00-3:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alex McCormick, Heidi Ross, Chad Christensen, Ben Edmonds, Karen Wohlwend, Evan Mickey, Sandy Strain

**Ex-Officio Present:** Elizabeth Boling, Ghangis Carter

**Members Absent:** Paula Magee, Beth Berghoff, Annela Teemant

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** Joanna Ray, Danielle DeSawal, Gary Pike, Elee Wood

I. Review and Approval of Minutes from September 4, 2014

- *Ben Edmonds moved to approve the minutes from September 4, 2014, with the following changes: correct Ben Edmonds's last name.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

II. Old Business

A. **Course Change Request for Masters of Science in Technology for Learning**

The first item of old business was course change requests for the Masters of Science in Technology for Learning. Joanna Ray presented and fielded questions. Elizabeth Boling noted that the W520, W540, and W550 courses were found in the master catalog. The main item of concern to the committee was course W520. Elizabeth expressed concern that the syllabus for the course did not have any content--no modules, activities, etc. Joanna said she would talk to the instructor and get additional information about the course. Elizabeth reminded the committee that it would be hard to vote for approval if there is no relevant information about the course. Joanna asked the committee what it needed from her side of the course, and Alex McCormick responded that the committee wanted the syllabus to be more descriptive.

Ben Edmonds noted that W520 was proposed to take place in the fall, 2016, which was an incorrect date. Joanna noted that the last time this course was taught was in 2013. Joanna then asked if it was significant that the syllabus did not include the instructor's name. Elizabeth said that it was a big issue if it was not on the proposal but that it was not a big issue if the name does not appear on the syllabus. Joanna said she could add the name of the instructor who last taught the course. Elizabeth asked if the last instructor who taught the course taught it in the form that it was being proposed. Elizabeth would expect that the form would include the person who intends to teach the course as it is being proposed.

Elizabeth asked if the course W520 is part of a five-course certificate. Joanna said it is part of a master's degree program, so the technology core does consist of these five courses, but there are other strands as well. It is not a certificate, in short. Elizabeth then asked the relationship between the teachers listed on the form and the school of education at IUPUI. Joanna said four of the five are in the school of education. Stacy Morrone is in UIT. Stacy is helping to design and consult the course, but she will not be teaching it. Elizabeth expressed doubt as to whether Stacy's name should be on the form if she is not going to teach it.

Karen Wohlwend wanted to know if course descriptions would affect how courses would be taught in the future, but Elizabeth noted that what SoE are held to in the future is the bulletin description. Elizabeth said that if the discrepancy between what's listed on a course description and how the course is being taught is obvious, then there is grounds for change.

In summary, the committee voted on W515, W531, W540 and W550. W520 was tabled at this meeting.

- *Heidi Ross moved to approve course changes for 4 of 5 courses, W515, W531, W540, and W550, as presented.*
- *Evan Mickey seconded the motion.*
- *All in favor.*

#### **B. Qualifying Exam for Minor**

This agenda item was about revising the school of education's policy on qualifying exams for the minor. Elizabeth summarized the old policy which stipulated that if the students were minoring in any area under the purview of the school of education, they had to take a qualifying exam. The proposal is to make the requirements for those outside the school and those inside uniform. And so, all departments that retain the qualifying exam must have either all students take it, or no students take it. Elizabeth noted that all of the people she talked to about this proposal either said nothing, or were enthusiastic about doing away with the qualifying exams for doctoral minors.

Alex McCormick recommended a wording change: "a minor area qualifying exam 'may be' (instead of 'is') required depending on the policy of the minor program." That way, the minor exam will not be required strictly. If this change is approved, it will be published in the upcoming bulletin, and also become effective. Alex also recommended treating the issue as a revision to the bulletin, and that this would take care of the timing question of when this would be implemented.

For students already scheduled to take qualifying exams at the time of the bulletin's publication, the consensus among the committee members is that those outside the department could make appeals to waive the exam on an individual basis.

- *Ben Edmonds moved to approve the proposal of Qualifying Exam for Minor with the following changes: revise the publication wording from "is" to "may be".*

- *Heidi Ross seconded the motion.*
- *All in favor.*

### III. New Business

#### A. **Graduate Fundraising Certificate**<sup>1</sup>

The agenda item was about a graduate fundraising certificate. Danielle DeSawal presented and fielded questions. Danielle noted that the Higher Education and Student Affairs Program (HESA) has observed the growth of a specialized field in fundraising in which higher education institutions are hiring professionals to address fundraising, especially as it pertains to student affairs. Gene Tempel, of the School of Philanthropy, was a pioneer in this field at the School of Education. Danielle noted that the proposed certificate would be available both in-person and online, and would thus appeal to different markets. One would be students already in the Indiana environment and the other would be student affairs administrators (for example development officers who do not have fundraising training). Danielle noted that this certificate would be the first of its kind in the country.

Ben Edmonds asked how many credits were in the certificate. Danielle answered 15 credits. Danielle noted the electives could be either a research piece or an internship, and that this would cater to the two groups of students. Heidi Ross asked if only one of the courses was new, and Danielle confirmed. Elizabeth noted that if the certificate does not have enough demand, the pre-existence of these courses would allow students in the middle of certificate program to finish even if the program dissolved. Heidi noted that the new course would be of interest to a wide variety of students.

Ben also asked if this program was in collaboration with the School of Education, and if the certificate could be awarded by the School of Philanthropy. Danielle responded that the certificate was collaborative with the School of Education, but that the certificate could not be given by the School of Philanthropy. Danielle noted that Gene Tempel had expressed interest in teaching a course in the program after his retirement, and this would be good for promoting the program.

- *Ben Edmonds moved to approve the Graduate Fundraising Certificate, as presented.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

#### B. **New Courses Request: C590**

C590 comes along with the Graduate Fundraising Certificate. Danielle summarized the changes needed to take place in order to make this an online course, and to make sure that all modes of delivery had an individualized syllabus. Online courses and in-person courses should have different criteria, in other words. Canvas has tools to facilitate the online version including voice thread, discussions, and audio and video formats.

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<sup>1</sup> The ELPS faculty voted on and approved this certificate on September 5, 2014.

Elizabeth noted that if a speaker came to Bloomington, the presentation should be conducted off-campus, otherwise students would be charged campus fees.

- *Karen Wohlwend moved to approve C590, as presented.*
- *Chad Christensen seconded the motion.*
- *All in favor.*

**C. Course Revision for Y604**

The third item of business was a proposed course revision for Y604, that IUPUI be able to teach this course. Gary Pike presented and fielded questions. Alex asked if the course needed to be discussed with inquiry, since this was an inquiry course. Gary said he had gotten in touch with the inquiry faculty in Bloomington. Elizabeth noted that a proposal to teach a course on another campus is a proposal to teach the same course, and Gary confirmed that this was the same course, although he recommended that survival analysis section be added. Elizabeth noted that the committee can approve this item even if it has to go onto the “teach on another campus” form. She also noted that the bulletin description needs to match the description in its current form.

Evan asked if the inclusion of survival analysis impact the course description. Elizabeth noted that from campus to campus, the relevant description is in the bulletin, which is the education school’s promise of what’s in the course. Alex asked about the active term. Gary said that the UES changed the order of courses, and that’s why Y604 is proposed for the fall of 2015. Karen asked if the requests needed to have minutes of a CEP meeting if it was discussed by the department. Alex said the committee could make approval contingent upon a memo of approval by the CEP faculty. Gary described his difficulties in entering the information on the forms, the notes especially.

- *Heidi Ross moved to approve Course Revision for Y604, with the following changes: Alex McCormick recommended a motion to approve the proposal to teach Y604 at IUPUI contingent upon a memo of support from inquiry, as well as a revised course description that matches the current bulletin.*
- *Evan Mickey seconded the motion.*
- *All in favor.*

**D. Course Change Request: T550**

Elee Wood presented this agenda item and fielded questions. Elee noted that this course has been taught by a number of people in the program and that the proposal is to get an online version in addition to face-to-face. This course is required for all elementary and secondary teaching majors in the graduate program, and is an elective course for students in other programs. This course is slated for certificates coming down the pipe.

Elizabeth noted that under ESI 5, the campus is requiring to show percentage of grade that is contributed by each of these listed activities or assignments on the syllabus. A committee member asked if the course number is shared with the cultural immersion program. Elizabeth confirmed this and said that the number needed to be changed. A committee member said that this is a multiple section course, and this section is

different from any of the other courses. This is the required preparatory phase component for the cultural immersion. Elizabeth noted that this is a variable title course, so the different sections could be identifiable under the description.

Elizabeth asked what the residential participation component of the course was. Elee noted that students are doing projects in their own community. So for the online course, this would be place-based depending on the student. Elizabeth asked when Laura teaches this course, is this a seminar or a practicum? The member presenting with Elee said it looks more like a seminar, and said that T550 is a preparatory course before the students head off to their respective locations. Karen recommended that Laura be able to weigh in on the course change.

Elizabeth recommended that the proposal be tabled until Laura Stachowski could verify that there's not a change in understanding.

**E. Department Self Review**

Elizabeth Boling stated that the programs will conduct self-reviews, and report relevant changes to the committee during the spring semester.

**IV. Discussion**

**A. Subcommittees**

Ben Edmonds volunteered to chair Beechler Award subcommittee for 2014-2015 year. The committee will discuss subcommittees at the October 30<sup>th</sup> meeting.



# GSC/RAFA Agenda

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**September 04, 2014 (2:30-3:00 pm)**

**I. Introduction**

- A. Introductions
- B. Nomination of Chair

**Schedule of guest presenters**

2:40pm — James Damico

**II. Review/Approval of Minutes from April 29, 2014**

**III. Old Business**

- A. Course Change Request: L750 (James Damico)

**IV. New Business**

- B. Bulletin Revision: Co-requisite labs S/F Grading: Y500 (Elizabeth Boling and Matthew Boots)

- C. Course change requests for Masters of Science in Technology for Learning :  
(Beth Berghoff)

- a. W515
- b. W520
- c. W531
- d. W540
- e. W550

**GSC/RAFA meetings for fall  
Rooms 2012 and 3138B**

Thursday, September 25th, 2:00-3:30 pm  
Thursday, October 30th, 2:00-3:30 pm  
Thursday, November 20th, 2:00-3:30 pm

**V. Discussion Items**

- A. Subcommittees
  - a. Beechler Award
  - b. Dissertation of the Year Award
  - c. Dean's Fellowship

**Minutes from Meeting  
2:30-3:00PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Alex McCormick, Heidi Ross, Paula Magee, Chad Christensen, Beth Berghoff, Ben Edmonds

**Ex-Officio Present:** Elizabeth Boling, Ghangis Carter, Chalmer Thompson

**Members Absent:** Karen Wohlwend

**Staff:** Terri Shockley, Matthew Boots, Liyao Zhao

**Presenters:** James Damico

**I. Introductions**

Each member of the GSC/RAFA Committee introduced himself/herself.

**II. Nomination for Chair**

Elizabeth Boling opened up the floor for nominations for chair of the GSC/RAFA.

- *Heidi Ross motioned to nominate Alex McCormick as chair of the GSC/RAFA committee for 2014-2015 year.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**III. Review and Approval of Minutes from April 29, 2014**

- *Ben Edmonds moved to approve the minutes from April 29, 2014, as presented.*
- *Beth Berghoff seconded the motion.*
- *All in favor.*

**IV. Old Business**

**A. Course Change Request: L750**

James Damico presented this item. L750 is one of the courses for the online Ed.D. program that is going to launch in the LCLE department. For L750, several areas have been clarified and a couple of minor mistakes have been fixed in the course change request. First, S/F grading approval being requested has been changed from “Yes” to “No” under #14 item. Second, “the change course typically offered” has been clarified under item #26. In the areas of ESI 2, ESI 3 and ESI 4, the information has been uploaded to replace “see attachment”. Currently, L750 is taught face to face. This is a change request to allow L750 to be taught online in preparation for the online Ed.D. program in the LCLE department that is moving for approval.

Next, the committee was invited to ask questions or provide suggestions for this course change request. Heidi asked why this transition stage is necessary in considering

whether to add L750 to the Ed.D. curriculum. Elizabeth stated that the School of Education has a policy that any course being taught which is going to be moved online should come through as a course change request first in order to avoid complications with federal and inter-program oversight. The aim of the proposal is to make sure the syllabus of future online courses lend themselves to online learning. Chalmer was wondering where the policy was initiated. Elizabeth said it was initiated in the School of Education. Paula inquired why every course needs to be approved. Elizabeth answered that, in order to uphold the academic standards of its doctoral programs, the syllabus for the online classes should match the course descriptions in the bulletin for the required class.

- *Heidi Ross moved to approve the course change request for L750, as presented.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

V. New Business

A. **Bulletin Revision: Co-requisite Labs S/F Grading**

Elizabeth presented this agenda item. There are Co-requisite labs courses that are being taught together with the inquiry courses. Those labs courses are being graded S/F. The School of Education Bulletin indicates that Ed.S., Ed.D. and Ph.D. students cannot count S/F courses (with the exception of dissertation credits) in their programs. Although students do not now count these courses in the major or the minor, they do count them in their general electives area of their programs. This has been slipping through without notice, but cannot continue to do so. Elizabeth suggested allowing the lab courses co-requisite with graded courses to be added to the exceptions to agree with the policy.

Heidi inquired that whether these lab courses are the extension of the class period or not. Elizabeth clarified that the lab courses are actually held at separate times, so they are not just the extension of the class period. Heidi also asked if these courses are worth an additional credit. Elizabeth confirmed that there is a lab credit.

Elizabeth explained that it has been general practice for instructors to issue S/F grades even though it is against school policy; however neither the students nor the faculties have complained about the S/F status for these lab courses.

Ben asked that if there is a list of exceptions for the workshop courses. Elizabeth said there might be a list of some workshops online but we have not found it. Currently, workshops on the “list” count for course credit. However, there is a language elsewhere in the bulletin which restricts the use of workshops counting toward the doctoral program. Elizabeth hoped to clarify qualifying workshops in upcoming bulletin.

- *Ben Edmond moved to approve the bulletin revision for co-requisite labs S/F grading, as presented.*
- *Heidi Ross seconded the motion.*
- *All in favor.*

**B. Course Change Request for Masters of Science in Technology for Learning:**

Beth briefly presented the course change requests for Masters of Science in Technology for Learning. The set of five courses (W 515, W520, W531, W540 and W550) was approved as part of the new program entitled Masters of Science in Education in Technology for Learning (online) by the Policy Council of the Core Campus on March 26, 2014. The title and course descriptions of these courses were rewritten because they needed to be updated to match the current content and teaching strategies of the courses.

Elizabeth explained W520, W540 and W550 did not show up as approved courses in the bulletin so those courses will need to be proposed as new courses in the system even though they have been taught before. This agenda item will be further discussed in the next GSC/RAFA Committee meeting.



# GSC/RAFA Agenda

**April 29, 2014 (3:00-4:30PM)**

**I. Review/Approval of Minutes from April 1, 2014**

**II. New Business**

**Schedule of Presenters**

**A. Course change requests for LCLE courses (James Damico)**

3:05pm – James Damico

3:30pm – Barbara Dennis

- a. L599
- b. L600
- c. L601
- d. L650
- e. L700

**B. New course and course change requests for Inquiry courses (Barbara Dennis)**

- a. Y615 (course change)
- b. Y633 (new course)
- c. Y673 (new course)
- d. Y624 (new course)

**C. Course change request: J700**

**III. Discussion Items**

**A. Subcommittees**

1. Beechler Award
2. Dissertation of the Year Award
3. Fellowships

**B. Qualifying Exam for Minor**

**C. Graduate Program Reviews**

**Minutes from Meeting  
3:00-4:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Terri Shockley, Beth Berghoff, Ben Edmonds, Alex McCormick, Luise McCarty, Marjorie Manifold, Karen Wohlwend, Thu Suong Thi Nguyen, and Katie Cierniak

**Members Absent:** Ghangis Carter, Robin Hughes, and Peg Sutton

**Staff:** Avital Deskalo

**Presenters:** James Damico, Barbara Dennis, and Elizabeth Boling

**I. Review and Approval of Minutes from April 1, 2014**

- *Ben Edmonds moved to approve the minutes from April 1, 2014, with the following changes: remove the sentence “the 24 credit hours in the middle of the program of study,” at the end of the agenda item A; change A. McCormick’s term to methods on page 3; on the last paragraph on item C, add “Barbara Dennis said that courses without a strong theoretical foundation would not be counted towards the inquiry core”; under discussion item A, change Campus Curricular Committee to Campus Curriculum Committee and change the description to reflect that it was decided that units need to verify that programs have approved the agenda items. E. Boling requested whether we wanted to require a vote. The committee said we don’t require a vote, but if approval was sought through a broadcast e-mail, we want to see a copy of that e-mail uploaded into the E-doc. In the “Notes” section of the E-doc, there should be the date the e-mail was sent out and a notation if there were any objections.*
- *Alex McCormick seconded the motion.*
- *All in favor.*

**II. New Business**

**A. Course Change Requests: L599, L600, L601, and L650**

J. Damico presented this agenda item. First, he went over a brief description of all the courses. L599 is a course that students will be required to take twice. It is equivalent to doing master’s thesis. In this course, the students will be working through the research process and essentially developing a pilot study and completing the pilot study the 2<sup>nd</sup> time they took the course. This course will be taken over a sequence of two semesters. L600 is a foundational course for students to develop knowledge within literacy studies. L600 is also a foundational theoretical course that covers diverse learning practices. L600 and L601 are a sequence. L650 is an internship course. Finally, L700 is a research methodology course.

Next, a discussion ensued regarding L650. L. McCarty asked how this internship course is different than another course. Specifically, the description does not talk about supervised experience in the field, according to E. Boling. L. McCarty also asked if the internship was guided or supervised. Is it similar to the H590 course? J. Damico said that this course represents the department's changing view of the course. It has been a course that has been an internship where a small group of students work with a faculty member and it is seen more broadly as a collective inquiry into the different ways research can be conducted. It is built from the research experience in 599. Also, this course gets students thinking about the range of positions and perspectives within LCLE. There is not a field experience.

The committee provided some suggestions for L650. A. McCormick suggested deleting the last "research" may make sense in the course description. According to J. Damico, some of the students in the course will be learning how to conduct research in their current professions. M. Manifold commented that the word "internship" implies something else; the students who would be taking this course are already at their job, not a separate internship. B. Berghoff asked if this course could be created as a new course. L650 currently exists as an internship and this course change would be a reconceptualization of the course. If the course change were approved, people would have to teach it the way it is described in the bulletin. It may need to be a new course and a new number. K. Barton mentioned that this course has multiple changes, including changes to the course description, credit hours, and perhaps the title. The rationale for the course needs to change as well, according to one of the members. Also, #11b should be blank. The committee also wondered about #19b and #19c. E. Boling said she was unsure when the practice of writing 99 credit hours began. In the future, this committee could ask for a more realistic number but for now it can stay as 99 credit hours.

The committee decided to table L650 for further clarification. J. Damico will meet with the faculty and discuss how this course can be more like an internship that he envisioned for the Online Ed.D. Program, which would lead to a new course, or he will decide if he will keep the course as is and pursue a course change request. K. Barton added that if he were to keep with the course change request, the changes would apply to all L650 course offerings.

Next, the committee reviewed the other four courses. K. Barton asked for clarification on item #21 for all the courses; he inquired if these courses will only be offered online now, and not face-to-face? J. Damico stated that the courses will be offered both ways. He added that he is requesting permission to teach the courses online, but he does not want to eliminate the "face-to-face" option. Since J. Damico is simply adding the online option, he will have to go back to each course and check all that apply for #21 instruction mode. If L650 will remain as a course change, #21 will need to be changed on that form as well.

At the end of the discussion, K. Wohlwend stated that the program was recently approved with L650, so she would like to know if that has an impact on the students programs of study. E. Boling said that the departments are aware that students may need an exception in their programs of study.

In summary, the committee will vote on L599, L600, L601, and L700. L650 will be tabled.

- *Marjorie Manifold moved to approve the course change requests for L599, L600, L601, and L700 with the following changes: “online” will be added to the instruction mode under item #21, but it will not be “online only.”*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**B. New Course Requests: Y624, Y673, Y633 and Course Change Request: Y615**

B. Dennis presented this agenda item. She presented 3 new courses and 1 course change. B. Dennis explained that the new faculty member Dr. Jessica Lester is developing a qualitative sequence related to discourse methodology. These courses (Y624, Y673, Y633, and Y615) will help develop the strand. B. Dennis provided the committee with a diagram of course sequences. She indicated that there are 3 entry points: Y611, Y612, and the new Y615.

The faculty would like to make Y615 an introductory course and make it an entry point into the qualitative strand. There won't be a prerequisite and this course will introduce students into qualitative research. She is proposing changing Y631 to Y615; it used to be considered an advanced course where Y611 or Y612 would be required first. Y615 will start broader but will end at critical discourse analysis. The idea is to give a general overview but then actually narrow down to critical discourse. Y624 is Dr. Lester's area of specialization; it will cover discursive psychology approaches. Y673 is a new course that will complement a set of philosophical methodology courses. Furthermore, this course will correspond nicely to the discourse strand. Y633 is a feminist theory course; this course has been taught as a special topic for 6 years. It is quite popular and the faculty decided that it can stand alone as a regular course and doesn't need to be offered as special topic. It will have Y611 or Y612 as prerequisites.

Committee members raised a discussion about Y615. K. Wohlwend is worried that the critical parts may deter students from taking this course; they may want something more generic. She wondered if it would be beneficial to mention the critical discourse at the beginning of the course description. B. Dennis said that the faculty members are moving to a critical inquiry program and the coursework is building up to the critical discourse. E. Boling was concerned about accuracy in the bulletin description; she thought that the description should be broader. Barbara Dennis will take Y631 back to discuss with her colleagues on whether they will change the description or add critical discourse to the title.



Next, the committee members looked at the other three courses. K. Barton asked what the difference was between Y624 and Y673. They are both methodological theory and analysis courses, according to B. Dennis. They should complement each other. She added that someone could take Y624 and never take Y673, but the courses co-inform each other. One member stated that as Y673 is written, it describes discursive psychology; this member wondered if the Y673 description should end with a description of discursive psychology, since people do not know what that is. B. Dennis will move the discursive psychology sentence to the end. Another member suggested that the sentence, “Students will explore the theoretical principles and epistemological bases for engaging in discourse methodology,” should end with “for engaging in for engaging in discourse methodology, from a discursive psychology perspective.” B. Dennis will change that as well.

K. Barton suggested a change for the course description for Y624. He suggested changing the first sentence “this course is to provide” to “this course provides.” There are no changes to Y633.

L. McCarty asked if B. Dennis has checked with the Psychology Department. B. Dennis said that the inquiry faculty checked and the psychology courses do not cover anything with discursive psychology; the classes are more experimental (e.g., cognitive psychology). She has not had a conversation with the psychology faculty.

In summary, the committee will vote on Y624, Y673, and Y633 today. The course change request for Y615 will be tabled. If the course change doesn't go through until after students enroll, it will be a topical course. The Graduate Studies Committee will send a memo that they are OK with this change. The courses will go to Policy Council in the fall.

- *Luise McCarty moved to approve the new course requests for Y633, Y624, and Y673 with the following changes: for Y673, the course description should read, “Students will explore the theoretical principles and epistemological bases for engaging in discourse methodology, from a discursive psychology perspective. Students will examine theoretical texts and the ideas that compel researchers who are committed to discursive psychology. Discursive psychology is a theory of language as action that explores how psychological constructs are made visible in talk and text.” For Y624, change the course description in the first sentence to “this course provides.” Y633 is approved as presented*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

#### **C. Course Change Request: J700**

The course change request for J700 was approved in error at a previous agenda meeting. It is currently in remonstrance. This committee is voting on the course today to provide documentation that this committee approved it. J700 is a course for AIs who

are teaching in Teacher Education. This course was fixed at 1 credit and the change is to make it fixed at 3 credits. The description was changed but it is still very similar.

- *Ben Edmonds moved to approve the course change request for J700, as presented.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

III. Discussion Items

- A. **Dissertation of the Year Award:** P. Sutton will announce the recipient later this week.
- B. **Dean's Fellowship:** The Dean's Fellowship was presented to three students in CEP. An offer for the 4<sup>th</sup> fellowship was not provided to a student in C&I. E. Boling will look into whether this candidate did not meet criteria or if the candidate declined the offer.
- C. **Qualifying Exam for Minor:** This item will be tabled for next year.
- D. **Graduate Program Reviews:** The committee will look at the program reviews in the fall. E. Boling was asked by the Dean's Office to look at reviews from previous year and have programs indicate if they have taken any action on the reviewers' recommendations.
- E. **Agenda items for next year:** There was some confusion regarding who should have input on program decisions (e.g., department vote for course requests or proposals). T. Nguyen thought that the responsibility of the vote would lie with the faculty within the degree programs at the associated campuses. However, E. Boling understood that the Campus Curriculum Committee to be core-campus, so the responsibility would not be campus-specific. The committee will address this question in the fall.

# GSC/RAFA Agenda

**April 1, 2014 (3:00pm-4:30pm)**

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**I. Review/Approval of Minutes from March 3, 2014**

**II. New Business**

A. Changes to Two IUPUI Educational leadership Tracks

3:05pm; Brendan Maxcy and Khaula Murtadha

B. Course Change Request: Y500

3:10pm; Barbara Dennis

C. Proposal for Core Inquiry Courses

3:10pm; Barbara Dennis

D. Program Proposal for Online Ed.D in LCLE

3:20pm; James Damico, Serafin Coronel-Molina, and Ted Hall

E. New Course Request: P683 and P652

3:30pm; Mary Waldron

F. New Course Request: N610

3:40pm; Erik Tillema

G. Ed.S. Degree Name Change

3:50pm; Sue Whiston

H. Master's in Educational Leadership Strand/Concentration Proposal

4:00pm; Barbara Erwin

I. Course Change Request: P515

4:10pm; David Estell

J. Course Change Request: J700

**III. Old Business**

A. Urban Education Advocacy and Literacy Certificate

4:20pm; Samantha Paredes-Scribner and Paula Magee

**IV. Discussion Items**

A. Subcommittees

B. Minor Qualifying Exam Policy

C. Department votes on GSC agenda items

**GSC/RAFA meetings for spring**

**Rooms 2012 and 3138B**

Tuesday, April 29th, 3:00-4:30pm

**Minutes from Meeting  
3:00-4:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Terri Shockley, Beth Berghoff, Ben Edmonds, Alex McCormick, Karen Wohlwend, Thu Suong Thi Nguyen, Katie Cierniak, and Peg Sutton

**Members Absent:** Ghangis Carter, Luise McCarty, Robin Hughes, and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Brendan Maxcy, Barbara Dennis, James Damico, Serafin Coronel-Molina, Mary Waldron, Sue Whiston, Dave Estell, Barbara Erwin, and Paula Magee.

- I. Review and Approval of Minutes from March 4, 2014
  - *Alex McCormick moved to approve the minutes from March 4, 2014, as presented.*
  - *Peg Sutton seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Changes to Educational Leadership Tracks<sup>1</sup>**

Brendan Maxcy proposed changes to two educational leadership tracks: Urban Principalship (UPP) track and K12 Principal Leadership Track. Within the UPP track, he is proposing to add T531 and K505 as options in the foundation requirements. The changes were to add an urban focus to the track. Rationale for this is that to have an urban focus. K. Barton does not think the proposal for the UPP track needs to come forward because Brendan Maxcy is just adding flexibility to the course requirements.

P. Sutton stated that the proposal is a change in a policy regarding coursework –the coursework now can only be 5-years-old as opposed to 7-years-old. E. Boling said the standard policy is 7 years. Brendan Maxcy will change the proposal to reflect 7 years for coursework.

Next, Brendan Maxcy discussed changes to the K12 Principal leadership Track. He is moving the foundational requirements from 9 hours to 6 hours to allow one more 3 credit elective. Also, he adjusted the foundation offerings to allow students to take advantage of existing and forthcoming certificates in ESL, Inclusive Special Education, Urban Advocacy and Leadership and Language and Literacy. Moreover, Brendan Maxcy indicated the changes would allow students to include electives from the Kelley School of Business and SPEA among others.

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<sup>1</sup> The Ed. Leadership Tracks and New Course Request N610 was voted on and approved by the Graduate and Professional Programs Committee on March 7, 2014.

K. Barton clarified for the committee that the changes included moving 3 credits from foundations to electives and making the foundations more broad. B. Berghoff inquired about including inquiry courses in the foundation requirements. Brendan Maxcy said that an inquiry course can be built into the foundations or it could be picked up as an elective. E. Boling commented that there is no overarching policy that an inquiry course is required in the foundational courses for master's programs.

A. McCormick asked a conceptual question regarding L500. He asked whether it matters if L500 is listed as a foundation in one track and listed under another category in the other track. Brendan Maxcy stated that L500 will ultimately be required. E. Boling said that some programs function that way.

P. Sutton also asked if there is still a certification program within the tracks. Brendan Maxcy said that the certification programs are not changing at all.

- *Peg Sutton moved to approve the changes to the K12 Principal Leadership Track, with the following change: change 5 years to 7 years for the policy regarding coursework on the proposal.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**B. Course Change Request: Y500<sup>2</sup>**

Barbara Dennis presented this course change request. The inquiry faculty members have been expanding the use of the Y500 lab. The main idea for the lab is to use computer software and consulting time to create opportunities to apply what students learn in class. E. Boling clarified that the proposal is for students to take Y500 up to 10 times.

E. Boling asked why it is offered as a 0-credit course or a 1-credit course. Barbara Dennis said that the 0-credit course was used for administrative reasons in Y520. For example, with the online version of Y520, they would have anywhere from 60-80 students. The teachers would organize the class into smaller discussion sections and to do this, they opened a 0-credit Y500. E. Boling said that the SoE does not usually have 0-credit courses. Barbara Dennis explained that she thought the 0-credit course was approved two years ago. E. Boling will meet with Barbara Dennis to discuss the 0-credit issue.

- *Ben Edmonds moved to approve Y500 with the following changes: spell corequisites correctly under item #16, spell related correctly under ESI #1, and provide a space between "TI" and "or" under ESI #1.*
- *Karen Wohlwend seconded the motion.*
- *All in favor.*

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<sup>2</sup> Y500 and the Core Inquiry Course Proposal were approved by the CEP faculty on January 28<sup>th</sup>, 2014.

**C. Core Inquiry Courses Proposal**

Barbara Dennis also presented this agenda item. The purpose of this proposal is three-fold: 1) make all Y courses count as inquiry courses except the courses listed in the exception section, 2) have a procedure for deciding which courses count outside the inquiry program, and 3) have a procedure for looking at exceptions, which would be on a student-by-student basis. The inquiry faculty will review the courses every 2 years. E. Boling suggested that a portion of this proposal should be posted in the bulletin with the courses that are offered outside the SoE. When T. Shockley revisits the bulletin each year, she will give the updated list to Barbara Dennis.

A. McCormick asked if certain methods courses in ELPs are counted in the inquiry core. P. Sutton stated that those courses are cross-listed in the inquiry program. A. McCormick suggested that Barbara Dennis should change “across campus” to “outside the inquiry program” for courses that will be included on the approved list, which will add flexibility.

The committee members asked about the courses that will not be counted towards an inquiry core. Barbara Dennis said that courses without a strong theoretical foundation would not be counted towards the inquiry core. Also, she said that there is a course that Joanne Peng teaches on techniques for SAS that would not be counted. She also mentioned that Y510 would not count. Barbara Dennis will add that course to the list. At the end of that discussion, Barbara Dennis clarified that any Y650 would count in the inquiry core.

- *Peg Sutton moved to approve the Core Inquiry Course Proposal with the following changes: add Y510 to the list of courses that do not count and change “courses taught cross campus” to “courses taught outside the inquiry program.”*
- *Alex McCormick seconded the motion.*
- *All in favor.*

**D. Proposal for Online Ed.D. in the LCLE Program<sup>3</sup>**

James Damico and Serafin Coronel-Molina presented this proposal. The LCLE program is following in the footsteps of the IST program by developing an online Ed.D. Program. They decided to develop a proposal partly as a result of student feedback. In other words, a number of students would be interested in another program besides a master’s, but they needed a program that was off-site. The proposal is a 60-credit post-masters program that is targeted for working professionals; students from the U.S. and other places around the world. The last page of the proposal is a comparison with the IST Ed.D. and the on-site LCLE Ed.D. Program. James Damico explained that students would move through the program as a cohort; they will take at least one course each semester. They are three required visits on campus. Two of the visits will be in the summer; students will be required to participate in summer conferences. The other

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<sup>3</sup> The Online Ed.D. in the LCLE Program was voted on and approved by the LCLE faculty on November 8, 2013.

required visit is the dissertation defense. E. Boling said she couldn't find information about the dissertation defense in the program proposal. James Damico will add a sentence. P. Sutton also inquired about the required meetings. She was concerned that the program would be excluding the clientele that they are seeking. E. Boling commented that the IST program had a similar concern but it was important to have an in-person connection with the distance students. James Damico said that the LCLE program had several discussions about the required visits and decided in the end that it was important for them to come on campus.

K. Barton asked about the transfer credits requirement. He explained that some students might take random courses that are not from a master's program. James Damico will change the language in the proposal to add flexibility for transferred credits. He will also add that the transfer credits will be based on advisor approval.

E. Boling asked about the rationale for finishing the program in 5 years. The overall policy for finishing a program is 7 years. She also inquired if there are faculty members to teach courses every semester. James Damico said there were not any concerns about staffing. Also, they would run the same courses every semester. E. Boling then asked about the 6 credits that students would take in the first summer. She was concerned that some professionals would not have summers off. E. Boling said that IST saw a lot of managers where summer wasn't really a summer. She asked if a student would be kicked out of the program if he/she is not caught up on all courses. James Damico decided to remove the first sentence of the 2<sup>nd</sup> paragraph on page 5 ("All course work, except dissertation credits, must be completed within five years").

K. Barton asked if there are new courses that need to be approved for this proposal. E. Boling indicated that some of the courses are already online. James Damico added that the core courses would now be moving online. He will have to submit the course change requests.

Before the discussion ended, A. McCormick asked if there were any students who would take courses outside the major. James Damico stated that the electives are outside the major.

- *Karen Wohlwend moved to approve the LCLE Ed.D. Online Program Proposal with the following changes: clarify that transfer credits do not have to be from a master's program, add that there should be advisor approval for transfer credits, and remove sentence about 5-year requirement.*
- *Alex McCormick seconded the motion.*
- *All in favor.*

**E. New Course Request: P683<sup>4</sup>**

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<sup>4</sup> P683, P652 and P515 were approved by the CEP Department on January 24, 2014.



Mary Waldron presented this course request. This course will be an elective course for students in the Human Development Program. She indicated that P683 would be cross-listed with epidemiology in the School of Public Health. However, the course is not formally cross-listed yet, which is why it is not listed as cross-listed on the course request form. She listed that the course would be taught in all formats, which she was advised to do by her department. However, because she only has a syllabus for the face-to-face mode, she has to limit the instruction mode to face-to-face.

- *Ben Edmonds moved to approve new course request P683, with the following changes: revise the instructional mode to be face-to-face only.*
- *Peg Sutton seconded the motion.*
- *All in favor.*

**F. New Course Request: P652**

Mary Waldron also presented this course request. This course is not going to be cross-listed. It is an advanced seminar course for doctoral students in the Human Development Program and for students who minor in Family Psychology. Mary Waldron will have to limit the instruction mode to only face-to-face.

- *Alex McCormick moved to approve new course request P652 with the following changes: limit instruction mode to face-to-face only.*
- *Karen Wohlwend seconded the motion.*
- *All in favor.*

**G. New Course Request: N610**

Erik Tillema presented this agenda item. N610 will be offered on the IUPUI campus. It is a letter-graded internship course so graduate students can intern in the course they are going to teach. In other words, it is an AI preparation course. Erik Tillema tried to add the contact hours on the course request form but he was unable to add the information. E. Boling will put a note in the system that he attempted to enter that information. In regards to another part of the request form, E. Boling asked if anyone would take this course twice in one semester. Erik Tillema said no; therefore, #18D needs to be changed to no.

- *Peg Sutton moved to approve new course request N610 with the following changes: add contact hours and change “yes” to “no” for item #18D.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**H. Ed.S. Degree Name Change<sup>5</sup>**

Sue Whiston presented this item. She requested the name change to Mental Health Counseling as a result of changes with Medicaid reimbursement. Reimbursement for Medicaid mental health services can only be provided to non-licensed personnel when

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<sup>5</sup> This agenda item was circulated to the CEP department between February 14<sup>th</sup>, 2014 to February 24<sup>th</sup>, 2014. There were no concerns with the degree name change.



the degree is in Mental Health Counseling. They need this name change to be reflected on student transcripts. Right now the bulletin says Ed.S. in Counseling and Counselor Education.

E. Boling clarified that Sue Whiston is asking for a degree name change. E. Boling will check if another document needs to be completed for the degree name change.

- *Beth Berghoff moved to approve the Ed.S. Degree Name Change with the following changes: the proposal should reflect a change in degree name instead of program name.*
- *Thu Suong Thi Nguyen seconded the motion.*
- *All in favor.*

**I. Master's in Educational Leadership Strand Proposal<sup>6</sup>**

Barbara Erwin presented this proposal. She and her colleagues adjusted the core courses from 24 to 27 credits. A629 was added to the core course requirement. The 9 credits of electives were designated into possible strands. Barbara Erwin and her colleagues hope that the strands would create interest in the Master's program. Furthermore, they hope to add more strands in the future, such as a strand for students who will work in charter schools. The classes are offered online, hybrid and face-to-face. Erwin is not asking to increase any online offerings. Students' transcripts will remain the same. Also, the new proposal would require only 9 credits for electives. The majority of other programs in the SoE require at least 12 elective credits. Moreover, all strands are outside the major, except the School Law strand. The courses in the School Law strand are within the major. Therefore, there are potential students within this master's program that will not take any electives outside the major. After her overview, she realized she listed P540 twice in the Learning Sciences strand; one of the P540's should be P507. Before the committee voted, E. Boling recommended using the term strands rather than concentrations or tracks.

- *Alex McCormick moved to approve the Master's in Educational Leadership Strand Proposal with the following changes: Use term strand instead of concentration or track and change P540 to P507 under the Learning Sciences Strand.*
- *Karen Wohlwend seconded the motion.*
- *All in favor.*

**J. Course Change Request: P515**

David Estell presented this agenda item. Currently, P515 is taught in the face-to-face instructional mode. This request is to add an online instructional mode. David Estell brought a syllabus for the online version. The current rationale for adding the online instructional mode is that enrollment has dropped, and by making the course online entirely, it may appeal back to the audience who initially enrolled in the in-person offering. David Estell explained that the assessment has changed slightly. For example,

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<sup>6</sup> This proposal was approved by the ELPs Department on February 28<sup>th</sup>. The proposal passed with one abstention.

forum postings and podcasts will replace lecture and discussions. However, the content is the same and the exams are identical in both modes. The course will remain at the same credit hours. David Estell proposes that the class will be offered in the fall and summer.

- *Peg Sutton moved to approve course change request P515, as presented.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

### III. Old Business

#### A. **Urban Education Advocacy and Leadership Certificate**

This item was tabled at the March meeting because the proposal was missing certain areas. All the sections that were previously missing have now been added. The application criteria is now included as a memo. Paula Magee mentioned that all courses within the certificate already exist.

B. Edmonds asked if this certificate could lead to a master's. Paula Magee said yes; the courses could lead to a Master's in Educational Leadership or Elementary Education. B. Edmonds then asked if it would be a smoother transition to have all courses present in the certificate and the master's programs. Thu Suong Thi Nguyen said that T550 could be added to the Master's in Educational Leadership pending advisor approval. T550 could replace one of the other courses in the foundation areas. Another committee member suggested that there should be a note on the website that these electives can be counted later in master's programs.

- *Thu Suong Thi Nguyen moved to approve the Urban Advocacy and Education Certificate, as presented.*
- *Beth Berghoff seconded the motion.*
- *All in favor.*

### IV. Discussion Items

#### A. **Department Approval of Courses and Programs:** At the Campus Curriculum

Committee, it was decided that it was decided that units need to verify that programs have approved the agenda items. E. Boling requested whether we wanted to require a vote. The committee said we don't require a vote, but if approval was sought through a broadcast e-mail, we want to see a copy of that e-mail uploaded into the E-doc. In the "Notes" section of the E-doc, there should be the date the e-mail was sent out and a notation if there were any objections.

# GSC/RAFA Agenda

**March 4, 2014 (3:00-4:30pm)**

**I. Review/Approval of Minutes from January 14, 2014**

**II. New Business**

A. IST MEd Program Revision (Tom Brush)

B. Program Proposal for Masters of Science in Technology for Learning (Beth Berghoff)

C. Urban Education Advocacy and Leadership Graduate Certificate (Samantha Paredes Scribner and Natasha Flowers)

**III. Discussion Items**

A. Committee Assignments

1. Beechler Award

2. Dissertation of the Year Award

3. Fellowships

B. Qualifying Exam for Minor (Gary Crow)

**Schedule of guest presenters**

3:00 — Tom Brush

3:30 — Gary Crow

3:45 — Beth Berghoff

4:05 — Samantha Paredes Scribner and Natasha Flowers

**GSC/RAFA Meetings for spring  
2102 and 3138B**

Tuesday, March 4th, 3:00-4:30pm

Tuesday, April 1st, 3:00-4:30pm

Tuesday, April 29th, 3:00-4:30pm

**Minutes from Meeting  
3:00-4:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

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

**Members Absent:** Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Tom Brush, Elizabeth Boling, Gary Crow, Beth Berghoff, Samantha Paredes-Scriber, and Natasha Flowers

- I. Review and Approval of Minutes from January 14, 2014
  - *Alex McCormick moved to approve the minutes from January 14, 2014, as presented.*
  - *Luise McCarty seconded the motion.*
  - *All in favor.*

II. New Business

A. **Revised IST MSED**

Tom Brush and Elizabeth Boling presented this item. He began by explaining that the IST faculty members reviewed the IST MSED program and redesigned it to have three specialty areas for the 12 elective credits. The specialty areas were collapsed into special elective areas. There are still 15 required credits. E. Boling indicated that the rationale for the change was to make the elective selection more flexible and align better with students' professional goals, because the previous MSED program had a fairly constrained requirement for electives. The faculty members examined what the clusters of courses may look like based on students' professional goals. The revised MSED still retains the goal that after students finish a core, they can be competent, entry-level employees.

The committee members asked several questions regarding the proposal. A. McCormick inquired if the tracks would be noted on the students' transcripts. T. Brush indicated that the IST specializations would not be noted on the students' transcripts. However, students will include the specialty areas in their CVs. Next, L. McCarty inquired if students have chosen to pursue a Master's in Adult Education over IST now that the Adult Education program has been developed. T. Brush stated that he did not think people are pursuing the Master's in Adult Education over IST. He added that the IST numbers have been pretty steady. However, the numbers for Adult Education have gone down since the transition and perhaps with marketing they will go up again.

- *Ben Edmonds moved to approve the revised IST MSED, as presented.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**B. Masters of Science in Education in Technology for Learning**

B. Berghoff presented this item. The Masters of Science in Education was initially developed as a track in the elementary and secondary education programs. However, B. Berghoff received a suggestion that the tracks needed to be resubmitted as a proposal for a new program. IUPUI started offering this program as an online program, but it has never been completely approved.

After B. Berghoff's introduction, the committee members asked questions and offered suggestions. S. Sloffer provided several minor editorial changes. Beginning at the bottom of page 2, S. Sloffer noted that the title said "Technology and Learning" instead of "Technology for Learning." The whole title should read as "Master's of Science in Education in Technology for Learning. Next, on page 6 where the distance education fee is discussed, B. Berghoff could add the word "currently" to the beginning of the sentence, as the fee may change. Under the "collaboration" section, one of the sentences should read as "...the program does not include the focus on urban school settings." Next, on page 13, under accreditation in section F, one of the sentences should be changed to, "...all degrees and licensure programs offered by the School of Education." On page 14, S. Sloffer pointed out that the chart needed to be changed to reflect the number of students enrolled as part time and full time.

K. Barton mentioned another area that needed a minor change. On page 13, under #6, the sentence should read as "6 semesters." K. Barton also inquired whether the programs from other universities are direct competitors. B. Berghoff said that some of the programs listed in the table are direct competitors. They are also online.

Before the committee meeting ended, E. Boling provided a recommendation. For the new course names on page 27, E. Boling recommended that B. Berghoff contact faculty members at other campuses to ask if they are okay with the title change. She can inform them that she is proposing to make the name changes and check if they are opposed to the name changes. If faculty members prefer that the course names stay the same, B. Berghoff can submit the courses as new course requests. The name changes are currently in the Carmin system.

- *Robin Hughes moved to approve the Masters of Science in Education in Technology for Learning, with the following changes: change title throughout document to "Masters of Science in Education in Technology for Learning"; on page 6, add the word "currently" to the beginning of the distance education fee sentence; add the word "not" to the sentence "...the program does include the focus on urban school settings under the "collaboration" section; on page 13 under accreditation, change sentence to reflect "all degrees and licensure programs offered by the School of Education"; on page 14, change the chart to reflect the number of full time and part time students; on page 13 under #6, make semester plural, and B. Berghoff will check with faculty on other campuses about changing the names of the courses they teach.*
- *Thu Suong Thi Nguyen seconded the motion.*
- *All in favor.*

**C. Urban Education Advocacy Certificate**

Samantha Paredes-Scribner presented this proposal. This is a 15- hour certificate online program that draws from existing courses, with a focus on urban education and educational leadership programs. S. Paredes-Scribner and her colleagues conducted focus group interviewing last summer after an increase of students who are interested in advocacy in community organizations, charter schools, and traditional public schools, but aren't necessarily interested in licensure. These students may be teacher leaders or community leaders. This focus group drove the logic behind the curriculum. They also wanted to vet this certificate with the Educational Leadership Program. This drove the logic behind the curriculum.

Next, S. Paredes-Scribner went over the courses. She explained that the fifth course is an elective. Upon completion of the certificate, the certificate courses would satisfy 4, or possibly 5 of the courses that satisfy the Master's of Teachers in Education with a focus on Urban Education, or possibly 2 or 3 courses required for a Master's in Educational Leadership. In other words, this certificate provides possibilities for students to get several courses under their belt and move forward with a degree.

E. Boling asked about the admission requirements because they were not on the proposal. S. Scribner-Paredes said that the requirements would be commensurate with a master's degree. E. Boling recommended that she add that information to the proposal. E. Boling also mentioned that potential applicants might be reluctant to apply with a GRE requirement. However, there would have to be enough information to vet how much students will be successful if the GRE is not required. Furthermore, if this certificate can feed into other programs, it may need to provide rationale about whether good standing could replace the GRE for the Master's in Educational Leadership.

S. Paredes-Scribner inquired about making the certificate into two instructional options. Currently, some of the courses required for the certificate run as hybrids or face-to-face. The certificate can be offered completely online, but the faculty may also have the capacity and courses to run it hybrid, online, or face-to-face. What's the process for getting it offered as an online certificate and as blended certificate? E. Boling said there are two options: declare it to have one mode or have two separate programs. E. Boling continued that if S. Paredes-Scribner expects it to be online, the certificate should be presented as an online certificate. S. Paredes-Scribner asked if once the certificate is approved as an online program, and a student wants to pursue this certificate but ends up taking one of the face-to-face options for the courses, could he or she still get the certificate. E. Boling said yes. L. McCarty asked if they were to market the certificate as blended, would the students have to pay onsite? E. Boling said yes. L. McCarty asked a question about capacity; she wondered if there would be an issue for the face-to-face option if an online option were available. L. McCarty said that was not an issue for A courses because the 500 course is run as an online course and as a hybrid. It will probably shorten enrollment.

K. Barton said that the committee still needs some clarification on this proposal. S. Scribner-Paredes and her colleagues will have to add some more sections, including the

admission requirements, and whether this course is going to be offered online or as a blended certificate. S. Paredes-Scribner would also need some points on clarification before she brings the certificate back to the next meeting.

- *Peg Sutton moved to table this item.*
- *Alex McCormick seconded the motion.*
- *All in favor.*

### III. Discussion

#### A. **Minor Qualifying Exam**

Gary Crow presented this agenda item. Faculty members in ELPs unanimously recommended that the GSC/RAFA Committee remove the requirement for the qualifying exam requirement for minor. Programs outside the SoE do not require minor area qualifying exam, so this new policy would be consistent with other programs. It would be up to the program if they want to offer a minor qualifying exam requirement. ELPS deliberated on whether it should be up to the discretion of the program director or minor professor on the advisory committee. Other program areas leave it up to the discretion of the programs to decide on the minor qualifying exam requirement.

K. Barton asked how removing the requirement would make the minor more flexible? G. Crow explained that some students would like to have minors in the SoE but they consider the minor qualifying exam as one more milestone to complete. Therefore, they may go outside the SoE to get their minor. G. Carter commented that if the SoE wants to be consistent with minors outside the school who are not requiring minor qualifying requirement, then why extend the choice to make it happen. S. Sloffer responded to his statement by saying that other programs do require a minor qualifying exam, such as in the Kelley School of Business.

E. Boling will clarify the rationale and send out a message to department chairs. She will make a stronger argument as to why it benefits faculty and students. She will ask for input before the April 29<sup>th</sup> meeting. If this policy passes, there would be no requirement for a minor qualifying exam; therefore, programs would have to put in a new policy if they want a qualifying exam. If programs want to commit to qualifying exams, that information would be added to the bulletin. The Nomination to Candidacy form would not have to be changed.

#### B. **Subcommittee Assignments**

1. *Beechler Award.* There were 6 or 7 applicants. The subcommittee could not fund everyone's requirements. Three of them were fully funded. Four of them were funded partially. One was not funded.
2. *Dissertation of the Year Award.* The subcommittee is deliberating on Monday.
3. *Dean's Fellowship.* There were 5 candidates for the Dean's Fellowship. Two of those candidates were not meeting the criteria. The subcommittee recommended that four candidates receive the fellowship. Three of them met the full criteria. Two candidates are in CEP and two are in C&I. The subcommittee was concerned about the department spread. They were also very concerned about the criteria for admissions. They would like to talk about this issue with the greater committee.





# GSC/RAFA Agenda

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**January 14, 2014 (3:00pm-4:30pm)**

**I. Review/Approval of Minutes from November 19, 2013**

**II. New Business**

A. Certificate of Literacy and Learning (Chris Leland)

**III. Discussion Items**

A. Committee Assignments

**Schedule of guest presenters**

3:10 — Chris Leland

**GSC/RAFA Meetings for spring  
2102 and 3138B**

Tuesday, January 14th, 3:00-4:30pm

Tuesday, February 4th, 3:00-4:30pm

Tuesday, March 3rd, 3:00-4:30pm

Tuesday, April 1st, 3:00-4:30pm



**Minutes from Meeting  
3:00-4:30PM  
Rooms 2102 (Bloomington) and 3138B (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Susie Sloffer, Beth Berghoff, Ben Edmonds, Alex McCormick, Karen Wohlwend, Thu Suong Thi Nguyen, Katie Cierniak, and Robin Hughes

**Members Absent:** Ghangis Carter, Luise McCarty, Peg Sutton, and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Chris Leland

- I. Review and Approval of Minutes from November 19, 2013
  - *Ben Edmonds moved to approve the minutes from 11-19-13, as presented.*
  - *Susie Sloffer seconded the motion.*
  - *All in favor.*

II. New Business

**A. Graduate Certificate in Literacy and Learning**

C. Leland presented the Graduate Certificate in Literacy and Learning. The certificate is not online. This certificate is going to help teachers or professionals who would like to have a literacy specialization. The courses in the certificate already exist. C. Leland indicated that the certificate may bring in new students, as someone who is not willing to start a master's program might be interested in the certificate, then he/she may decide to get the master's subsequently.

Next, the committee members raised some questions about the certificate. K. Barton inquired if the courses are taught on a regular basis? They are taught on a regular basis according to S. Sloffer and C. Leland.

Leland added that certificates are very important at IUPUI. R. Hughes also mentioned that the certificate is an "attention-grabber." For example, the certificate may garner interest in students who would like to attend an urban institution.

K. Barton asked if the courses are already courses that T2T students would be taking. B. Berghoff stated that the students take L504. Next, E. Boling asked about the post-certificate objectives of students who take the certificate. According to C. Leland, the certificate may make students more competitive with getting a job. Also, she heard from principals that they are looking for teachers with a literacy specialization. E. Boling recommended that it would be good to add information that there is already interest in the certificate.

K. Wohlwend asked if the certificate is similar to the reading addition on a teaching certificate. B. Berghoff responded by stating that the certificate is part of what students

need for a license; what's lacking here is the practicum or any kind of field experience. Students could choose to finish the certificate, do a practicum, and then complete the license. However, some students are simply interested in the certificate, according to C. Leland. S. Sloffer asked a follow-up question regarding the two anticipated groups of students who would take the certificate: elementary teachers who are already licensed and community-based literacy providers (e.g., afterschool programs, library-tutoring jobs). B. Berghoff agreed.

- *Karen Wohlwend moved to approve the Graduate Certificate in Literacy and Learning, as presented.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

III. Discussion Items

**A. Committee Assignments**

Dissertation of the Year Award: Russ Skiba is not able to serve on the Dissertation of the Year Award Committee. Someone replaced him as the CEP representative. The committee still needs to recruit a representative from IST.



# GSC/RAFA Agenda

**November 19, 2013 (10:00am-11:30am)**

**I. Review/Approval of Minutes from November 6, 2013**

**II. Old Business**

A. Graduate Certificate in Children's and Young Adult Literature (Donna Adomat and Carmen Medina)

1). New Course Requests:

- a. L631
- b. L641
- c. L651
- d. L661

**III. New Business**

A. Proposal for Adult Education Certificate (Frank DiSilvestro and Tom Brush)

B. Course Change Request: U559 (Lucy LePeau)

**IV. Discussion Items**

A. Committee Assignments

B. First Annual Report for Graduate Student Leave of Absence (Elizabeth Boling)

**Schedule of guest presenters**

10:15AM — Donna Adomat and Carmen Medina

10:45AM — Frank DiSilvestro and Tom Brush

11:05AM — Lucy LePeau

**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.

- *Luiise 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.*
- *Luiise 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.*
- *Luiise 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.

- *Luise 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.



# GSC/RAFA Agenda

**November 6, 2013 (10:30am-12:00pm)**

**I. Review/Approval of Minutes from October 2, 2013**

**II. New Business**

A. Proposal to Change Transcript Policy (Betsy Hobbs)

B. Graduate Certificate in Children's and Young Adult Literature (Donna Adomat)

1). New Course Requests:

a. L631

b. L641

c. L651

d. L661

**III. Discussion Items**

A. Committee Assignments

**Schedule of guest presenters**

10:40AM —Betsy Hobbs

10:55AM— Donna Adomat

**Schedule of GSC/RAFA Committee Meetings**

Tuesday, November 19th, 10am-11:30am

Room 2102 (IUB) Room 3138E (IUPUI)

**Minutes from Meeting  
10:30am-12:00pm  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

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

**Members Absent:** Katie Cierniak and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Betsy Hobbs and Donna Adomat

- I. Review and Approval of Minutes from October 2<sup>nd</sup>, 2013
  - *Ben Edmonds approved the minutes from 10-2-13 with the following changes:  
Add “Boling” to second line on the 4<sup>th</sup> page.*
  - *Luise McCarty seconded the motion.*
  - *All in favor.*
- II. New Business
  - A. **Proposal to Change Transcript Policy**

The committee members raised a discussion about this agenda item. E. Boling indicated that the University Graduate School does not dictate to the SoE on how to carry out the application process; therefore, the SoE won't be in conflict. B. Hobbs stated that the first half of the proposal applies to all admissions that come through this office. The admissions office so rarely receives graduate study abroad transcripts, so B. Hobbs did not consider it in the proposal. She added that if another school like Purdue University accepted the credits, then, most likely the credits are legitimate. In other words, if another accredited school reported that the student had ample grades from a study abroad institution, the SoE should avoid getting another transcript. There does not seem to make a functional difference if those transcripts are included.

G. Carter brought up the point that we need to be consistent with the University Graduate School or Office of Undergraduate Admissions. The University Graduate School does not admit students directly; they may ask for materials for fellowship. E. Boling doesn't think anyone is disadvantaged to this.

The second part of the proposal recommends that for students who apply for studies that won't confer a credential, admissions will only look at transcripts that were credentialed (e.g., associates, bachelors, and masters degrees). It may be more precise that if the program, such as T2T and PESA, uses a GPA calculation to decide whether or not you take the GRE, admissions would continue to ask for everything so applicants would have the opportunity to receive the best GPA calculation. Otherwise, admissions would only ask them for transcripts where they previously earned a credential.

At the end of the discussion, B. Hobbs clarified that the first part of the proposal applies to all programs, certificate and degree-seeking programs.

- *Luise McCarty moved to approve the second part of the proposal, which indicates that admissions would require only degree-granting transcripts from students who are pursuing non-degree programs, with the exception of the non-degree programs using a GPA calculation to determine waiver of the GRE for admission.*
- *Karen Wohlwend seconded the motion.*
- *All in favor.*
  
- *Susie Sloffer moved to approve the first part of the proposal, which indicates that admissions would no longer require transcripts stemming from high school courses or semester-long study abroad programs.*
- *Ben Edmonds seconded the motion.*
- *All in favor.*

**B. Certificate in Children's and Young Adult Literature**

D. Adomat presented this agenda item. The Certificate in Children's and Young Adult Literature is a 12-credit program. LCLE faculty members are proposing this certificate as a result of increasing interest in children and young adult's literature courses in their department. Furthermore, there were inquiries from students who wanted to apply. In addition, this certificate would be an opportunity to draw together a number of different departments (e.g., LCLE, C&I, African Studies, East Asian Studies, English, and SLIS). The courses are also designed to address multicultural and international issues in literature. Moreover, students coming out of these courses present at international conferences and publish research. LCLE faculty members have taught two of the classes on this certificate at least twice. The courses that have been taught so far have been well attended. The two courses that are required have been taught as special topics courses (i.e., L631 and L641). The elective courses are courses that have been run within the LCLE department regularly, such as L559. There are also courses that students can take in SLIS and ENG. Anyone who is already enrolled in a masters or doctoral program would be eligible for this certificate. Three faculty members within LCLE have offered to teach courses: Donna Adomat, Mitzi Lewison, and Carmen Medina. Finally, this certificate creates more onsite courses at the master's level.

After D. Adomat's introduction, the committee members asked several questions about the certificate. P. Sutton inquired why LCLE is proposing a certificate program rather than a minor. A certificate is intended to generate new clientele, and this proposal is for current masters and doctoral students. P. Sutton continued by asking about marketing this certificate for professional development for existing teachers. D. Adomat responded that the LCLE faculty members have discussed different possibilities. She pointed out that the certificate is based on students' requests. Also, it is a method to attract students to come to campus.

R. Hughes asked if the LCLE faculty have pursued discussions with other departments that may have similar offerings. According to D. Adomat, there is an undergraduate literature course, but no similar graduate courses. In SLIS, an adjunct professor teaches a special topics course every fall and a course on graphic novels. D. Adomat does not anticipate any issues because she has had conversations with the faculty in those departments.

The committee members then initiated a discussion about existing certificates. Currently, ELPs, Learning Sciences, and IST have certificates. LCLE presently has license additions. E. Boling and S. Sloffer raised that concern that students need to strive for the certificate before they complete their program of studies.

Then, a discussion ensued about the courses associated with the certificate. The members inquired how the new courses are different than the already established courses? It was recommended that the course descriptions be adjusted to avoid confusion. In particular, there should be a distinction between L641 and L651. Also, the title of 508 does not reflect the content of the course.

K. Barton asked whether the faculty had the capacity to teach the courses. The courses have been offered on a regular basis since 2009 and they are open to other faculty members as well, according to D. Adomat.

The committee members made several suggestions to the proposal. According to P. Sutton, the proposal and courses need more revision. It would be helpful to have a one-sentence description of the new courses and the other electives. E. Boling can work with D. Adomat to articulate what she wants to add to the proposal. What else needs to be added is a distinct point at which students need to indicate that they are working towards a certificate. In addition, she needs to add more justification for a certificate, because as of now it may make sense to have masters and doctoral tracks. It may be important to add that the benefit of the certificate would be to include non-degree students. Moreover, it would be worth stating in the proposal that the faculty members have the ability to teach the courses. Also, the syllabi need to have the current course numbers and titles. Finally, another topic should be added under the genre course.

This item was tabled so proposal and course revisions can be made.

### III. Committee Assignments

#### A. **Beechler Award Subcommittee**

Karen Wohlwend volunteered to join the Beechler Subcommittee. The Committee will ask Katie Cierniak if she would be willing to join as well.

# GSC/RAFA Agenda

**October 2, 2013 (10:30am-12:00pm)**

**I. Review/Approval of Minutes from September 3, 2013**

**II. New Business**

A. Revised IUPUI Proposed Policy for Eligibility for Graduate Course Instruction  
(Jacqueline Blackwell)

B. Approval to Offer Online Programs (Masters in Science in Elementary Education  
with a Focus on Technology and Masters in Science in Secondary Education with a  
Focus on Technology) (Beth Berghoff)

**III. Old Business**

A. New Course Request: G699 (Barry Chung)

**IV. Discussion Items**

A. Committee Assignments

**Schedule of guest presenters**

10:30AM— Jacqueline Blackwell

11:20AM— Barry Chung

**GSC/RAFA Meetings for fall  
2102 and 3138E**

Wednesday, October 2nd, 10:30am-12:00pm

Wednesday, November 6th, 10:30am-12:00pm

Tuesday, November 19th, 10:00am-11:30am

**Minutes from Meeting  
10:30am-12:00pm  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Keith Barton, Elizabeth Boling, Katie Cierniak, Susie Sloffer, Beth Berghoff, Peg Sutton, Alex McCormick, Ben Edmonds, Ghangis Carter, Luise McCarty, Karen Wohlwend, and Robin Hughes

**Members Absent:** Thu Suong Thi Nguyen and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Jackie Blackwell, Barry Chung, and Beth Berghoff

- I. Review and Approval of Minutes from September 3<sup>rd</sup>, 2013
  - *Susie Sloffer motioned to approve the minutes from September 3<sup>rd</sup>, 2013, as presented.*
  - *Alex McCormick seconded the motion.*
  - *All in favor.*
- II. Old Business
  - A. **New Course Request: G699**

B. Chung presented this agenda item. This new course request is intended for students on internship. One-credit hour is appropriate for providing oversight from faculty while also balancing students' needs of interning off campus. It should be noted that G699 originally came to the committee as a 0-credit course. K. Barton asked if the only change from the original request for G699 was in relation to credit hours. B. Chung recalled that the only change was in relation to the credits. The original intent of the 0-credit hours was that since students are off campus over internship, the 1 credit hour would mean increased costs for students. Since a 0-credit course was not permitted, B. Chung is requesting the 1-credit hour course. The course is also variable from 1-3 credit hours for several reasons, including for fellowships. S. Sloffer mentioned that the course must be certified, meaning that the course will be set up so that under-enrollment is OK. K. Barton inquired if certification needs to be in the proposal or is it a separate process. S. Sloffer thought it was a separate process. Also, B. Chung indicated that certification was not addressed in the course request form, so it is probably addressed somewhere else. Before the conversation ended, S. Sloffer stated that school psychology students do not have to enroll in a separate course if they are enrolled in 799.

    - *Susie Sloffer motioned to approve new course request G699, as presented.*
    - *Luise McCarty seconded the motion.*
    - *All in favor.*

- III. New Business

**A. Revised policy from IUPUI for graduate course instruction**

Jackie Blackwell presented this item. This revised policy is broader and now applies to instruction of all graduate courses rather than focusing on graduate student teaching. Second, to expand the pool of potential instructors, the policy opens instruction of graduate courses to those who have achieved doctoral candidacy (i.e. those who have passed qualifying examinations), provided these candidates have completed the teaching internship and have been approved by the Associate Dean for Research and Academic Affairs and program faculty. J. Blackwell included feedback from the Faculty and Budgetary Affairs Committee (FABA) and feedback from the faculty.

When the policy came to FABA, a few more changes were made, including removing the courses that they were allowed to teach and adding a footnote about the exceptions of the T2T and Woodrow Wilson Programs. There were four votes in approval of this policy and one abstention. The overall purpose of this policy is to allow doctoral students to teach some graduate courses as instructor of record, which do not include graduate courses with their peers.

The committee members asked several questions about the revised policy. K. Barton inquired if this policy meant that a doctoral candidate could be teaching a doctoral course? The policy indicates that students could teach graduate courses, but not doctoral level courses, only 500-level courses. This would eliminate them from teaching their peers.

P. Sutton voiced that she did not feel comfortable approving this policy because simply being nominated to candidacy does not indicate that students are ready to teach graduate courses.

E. Boling thought there was a suggestion from the Dean's Office that there needs to be current and active mentoring of any doctoral student who is teaching and there is also discouragement of having doctoral students teach 500 level courses. L. McCarty added that Dean Daleke is very adamant about students only teaching undergraduates, which may have influenced the practice in the SOE.

J. Blackwell clarified that this revised policy is addressing all programs. B. Berghoff added that this policy began with the Urban Studies Committee. With the new Urban Education Program, there is some concern regarding who will be allowed to teach courses now that they are populated with doctoral students. This policy is broadening the policy of course instruction to what general eligibility instructions are required for teaching.

E. Boling inquired about who this policy affects. J. Blackwell clarified that it is a school-wide policy. The committee was concerned that they never voted on the original policy. J. Blackwell indicated that the original policy went to Policy Council. The IUPUI faculty realized that the revised policy needed to come to the GSC so they could gain input.



K. Barton asked about the courses they would be teaching. J. Blackwell stated that they would not be teaching their peers, so the courses they would teach would include electives in the Urban Education Program.

J. Blackwell then provided information on the current policy, which indicates that graduate students will not be permitted to be the primary instructor for graduate courses.

E. Boling said that students have the right not to be graded by peers, which is a university policy. Furthermore, the way the policy is written, it seems that either a or b is an equally viable choice. She suggested moving the last paragraph to the middle, before “b.” However, E. Boling still viewed this policy as problematic as the policy goes counter to best practice.

K. Cierniak said she would be concerned of the mobility of the instructor if he or she will not be there for a long time. This could have implications for her transcript.

B. Berghoff voiced that the IUPUI faculty would like to hear more ideas and revise the policy again.

The committee decided to table this agenda item as additional changes need to be made to the policy. A. McCormick suggested removing the colon and the “a,” and combine the sentences. Also, the last paragraph should be moved up before the “b” paragraph. Also, it was recommended to specify that this policy only applies to students in the Urban Education Program and outline the specific courses they can teach.

**B. Approval to Offer Online Programs (Masters in Science in Elementary Education with a Focus on Technology and Masters in Science in Secondary Education with a Focus on Technology)**

Beth Berghoff presented this agenda item. The proposal for the online programs began with programs of study that were developed over time working with different schools. As faculty have worked with schools, they were asked to help get teachers up to speed on technology. Over time, the faculty developed the programs. However, they discovered they did not have the approval to take it on line. They are currently working through the approval process. These programs have been approved as residential programs. The faculty had to wait about 6 months for online office to create online application. B. Berghoff spoke with the IST department who has similar programs, and the chair of IST, T. Brush, indicated that he was in support of the online programs.

L. McCarty asked if there was any difference between the two programs, as they appear the same. B. Berghoff said it was for certification purposes; elementary and secondary education students would be in the same class.

E. Boling indicated that the approval for the online programs will follow a special process that will require agreement of many people. They need to be approved by this committee, then, they will be taken to Dean Gonzalez for his endorsement. Once endorsed, the program proposals will be taken to the state. E. Also, the state wants to be sure that the program proposals are very clean, with no issues.

K. Wohlwend asked if these proposals are for certificate programs. E. Boling clarified that the program proposals are for master's degrees.

B. Edmonds inquired if there are any problems the committee should be looking for. L. McCarty raised the issue that people may be taking online courses because they are convenient, which decreases the face-to-face contact. P. Sutton stated that the clientele who would enroll in these programs are not likely residential students. B. Berghoff added that it is not really useful to offer residential courses, makes more sense to offer it as an online course. The students who were initially recruited for these programs were from the Indianapolis area. Now, the programs can draw students from around the state. Also, P. Sutton raised the point that T. Brush's supported the programs, so they probably do not compete with other programs. In addition, the Office of Online Education will disapprove programs that look too much like each other programs. According to B. Berghoff, the residential programs do not really function. Therefore, the online programs will not take students away; the programs will only increase students, according to K. Barton.

- *Peg Sutton motioned to approve the online programs Masters in Science in Elementary Education with a Focus on Technology and Masters in Science in Secondary Education with a Focus on Technology, as presented.*
- *Alex McCormick seconded the motion.*
- *All in favor.*

#### IV. Committee Assignments

A. **Beechler Award:** B. Edmonds, chair of the Beechler Award Subcommittee, inquired how many members are on the committee. E. Boling indicated that 3 members were on the committee in previous years, and they were all members of the GSC/RAFA Committee. As of now, B. Edmonds is the only member of the committee.



# GSC/RAFA Agenda

**September 3, 2013 (10:00-11:30AM)**

## **I. Introduction**

- A. Introductions
- B. Designation of Chair

## **II. Review/Approval of Minutes from April 4, 2013**

## **III. New Business**

- A. Proposal to regularize policy: credits taken at campus awarding degrees (Elizabeth Boling)

## **IV. Discussion Items**

- A. Subcommittees
  - 1. Beechler Award
  - 2. Dissertation of the Year Award
  - 3. Fellowships

### **GSC/RAFA meetings for fall Rooms 2102 and 3138E**

Tuesday, September 3<sup>rd</sup>, 10:00-11:30AM  
Wednesday, October 2<sup>nd</sup>, 10:30AM-12:00PM  
Wednesday, November 6<sup>th</sup>, 10:30AM-12:00PM  
Tuesday, November 19<sup>th</sup>, 10:00-11:30AM

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

**Members Present:** Keith Barton, Elizabeth Boling, Robin Hughes,

Katie Cierniak, Thu Suong Thi Nguyen, Susie Sloffer, Beth Berghoff, Peg Sutton, Alex McCormick, Ben Edmonds, Luise McCarty, and Ghangis Carter

**Absent:** Karen Wohlwend and Marjorie Manifold

**Staff:** Avital Deskalo

**Presenters:** Elizabeth Boling

**I. Nomination for Chair**

Elizabeth Boling opened up the floor for self-nominations for chair of the GSC/RAFA. She prefaced her announcement by stating that Keith Barton has graciously volunteered to serve as committee chair.

- *Ben Edmonds motioned to nominate Keith Barton as chair of the GSC/RAFA committee for 2013-2014 year*
- *Alex McCormick seconded the motion*
- *All in favor*

**II. Introductions**

Each member of the GSC/RAFA Committee introduced himself/herself.

**III. Review/Approval of Minutes from April 4, 2013**

- *Luise McCarty motioned to approve the minutes from April 4, 2013, as presented.*
- *Beth Berghoff seconded the motion.*
- *All in favor.*

**IV. New Business**

**A. Proposal to regularize policy: credits taken at campus awarding degrees**

Elizabeth Boling introduced this agenda item. She indicated that the Graduate Studies Office is looking at the bulletin and examining areas that have given them difficulty. For the master's programs, there are a certain number of credits that need to be taken on the campus awarding the degree. For other degrees, there are not specific policies.

E. Boling is proposing that the School of Education require students in the MEd, Ed.S., and Ed.D. programs to take the majority of the credits taken on campus awarding the degree and have the program of study approved in advance. Keith Barton requested clarification for the program of study component of the proposal. E. Boling said the program of study should be approved in advance of taking the credits at another campus.

In other words, the students should not complete all their credits before submitting a program of study. Then, Robin Hughes asked who made this rule. According to E. Boling, the department chair made the rule. However, if there is no literal department head, Robin Hughes would enforce the rule because she is probably signing off on program of studies after the advisory committee has signed off on them. E. Boling provided the example that if a faculty member had a student who submitted a program of study after the student completed all the credits, the faculty member may tell the student to take another 15 credits. This policy, however, does allow for flexibility in individual cases.

K. Barton returned to the other part of the proposal, in which E. Boling is proposing that there should be a minimum of 55% credits at the campus awarding the degree. He indicated that there may be a problem putting down a specific number. Luise McCarty asked if there is any issue with this proposal for distance education. According to E. Boling, there is still a campus awarding the degree. Also, E. Boling mentioned that the residency requirement is a different issue. Students meet residency requirements by completing the courses at core campus. According to Susie Sloffer, there is no residency requirement for master's students.

Alex McCormick asked if students are aware of the subtleties about the campus location. S. Sloffer said that students understand core campus. They know if they have 15 credits from IU campus that is not IUB or IUPUI, they know they have to transfer the courses in. At the doctoral level there is no distinction for core campus. In other words, for Ed.S., Ed.D., and Ph.D. students, the number of credits taken at a regional campus are counted as transfer credits. Courses taken at the core campuses have no restriction. Although many students take courses at IUPUI, the degree is awarded at IUB.

Adding the two statements proposed to the bulletin would cover Ed.S. students as well. An advising issue could arise if advisors are unclear.

The committee members raised the issue that there are non- core campus programs. For accreditation purposes, some program courses to be taken at a certain campus. IUB is accredited and IUPUI is not. The proposed policy needs to address separately accredited programs. For Ed.S., there may be a particular concern. Ed. S. does not count as a core campus degree.

The committee members decided to table this item for further clarification on the accreditation question and program of studies policy.

V. **Committee Assignments**

**A. Dean's Fellowship**

Luise McCarty agreed to chair this committee. Ghangis Carter and Alex McCormick volunteered to be members of this committee.

**B. Dissertation of the Year Award**

Peg Sutton volunteered to chair this committee.

**C. Beechler Committee**

Ben Edmonds volunteered to chair this committee.

Before the committee meeting ended, Elizabeth Boling provided an update on the Graduate Program Review Process. International Comparative Education, Instructional Systems Technology (Ph.D.), and Curriculum Studies (Ph.D.) programs are proposing their budgets now. The timeline is between now and April. There are going to be external reviewers, and there is going to be some support from the Dean's Office.



# GSC/RAFA Agenda

**April 4, 2013 (10:00-11:30am)**

**Schedule of guest presenters**

10:00AM— Brendan Maxcy

11:00AM— Sue Whiston

**I. Review/Approval of Minutes from February 7, 2013**

**II. Old Business**

A. Transcript notation request documenting internship for doctoral graduates in Counseling Psychology and School Psychology (Elizabeth Boling)

**III. New Business**

A. Changes to the Ed.D., Ed.S. and Superintendent Licensure Programs in Educational Leadership at IUB (Brendan Maxcy)

B. Changes to the Counseling Psychology Ph.D. Program (Sue Whiston)

**IV. Discussion Items**

A. Committee Assignments

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

**Members Present:** Danielle DeSawal, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Susie Sloffer, Kylie Pepler, Ghangis Carter, Jesse Steinfeldt, Luise McCarty, Martha Nyikos, and Ray Haynes

**Absent:** Keith Morran, Beth Berghoff, and Valarie Akerson

**Staff:** Avital Deskalo

**Presenters:** Brendan Maxcy, Elizabeth Boling and Sue Whiston

**I. New Business**

**A. Changes to the Ed.D., Ed.S., and Superintendent Licensure in Educational Leadership<sup>1</sup>**

Brendan Maxcy presented this agenda item to the committee. He explained that the rationale for the program changes is to streamline three programs that students flow through at the same time. According to Indiana laws, superintendent licensure requires candidates to complete a state approved program and have an advanced degree beyond a Master's. Also, according to Maxcy, many students on the Ed.D. track earn their Ed.S., apply for licensure, work in district-level positions, and then return to finish their Ed.D. With the new changes, students can earn an Ed.S. and licensure on their way to the Ed.D.

After Maxcy's introduction, Susie Sloffer asked about the proposed course changes. Specifically, she asked about counting A600 in the minor for the Ed.S., which she thought was unusual. Typically, she said, A600 should be in the electives section. Maxcy pointed out that A600 was mistakenly placed in the minor section and should be replaced with H631. Sloffer said that moving A600 to the electives section and placing H631 in the minor section would be sufficient. At the end of the discussion, Maxcy said the changes to the programs are considered degree requirement changes.

- *Kylie Pepler motioned to accept the proposed degree requirement changes to the Ed.D., Ed.S., and Licensure degrees in the Educational Leadership Program on the IUB campus with the following changes: on page 3, align H631 under the minor in Ed.S. column.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**B. Changes to the Counseling Psychology Ph.D. Program<sup>2</sup>**

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<sup>1</sup> The program changes were voted on and approved by the ELPS Department on January 18, 2013.

<sup>2</sup> The faculty of the Department of Counseling and Educational Psychology approved the degree requirement changes at their meeting on March 21, 2013.



Sue Whiston presented this agenda item to the committee. The new courses G625 and G656 were approved at the February meeting. In addition to G656 and G625, the counseling psychology faculty proposed an internship course, G699, for students to enroll in while they are on their 12-month internship. Course request G699 was tabled at the previous meeting. It should be noted that G699 has not been approved yet and will be voted on at the first committee meeting in the fall. The faculty will be requesting approval for G699 as a 1-3 variable credit course, in which students will be required to enroll in 1 credit of G699 in the fall, spring and summer. Now, the Counseling Psychology Program is requesting approval to change the degree requirements to include the new courses (G656, G625, and G699).

The committee members raised a few questions. Luise McCarty inquired if the students have to pay for the G699 credits? Whiston said yes, and she also indicated that after much debate, the faculty thought it was critical that they had the internship credits on their transcript so that's why we decided to go that route.

Next, another committee member asked if there were any concerns in changing G656 to a G course from a P course. Whiston pointed out that there was some discussion, but in the end it was best to keep it with a G number since it is counseling course and a counseling professor teaches the course. Additionally, the new name change reflects an American Psychological Association (APA) requirement.

One member raised a question about whether the total number of credit hours will change. Whiston said yes, but she also indicated that there are not a set number of credits in the Counseling Psychology program. For clarification purposes, the committee recommended that the faculty include a paragraph in their memo illustrating that the program needed to make these changes to align with licensure and accreditation requirements.

Before the discussion ended, Danielle DeSawal stated that Dr. Chung will make the necessary changes to the memo, such as removing the specific information about the courses, since the faculty members are only asking for a degree requirement change. Furthermore, Dr. Chung should add a paragraph highlighting the complexity of earning this degree and the importance of keeping up with accreditation and licensure requirements.

- *Kylie Peppler motioned to approve the degree requirement changes for the Counseling Psychology program with the following changes: addition of language about the complexity associated with the total number of credit hours and keeping up with licensure and accreditation requirements, and the removal of the language about the specific courses to focus on the degree requirement change, since that is what this request is for.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

II. Old Business

**A. Transcript notation request documenting internship for doctoral graduates in Counseling Psychology and School Psychology**<sup>3</sup>

Elizabeth Boling presented this agenda item. The Counseling and Educational Psychology department (CEP) brought the transcription notation request forward in the form of a memo, indicating how the notations were needed for doctoral students who were going on internship. Jesse Steinfeldt illuminated on the rationale by explaining that licensing boards want to know how many internship hours were completed. Traditionally, when the student applies for a new job, they request the counseling department to write a letter. Therefore, adding the notation to transcripts will be an easier way for licensing boards and job employers to gain access to internship hours.

Boling stated that the registrar emailed CEP the actual process for obtaining approval for the notation request. Additionally, the registrar requires the SOE's approval first. If the committee approves this agenda item, it will go back to the registrar's office, they take it to through their consultation, and decide what is technically possible to include on the transcripts.

- *Susie Sloffer motioned to approve the transcript notation request documenting internship for doctoral graduate students in Counseling Psychology and School Psychology, as presented.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

III. Committee Assignments

**A. Dean's Fellowship**

Luise McCarty and Ray Haynes provided an update on the Dean's Fellowship recipients. Two people declined the fellowship; one person decided to go with a school closer to home and the other decided not to pursue a doctorate at this time. Due to a number of issues that arose this year, the committee provided some suggestions for next year. First, it would be a good idea to invite Dean Gonzales to attend a meeting in the fall to talk about donor intent, to see if there is some flexibility and if the funds can be used to do some target marketing. If there is no room for changing qualifications, it is important to reiterate the significance of getting domestic diversity. Second, the Dean's Fellowship Committee would like to implement an interview process at some point. Third, there should be a change to the guidelines and notification on the SOE website that fall semester grades, with an official transcript reflecting those grades, will need to be obtained before the candidate is considered for this award. Fourth, institutions with narrative transcripts that do not have computable GPAs will be looked at differently with regards to looking at master's GPAs. Fifth, the department should write up a

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<sup>3</sup> It should be noted that this agenda item does not go to Policy Council. The process this committee received from registrar is to return the approved request to the registrar's office for further action.

recommendation for the students who are eligible to receive the award. Sixth, it would be worthwhile to look at which fellowships are popular among diverse students. Finally, for the \$500 available, the Dean's Fellowship Committee would encourage the continuation of the availability of travel funds for those students who are offered the fellowship.

**B. Dissertation of the Year Award**

One issue that will be discussed next year is what the process is for students who are double majors.

IV. Review and Approval of Minutes from 2/7/2013

- *Martha Nyikos moved to approve the minutes from February 7, 2013, as presented.*
- *Jesse Steinfeldt seconded the motion.*
- *All in favor.*



# GSC/RAFA Agenda

**February 7, 2013 (10:00-11:30am)**

**I. Review/Approval of Minutes from January 10, 2013**

**II. Old Business**

A. Course Change: D625 (Frank DiSilvestro)

**III. New Business**

A. Revised Adult Education Program of Studies (Frank DiSilvestro)

B. New Course Requests:

1. G699 (Joel Wong)
2. G625 (Joel Wong)
3. G656 (Joel Wong)
4. J655 (Jim Scheurich)

**Schedule of guest presenters**

10:00AM— Frank DiSilvestro

10:20AM— Joel Wong

11:00— Jim Scheurich

**GSC/RAFA spring meetings:**

**Rooms 2102 and 3138E**

**10-11:30AM**

Thursday, February 28th

Thursday, April 4th

**IV. Discussion Items**

A. Committee Assignments

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

**Members Present:** Danielle DeSawal, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Keith Morran, Kylie Pepler, Valarie Akerson, Ghangis Carter, Jesse Steinfeldt, Luise McCarty, Martha Nyikos, Beth Berghoff, and Ray Haynes

**Absent:** Susie Sloffer

**Staff:** Avital Deskalo

**Presenters:** Frank DiSilvestro, Joel Wong, and Jim Scheurich

**I. Old Business**

**A. Course Change Request: D625**

D625 and D615 were tabled at the January GSC/RAFA meeting due to issues with potential overlapping courses and changes that were required to the course request form. As a result of conversations with HESA faculty, D615 was removed from consideration and Adult Education students will have the option to enroll in a similar HESA course.

Frank DiSilvestro presented the course change request for D625. This course is a variable credit, topical course. Danielle DeSawal asked why DiSilvestro is asking for a variable credit change when items #12 and #13 indicate that the course is currently variable. Elizabeth Boling thinks there is a system problem because when students wanted to enroll in this course last semester, it was not variable credit. Also, item #19b has career credit hours listed as 99; he may want to change the hours to a number higher than 2, but lower than 99. DiSilvestro will check with Susie Sloffer regarding the standard for topical seminars so this course is consistent with others.

- *Valarie Akerson motioned to accept course change request EDUC-D625 with the following pieces that need to be checked: current status for #12 and #13 indicating variable credit and see about a system problem, and Frank DiSilvestro will check with Susie Sloffer to make the needed adjustments for 19b and c.*
- *Jesse Steinfeldt seconded the motion.*
- *All in favor.*

**II. New Business<sup>1</sup>**

**A. Revised Program of Study for the MEd in Adult Education<sup>2</sup>**

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<sup>1</sup> The Counseling Psychology faculty voted on and approved new course requests G625 and G656 at their committee meeting on December 10<sup>th</sup>, 2012. The CEP faculty approved the new course request via e-mail in January.

<sup>2</sup> The IST faculty voted on and approved the revised POS for the MEd in Adult Education on January 18<sup>th</sup>, 2013.

Frank DiSilvestro explained the rationale behind changing the MSED in Adult Education Program of Study. He explained that the format is much clearer; the core courses now consist of 20 credit hours and the elective courses consist of 16 hours. The POS is much easier to read with just these two areas. Also, DiSilvestro removed the term professional development core areas on the POS and on the website. Furthermore, EDUC-Y520 is listed as an elective course but it is a required elective course and he wants students to see that.

Luise McCarty commented that there appeared to be minimal room for courses outside Adult Education. She anticipated that students may want to take courses elsewhere. Elizabeth Boling explained that students can enroll in 6 electives outside Adult Education. They are located under EDUC-Y520 on the POS.

Before the committee voted, Danielle DeSawal stated that the Graduate School generally requires 12 credits outside major, but there are programs that only have 9, so DiSilvestro should anticipate that this program could be challenged down the road. However, even if this program is challenged, there is some room to make adjustments.

- *Martha Nyikos motioned to accept the Program of Study for the MSED in Adult Education, as presented.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

#### **B. New Course Request: G625**

Joel Wong presented this course request. He began the discussion by explaining that the two primary reasons for this new course is related to American Psychological Association (APA) accreditation and legal liability issues for practicum. All doctoral students in the Counseling Psychology program take practicum throughout their training, and they are required to take a course with practicum. G624 is the current practicum course; however, this is problematic because G624 is also an actual class the students take. Therefore, G624 serves two purposes. The Counseling Psychology faculty consulted CEP chair Ginette Delandshere and for the sake of legal requirements, they considered creating a new course, G625, distinct from the face-to-face interaction the students receive in G624. The new course will not create any new work for students. Practicum supervisors will be registered as instructors. For example, students who have Mike Tracy as their practicum supervisor will register for G625 under Mike Tracy.

Next, the committee raised a few questions. Danielle DeSawal asked how many hours are required? Wong indicated that students enroll for a minimum of 1 hour for each semester they are at a practicum placement. Some students may register for more than 1. They have to enroll for at least 1 credit hour, and as many as 6. Another member inquired if this new change will cost students more money. According to Wong, students used to enroll in 1 credit of G624 for practicum, so now they will register for 1 credit for G625. Ghangis Carter asked if they will only have to enroll in 2 credit hours for G624. Wong confirmed that students will enroll in the G624 course for 2 credits and G625 for 1 credit. G624 is a variable credit course.

- *Martha Nyikos motioned to accept new course request EDUC-G-625 with the following changes: clean up upside-down question marks under items #15 and #27.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**C. New Course Request: G656**

Joel Wong also presented G656. This course is currently being taught under course number P566. The Counseling Psychology faculty were motivated to create G656 due to accreditation requirements by APA. APA requires students to take a course in the social bases of behavior. P566 currently addresses social bases of behavior, so the faculty decided to change the title to reflect the course content. Additionally, the majority of students enrolling in this course are doctoral level students; therefore, the course number should be changed to a 600 level, so the course number will now reflect a doctoral level course. Changing P566 to a 600 level course also looks better to APA.

Before the committee voted, Danielle DeSawal inquired if P566 is really an equivalent course, as indicated under item #17. The committee thought item #17 should be left blank. Also, Ghangis Carter recommended removing the upside down question marks.

- *Ray Haynes motioned to accept new course request EDUC-G656 with the following changes, remove the P566 reference under item #17 and clean up upside down question marks under items #27 and ESI #4.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**D. New Course Request: G699**

Joel Wong stated that the Counseling faculty members were motivated to create this new course due to legal considerations as well as practical considerations. Students now, as part of APA requirements, are required to spend 12-month full time internship, but there is no course documenting that they did that internship. By creating this course, the program will have official institutional oversight for students out on internship. In addition, this course will bring the program to the standards/norms followed by other Counseling Psychology programs. The faculty are proposing that students enroll for 0 credits.

They propose 0 credits to avoid raising tuition fees, since students are not using our campus facilities and the course is just for institutional oversight and documentation of course work. Furthermore, the professors don't provide supervision because there is usually an on-site supervisor. According to Wong, although students won't be paying tuition for the credits, they can't avoid administrative fees, so they will still be paying.

Elizabeth Boling asked the Graduate School about the policy for 0 credit courses, and it appears that 0 credit courses were only used for international students at risk of being deported. Because the 0-credit proposal may not be approved, Boling recommended for the Counseling faculty to add internship notations on student transcripts. Wong considered the internship notations to be a suitable alternative, but he will check with his colleagues. At



this point, Ray Haynes asserted that internship notations may not be enough. According to Wong, because their students already document their internship and the on-site supervisor and the program are responsible for legal oversight, he thinks his colleagues will agree with internship notations.

The committee decided to table this item until there is a resolution on the 0-credit course option. If the internship notation option and the 0-credit option are not feasible, the faculty will probably consider the 1-credit option. The faculty may also need to discuss logistical issues with this course, such as the pass/fail option on the course request form.

Before the discussion ended, Danielle DeSawal stated that the faculty needs to change the program requirements on the bulletin. DeSawal recommended to go on the website to look at degree requirements, change G625 to 1 credit hour, change G624 to 2 credits, and replace P566 with G656. Also, the text should be taken out of the bulletin.

The committee will vote on the changes to the bulletin at the next meeting. For the meeting, DeSawal requested that the faculty prepare a memo, which outlines the changes to the bulletin. Also, the CEP and Counseling faculty need to provide documentation to the GSC/RAFA Committee that they approved the bulletin change.

**E. Matching Course Request: J655<sup>3</sup>**

Jim Scheurich presented this agenda item. J655, Seminar in Multicultural and Global Education, was approved as part of the courses for Urban Education. This course is currently taught in Bloomington but the Urban Education faculty requested approval for J655 to be available at IUPUI. With matching courses, the request always comes across as a new course in the CARMin system. Item #2 on the course request form helps clarify that it is a matching course. This course is identical to the course offered at Bloomington, with the same course number and course description. Scheurich noted a technical glitch in the system, which would not allow item #12 to populate.

The committee members raised a few questions and provided recommendations. Item #8a needs to be changed to reflect the official title of J655, which is Seminar in Multicultural and Global Education. Katie Cierniak asked if the course content for J655 is the same at IUPUI and Bloomington. Scheurich pointed out that the faculty used Bloomington's syllabus, but Rob Helfenbein modified the syllabus slightly. Scheurich assumed that the content would have an urban education focus, but his understanding is that it is pretty much the same course. Beth Berghoff added that the faculty intended for the courses to be the same. The faculty requested to teach J655 in Indianapolis and have it listed to count as a required course for the Urban Education Ph.D. A student from Bloomington could take the IUPUI course, and vice versa.

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<sup>3</sup> The Graduate and Professional Programs (GPP) Committee approved matching course request J655 on January 31<sup>st</sup>, 2013.



- *Jesse Steinfeldt motioned to accept matching course request EDUC-J655, with the following changes: under item #8a, change title to match title in bulletin, Seminar in Multicultural and Global Education.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

III. Review/approval of the minutes from January 10<sup>th</sup>, 2013

- *Valarie Akerson motioned to approve the minutes from January 10<sup>th</sup>, 2013, with the following changes: change Fellowships Subcommittee to Dean's Fellowship subcommittee and add the committee members (Ray Haynes is the chair and Luise McCarty and Ghangis Carter are members), and add Martha Nyikos' as the chair of the Dissertation of the Year Award subcommittee.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

IV. Discussion Items

**A. Committee Assignments**

- 1. Beechler Committee:** Eight students applied for the Beechler award. Jodi Adkins and Susie Sloffer are in the process of checking their eligibility.
- 2. Dean's Fellowship:** There are 6 eligible nominees for this award. The committee has a process in place and they will meet next Tuesday. They plan to submit a report to Elizabeth Boling after the meeting. Ghangis Carter does not have access to GEMs to view the nominees' information, so he will need to contact ETS.



# GSC/RAFA Agenda

**January 10, 2013 (10:00-11:30am)**

**I. Review/Approval of Minutes from November 27, 2012**

**II. New Business**

A. Advising sheets for MS in Elementary Education with a Focus on Technology (Beth Berghoff)

B. Advising sheets for MS in Secondary Education with a Focus on Technology (Beth Berghoff)

C. Adult Education Course Requests (Frank Di Silvestro and Jeani Young)

1. Course change: D505

2. Course change: D506

3. Course change: D524

4. Course change: D625

5. New course: D525

6. New course: D615

7. New course: D640

D. Proposal for the Doctoral Minor in Adult Education (Tom Brush)

**III. Discussion Items**

A. Committee Assignments

**Schedule of guest presenters**

11:00AM— Frank DiSilvestro and Jeani Young

11:20AM— Tom Brush

**GSC/RAFA spring meetings:**

**Rooms 2102 and 3138E**

**10-11:30AM**

Thursday, February 7th

Thursday, February 28th

Thursday, April 4th

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

**Members Present:** Danielle DeSawal, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Keith Morran, Susie Sloffer, Jesse Steinfeldt, Luise McCarty, Martha Nyikos, Beth Berghoff, and Ray Haynes

**Absent:** Kylie Peppler, Valarie Akerson and Ghangis Carter

**Staff:** Avital Deskalo

**Presenters:** Beth Berghoff, Frank DiSilvestro, Jeani Young, and Tom Brush

I. Introductions

**A. Review of Committee Members**

The members of the committee introduced themselves to one another. This semester, Jesse Steinfeldt and Keith Morran joined the committee. Steinfeldt's fall schedule conflicted with committee meeting times, and Morran is replacing Robin Hughes as IUPUI's ex-officio member while she is on sabbatical.

II. Review/approval of the minutes from November 27<sup>th</sup>, 2012

- *Susie Sloffer motioned to approve the minutes from November 27<sup>th</sup>, 2012, as presented.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

III. Discussion Items

**A. Committee Assignments**

*Dean's Fellowship:* The Dean's Fellowship Subcommittee was assembled. Ray Haynes chairs the committee and Luise McCarty and Ghangis Carter are committee members. Elizabeth Boling also joined the committee.

*Dissertation of the Year Award:* Martha Nyikos chairs this committee. Announcements have been disseminated to departments for nominations for this award.

IV. New Business

**A. Advising sheets for MS in Elementary Education and Secondary Education with a Focus on Technology<sup>1</sup>**

Beth Berghoff presented this agenda item to the committee. In 2011, Berghoff submitted a packet of advising sheets to the GSC and Policy Council reflecting subplans to be put in place for Master's in Elementary and Secondary Education with a focus on Urban Education, Technology, and Early Childhood (for Elementary Education). The sub-plans were approved; however, there was no distinction between

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<sup>1</sup> The advising sheets were voted on and approved by the Graduate Professional Programs (GPP) Committee at IUPUI on December 10<sup>th</sup>, 2012.

the Focus on Technology in Elementary and Secondary Education. Therefore, there are now two advising sheets.

Next, the committee members raised a few questions about the advising sheets. Danielle DeSawal asked if the subplans are intended for the residential program too; Beth Berghoff said yes. DeSawal also asked Berghoff to clarify the Request for Subplans section on the memorandum. Berghoff clarified that “tracks” are called subplans at IUPUI. Once there are approved advising sheets, Berghoff will be turning in the paperwork for the Request for Subplans to the Graduate Affairs Committee (GAC) at IUPUI. Berghoff also explained that the subplans are useful for tracking student data.

Luise McCarty inquired if the courses are the same for each of the subplans. According to Berghoff, the courses are the same and that is why the Program of Studies came through in 2011 with only one subplan, because both subplans are identical. It should be noted that GSC approved the other subplans listed in the memorandum in 2011. McCarty also inquired about the number of students in the program. Berghoff stated that there was once a high level of interest for this program. Advertising for this program will have to be revamped to make it more marketable. Berghoff added that the program is intended to be online because technology works very well for students as an online program.

Next, Ray Haynes asked how the coursework is distinguishable from the course offerings in IST. Berghoff explained the differences between IST courses and the focus on technology courses; the courses in the subplans are practitioner-focused, designed to help teachers integrate technology into their classroom, use the web to do global outreach, and broaden thinking about classroom technology. IST is more theoretical than the focus on technology courses, according to Berghoff.

The advising sheets will be voted on independently.

- *Thu Suong Thi Nguyen motioned to approve the MS in Elementary Education with a Focus on Technology advising sheet for the residential program, which will then be sent to IUPUI for the request of a new subplan to be reflected on the student's transcript.*
- *Luise McCarty seconded the motion.*
- *All in favor.*
  
- *Martha Nyikos motioned to approve the MS in Secondary Education with a Focus on Technology advising sheet for the residential program, which will then be sent to IUPUI for the request of a new subplan to be reflected on the student's transcript.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

**B. Adult Education Course Change and New Course Requests<sup>2</sup>**

Frank DiSilvestro and Jeani Young presented course requests. The IST faculty are now in the process of transferring courses from the School of Continuing Studies to the School of Education at IUB. All of the courses have gone through the course change approval process at IUPUI when the curriculum was updated 5 years ago. These courses will not be active at IUPUI. All these courses have been subsumed IST. Susie Sloffer will check the course numbers to ensure that they are not being used by other courses. Given all the changes, the GSC will need a new program of study for Adult Education. The program of study needs to go through this same process.

**1. Course Change Request: D505**

D505 is a required course for graduation. The course title and description are being changed. The committee recommended a change on item #17 to remove the random characters.

- *Ray Haynes motioned to approve course change request EDUC-D505 with the following change: edit #17 needs to be edited to remove random characters.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**2. Course Change Request: D506**

D506 is also a required course, and it is also going through a title and description change.

- *Martha Nyikos motioned to approve course change request EDUC-D506 as presented.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

**3. Course Change Request: D524**

The changes in D524 are in regards to the course title and description. The committee recommended the following changes: edit “programs” under 9a, and under 9b, spell out “power” and abbreviate “programs,” and under ESI #4, edit the information to show as bullet points. The committee members were concerned that there could be some overlap between this course and a course in the Educational Leadership Program. The members recommended for the Adult Education faculty to have a conversation with Higher Education faculty before this course reaches remonstrance.

- *Ray Haynes motioned to approve course change request EDUC-D524 with the following changes: edit typo in the word “programs” under #9a, under #9b, spell out “power” and abbreviate “programs,” and under ESI #4, edit the information to show as bullet points.*

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<sup>2</sup> The Adult Education courses were voted on and approved at the IST faculty meeting on December 13<sup>th</sup>, 2012. D615 and D625 were tabled so faculty members from Higher Education and Adult Education could meet to discuss any concerns with possible overlapping courses.

- *Martha Nyikos seconded the motion.*
- *All in favor.*

**4. New Course Request: D-625**

D625 is a topics course with variable credit. Certain content needs to be added to this course request form. The committee decided to table D625 because it requires a lot of changes. This course will be discussed at the next meeting, February 7<sup>th</sup>.

**5. New Course Request: D525**

D525 is a core requirement. This course was introduced to the program 5 years ago with the growth of distance education in Adult Education. D525 focuses on systems perspectives using program planning for adults in a wide range of settings. Previously, this course existed on IUPUI only. The committee provided the following recommendations: under item #16, edit out the period at the beginning, insert “no” under item #17, under ESI #4, add bullet points to existing verbiage, and under ESI #5, change 150 to 15% so that the assignment points total 100%.

- *Ray Haynes motioned to approve new course request EDUC-D525 with the following changes: remove the period under item #16, under #17, insert “no,” under ESI #4 add bullet points to existing verbiage, and under ESI #5, change 150 to 15% so that the assignment points total 100%*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**6. New Course Request D615**

This course is an elective and it is taught every other year. Students from other disciplines such as Higher Education enroll in this class as well. Frank DiSilvestro’s name is listed as instructor because Ron White, the professor who teaches this course, is an adjunct professor. This course could be cross-listed with other courses in other programs. D615 is a 600 level course because it is an advanced master’s course with prerequisites. Also, 615 was the number for this course at IUPUI. The committee provided the following modifications to the request form: fix the word error under #8a, under #20, add world wide web, and under #17, change to “no.” The committee also discussed how this course overlaps with a course in Higher Education. Because of this concern, the committee decided to table this item so the faculty in Higher Education and Adult Education could check on courses that may overlap with D615.

**7. New Course Request: D640**

D640 is a capstone class that is required. The course was approved at IUPUI. The committee recommended the following changes: under item #17, enter “no,” under item #27, replace “than” with “not” to reflect “...deeper levels of learning not measured by grades...,” and under ESI #5, summarize the three main sections and remove the bullet points.

- *Luise McCarty motioned to approve new course request EDUC-D640 with the following changes, under item #17 enter “no,” under item #27, remove “than” and replace it with “not” to reflect “...deeper levels of learning not measured by grades...,” and under ESI #5, summarize more clearly the 100% and remove the bullet points.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**C. Proposal for Adult Education Minor<sup>3</sup>**

Tom Brush presented this agenda item. Adult Education faculty thought it would be wise to develop a proposal to offer a doctoral minor for both the students in the SOE and across campus. This is a 12-hour minor for Ed.D. and Ph.D. students. Adult Education faculty agreed to serve on students’ committees as minor advisors.

Next, the committee asked questions about the minor. Danielle DeSawal asked why three courses included on the sample program of study, D500, D512, and D600, were not included on the agenda as new courses or course changes. According to the presenters, they already exist on the IUB campus and they did not require any updates or changes.

Before the committee members voted, they noted a typo on the proposal and program of study. D613 should be changed D615.

- *Ray Haynes motioned to approve the doctoral minor in Adult Education with the following changes: change D613 to D615 on the proposal and program of study. This minor will be approved pending approval of D615 and D625, which were tabled at this meeting.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

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<sup>3</sup> The doctoral minor in Adult Education was voted on and approved at the IST faculty meeting on December 13<sup>th</sup>, 2012.

# GSC/RAFA Agenda

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**November 27, 2012 (11AM-12:30PM)**

**Schedule of guest presenters**

Suzanne Eckes– 11:00AM

**I. Review/Approval of Minutes from November 8, 2012**

**II. New Business**

A. Minor in School Law and Graduate Certificate in School Law (Suzanne Eckes)

**III. Discussion Items**

A. Committee Assignments: Beechler, Dissertation of the Year, and Fellowships



**Minutes from Meeting  
11:00am-12:30pm  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Danielle DeSawal, Katie Cierniak, Thu Suong Thi Nguyen, Robin Hughes, Susie Sloffer, Ghangis Carter, and Ray Haynes

**Absent:** Kylie Pepler (on leave for the semester), Luise McCarty (on sabbatical), Elizabeth Boling, Martha Nyikos, Beth Berghoff, Valarie Akerson and Jesse Steinfeldt

**Staff:** Avital Deskalo

**Presenters:** Suzanne Eckes and Janet Decker

I. New Business<sup>1</sup>

A. **Minor in Educational Law**

The ELPs department decided to create the Educational Law minor given student interest and the issues that are associated with the options available to earn an Education Law minor. Students who chose to enroll in the law school to earn in this minor experienced an issue because the classes were not taught frequently. The other options, creating an interdisciplinary minor or taking the educational law courses in place of other courses, were problematic as well. The minor consists of four courses: A608, A615, A675, and one elective course. Students will have flexibility in choosing the elective. Suzanne Eckes and Janet Decker will be the main advisors for the minor and they will also teach the courses. Several other instructors will be teaching the courses as well; they are listed in the proposal. In regards to estimated enrollment, Eckes anticipates about 5-7 students per year will enroll.

After Eckes' presentation, the committee members asked some questions. Ray Haynes said that his students might be interested in the Educational Law minor, and he inquired if the courses cover human resources issues, such as diversity and affirmative action. According to Eckes, topics such as affirmative action, employment discrimination, and distance impact of minority students are incorporated into A608. Next, Robin Hughes asked if a student could substitute one of the required courses in the minor. Given the flexible nature of the minor, Suzanne Eckes said substituting courses would probably be fine.

- *Ray Haynes motioned to approve the minor in Educational Law as presented.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

B. **Graduate Certificate in Educational Law**

According to Suzanne Eckes, IU is in a good position to offer an online Graduate Certificate in Educational Law. Additionally, this certificate is marketable to undergraduate and graduate students in China, as well as to students in rural areas. The certificate is 15 credits and the courses that are required have been taught online previously.

Next, the committee provided several recommendations for changes to the certificate. Susie Sloffer recommended removing "online" from the certificate title. Also, an indication that the certificate is offered completely online needs to be included in #1 and #2. Where the courses are listed on the form, they should be changed to bulleted or table form and the total credit

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<sup>1</sup> The Educational Law minor and Graduate Certificate in Educational Law were approved by the Educational Leadership Program on October 9<sup>th</sup> and by the ELPS Department on October 19<sup>th</sup>.

hours should be included. Concerning the courses, Danielle DeSawal suggested changing the language about the flexibility of A675. Under question #4 in section 4, it was suggested to change “occurring in K-12 schools” to “occurring in educational institutions,” since the certificate is focusing on K-12 and higher education. In regards to question #8 under section 4, Sloffer checked the last sentence to ensure that the language did not suggest that students are automatically accepted into ELPS as a result of earning the certificate. No changes needed to be made in that regard, but Sloffer recommended adding Education to Policy Studies to the sentence, to align with the department name. Finally, Ray Haynes suggested changing the language for “legally” under major student outcomes, to ensure that the sentence is not misconstrued.

Before the discussion ended, Ghangis Carter asked about transferring in courses to the certificate. Given that IU might want to control the quality of the certificate, Sloffer suggested that allowing students to transfer courses would not be preferred. Carter then recommended adding a note to indicate that students can’t transfer in credits, at which point Sloffer said that an indication about transferring credits is not included in other online certificates and might not be a favorable idea either.

- *Susie Sloffer motioned to approve the Graduate Certificate in Educational Law with the following changes:*
  - *Under the proposed title, take out “online”*
  - *Add clarification in section 1 and 2 that the courses will be offered completely online and that the courses are currently offered online*
  - *In section 2, list the total credit hours of 15 and change the listing of the courses to a table format*
  - *Add the criteria to A675 in regards to who would be required to take that course and where there would be flexibility*
  - *On section 4, change to “educational institutions”*
  - *On #8 of major student outcomes, change out “legally”*
  - *In section #8, add the word “Education” in front of Policy Studies to match the title of the program*
  - *Add a POS*
- *Ray Haynes seconded the motion*
- *All in favor.*

II. Review/approval of the minutes from November 8<sup>th</sup>, 2012

- *Susie Sloffer motioned to approve the minutes from November 8<sup>th</sup>, 2012, as presented.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

III. Discussion Items

**A. Subcommittee Assignments**

Before the committee meeting ended, Danielle DeSawal provided a brief update on the subcommittee assignments. Four members still need to be recruited for the Dissertation of the Year Award Committee. The Fellowships Committee will be established at the January committee meeting.



# GSC/RAFA Agenda

**November 8, 2012 (9:00-10:30am)**

**I. Review/Approval of Minutes from October 4, 2012**

**II. New Business**

A. Proposal for M.S. in Ed – Secondary General Track integrated into ST2T

**Schedule of guest presenters**

9:05AM— Bob Sherwood  
9:30AM— Hannah Schertz  
9:50AM— Tom Brush  
10:15AM— Mary Beth Hines

B. Proposal for Preparing Educators for Autism (PESA) Certificate Program

1. New Course Request: K631

2. New Course Request: K632

3. New Course Request: K633

4. New Course Request: K634

5. New Course Request: K635

**GSC/RAFA fourth meeting:**

**Rooms 2102 and 3138E**

**11-12:30PM**

Tuesday, November 27th

C. LCLE degree name change (Mary Beth Hines)

D. Name change from M.S. in Adult Education to M.S.Ed. in Adult Education (Tom Brush)

**III. Discussion Items**

A. Committee Assignments

**Minutes from Meeting  
9:00am-10:30am  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Danielle DeSawal, Beth Berghoff, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Robin Hughes, Susie Sloffer, Ghangis Carter, Valarie Akerson, Martha Nyikos, and Ray Haynes

**Absent:** Kylie Pepler (on leave for the semester), Luise McCarty (on sabbatical), and Jesse Steinfeldt

**Staff:** Avital Deskalo

**Presenters:** Bob Sherwood, Hannah Schertz, Tom Brush, and Mary Beth Hines

**I. New Business**

**A. Proposal for MS in Education Secondary General Track integrated into ST2T –**

Bob Sherwood presented this proposal to the committee. The rationale behind this proposal is for students to get licensure and a Master's simultaneously. One change from the original ST2T program is that the reading course was 2 credits and now it would be 3 credits. Also, the student teaching seminar would be integrated into student teaching. In the chart on the proposal, the number before the slash represents the credit hours that the students would take who were just in ST2T, and the number after the slash represents the credit hours that students would take who are trying to get the Master's more integrated.

The members raised some concerns about the proposal. The members were concerned if this was a separate program (were students admitted to Master's and ST2T). Bob Sherwood clarified that he wants to keep these as two separate admission programs. Because he doesn't want a joint admission program and a joint admission program has not been approved, he cannot advertise the integrated Master's and ST2T. Additionally, Susie Sloffer was concerned about the new student teaching requirements of 6 credits. Also, Elizabeth Boling raised the point that faculty members need to be aware of this plan so they can offer the required courses (e.g., Y520). Robin Hughes inquired about the possibility of offering more online courses or a Saturday course for students who are student teaching. **After the discussion, Sherwood decided to withdraw his proposal so he can use the committee's feedback and make some modifications.**

**B. Preparing Educators for Autism (PESA) Certificate Proposal –** Hannah Schertz presented this item to the committee. Before she began, Danielle DeSawal mentioned that Schertz brought the idea of the PESA certificate to the committee in December 2009, and the idea was approved. Today, she is requesting approval of the certificate and the new courses that are associated with the certificate. Schertz explained that the Special Education faculty members have been working on this program for a few years. The courses associated with the certificate will be taught online. Three out of five of the courses have been taught previously under K500. The courses have a strong focus on

research to practice and they were developed for upper level masters students and early stage doctoral students. Schertz noted, however, that there is some flexibility in regards to who is accepted into the program. Furthermore, Schertz has created guidelines for online communication so the students can achieve an optimal online learning experience.

Following Schertz's presentation, the committee members asked several questions about the proposal. Robin Hughes asked if any preliminary discussions occurred between the Special Education faculty at IUB and IUPUI. Schertz indicated that conversations have taken place regarding the SPEDFIST program, of which these courses belong. There have not been any conversations in specific regards to the PESA program. Schertz noted that several IUPUI students have enrolled in these courses. Next, Martha Nyikos inquired if the courses are available online only. Schertz said that all courses are taught fully online. She also mentioned the format of the courses. There is a weekly asynchronous discussion format and 4-5 live-video conferences during the semester. In addition, the weekly forum discussions are essential to the course, some of which will be graded. Elizabeth Boling asked if she anticipates that the students will enroll in the certificate along the way to a Master's or Doctoral degree. Schertz said yes, and she asserted that some students just enroll in the courses without enrolling in the certificate program. Boling recommended for Schertz to inventory which students are enrolled in the courses now, so this information can be used for marketing efforts put forth by the Office of the Vice Provost. Ray Haynes inquired about the learning outcomes, and how the faculty will be able to engage in all the online formats (synchronous and asynchronous discussions, etc). Schertz has been experiencing with online courses over the past few years and she has found a system that works for her. One of her strategies is that she only grades half of the discussions. In regards to her comment, Haynes asked if the students are informed that only half of the discussions will be graded. Schertz indicated that the grading information is available in the syllabus for the students (e.g., she will grade 5 out of 10 of the discussions). Next, Boling asked if Schertz would be teaching all these courses. Several different faculty members will be teaching the courses, including Hannah Schertz and Camilla McMahon. Beth Berghoff raised the concern that the title did not indicate that this was an online certificate program. Boling asserted that no one has considered the idea that the title needs to indicate that the certificate is online. She believes that the title as is will not serve to confuse people about where the certificate needs to go for approval.

Before the committee voted, DeSawal announced that she would add a suggestion to the motion requesting Lara Lackey to verify that the PESA certificate proposal and new course requests were voted on and approved by C&I faculty. Hughes also suggested for a conversation between IUB and IUPUI Special Education faculty to occur regarding the PESA certificate program.

- *Martha Nyikos motioned to accept the new certificate program request for Preparing Educators for Autism (PESA) as presented with the following caveats: we will contact Lara Lackey as interim chair of C&I and verify that a vote was taken by the faculty and make sure we have documentation from the*

*meeting minutes to reflect the vote and approval. We will also make sure that a conversation occurred among the Special Education faculty across the core campus environment to ensure that all faculty members who are impacted by this proposal were able to voice their questions or comments.*

- *Ray Haynes seconded the motion.*
- *All in favor.*

1. **New Course Request: K631-** This course is titled Introduction to Autism Spectrum Disorders. K531 focuses on a broad survey of the research, trends, and issues of Autism, a critical examination of what is known and unknown about ASD, and an examination of the perspectives of individuals with ASD and their families. The committee found two changes that need to be made on the request form and syllabus. On the course request form, #30 needs to be changed to “no”, and the course number needs to be reflected on the syllabus.

- *Susie Sloffer motioned to accept EDUC-K631 with the following changes: add “no” to #30 and change course number on syllabus to reflect the course number K631.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

2. **New Course Request: K632-** This course is titled Promoting Social Competency in ASD. K632 focuses on how social development happens in ASD. This course also focuses on how educators can create inclusive learning environments and specific strategies for interventions. The following changes need to be made: #23 (estimated enrollment) needs to reflect 100%, #21 (instructor name) needs to have an instructor’s name. Schertz recommended Camilla McMahon for #21. Also, the course number needs to be reflected on the syllabus.

- *Valarie Akerson motioned to approve EDUC-K632 with the following changes: add “Camilla McMahon” to #21, add 100% to #23, and change the syllabus to reflect the course number K632.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

3. **New Course Request: K633-** This course is titled Communication, Development, and Assessment in ASD. K633 addresses the unique developmental trajectories of social communication in ASD and assessment approaches that support individualized planning to build on strengths and interests. The course requires two changes: #23 on the request form needs to be changed to 100%, and the course number K633 needs to be reflected on the syllabus.

- *Susie Sloffer motioned to accept EDUC-K633 with the following changes: change #23 from 15 to 100, and change the syllabus to reflect the course number K633.*
- *Ray Haynes seconded the motion.*
- *All in favor.*



4. **New Course Request: K634**– This course is titled Preventing and Intervening with Challenging Behavior for Students with ASD. K634 focuses on disruptive behaviors and restrictive and repetitive behaviors. This course explores the unique behaviors associated with ASD, and the internal contributions and external environmental conditions that affect the behavior. Preventing and intervening strategies are discussed. The committee members suggested a few changes to the course request form: add the word “challenging” in front of behavior on #8b, add “Hannah Schertz” to #21, and change the course number on the syllabus to K634.
- *Ray Haynes motioned to accept EDUC-K634 with the following changes: on #8b add the word “challenging” in front of behavior; on #21 add “Hannah Schertz” and change syllabus to reflect K634 as the course number.*
  - *Katie Cierniak seconded the motion.*
  - *All in favor.*
5. **New Course Request: K635** – This course is titled Evidence-Based Professional Practice to Support School-Based Learning for Students with ASD. K635 focuses on how to intervene in specific academic areas, how to incorporate meaningful outcomes into family priorities, collaborate across disciplines and with families, build on strengths of students with ASD, and create peer supported learning opportunities. Ray Haynes expressed confusion with the term “meaningful outcomes.” Camilla McMahon indicated that meaningful outcomes are outcomes for students that will have an impact on student learning. For clarification purposes, the committee members provided a suggestion to change meaningful to individual and add “for students with ASD” after outcomes. The members also recommended changing the course title abbreviation on #8. Hannah Schertz will collaborate with Susie Sloffer and Elizabeth Boling to find an appropriate abbreviation. Also, on #21, “Camilla McMahon” needs to be added.
- *Katie Cierniak motioned to accept new course request EDUC-K635 with the following changes: on #8b, Hannah Schertz with work with Susie Sloffer and Elizabeth Boling to find a 30-character abbreviation that will work with the course title. On #16, “individual” will replace “meaningful” and “for students with ASD” will be added after outcomes (the new sentence will read “...identifying individual outcomes for students with ASD...”), and on #21 “Camilla McMahon” will be added. Course number K635 will be reflected on the course syllabus.*
  - *Martha Nyikos seconded the motion.*
  - *All in favor.*
- C. **Changing the M.S. in Adult Education to M.S.Ed. in Adult Education** – The SOE inherited the M.S. in Adult Education when Continuing Education as a school ceased to exist here on the Bloomington campus. The change from M.S. to M.S.Ed. is to align with the SOE, because the Master’s degrees in the SOE are M.S.Ed. The faculty in IST approved the change on November 6<sup>th</sup>, 2012.

- *Valarie Akerson motioned to accept the proposal to change the Adult Education degree from M.S. in Adult Education to M.S.Ed. in Adult Education.*
- *Ray Haynes seconded the motion*
- *All in favor.*

**D. LCLE major name change-** This proposal is to change the names of the academic majors to align with the new name of the department, Literacy, Culture, and Language Education. The faculty in LCLE voted to approve the major name change on October 10<sup>th</sup>, 2012. Four degrees will be impacted by this change (M.S.Ed., Ed.S., Ed.D., and Ph.D.).

- *Ray Haynes motioned to accept the major name change for the four degrees listed for LCLE.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

II. Review/approval of the minutes from October 4<sup>th</sup>, 2012

- *Susie Sloffer motioned to approve the minutes with the following changes: change R511 to R551 in Old Business.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

III. Discussion Items

**A. Verification from department chairs on agenda items-** Thu Suong Thi Nguyen initiated a discussion about the standard procedure for verifying that a program/department has approved an agenda item before it comes to the GSC/RAFA Committee. Danielle DeSawal responded by stating that the verification memo should include the date when the item was approved by the department/program. Then, Robin Hughes asked if the department chair should be appointed to send the memo. Previously, the departments just had to show evidence of a vote; the chair was not required to submit the memo. However, the members discussed the idea of implementing a procedure in which the department chairs provide confirmation of a vote and the date in their meeting minutes and then send the minutes to this committee. At the end of the discussion, the members agreed that this committee would request the department meeting minutes from the department chair, and request that there be language in the minutes showing both that the members voted and the results.

**B. Committee Assignments**

1. Beechler Committee: Janet Decker has joined this committee. Valarie Akerson will send out the request for applications soon.
2. Dissertation of the Year Award Committee: Martha Nyikos volunteered to chair this committee. Katie Cierniak joined the committee as a student member. Danielle DeSawal will start recruiting members from other departments.



# GSC/RAFA Agenda

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**October 4, 2012 (9:00-10:30am)**

**I. Review/Approval of Minutes from September 6, 2012**

**II. Old Business**

A. New Course Requests

1. R551

**Schedule of guest presenters**

9:00AM— Curt Bonk

10:00AM— Barbara Bichelmeyer

10:15AM— Keith Barton

**III. New Business**

A. New Course Requests

1. R678 (Curt Bonk)

B. Course Change Requests

1. R563 (Barbara Bichelmeyer)

**GSC/RAFA meetings for fall**

**Rooms 2102 and 3138E**

**9-10:30am**

Thursday, October 4th

Thursday, November 8th

Thursday, November 29th

C. Graduate Program Review Process (Danielle DeSawal)

D. MAT Elimination (Keith Barton)

**IV. Discussion Items**

A. Committee Assignments

B. Change meeting date/time for last meeting of the semester

**Minutes from Meeting  
9:00am-10:30am  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Danielle DeSawal, Beth Berghoff, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Robin Hughes, Susie Sloffer, Ghangis Carter, Valarie Akerson, and Ray Haynes

**Absent:** Kylie Pepler (on leave for the semester), Luise McCarty (on sabbatical), Jesse Steinfeldt, and Martha Nyikos

**Staff:** Avital Deskalo

**Presenters:** Curt Bonk, Danielle DeSawal, Barbara Bichelmeyer, and Keith Barton

I. New Business<sup>1</sup>

**A. New Course Request: R678-** Curt Bonk presented this agenda item to the committee.

This course was first taught as a topical seminar on the IUB and IUPUI campus in coordination with Dr. Ken Haye. Bonk briefly commented on the evolution of the course; he explained that the course initially focused on cognitive perspectives in using technology in science, reading, and math. Then in the early 90s, this course evolved to focus on e-learning and blending learning. Finally, it is now expanding to include various types of technology, such as Second Life Wikis, digital books, and e-books. This course will be offered in person and online. Bonk considers this course learner-centered; he offers a variety of options to students so they can pursue what they want. For example, if students want to focus on K-12 and look into the use of iPads and how to integrate them into science classes, they have the means to explore that topic in this class.

Next, he discussed the rationale for the course. Bonk indicated that now that the course will be official, rather than a topical seminar, students are more likely to get enrollment approval from their professors. This aspect is important because students from different programs (CLIS, Telecom, Informatics, and ELPs) enroll in this course. Additionally, Bonk reported that with the course title Emerging Learning Technologies, more students were signing up because this title exists on another campuses. Therefore, students can teach this course on other campuses in the future. Bonk also mentioned that since the EdD program is online, R678 will be an important class for these students.

The committee opened up the floor for questions and comments. Robin Hughes asked if this would be good for a two-course sequence given all the readings in the 64-page syllabus, although some aren't required. Bonk stated that he's not expecting the students to read more than 5-10% of the syllabus. Everyone reads three articles a week and four "Tidbits," which Bonk includes to show that everyone (i.e., New York Times

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<sup>1</sup> New courses R678 and R563 were approved by the IST Faculty committee on May 3, 2012.

and other news sources) is talking about technology. Students are also required to provide a summary on the “Tidbits.” The syllabus is long to accommodate different student interests; there is not that much more work, just more choice. Next, Thu Suong Thi Nguyen mentioned that the syllabus does not reflect the R678 course number. Danielle DeSawal indicated that a few items on the course request form needed to be changed as well, such as adding web-based to the instructional mode under item #20 and adding percentages to ESI #5.

Before the committee voted, Bonk asked the IUPUI members if they knew whom he could contact to offer his courses at IUPUI. Monique Simms is the new person to contact at IUPUI. Also, DeSawal offered to help because she teaches a class in video-conference mode with students from IUB and IUPUI. Bonk thought it would be a good idea to meet with her.

- *Susie Sloffer motioned to approve new course request EDUC- R-678 with the following changes: Curt Bonk will go back to add additional instructional modes to #20 to reflect the online nature of the course, he will change ESI 5 to include percentages for the assignments listed, and he will make the change on the syllabus so it reflects the right course number, R-678.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

**B. Graduate Program Review Process** – Danielle DeSawal provided a brief overview of the subcommittee’s role in developing the Graduate Program Review Process. The subcommittee spent some good time over the spring and summer drafting up the process. DeSawal explained that the subcommittee used other schools’ program review processes as a model, but created the draft unique to the SOE. DeSawal also mentioned that the draft includes the institution’s mission for excellence, the guidelines from the graduate school, and specific guiding questions for the department to look at their strategic direction. The process is supposed to be flexible in allowing programs to create their own graduate program review process, so there are some guiding questions for each program to look at that issue or topic within the area in which they are doing the review. At the very end of the draft, there is a timeline that EXB has worked on with departments to see what the program review process will look like over the next 5 years. Departments have been involved in that conversation at this point, so the review process has not been a surprise. After the committee votes on this draft, it will be sent to Policy Council for further approval.

Elizabeth Boling mentioned that the committee would include Joyce Alexander’s comments in the draft that we approve today. She opened up the floor for comments and suggestions. Several committee members raised a few questions regarding the draft and review process.

Robin Hughes asked if this is the program review process for IUB programs. DeSawal said yes, but down the road the Urban Education program, which will be a program at IUPUI, will be included in the program review process. Hughes also inquired if Boling or DeSawal will take on an advisory role for programs? Boling and Joyce Alexander

might take on advisory roles. Currently, the GSO is working with ETS to gather data on departments so they can give that information to the departments, which will help with the review. Boling mentioned that the departments take the guidelines and answer them according to the uniqueness of their respective programs. She is unsure if this is a process with so much mandated consistency; ultimately UGS is requiring the review process. Boling reiterated that the departments are leading the review processes.

Ray Haynes raised the issue that since the mandate is coming from UGS, we should know the required components for the self-study portion of the review. Boling responded by stating that the main questions that are put forward by UGS are incorporated in the process. This is a campus policy and UGS is simply requesting for the policy to be implemented consistently. However, Ray Haynes still wondered if UGS might send the review back and request more information. Because of this potential problem, he explained, we might want to ask UGS to make sure we are including everything. Boling asserted that we might want to consult UGS down the road, but for now, we probably won't get much attention from that question.

Next, Thu Suong Thi Nyugen inquired about the timeline and if the EdD in ELPS exists. Nyugen was correct and the EdD in ELPS needs to be removed. She also asked if the EdD is supposed to say PhD. Boling will check and see if the PhD in ELPS should be added to that section. Also concerning the timeline, Boling briefly mentioned that Joyce Alexander requested for the Learning Sciences and Human Development programs to be reviewed separately. As indicated in the comment section, Human Development should be reviewed in year 3, and Learning Sciences in year 5. The comment is attached to MSED but applies to the PhD too.

Nguyen asked about the financial support on page 8, where it is indicated that IUB programs will be budgeted at a maximum of \$2500 per review. Does this apply to IUB and IUPUI? We can ask if Joyce Alexander wanted to approve the financial support for both campuses, or talk to Pat Hogan to see what can be budgeted at IUPUI. The only program that is not core campus is Urban Education. Joyce Alexander will touch base with IUPUI regarding the plan for Urban Ed.

Next, the committee members provided some changes for the draft. Susie Sloffer suggested adding the word alignment on the 1<sup>st</sup> page under 7h, replacing the word compliance. Haynes made a comment about enrollment trends on page 3 under item D. He indicated that the committee might want to include a marketing plan related to identifying populations that the SOE programs aren't reaching. Haynes further explained that if the SOE commits to a marketing plan and starts brainstorming, the next step is to produce some tangible strategy. Boling agreed with Haynes' suggestion, and she also recommended incorporating recruitment as a term in this section, which would be consistent with the framing question section on recruitment and yield.

Ghangis Carter suggested said to add Enhancing to the title of Diversity on page 11, under item 3. Haynes agreed, and stated that it is important to include active statements. Also in regards to diversity, Haynes recommended adding a framing question asking if departments have taken advantage of extra efforts to recruit

students, to align with graduate school and university-wide policies. The committee members brainstormed different ideas, and they finally agreed with adding the following 5<sup>th</sup> framing question (or something similar): does the unit take advantage of mechanisms in place to align the efforts to increase diversity with university and graduate school policy initiatives?

- *Susie Sloffer motioned to approve the graduate program review process with the following changes: replace “compliance” with “alignment” under 7h on page 1; eliminate ELPS EdD. on the timeline and check if the ELPS PhD should take its place in year 2; incorporate recruitment under D on page 3; add “Enhancing” to the Diversity component, item 3 on page 11; and add a 5<sup>th</sup> framing question to the Diversity component, this question or something similar: does the unit take advantage of mechanisms in place to align the efforts to increase diversity with university and graduate school policy initiatives? We will get the changes put into draft and then send it to the committee for one final check before sending to PC. We will make sure that the committee can view it one more time before it heads to PC, to ensure that all comments from meeting are represented.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

**C. New Course Request: R563** - Barbara Bichelmeyer presented the rationale for the new course request R563. This course was previously titled Business and Economic Dimensions of Training and Performance Improvement and primarily taught by James Pershing. The point of the course was to explain the overarching relationship between training and performance improvement, but James Pershing was trained as an economist so he taught the course from an investments standpoint. Bichelmeyer took over the course and offered it as an umbrella with three areas of focus: instructional technologists, instructional design, and human performance effectiveness. She indicated that the most important feature of this course was probably to see the relationship between design and human performance. In short, instead of focusing on return on investment and economic equations, this course will focus on human performance in terms of the principles of instructional design. Given this change, there is a fair amount of modification in regards to the structure and presentation of the course. This is a core course for WLPI (Workplace Learning and Performance Improvement) students. There are also students from C&I who enroll in this course.

Next, the committee was invited to ask questions or provide suggestions for this course. Since the course is required for some students, #27 on the course request form should be changed to “yes.” Besides the change under #27, there were no other questions or comments regarding R563.

- *Susie Sloffer motioned to approve new course request EDUC-R563 with the following changes: #27 will move from “no” to “yes,” and Barbara Bichelmeyer will make sure that #9a and b aligns with the syllabus title.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

**D. Discontinuing the Masters of Art in Teaching Social Studies** – Keith Barton presented this agenda item. This particular program began 10-15 years ago as a grant funded professional development program. When the grant ran out, the program continued. Barton explained that in every place in the country, MAT is a certification program, but not here at IU. There have been very few student applicants, and this program caused a lot of confusion because students wanted a certificate and that was not what this MAT degree program offered. Over the past two years, only two students have applied, and both of these students would have been served just as well with a Master's in social studies. In short, Barton indicated that the program is redundant.

Danielle DeSawal asked if there were any consequences associated with the elimination? Barton could not think of any, since there is already a graduate certification program that would otherwise serve the function of this degree. Ray Haynes inquired if the degree needs to be cleared with the graduate school since they own the degree. Elizabeth Boling asserted that this was an interdisciplinary degree, so it belongs to the SOE and UGS, so UGS will have to agree to get rid of the degree, but Boling does not foresee any objection from them. Additionally, they don't have to agree before the committee votes. Barton reiterated that students could accomplish the same thing by enrolling in the Masters in Social Studies; they will still take courses in the College of Arts and Sciences and the SOE, which is similar to the course requirements for the degree that is being eliminated. There was no specific course work for the MAT in Teaching Social Studies; students were required to take 24 credits in the College of Arts and Sciences and 12 credits in the SOE, with their advisors' approval. Because the students could choose which courses they took in the college and SOE, the integrity of the program depended on the advising.

Given that there is no specific coursework for this degree, DeSawal asked if Barton wanted to clarify on the memo that no courses will be discontinued as a result of the discontinuation of this program. Barton and the committee agreed. There were no further suggestions or questions.

- *Valarie Akerson motioned to approve the proposal to discontinue the MAT in Social Studies with the addition of the statement that no courses will be discontinued as a result of the discontinuation of this program.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

**II. Review/approval of minutes from September 6, 2012**

- *Valarie Akerson motioned to approve the minutes from September 6<sup>th</sup>, 2012, with the following change: add Ray Haynes to the presenters list.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

III. Old Business

A. **New Course Request: R551-** The committee put this course on hold so the instructor could check with two of her colleagues who have similar courses, to ensure there was no significant overlap. The instructor reported that there was no significant overlap between the three courses. Also, now that the three instructors know what each of the classes offer, they can help advise students on which course the students should take. There were no changes to the course request form for R551, so the instructor did not have to attend this meeting.

- *Susie Sloffer motioned to approve new course request EDUC-R551 as presented.*
- *Ray Haynes seconded the motion*
- *All in favor.*

IV. Discussion

A. **Changing 4<sup>th</sup> meeting date:** Danielle DeSawal is unable to attend the November 29<sup>th</sup> meeting, and the committee wanted to ensure that the new member, Jesse Steinfeldt, could attend one of the meetings, so the fourth meeting date will be changed. Avital Deskalo will send out a scheduling poll.

B. **Committee Assignments:** The committee members volunteered to join the Beechler Award Subcommittee. Valarie Akerson will chair the subcommittee, and Ray Haynes and Ghangis Carter will take on member roles. Danielle DeSawal will look into another department representative for this subcommittee. At the next meeting, the committee will form the Dissertation of the Year Award Subcommittee.



# GSC/RAFA Agenda

**September 6, 2012 (9:00-10:30am)**

## **I. Introduction**

- A. Review of Committee
- B. Nominations

## **II. Review/Approval of Minutes from April 3, 2012**

## **III. New Business**

### **A. Course Change Requests**

- 1. R511 (Yonjoo Cho)
- 2. R620 (Ray Haynes)
- 3. R621 (Yonjoo Cho)

### **B. New Course Requests**

- 1. G650 (Rex Stockton)
- 2. G690 (Rex Stockton)
- 3. C678 (Vic Borden)
- 4. R551 (Yonjoo Cho)

### **C. Program Revisions/Approvals**

- 1. Certificate in Institutional Research (Vic Borden)

### **D. Policy Revisions**

- 1. Leave for Graduate Students

## **IV. Discussion Items**

- A. Committee Assignments
- B. Qualifying Exam Policy
- C. Dissertation Prospectus Policy
- D. Graduate Program Review Process

### **Schedule of guest presenters**

9:10 AM— Rex Stockton  
9:20 AM— Vic Border  
9:35AM — Yonjoo Cho  
9:50AM — Ray Haynes

### **GSC/RAFA meetings for fall Rooms 2102 and 3138E 9-10:30am**

Thursday, September 6th  
Thursday, October 4th  
Thursday, November 8th  
Thursday, November 29th



**Minutes from Meeting  
9:00am-10:30am  
Rooms 2102 (Bloomington) and 3138E (Indianapolis)**

**Members Present:** Danielle DeSawal, Beth Berghoff, Elizabeth Boling, Katie Cierniak, Thu Suong Thi Nguyen, Robin Hughes, Susie Sloffer, Ghangis Carter, Martha Nyikos, and Ray Haynes

**Absent:** Lara Lackey (requires alternate), Kylie Peppler (on leave for the semester), Valarie Akerson, and Luise McCarty (on sabbatical)

**Staff:** Avital Deskalo

**Presenters:** Rex Stockton, Vic Borden, Ray Haynes, and Yonjoo Cho

**I. Introductions**

**A. Review of Committee-** Danielle DeSawal, last year's chair, briefly described the responsibilities of the committee. Following her introduction, each member introduced himself and herself.

**B. Nominations-** It was recorded in the September 2011 minutes that the 2011-2012 year would be Danielle DeSawal's last year as chair. However, upon reflection, she volunteered to resume her role as chair this year, given the members' other professional responsibilities.

The committee opened up the floor for nominations for GSC/RAFA chair for the 2012-2013 year. Thu Suong Thi Nguyen nominated Danielle DeSawal as chair, and Susie Sloffer seconded.

- *Elizabeth Boling motioned to accept the nominations for Danielle DeSawal as chair of the GSC/RAFA for the 2012-2013 academic year.*
- *All in favor.*

**II. New Business**

**A. New Course Request: G690-** Rex Stockton presented new course request G690 to the committee. Previously, this research course was a 500 level course, but the request came through as a new course request. To reflect its doctoral and rigorous character, the course is simply elevating to a 600 level course number.

Discussion ensued regarding the course request. Katie Cierniak inquired if this course would come later in the program, given the statement in the request form indicating that a student needs 36 credits before taking the course. Stockton stated that students usually come in with their Master's, so the 36 credits requirement is feasible. Students enroll in G690 for individual research credit. Next, Susie Sloffer asked about item #29 on the request form; the item should say "yes," because the information for the students' literature reviews should be in the library. Stockton agreed, and the committee proceeded to approve the course request.

- *Ray Haynes motioned to accept new course request G690 with the following change: item #29 we will change from no to yes regarding the library reading materials availability.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**B. New Course Request: G650-** Similar to G690, G650 was previously a 500 level course but came through the system as a new course request. G650 provides doctoral students with topical seminars to structure their dissertations, so they can develop new ideas they can use for their dissertation. Students taking this course are pre-dissertation. Different professors will teach varying topics.

The committee members raised a few questions regarding the new course request. Thu Suong Thi Nguyen asked about the sample syllabus, which is a Cognitive Behavioral Therapy course offered as G650 and P650. This course is joint-listed, according to Susie Sloffer, because students can take this course as P650. Therefore, on the course request form, UGS2a needs to be changed to yes and UGS2b needs to be changed to P650. Next, Beth Berghoff inquired if the course was variable title. Given that G650 is a topical seminar with varying topics, it is indeed variable title, so #14 on the requires a change to “yes.” Danielle DeSawal asked if #17 should remain blank; Sloffer said yes.

- *Susie Sloffer motioned to approve new course request EDUC-G650, with the following changes: UGS2a needs to be changed to yes, UGS2b needs to be changed to P650, and #14 needs to be changed to “yes.”*
- *Ray Haynes seconded the motion.*
- *All in favor.*

**New Course Requests G690 and G650 were approved by the counseling faculty on April 4<sup>th</sup>, 2012.**

**C. New Course Request: C678-** Vic Borden presented new course request C678 to the committee, which is directly linked to the certificate request for Institution of Research. This course was originally offered as six 1-credit modules. However, the faculty believed that it was more feasible to repackage the six 1-credit modules as two 3-credit courses. So, both were offered, Foundations for Institutional Research and Advanced Institutional Research as C750 special topic courses. The foundations course is now C661, and the advanced institutional research is now C678.

C678 is a project capstone course. Students are required to complete three independent projects with an option to complete one integrated project, which can serve as the Early Inquiry project. Furthermore, portfolio preparation is now integrated into this course. Specifically, it is built into the workshop aspect of this course. Borden briefly explained the three components of the course. The first component is to develop and formulate the projects, which will take place during the first 4-5 weeks of the course. Next, there will be a series of workshops that Borden leads, covering topics such as data manipulation, spread sheets, data descriptively first and then basic statistical

analyses (regression analysis) and portfolio workshop. For the portfolio workshop, the class will look at the tools that are available at this point, such as Weebly and Dreamweaver. Finally, the students will finish the three projects and present to the class on their overall projects but focus in depth on one of them. At the end of the course, the students will have completed their portfolio.

Discussion ensued after Borden's presentation. The committee noted two areas on the request form that needed to be modified: item #18a needs to be changed to "no" because the course is not repeatable for credit, which would make b and c blank, and under ESI 5, percentages per assignment need to be added.

- *Ray Haynes motioned to approve new course request EDUC-C678 with the following changes: 18a will shift from "yes" to "no," which will then make b and c blank, and ESI 5 will represent the percentages that are already present in the syllabus.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**D. Institution for Research Certificate-** represented as new certificate given the significant changes, which is noted under I (Why is this certificate needed?) on the proposal form. Previously, this certificate was nationally funded and offered as a Post-Master's certificate. Students reserved a spot in the National Data and Policy Institute in Washington D.C., but when funding ran out, students could no longer do that because it became highly competitive. There were about 40 slots and 600 applicants; therefore, the faculty had to accommodate for that change.

There were several significant changes to the certificate. For example, the faculty dropped C665, which was previously the admin course. Also, the web modules were incorporated into two 3-credit courses (C661 and C678). Further, Vic Borden indicated that their market was too small so they revised the certificate to open up enrollment more broadly to other students. Consequently, another substantial change was to accommodate a diverse pool of students (Master's, post Master's, Post doctoral). Students applying for this certificate need to have a Bachelor's Degree. In regards to changes to the actual course work, the certificate moved to two electives, the number of electives were increased, and C-664 was now required instead of C-665. Also, C-565 was included to accommodate students at the Master's level. Finally, the admissions requirement was added, which is mostly standard, except with the provision to accommodate students who have been working in the field. That is, the GRE is not required for these students; instead, they need a recommendation from their employee who can comment on their skills. After Borden's presentation, Danielle DeSawal mentioned that a sample Program of Studies was created to represent a student's coursework in this certification program.

Next, the committee provided several questions and comments regarding the certificate. Elizabeth Boling mentioned that this certificate meets the 15-credit requirement by having 19 required credits. Ray Haynes raised a concern that #2 on the

first page and admissions criteria are confusing, where it says, “Enable students from outside the School of Education’s Educational Leadership and Policy Studies doctoral programs to participate in the program...” Borden clarified that the original certificate required students to be admitted to a doctoral program in ELPS, so this new certificate is moving away from this requirement, by allowing any student, even working professionals, to apply. Still, Haynes found that #2 on the first page and the admissions criteria contradicted one another, and might be confusing to students. Borden indicated that the information on the first page is background information, and students will only see the admissions criteria on the website. However, Borden noted the importance of clarifying the admissions criteria to avoid potential confusion. In regards to the GRE waiver, Boling inquired how the applicants would document their three years of experience to have the GRE requirement waived. There is currently no requirement for the applicants to add a CV or resume to their application. Borden suggested adding verbiage to require students to include a resume in their application. On the topic of the GRE, Katie Cierniak asked if this requirement would be waived for students with Master’s degree in a program that doesn’t require the GRE. Borden said no; the GRE can only be waived for students with three years of experience.

- *Ray Haynes motioned to approve the revisions that are posted to the Graduate Certificate in Institutional Research, with the following amendment: on page 6, under GRE score, in the first sentence, after the word must, put “provide a resume and.”*
- *Susie Sloffer seconded the motion*
- *All in favor.*

**New Course Request C678 and the Graduate Certificate in Institutional Research were approved by the ELPS and HESA faculty on August 30, 2012.**

**E. Course Change Request: R511** – Yonjoo Cho presented the course changes to the committee. First, the title was changed from Foundations to Instructional and Performance Technologies Foundations to emphasize performance. The content was also changed to extend the scope of the performance component of the course. There are now three models in the course: instructional technology, human performance technology, and career and professional development. The goal of this course change is to recruit more students who have diverse experiences, such as students who worked in the Coast Guard or Human Resources.

Next, the committee members recommended a few changes to the request form. Danielle DeSawal mentioned a few items that require changes. Under item #13, 45 contact hours needs to be added. Also, for item #22, the instructor’s name (Yonjoo Cho) needs to be listed. Under #23, estimated enrollment needs to reflect the number of students enrolled, which is fifteen. Percentage of graduate student enrollment, item #24, needs to reflect 100%. Finally, under #25, frequency of schedule needs to reflect once per term.

- *Beth Berghoff motioned to approve course change EDUC-R511 with the following changes: #13, add 45 contact hours, #22 add Yonjoo Cho as the*

*instructor, #23 should be 15, #24 should reflect 100%, and #25 will be changed to once per term or the equivalent under the drop down menu.*

- *Katie seconded the motion.*
- *All in favor.*

**F. Course Change Request: R621-** R621 is a required course for the Learning Performance track in Instructional Systems Technology. The IST faculty found the current title too narrow, so the title was changed to Analysis for Instruction and Performance Improvement. The content is changing, for example, a case study and several presentations are integrated into this course. Additionally, students are asked to find real organizations of diverse contexts, not only just k-12, but also non-profit organizations. Another component was changed in terms of assessment, in which the students will seek clients' feedback for 10% of their grade.

Similar adjustments that were required to R511 are also required for R621. Under #13, contact hours needs to reflect 45, #19 needs to be changed to no, since it is not repeatable for credit. Further, #19d, multiple enrollments should be changed to "no." Finally, item #'s 22, 23, and 24 need to reflect the following: Yonjoo Cho, 15, and 100%, respectively.

- *Ray Haynes motioned to approve course change request EDUC-R621 with the following changes: #13 add 45, #19a change to no, which should then populate #19b and #19c, and they need to reflect 3 and 1, respectively. Under #19d, "no" needs to be changed to "yes." Item #22 needs to reflect the instructor, Yonjoo Cho, #23 needs to be adjusted to 15, and #24, needs to reflect 100%.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**G. New Course Request: R551 –** R551 is required as part of the Learning Performance Track in Instructional Systems Technology. The purpose of this course is teaching students to become familiar with three learning theories while simultaneously emphasizing individual differences. However, the topic of how learning occurs in organizations was not covered previously. To target all three objectives, the course will not only require students to complete activities on different topics, but also require students to read case studies in different organizations. For example, students will choose a particular organization and devise an implementation model to improve the level of learning in typical context. Further, students will produce a capstone project – website, training in development program—a learning platform that will be used to improve organizational learning in a particular context. The course objectives will integrate theory and practice.

Danielle DeSawal mentioned that this course is focused on diverse contexts, but Yonjoo Cho should check that R551 would not overlap with other courses in different programs, such as C664. According to DeSawal, there needs to be clear understanding because the titles might be confusing to students, so a clear definition is warranted.

Based on this concern, DeSawal suggested either to move this course forward with the recommendation that Yonjoo Cho speak with HESA and ELPS faculty, or she can have the conversation with the HESA and ELPS faculty first. The committee agreed that Yonjoo Cho should have the conversation first before R551 is approved by the GSC/RAFA committee. Perhaps a joint-list option could ensue. **The committee will postpone the vote, but send the recommendation for Yonjoo Cho to speak with the faculty in ELPS and HESA. DeSawal will send her the names of the faculty who are in charge of similar course.**

- H. Course Change Request: R620-** Ray Haynes presented course change request R620. He began by explaining that this course change request was part of IST's goal to broaden their scope. At one point this course was called Instructional Task Analysis; the new title is Task and Process Analysis for Performance Improvement. This is a seminar course, which give students significant exposure to aspects of performance improvement. This course focuses on students gaining exposure on doctoral work expertise, starting with job/task analysis. Also, students are given two major projects in course. The first project is to create a process map or flowchart of the process. The second project requires students to conduct a specific job analysis--a specific job position or document work expertise-- which includes analyses such as knowledge topic analyses and the analyses of systems task. In a nutshell, the course change is moving task analysis from the domain of instructional design to the domain of work and performance improvement.

R620 requires similar adjustments to the request form as required by R621 and R511. For example, item #22 list the instructor Ray Haynes, item #23 needs to reflect 15 students, item #24 needs to change to 100% enrollment, and item # 13 needs to reflect 45 contact hours. In regards to #30, because certain readings will be available in the e-reserve, then they are also available in the libraries. Therefore, item #30 should be changed to "yes," and item #31 should be changed to "no."

- *Susie Sloffer motioned to approve course change request EDUC-R620 with the following changes: list 45 for #13, #22 list Ray Haynes as instructor, #23 list 15, #24 list 100%, #30 list yes, and #31 list no.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**Course Change Requests R511, R621, and R620 and New Course Request R551 were approved by the IST faculty on May 3, 2012.**

- I. Changes to Leave for Graduate Students (LGS)-** Elizabeth Boling presented a couple small amendments to the LGS documents. Campus has changed the Family Leave eligibility for birth/adoption to 6 months before or after instead of 12. Consequently, we need to revise LGS to reflect 6 months as well. These changes are just to be aligned with the institution.

Furthermore, minor adjustments were made to the FAQ in two places. The purpose of these modifications are to clarify that students with SAA need to submit a document



from their employers indicating how their responsibilities will be covered during leave, what financial adjustments will be made, etc.

- *Beth Berghoff motioned to approve the changes as submitted for the three documents that are associated with Leave for Graduate Students, which will be the policy, form, and FAQ.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

III. **Review/approval of minutes from April 3, 2012**

- *Susie Sloffer motioned to approve the minutes from April 3, 2012, with the following change: move Ghangis Carter from absent to present.*
- *Katie Cierniak seconded the motion.*
- *All in favor.*

IV. Discussion Items

- A. Qualifying Exam Policy and Dissertation Prospectus Policy** –The GSC/RAFA Agenda committee proposed the establishment of an OnCourse site to post statement of issues, such as the qualifying exam policy and dissertation prospectus policy. The GSC/RAFA Committee will first agree on a statement at the next meeting (October 4<sup>th</sup>), then, the discussion will move to OnCourse for faculty input before the committee votes on the policy changes at the third meeting (November 8<sup>th</sup>). The purpose of the site is to gain an idea of why people are not putting this policy into practice. In short, the GSC/RAFA will present the issues at the 2<sup>nd</sup> meeting and then use the forum as a great resource of capturing the data in one place.
- B. Graduate Program Review Process** –Joyce Alexander, Executive Associate Dean, requested that this committee, at request of the university, provide a timeline for graduate programs that are not accredited. The Graduate Program Review process was provided on behalf of the subcommittee. Joyce Alexander included her comments on the document in the right margins. The entire document is grounded in practices that already exist at equivalent institutions. Furthermore, the subcommittee ensured in the end that the process was addressing the needs of the School of Education and core campus environments. Danielle DeSawal requested that between now and the second committee meeting on October 4<sup>th</sup>, the committee reviews this document and present changes/additions so we can vote on the document by the October meeting. Then, the document will move on to Policy Council at that point with the committee's changes, so the review process can be implemented as soon as possible.
- C. Committee Assignments** – The committee will discuss committee assignments at the October 4<sup>th</sup> meeting.

**The committee meeting ended at 10:35am.**

# GSC/RAFA Agenda

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**April 3, 2012 (10:00am-11:30am)**

**Schedule of guest presenters**

10:00 AM— Suzanne Eckes  
10:30 AM— Marjorie Manifold  
11:00 AM — Flip Robison

**I. Review/Approval of Minutes from February 28, 2012**

**II. New Business**

A. GRE Waiver for Master's in Educational Leadership (Suzanne Eckes)

B. Approval of High Ability License Program (Marjorie Manifold)

1. Course Change Requests: W551, W552, W595, and Z510

C. New Course Request: Y604 (Rob Helfenbein)

D. GRE Waiver for Master's in School Counseling (Flip Robison)

**III. Discussion Items**

A. Committee Assignments: Beechler, Dissertation of the Year Award, Fellowships (Dean's Fellowship Award and Privately-Funded Fellowships), and Graduate Program Reviews Process

1) Beechler recipients: **Mary Soylu (C&I), Yunhee Kim (C&I), Vanashri Nargund-Joshi (C&I), Jim Geiser (ELPS), Jacqueline Sydnor (LCLE), Hsiao-Chin Kuo (LCLE), and Miguel Lara (IST)**

2) Dissertation of the Year recipient: **Janet Decker (ELPS)**

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

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

**Absent:** Kylie Peppler, Elizabeth Boling, and Thu Suong Thi Nguyen

**Staff:** Avital Deskalo

**Presenters:** Suzanne Eckes, Marjorie Manifold, and Flip Robison

**I. New Business**

**A. Proposal for GRE Waiver for the Master's in Educational Leadership-** Suzanne Eckes presented the GRE Waiver proposal to the committee. She conveyed why the Educational Leadership program has decided to waive the GRE for their Master's program. Eckes indicated that the students applying to the Master's in Educational Leadership are often coming back to school after several years of teaching experience, so they have been out of school for the long time. As such, they are not familiar with the GRE testing domains; some of the applicants have not taken math in over 20 years. Additionally, the GRE is costly and takes up a lot of time. Further, the literature on test scores Eckes continued to elucidate that the GRE isn't very helpful; letter of recommendations, who is writing the recommendations, writing prompts, and interviews are often better indicators of success in the program.

The Educational Leadership program did some research and learned that programs in Curriculum and Instruction waive the GRE when applicants have GPAs over 3.0. In Ed. Leadership, the GRE is already waived for applicants with GPAs over 3.4, and Eckes explained that the Educational Leadership program considered lowering the GRE requirement to applicants with GPAs of 3.0; however, that course of action would actually lower the program's standards. Therefore, the program decided to waive the GRE completely. The Ed. Leadership program and ELPS department have already approved the proposal. Before the committee voted, Ray Haynes voiced that he agreed with Eckes and praised Ed. Leadership's decision to waive the GRE.

- *Ray Haynes motioned to approve the proposal for the GRE waiver for the Master's in the Educational Leadership program, as presented.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

**B. New Course Request: Y604-** Rob Helfenbein presented the new course request for Y604, which is actually a matching course request so Y604 will be offered on the IUPUI campus. Helfenbein stated that Y604 has been a long-standing course at IUB, and as more doctoral students begin taking courses at IUPUI, there is a need for a statistical analysis course on campus. Additionally, Y604 will be required for the first cohort of the Urban Education Program in fall 2012. At this point, Helfenbein noted that a packet of courses will be coming

to the GSC for approval so they can be offered on the IUPUI campus. He added that there will be distance courses offered, but the Urban Education Program wants to ensure that students are able to take the required courses on campus. Helfenbein indicated that Gary Pike will be teaching Y604.

- *Valarie Akerson motioned to approve the new course request EDUC-Y604, but in actuality it is a matching course to have the course on the IUPUI campus as it is on the IUB campus, with the following change, on item #12, add 45 as contact hours. Given that Josh Smith is out of town, we will ask Jane Kaho if she can make that change for the document to continue to move forward.*
- *Lara Lackey seconded the motion.*
- *All in favor.*

**C. Approval of High Ability License Program and course change requests for W551, W552, W595, and Z510-**

Marjorie Manifold presented the High Ability License Program and course change requests to the committee. Before she began the discussion, Danielle DeSawal briefly mentioned that the licensure aspect of the program has been approved by the Committee on Teacher Education. Manifold initiated the discussion by explaining the changes to the program. She indicated that the state has required changes to the Gifted and Talented Program, which is why the program has changed its name to High Ability License Program. Manifold indicated that the program has changed the wording to align with the state's requirements. Additionally, the High Ability License Program has been changed from 15 credits to 12 credits in order to increase the attractiveness of the program. To accommodate the credit change, the content from different courses have been combined. Also, the courses will be offered more frequently in the summer.

In regards to the course changes, some of the courses that were required have been cross-listed. However, the program wanted the course sequence to be more streamlined, so the program chose 4 course numbers and took information from the cross-listed courses. As a result, 5 courses of information were packed into 4 courses. Manifold explained that the 4 courses do not have to be taken in particular sequence, which adds to the flexibility of the program. Additionally, the language in the course titles, request forms, and syllabi has been changed from gifted and talented to high ability. The 4 courses include: W551, W552, W595, and Z510. All 4 courses are blended courses, in which 30 contact hours are completed on campus (one week) and 15 hours are completed on-line. The students receive their grades at the end of the summer. In regards to the specific courses, Manifold explained that W551 is considered a foundation course. Z510 was originally titled Creativity, but the title has been changed to Art, which makes the course more malleable.

The committee asked a few questions about the program. First, DeSawal inquired if there will be a new Program of Studies for the program? Manifold indicated that the current Program of Studies is still approved by the state so it does not need to be changed. Lara Lackey asked if this High Ability Program will offer classes online, similar to two High Ability Programs offered at different universities in Indiana. Manifold responded that the program offered at IU provides a unique opportunity for students to get feedback from other students and professors, and students appreciate the person-to-person contact. Then, Lackey

asked if the week was more like a workshop instead of a seminar. Manifold indicated that the coursework during that week contain a lot of readings, and the courses should be considered intensive seminars because the students are doing research, collaborating with others, presenting their findings, etc. Manifold added that the out of class work is considered hands-on activities. Luise McCarty asked if the courses would be offered during the school year. Manifold responded that the courses have always been taught in the summer, but if there are changes, then the program would be offered during the year, and all 45 contact hours for each course will be taught on-campus. Next, Lackey asked if the majority of students enrolled in this program are from Art Education? Manifold stated that only 20% of the students are from Art Education, and Manifold purposely removed the word “art” from the courses to remove the artsy connotation. Lackey asked if the program is housed in Art Education? Manifold specified that the program is part of Curriculum and Instruction, but Z510 is an art course.

At this point, Ray Haynes suggested that Manifold review each of the course requests to ensure that the Gifted and Talented language has been removed and High Ability is the prevailing term. Before the discussion ended, Susie Sloffer and Danielle DeSawal recommended that Manifold remove the last three pages of the proposal which explain the course changes, because that information is explained in the course change request forms. Manifold should only keep the first page of the proposal.

**The proposal and course change requests will be voted on independently.**

- *Luise McCarty motioned to approve the proposal to the changes for the EDUC High Ability License Program, moving from 15 credits to 12 credits.*
- *Amy Trauth-Nare seconded the motion.*
- *All in favor*
  
- *Ray Haynes motioned to approve the course change request for W551 as presented, with the notation that Marjorie Manifold will ensure that gifted and talent is replaced with high ability to be consistent with the program change.*
- *Luise McCarty seconded the motion.*
- *All in favor.*
  
- *Susie Sloffer motioned to approve the course change request for W595 as presented, with the notation that Marjorie Manifold will ensure that gifted and talent is replaced with high ability to be consistent with the program change*
- *Valarie Akerson seconded the motion.*
- *All in favor.*
  
- *Martha Nyikos motioned to approve the course change request for W552 as presented, with the notation that Marjorie Manifold will ensure that gifted and talent is replaced with high ability to be consistent with the program change.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

- *Martha Nyikos motioned to approve the course change request for Z510 as presented, with the notation that Marjorie Manifold will ensure that gifted and talent is replaced with high ability to be consistent with the program change.*
- *Valarie Akerson seconded the motion.*
- *All in favor.*

**D. Proposal for GRE Waiver for Master's in School Counseling at IUPUI-** Flip Robison initiated the discussion about the GRE waiver. He conveyed that the GRE consistently tends to be least predictive of their students' success; students with GPAs over 3.4 regardless of GRE succeed in the program. Further, Robison indicated that the GRE does not have cultural equivalence. He explained that if the School Counseling program used the GRE consistently and admitted their students, who scored at the 25<sup>th</sup> percentile, they will have admitted very few African-American and Latino students. Additionally, the School Counseling program has other safeguards in place to make sure students succeed, such as GPA, grades, etc.

The original proposal was intended to ask for the waiver of the GRE for GPAs over 3.4; however, Ray Haynes mentioned that equating the GRE with the GPA might have negative consequences, so the School Counseling program should consider waiving the GRE completely. Robison agreed and stated that the request is now to waive the GRE completely for the Master's in School Counseling. Robison continued by explaining that the program can use other indicators to evaluate success in the program, such as interviews, writing prompts, and recommendation letters. Then, Danielle DeSawal explained that the committee previously approved a GRE waiver for the MS in Educational Leadership in which the committee had the criteria for the indicators. The committee is in agreement to approve the GRE waiver for the Master's in School Counseling, but the program needs to have a list of components they will use to evaluate the students' success in the program; they need accountability. Rob Helfenbein suggested sending Suzanne Eckes' proposal so the School Counseling faculty can use that as a framework for developing their criteria. The School Counseling faculty can put a document together for the Policy Council agenda committee. The GSC will view the document over e-mail before it goes to Policy Council. Robison agreed.

- *Samantha Paredes-Scribner motioned to approve the waiver for the GRE for the Master's in the School Counseling program, with the notation that the GSC will forward Flip Robison and Chalmer Thompson the piece that Suzanne Eckes put together for ELPS as a framework to provide some context for the components to evaluate a student's success. Flip Robison and/or Chalmer Thompson will send it back to the committee and move it forward to the agenda committee.*
- *Martha seconded the motion.*
- *All in favor.*

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

- *Susie Sloffer motioned to approve the minutes from February 28, 2012 as presented.*

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

III. Discussion Items

- A. **Committee Assignments-** The chairs shared a brief update and some suggestions on the committee assignments -- Beechler, Fellowships, Dissertation of the Year, and Graduate Program Reviews.

Danielle DeSawal stated that the Graduate Program Review committee will convene tomorrow and an update will be provided through e-mail. Lara Lackey, chair of the Beechler Committee, shared that the committee gave each recipient the same percentage of his or her budget. Because one student included dissertation credits in his/her budget, Lackey suggested clarifying the inclusive criteria for the budget components. DeSawal added that if the students request funding for class credits, they also need to include where they are employed. Martha Nyikos indicated that one student drafted a brief report explaining how the money was being used, which could be a requirement for future Beecher applicants. Another suggestion was to have the students fill out a form instead of generating a report.

Lackey also suggested a different dissemination process to ensure that all students receive the e-mails. She recommended that a wider listserv could be used to disseminate the request for applications. Susie Sloffer specified that the SoE has such a listserv and the university is actually moving to a new listserv program, in which Ally Hagenbuckle (office assistant in the GSO) is receiving training. Lackey also suggested that the department chairs and faculty could send out an encouraging note for students to apply. Lackey will draft the committee's suggestions.

Luise McCarty, chair of the Fellowships committee, provided an update on her conversation with Dean Gonzalez regarding the eligibility criteria. Dean Gonzalez does not think that the SoE should set expectations (e.g., fulfilling a community service requirement) for the recipients. Additionally, he decided not to include ranges for the GRE score requirement or for any other eligibility criteria. However, Dean Gonzalez accepted a change to the GRE requirement – he will change the criteria to 320 instead of 321.

At the end of the discussion, DeSawal thanked the committees for ensuring the assignments were completed in an efficient manner, seamless process this year.

**Question that was raised from discussion: Is it possible to post all program and departmental courses on the Intranet to assist students in scheduling?**

Here are two sites to assist in scheduling:

- 1) <http://registrar.indiana.edu/scheofclass.shtml>

Select the term and then click Faculty/Staff to view the courses in that format.

2)

<http://education.indiana.edu/CourseAnnouncementForm/NewandUpcomingCourses/tabid/15377/Default.aspx>

This is the site to post and view new courses and topical seminars.

# GSC/RAFA Agenda

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**February 28, 2012 (10:00am-11:30am)**

**I. Review/Approval of Minutes from January 10, 2012**

**II. New Business**

A. New Course Request: T-524 (Jackie Blackwell)

B. Revised Program of Studies for the Ph.D. in Learning and Developmental Sciences, Learning Sciences Specialization (Nathaniel Brown)

C. Recording internship notations on Counseling and School Psychology PhD students' transcripts

D. Adding "track" designations to the M.S program in International and Comparative Education (Peg Sutton)

E. Course Change Request: S500 (Gina Weir)

**III. Discussion Items**

A. Committee Assignments: Beechler, Dissertation of the Year Award, Fellowships (Dean's Fellowship Award and Privately-Funded Fellowships), and Graduate Program Reviews Process

B. Proposal to move Adult Education Masters and Certificates from Continuing Studies to the School of Education

**Schedule of guest presenters**

10:00 AM— Jackie Blackwell

10:15 AM— Nathaniel Brown

10:45 AM— Peg Sutton

11:00 AM— Gina Weir

**GSC/RAFA Meetings for Spring**

**Rm. 2102 and 3138B**

**10:00 am to 11:30 am**

Tuesday, April 3rd



**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 Peppler 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.**

# GSC/RAFA Agenda

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**January 10, 2012 (10:00am-11:30am)**

**I. Review/Approval of Minutes from November 22, 2011**

**II. Old Business**

A. New Course Request: Z535 (Marjorie Manifold)

**III. New Business**

A. New Course Request: P685 (Mary Waldron)

B. Course Change Request: E594

C. Course Change Request: L545 (Carmen Medina)

D. Course Change Request: L549 (Carmen Medina)

E. Matching Course Request: Y604 (Joshua Smith)

F. Certificate in Technology for Learning (Joshua Smith)

**IV. Discussion Items**

A. Committee Assignments: Beechler, Dissertation of the Year Award, and Fellowships (Dean Fellowship Award and Privately-Funded Fellowships)

B. Developing a process description that departments will follow for graduate program reviews (Joyce Alexander)

**Schedule of guest presenters**

10:00 AM —Joyce Alexander

10:15 AM—Mary Waldron

10:30 AM—Marjorie Manifold

10:45 AM—Carmen Medina

11:00 AM— Joshua Smith

**GSC/RAFA Meetings for Spring**

**Rm. 2102 and 3138B**

**10:00 am to 11:30 am**

Tuesday, January 31st

Tuesday, February 28th

Tuesday, April 3rd

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

**Members Present:** Danielle DeSawal, Kylie Pepler, Valarie Akerson, Elizabeth Boling, Amy Trauth-Nare, Rob Helfenbein, Susie Sloffer, Ghangis Carter, Martha Nyikos, and Ray Haynes

**Absent:** Luise McCarty, Lara Lackey, Thu Suong Thi Nguyen, and Samantha Paredes Scribner

**Staff:** Avital Deskalo

**Presenters:** Joyce Alexander, Mary Waldron, Marjorie Manifold, Carmen Medina, and Josh Smith

I. New Business

- A. **New Course Request P685-** Mary Waldron provided a brief overview of course P685. She explained that this topical seminar fills in the gaps of the students' training and covers theoretical advances in the field that are not covered in the other courses. The students are required to attend monthly mentoring sessions that cover the same topics that will be discussed in the seminars; therefore, the students will now receive credit for the mentoring session they were required to attend. Waldron then discussed the structure of the course. One of the aspects of the course is to give the students an opportunity to present their research in various stages. Further, there will be written assignments based upon readings and pop quiz style assignments to prepare the students for qualifying exams.

The committee members raised a few questions about the course. Martha Nyikos asked if P685 would follow the inquiry set of courses? Waldron responded that this course is a separate course and she explained that it was developmental research methodology. Nyikos then asked if there was a similar course already offered and Waldron said there wasn't a similar course in educational psychology. Waldron continued that it is already required that students attend a group mentoring but now they will get credit for it. Ray Haynes asked what developmental means? Waldron explained that it was a broad term that encompassed longitudinal, multi-method, family research from the tradition of developmental science, such as the diathesis-stress model. Additionally, the course is meant to help the students develop as researchers. Nyikos asked how long the students have to complete the 6 credits? Waldron said they have 3 years and can take the course up to 6 times. She also said that there is a handbook that will be finalized that spells out when they take the credits.

Next, Kylie Pepler stated that her program had a one credit pro-seminar and then switched the course to a three credit pro-seminar. Pepler found that one credit didn't allow for flexibility so she inquired what Waldron's rationale was for the one credit pro-seminar. Waldron indicated that the program chose one credit for practical reasons; for example, the faculty are already teaching all the courses allowed, and it is a small program with three full-time faculty members, and creating a course with that much contact over three years with three credits would be really challenging. Before the discussion ended, Danielle DeSawal informed Waldron that her program would have to submit a revised program of study and bring that to the GSC.



- *Martha Nyikos motioned to approve new course request EDUC-P685 as presented.*
- *Kylie Pepler seconded the motion.*
- *All in favor.*

**B. New Course Request Z535**- Marjorie Manifold presented the new course request for Z535. Manifold explained that Z535 is an elective course and it is the first course that she's seen on methods in dealing with online studio art. She continued that more professors have to move to online teaching and studio art can be performed online. Z535 is going to be paired with a field experience (built into the content) in which students from M135 will see how online art is conducted. Additionally, this course can be broadened to other C&I students as more courses in science and social studies include studio components. There were no questions or concerns regarding the course. Before the committee voted, Danielle DeSawal mentioned that Z535 was just an elective so it's not required and there won't need to be any changes to the curriculum.

- *Valarie Akerson motioned to approve new course request EDUC-Z535 as presented.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**C. Course Change Requests L545 and L549**- Carmen Medina presented the course change requests for courses L545 and L549. She indicated that these courses were changing due to the Department of Education (DOE) requirement and new Teacher Education standards for transitions in literacy courses. Medina continued that L545 and L549 were both renamed to include reading in the title. The other change is related to the title and content, which is a redistribution of content across the two courses. Additionally, it is easier and more effective to have one course emphasis on intermediate literacy and writing and one course on primary literacy and writing. Next, Susie Sloffer inquired how the course would look on a student's transcript with the truncated titles, which currently reads ADV STDY IN TCHING RDG and LA: INTERMEDIATE (L545) and ADV STDY IN TCHING RDG and LA: PRIMARY (L549)? Sloffer continued that since elementary is no longer in the title, would it be obvious that primary and intermediate are related to elementary? Kylie Pepler suggested that it could it say K-3 instead of primary and 4-6 instead of intermediate. Martha Nyikos suggested adding a slash or ampersand and removing the "and," which would save a little space. Before the committee voted, Rob Helfenbein mentioned that the DOE is still making more changes. Medina said she was aware but her program needs to make these first round of changes now.

- *Ray Haynes motioned to approve EDUC- L549 with the following changes: under item # 9a and 9b, remove "and", replace it with a slash, and remove primary, and replace it with K-3.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*
- *Martha Nyikos motioned to approve EDUC- L545 with the following changes: under item #9a and 9b, remove "and", replace it with a slash, and remove intermediate, and replace it with 4-6.*
- *Amy Trauth-Nare seconded the motion.*

➤ *All in favor.*

**D. Course Change Request E594-** The only change is the credit hours from fixed at 3 to variable from 1-3 to add flexibility to this course. Susie Sloffer has checked to make sure everything else is accurate and there were no concerns. The committee did not have any questions or concerns regarding the course change.

- *Martha Nyikos motioned to approve EDUC- E594 as presented.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**E. Matching Course Request Y604-** Before some questions were raised about Y604, Danielle DeSawal briefly specified that the Carmin system is indicating that Y604 is a new course, but it is really a matching course that is just being replicated on the IUPUI campus. Everything else on the form is identical to the course form at IUB. Next, Susie Sloffer asked why the form indicates that there is an equivalent course (STAT52800) for Y604? Josh Smith, who is presenting the matching course request, said he wasn't sure and inquired how is that handled typically? Sloffer suggested that this would need a faculty level approval. Inquiry faculty need to vet the course and say it is roughly equivalent to the STAT52800 so Sloffer will know that this course will count under the inquiry core. If STAT52800 is equivalent, then students can take that course instead of Y604. Given this fact, Elizabeth Boling asked Smith if he would want to include STAT52800 as an equivalent course? Smith indicated that someone advised him to include it as equivalent because STAT52800 is the same course as Y604. Smith also stated that this course and a course in medicine would count if Y604 were not offered. He chose not to put the equivalent course in medicine because it is not offered frequently.

Danielle DeSawal recommended taking the equivalent course out of the document. If the equivalent course issue is brought up during remonstrance, Smith can think about creating an equivalent course list as the program develops on the IUPUI campus to ensure that students can fulfill the inquiry requirement. However, then Boling raised the concern that even if the equivalent course is taken out, someone might inquire why two exact same courses are offered if there is no course description on the form indicating they are different. Smith responded that in order for the program to be approved, the Commission of Higher Education required that the program add Y604 as the second statistic course. DeSawal added that leaving the equivalent course on the form could lead students to self-select the STAT course if it is more convenient. Smith agreed to remove the equivalent course from the document. The committee also recommended that Smith add the course description to the document so everyone will know that the two courses (Y604 and STAT52800) are not exactly the same.

- *Ray Haynes motioned to approve EDUC-Y604 as a matching course for the IUPUI campus with the following changes: remove equivalent course under item #17, STAT 52800, and under item #16, populate the course description with the exact wording of Y604 that is listed in the bulletin currently in Bloomington.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*



**Follow-up after the committee meeting: Josh Smith was unable to fill the course description box (item #16) within the Carmin system.**

- F. Certificate in Technology for Learning-** Joshua Smith provided a brief overview of the certificate. He explained that this certificate is likely to be the first of several certificates. It is a 15-credit hour certificate, which has a core of courses that introduce blended courses in hybrid and on-line settings. Smith continued that the certificate is particularly relevant for high school teachers, in light of the superintendent's decision to require students to enroll in at least one online course. Additionally, the second part of the certificate allows for some flexibility. Furthermore, the admission requirements are similar to requirements at IUPUI and the learning assessment outcomes are listed. Also, all the courses are offered on campus and the faculty has been working with Rob Helfenbein and Joanna Ray, who is the director of technology programs at IUPUI.

Next, the committee raised several questions about the program. Danielle asked if the W505 is a variable title? Susie Sloffer said yes, but we might want to get new course numbers for the course because students can only take W505 a certain number of times. However, for now, there is no problem with using the current course numbers. Then, Kylie Pepper asked if Smith could expand on the certificate because there is some overlap with the title and other certificate courses. The other certificates were described first. Elizabeth Boling explained that the Computer Educator's License Technology (CELT) certificate is very precisely aimed at teachers who want to take technology positions. She continued that the certificate includes a leadership course, perhaps R530, but she isn't sure. Boling then explained that the IST certificate is a 15-credit certificate and is essentially the core courses in the IST as a Master's program plus an elective. She continued that this certificate is for a broader audience of students who are looking to teach online. The certificate helps them to acquire the basic principles in technology. Peppler discussed that the certificate in Learning Sciences, Media and Technology (LSMT) is more into theories and more for graduate study than for continued professional development. Haynes expressed similar concerns regarding the overlap; he isn't sure what the course W520 covers nor is there enough information to distinguish between the IST and LSMT certificates and Technology for Learning certificate. Boling expressed that the certificate is going to the state level and one of things the state requires is that there are no duplicate programs. However, she mentioned that there can be some overlap but there needs to be clear distinctions too.

Next, Danielle DeSawal asked the committee for a recommendation of action for this certificate? Sloffer suggested that perhaps conversations about the similarities of the certificates would need to take place before the certificate is approved. Furthermore, DeSawal indicated section 8 should be delineated so there is a clear understanding of what this certificate offers and provide some illustration on how the certificates are different. Additionally, DeSawal noticed that the first paragraph of section 8 (*The 15 credit hours in this program will all count toward a master's degree in the existing Education in Elementary and Secondary with a Focus on Technology program*) could flag for the state because that program hasn't been approved yet as an online delivery Master's program. DeSawal continued that this is important because 15 credits of that program already could put the Master's close to 50% of courses offered online, and if 50% or more of courses are

offered online, the Master's program will need to be approved as online delivery. Also, Peppler suggested that it should be made clear in section 2 that a student can only choose one column.

Then, Smith asked if someone could send him some information on the other certificates and information on enrollment, capacity, how are these courses marketed, and who is attracted to these courses? Boling said that would be fine and indicated that our marketing is through IUconnectED, and Smith should get in touch with Beth Smith who works with IUconnectED. At this point, Haynes expressed that IUconnectED is competing for students and there should be a future discussion about IUconnectED's online strategies, how it plans to use IUPUI as opposed to IUB, and how it can move forward in the current environment. Smith recommended that a discussion about IUconnectED should be an agenda item in the spring. Then, DeSawal suggested that Beth Smith and Josh Smith should have a discussion about the current certificate programs and create a grid that encompasses what certificates Smith created and how the certificates are aligned with current certificates. At the end of the discussion, Smith said that he was going to send Danielle the list of certificates that have been approved at IUPUI and currently need approval at the school level. Also, Smith will meet with Tom Brush, Kylie Peppler, and Ray Haynes to talk about the certificate. The GSC/RAFA committee did not take any action on the Technology for Learning certificate.

II. **Review/approval of minutes from November 22, 2011**

- *Susie Sloffer motioned to approve the minutes from November 22, 2011.*
- *Amy Trauth-Nare seconded the motion.*
- *All in favor.*

III. Discussion Items

**A. Developing process for graduate program reviews-** Joyce Alexander attended the meeting to discuss creating a process for graduate program reviews. She requested of the committee, or a sub-committee of the GSC/RAFA, to create a structure to help the School of Education conduct the program reviews. Alexander continued that the sub-committee would set parameters for the program reviews, such as determining how many reviewers, where they would come from, should there be internal and external reviewers, what the sub-committee would accept as a good review, the type of questions that should be asked of the programs, and setting a timeline for every program.

Next, the committee raised several questions. Danielle DeSawal asked which programs would be reviewed? Alexander stated all programs would be reviewed that were not on the NCATE or APA list. Elizabeth Boling asked if certificate programs would be reviewed; Alexander said no. Then, Martha Nyikos asked if programs with both Ed.D. and Ph.D. degrees would be reviewed? Alexander responded that if they are the same program they might be reviewed concurrently. She added that all core campus Master's, Ed.D., and Ph.D. programs would be reviewed. Furthermore, Alexander stated that the sub-committee should ask the program if they would like to have the degrees reviewed together. Next, Nyikos inquired if there was a sample document of the questions for the program review. Alexander answered that the only one in the past is Learning Sciences, but it did not include questions about learning outcomes. Ray Haynes suggested that the new document

encompass questions about learning outcomes, perceptions of program, etc. Alexander added that the sub-committee would need to devise a plan by the end of the school year because the first programs will go under review next year. Next, DeSawal asked if the document should go to Policy Council; Alexander said yes. Then, Rob Helfenbein asked if the Urban Education Program would go under review? Alexander responded that the Urban Education program would be reviewed down the road. Before the discussion ended, DeSawal asked the committee to think about who would be interested in joining the sub-committee.

- B. Committee assignments: Beechler, Dissertation of the Year Award, Fellowships, and graduate program review process-** Martha Nyikos, Elizabeth Boling, and Danielle DeSawal volunteered to participate on the sub-committee to create a process for graduate program reviews. Martha Nyikos tentatively volunteered Luise McCarty to be on that sub-committee as well.

**The committee meeting ended at 11:45 am. The next committee meeting will take place on Tuesday, January 31<sup>st</sup>, at 10am.**

# GSC/RAFA Agenda

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**November 22, 2011 (11:00am-12:30pm)**

**I. Review/Approval of Minutes from October 25, 2011**

**II. New Business**

A. Course Change Request: G582

B. Course Change Request: E579

C. New Course Request: Z535 (Marjorie Manifold)

D. New Course Requests for Urban Education Studies Ph.D. Program (Joshua Smith)

1) T620

2) T630

3) T650

4) T690

5) T700

6) T750

7) T795

8) T799

**III. Discussion Items**

A. Establishing new minimums for GRE according to the new scale

B. Committee Assignments: Beechler and Dissertation of the Year Award

**Schedule of guest presenters**

11:30 AM—Marjorie Manifold

—Joshua Smith

**GSC/RAFA Meetings for Spring**

**Rm. 2102 and 3138B**

**10:00 am to 11:30 am**

Tuesday, January 10th

Tuesday, January 31st

Tuesday, February 28th

Tuesday, April 3rd

**Minutes from Meeting  
11:00am-12:30pm  
Rooms 2102 (Bloomington) and 3138B (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Amy Trauth-Nare, Luise McCarty, Thu Suong Thi Nguyen, Samantha Paredes Scribner, Susie Sloffer, Martha Nyikos, Lara Lackey, and Ray Haynes.

**Absent:** Rob Helfenbein, Ghangis Carter, Kylie Peppler, and Valarie Akerson.

**Staff:** Avital Deskalo

**Presenters:** Joshua Smith

**I. Review/approval of minutes from October 25, 2011**

- *Luise McCarty motioned to approve the minutes from October 25, 2011.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**II. New Business**

**A. New Course Request Z535**- This agenda item was tabled and will be discussed and voted on at the next meeting on January 10, 2012.

**B. New Course Request G609**- Danielle DeSawal discussed that this course came through as new course G582 and was approved in September, but the counseling faculty determined that they wanted this course to be a doctoral level course. The only change is the course number, which will reflect a doctoral level course. Because this document is traveling a few weeks behind the G582 new course form, a new course form for G609 was generated. Next, a discussion ensued about the target audience for this course. Ray Haynes expressed that the target audience is too broad (e.g., sports, business, fitness, and performing arts) and could conflict with an IST course that might be created in the future. Given this issue, Haynes recommended that the target audience should be narrowed to sports, fitness, and performing arts. However, Elizabeth Boling stated that this course was for counselors, which would be different than any IST course. DeSawal and Boling informed Haynes that he can discuss this issue with Jesse Steinfeldt.

- *Luise McCarty motioned to approve the course number change from G582 to G609.*
- *Martha Nyikos seconded the motion.*
- *Ray Haynes abstained the motion.*

**C. Course Change Request E579**- Danielle DeSawal discussed that the credit hours for this course are being changed to variable from 1-3 instead of fixed at 3. This course change was included in the proposal for changes to the *Elementary Certificate Master's Program*. Before the course was approved, the committee found a few items

that needed to be changed. Susie Sloffer indicated that under item 13, the contact hours need to be changed to 15-45. Also, DeSawal indicated that the percentages need to be added to ESI 5.

- *Susie Sloffer motioned to approve E579 course change request from fixed at 3 to variable from 1 to 3, with the following two changes: under item #13, indicate that it is variable for contact hours 15 to 45 and ask that percentages be added to ESI 5 to be in accordance with what the campus requires to be in the system.*
- *Lara Lackey seconded the motion.*
- *All in favor.*

**D. Program of Studies Approval and New Course Requests for Urban Education**

**Studies Ph.D. Program** – Each of the program of study forms will be discussed and voted on independently. Each of the new course requests (T620, T630, T650, T690, T700, T750, T795, T799) will be discussed independently and voted on collectively. Before the discussion ensued about the program of studies and courses, Danielle DeSawal announced that the Ph.D. in Urban Education Studies has been approved at the state level, so now the committee is solidifying the course content and structures so the courses can be offered to students. It should also be noted that the approved program of studies were not found in previous minutes so the program of studies will be voted on at this meeting.

**Program of Study for Ph.D. in Urban Education Studies**

A few questions were raised regarding the program of study for Ph.D. in Urban Education Studies. Luise McCarty asked if all the courses are offered on the IUPUI campus? Joshua Smith responded that all the courses are offered on the IUPUI campus. Next, Martha Nyikos asked what proportion would be online courses? Smith expected that most of the courses, especially the required courses, will be face-to-face. Elizabeth Boling stated that if a certain percentage of courses are only available online, the department will be obligated to get the state's approval. Smith assured Boling that the online courses would not exceed that benchmark.

- *Samantha Paredes-Scribner motioned to approve as presented the most current program of study for the Ph.D. in Urban Education Studies.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

**Program of study for minor in Urban Education Studies**

Smith stated that all courses are offered at IUPUI and the vast majority of the courses are offered face-to face. One course is offered online periodically, but not exclusively. The minor will be available for any student on the IUPUI or IUB campus.

- *Martha Nyikos motioned to approve as presented the most current program of study for the minor in Urban Education Studies.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

**New Course Request: T620 Issues in Urban Education**

Abbreviated title needs to be changed to Issues in Urban Educ.

**New Course Request: T630 Topics in Urban Education**

McCarty observed in the program of study that this course would be taught twice. She inquired if the topics and instructors would change? Smith responded yes. DeSawal added that this course was a variable title course. Also, because T630 is joint-listed with T750, UGS 2a should be changed to yes to reflect that this is a joint-listed course, and T750 should be added UGS 2b to reflect that T750 is the joint-listed course.

**New Course Request: T650 Teaching Internship in Urban Education**

McCarty inquired if the department is preparing the students for academia or for working in different settings? Would the internship take place in different settings, such as a community setting? Smith indicated that the department is preparing students for academia and the internship will be teaching undergraduate courses. Then, the committee recommended a few changes to the course request form. DeSawal stated that under item #12, the contact hours should be changed to fixed at 45 instead of 30-45. Next, Boling recommended that under item #8b, the abbreviated title should be changed to Teaching Internship Urban Ed. Smith suggested that for consistency, Educ can be used instead of Ed, so the abbreviated title would be Teaching Internship Urban Educ.

It should be noted that T650 exists on the Bloomington campus. The course at Bloomington is discontinued and was part of a program that is no longer offered. The committee will investigate T650 on the IUB campus to see if we can officially retire that course number, just in case T650 will be offered on the IUB campus as an Urban Education Studies course.

**New Course Request: T690 Early Inquiry in Urban Education**

Boling suggested that under item #12, the contact hours could be changed to 45-60 or fixed at 45. Smith preferred that the contact hours should be fixed at 45. Also, information needs to be added to ESI 3, 4, and 5. Under ESI 5, the percentages need to be added.

**New Course Request: T700 Research Seminar in Urban Education**

No questions or concerns regarding T700.

**New Course Request: T750 Topical Seminar in Urban Education**

DeSawal inquired about item #18 b and c. She asked if this course should be counted more than twice? Susie Sloffer indicated that there is no limit to the number of times a topical seminar can be counted. Sloffer suggested that Smith should allow students to take the topical seminar up to 5 times. Sloffer also suggested that the course title should be changed to Doctoral Seminar in Urban Education. Smith preferred that the course title remain the same. Next, Boling asked about UGS 1 and 2. Because T750 is joint-listed as T630, UGS 2a should say yes instead of no to reflect that T750 is a joint-listed course.



**New Course Request: T795 Doctoral Thesis in Urban Education**

Susie Sloffer indicated that the title needs to be changed to proposal because this is a dissertation proposal course. The title should be changed to Dissertation Proposal Preparation in Urban Education. The abbreviated title needs to be changed as well. Boling suggested the abbreviated title DISS PROP PREP IN URBAN EDUC. Also, the contact hours need to be changed to fixed at 45. Also, in the learning assessment section, Nyikos suggested that Smith remove the 2-page prospectus and add proposal, and change language when necessary in order for the course content to reflect dissertation proposal preparation.

**New Course Request: T799 Doctoral Thesis in Urban Education**

Boling suggested that the contact hours should be changed to variable from 15 to 180. Susie Sloffer recommended that the number of completion hours should be increased because it might take students a long time to complete their dissertation. Nyikos also suggested that T799 should be offered in the summer, too.

- *Samantha Paredes-Scribner motioned to approve the following new course requests with the following changes:*
  - *T620 - Issues in Urban Education: under item #8b, change abbreviated title to read ISSUES IN URBAN EDUC*
  - *T630 – Topics in Urban Education: under item #18b, change to say 15, under item #18c, change to 5, under UGS2a, change to “yes”, and under UGS2b, add T750*
  - *T650 – Teaching Internship in Urban Education: under item #8b, add URBAN EDUC to abbreviated title, and under item #12, change from 30-45 to just fixed at 45*
  - *T690 – Early Inquiry in Urban Education: under item #12, change to fixed at 45, add information to ESI 3,4, 5, and add percentages to ESI 5.*
  - *T700 – Research Seminar in Urban Education: approve with no changes*
  - *T750 – Topical Seminar in Urban Education: under item #18b, change to 15, under item #18c, change to 5, under UGS2a, change “no” to “yes”*
  - *T795 - Dissertation Proposal Preparation: under item #8a, change title to Dissertation Proposal Preparation in Urban Education, under item #8b, change abbreviated title to DISS PROP PREP IN URBAN EDUC, under item #12, change to fixed at 45, under ESI 5, change prospectus to proposal, under ESI 1 change language to*



*reflect proposal, not prospectus, take out the reference to the two-page piece, and edit as needed.*

- *T799 - Doctoral Thesis in Urban Education: under item #12 change to 15-180, under item #18b, change to 99, under item #18c, change to 99, and under item #25, add summer.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

### III. Discussion Items

#### **A. Establishing new minimums for GRE according to the new scale-**

Elizabeth Boling discussed the new GRE minimums for Master's/Specialist's and Ph.D. students according to the new scale. The new combined minimum for Master's and Specialist's students is 291 and the new combined minimum for Ph.D. students is 302. For the moment, the committee members need to motion whether they will include these new combined scores on the admissions website.

- *Susie Sloffer motioned that the GSC/RAFA Committee approves for the next academic year that in order to reflect the new GRE scoring system in the admissions criteria, we include the new combined minimum of 291 in addition to the combined 900, from the old scoring system, for Master's and Specialist's, and include the combined minimum of 302 in addition to the combined 1100 for Doctoral students, but make sure it is clear to students that scores below the minimum do not prevent their applications from being forwarded to their selected programs for review.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

**The committee meeting ended at 12:45 pm. The next meeting will take place on Tuesday, January 10<sup>th</sup> at 10 am.**



# GSC/RAFA Agenda

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**October 25, 2011 (11:00am-12:30pm)**

**I. Review/Approval of Minutes from October 4, 2011**

**Schedule of guest presenters**

11:00 AM—Joel Wong

**II. New Business**

A. Course Change Request: G522 (Joel Wong)

B. Course Change Request: P595

**GSC/RAFA Meetings for fall**

**Rm. 2102 and 3138B**

**11:00am-12:30pm**

Tuesday, November 22nd

**III. Discussion Items**

A. Suggestions for New Timeline for Dissertation of the Year Award

B. Update on Timeframe for Awarding Privately Funded Fellowships

C. Update on Leave for Graduate Students (LGS)

D. Committee Assignments: Beechler and Dissertation of the Year Award

**Minutes from Meeting  
11:00am-12:30pm  
Rooms 2102 (Bloomington) and 3138B (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Beth Berghoff, Amy Trauth-Nare, Luise McCarty, Ghangis Carter, Kylie Pepler, Rob Helfenbein, Samantha Paredes Scribner, Susie Sloffer, Lara Lackey, and Ray Haynes.

**Absent:** Martha Nyikos, and Valarie Akerson.

**Staff:** Avital Deskalo

**Presenters:** Joel Wong

**I. New Business**

- A. Course Change Request G522-** Joel Wong attended the GSC/RAFA meeting to present the course change request for G522. G522 is a graduate level course in counseling theories for Master's students. Wong requested a course title change because the course content in G522 has always been about counseling theories but it was previously titled Counseling Techniques. Also, another course, Laboratory in Counseling, covers information on counseling techniques. Additionally, the title needs to be changed because students experienced issues with licensure because they did not have a course for counseling theories. Elizabeth Boling asked if the course description was in the bulletin and Susie Sloffer stated that it was in the bulletin. Before the committee voted on the course change, Wong was informed that he needed to fill in the ESI information and add percentages to ESI 5.
- *Susie Sloffer motioned to approve the course title change for G522, with the note that it will get rerouted back to fill in the needed boxes for campus approval.*
  - *Luise McCarty seconded the motion.*
  - *All in favor.*
- B. Course Change Request P595:** P595 is being changed to P656 because the course is designed for doctoral level students and has doctoral expectations. Everything else remains the same and is consistent with the bulletin.
- *Ray Haynes motioned to approve the course number change for P595 to P656. This course is a companion course with P591, which was approved for a course number change at the previous GSC/RAFA meeting on October 4, 2011.*
  - *Susie Sloffer seconded the motion.*
  - *All in favor.*

**II. Review/approval of minutes from October 4, 2011**

- *Ray Haynes motioned to approve the minutes from October 4, 2011.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

III. Discussion Items

- A. Update on awarding privately-funded fellowships-** Elizabeth Boling provided the committee with some updates on privately-funded fellowships. The changes that were made were outlined in the updated fellowships memo. The changes include:
- Clarification that the fellowships are IUB campus-specific
  - Verbiage indicating that in January there will be a notification of the deadline for awards
  - Language about eligibility of recipients was added
  - Notification that gift language is available in GEMs and will be provided to the sub-committee
  - Language was removed suggesting that students will be chosen based on GPA; the sub-committee will choose students based on who they deem most worthy
  - A list of the privately-funded awards by program was added
  - A note was added that the Robert Noyce Fellowship is the only award, as of now, that has a special arrangement regarding when the fellowship recipients need to be chosen
- B. Update on Leave for Graduate Students (LGS)-** Elizabeth Boling provided an update on LGS. LGS is different than FMLA because it is specific to graduate students. Boling discussed that student academic appointments under federally-funded grants will not receive paid leave of any kind unless there is a university-wide policy for leave. Therefore, Joyce Alexander and Dean Gonzales have decided to make funds available to pay for approved leaves for students with this kind of appointment. Also, once a year, a summary report will be given to GSC/RAFA on how many leaves have been asked for/approved/on what basis/for how long, etc. Next, Danielle DeSawal asked if any of the application forms need to be changed for IUPUI? Boling and Rob Helfenbein said they didn't think so. Ghangis Carter asked if the policy covers family structural changes? Boling responded that maternity leave, paternity leave, the need to care for a family member, and a medical situation would qualify for leave, but the policy spreads to other important situations, such as prepping for a court case, etc. Before the discussion ended, Boling indicated that it is worth remembering that students can apply to sit out even if they don't have an academic appointment.
- C. Suggestions for new timeline for Dissertation of the Year Award-** Kylie Peppler initiated a discussion about a new timeline for the Dissertation of the Year Award. She explained that with the current timeline, the committee reviews dissertations in spring 2011 that were approved from the previous fiscal year. By the time the chairs are supposed to nominate candidates in the spring, they might forget who could qualify for the award. Peppler continued that if the timeline were changed, the candidates would be fresh in the chairs' minds. Additionally, an earlier timeline would be beneficial for students who are searching for jobs or doing a post-doc. Furthermore, it would be easier for faculty to participate in the sub-committee if the timeline were changed to fall instead of late spring. There is also no flexibility to change the award timeframe. Therefore, Peppler proposed that the timeline should be changed to this fall, instead of spring, for the July 2010 to June 2011 timeframe. The GSC/RAFA committee agreed with Peppler's suggestion for a new timeline. Peppler will chair the Dissertation of the Year Award Committee this fall. Before the discussion ended, Rob Helfenbein asked if students in the Urban Education department would be considered for nomination along with the other 6 SOE departments? Elizabeth Boling asked if Urban Education has a chair? Helfenbein said that Urban Education will be structured as

its own department and will have a chair. Elizabeth Boling will verify that the Urban Education Department would be allowed to participate in the nominations once students graduate from a program in that department. Next, Ghangis Carter asked if the Dissertation of the Year Award core campus? All doctoral programs are through IUB, so students at IUPUI can be nominated as well. Once students start graduating from Urban Education, Susie Sloffer will need to generate a list of eligible recipients that includes those students. Sloffer asked if the award could be nominated to Ed.D. as well as Ph.D. students? Pepler said yes, both Ed.D. and Ph.D. students can be nominated.

- D. Committee Assignments: Beechler and Dissertation of the Year Award**- Avital Deskalo will follow up with Martha Nyikos about the new timeline for the Dissertation of the Year Award. Kylie Pepler will ask the chairs of each department to recruit a faculty member for the committee. An additional faculty member from a department other than C&I is needed for the Beechler Committee.

**Note:** Beth Berghoff is transitioning off the GSC/RAFA Committee as ex-officio and Rob Helfenbein will act as ex-officio beginning at the November 22<sup>nd</sup> Committee meeting. The Agenda Committee nominated Jomo Mutegi to take Helfenbein's spot as a voting member and he declined. Thu Suong Thi Nguyen was then nominated and she accepted, and will be in attendance starting at the November 22<sup>nd</sup> GSC/RAFA Committee meeting.

**The committee meeting ended at 12:05 pm.**

# GSC/RAFA Agenda

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**October 4, 2011 (11:00am-12:30pm)**

**I. Review/Approval of Minutes from September 6, 2011**

**II. Old Business**

A. New Course Request: P670 (Scott Bellini)

**III. New Business**

A. New Course Request: P601 (Anne Dopkins-Stright)

B. Course Change Request: P591

**IV. Discussion Items**

A. Committee Assignments: Beechler and Dissertation of the Year Award

B. Timeframe for Awarding Privately Funded Fellowships

**Schedule of guest presenters**

11:00 AM—Anne Dopkins-Stright

11:15AM—Scott Bellini

**GSC/RAFA Meetings for fall**

**Rm. 2102 and 3138B**

**11:00am-12:30pm**

Tuesday, October 25th

Tuesday, November 22nd

**Minutes from Meeting  
11:00am-12:30pm  
Rooms 2102 (Bloomington) and 3138B (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Martha Nyikos, Beth Berghoff, Amy Trauth-Nare, Luise McCarty, Ghangis Carter, Susie Sloffer, Lara Lackey, and Ray Haynes.

**Absent:** Kylie Peppler, Rob Helfenbein, Samantha Paredes-Scribner, and Jomo Mutegi.

**Staff:** Avital Deskalo

**Presenters:** Anne Stright and Scott Bellini

**I. New Business**

- A. New Course Request P601**- Anne Stright attended the GSC/RAFA meeting to present the new course P601. She began by discussing that P601 would be replacing P526: *Theory and Method in Educational Psychology*. This new course was requested because the current title does not reflect other specialties, such as school psychology, counseling psychology, learning sciences, and developmental psychology. The course number was also changed to a 600 level because it is designed for doctoral level students. Stright specified that in the past, P526 focused more on educational psychology and now P601 will be appropriate for all CEP students. Next, Stright and the committee discussed some changes to the course request form. First, under #8b, an "I" should be added to the word foundation. Second, Stright should consider writing up a memo and list the programs for which the new course is a requirement, and provide a sample Ph.D. program of studies that reflects the new course in replacement of P526. Additionally, some verbiage should be added in the course description under #16; she could move the description from ESI 1 to #16. Also, under #12, contact hours (45) need to be added. Under #21, instructor name should be changed to Anne Dopkins-Stright. Finally, the typo in intellectual under ESI 4 needs to be fixed.
- *Susie Sloffer motioned to approve the new course request for P601, with the following changes: under #8b, add an I to the word foundation, under #16, reword section to add more language that provides an education focus regarding school, counseling, and educational psychology, under #12, add 45 for contact hours, under #21 change instructor name to Anne Dopkins-Stright, and under ESI 4, fix typo for intellectual.*
  - *Luise McCarty seconded the motion.*
  - *All in favor.*
- B. Course Change Request P591**: P591 is being changed to P655 because the course is designed for doctoral level students and has doctoral expectations. Susie Sloffer noted one section that needed to be changed: under #10a, EDUA should be changed to EDUC.
- *Ray Haynes motioned to approve the course change request for P591 with the following changes: under #10a, change EDUA to EDUC.*
  - *Martha Nyikos seconded the motion.*
  - *All in favor.*

**II. Old Business**

- A. New Course Request P670**- Scott Bellini began the discussion about P670 by explaining that this course provides training to school psychologists in the area of applied behavior

analysis and consultation. He indicated that the American Psychological Association (APA) site visitors have been critical regarding the behavior consultation programs. Additionally, the faculty wanted to create a course that would better prepare students to conduct applied behavior analysis assessment, intervene with evidence-based procedures, and intervene in a consultative role. As such, the faculty found it necessary to replace P570 with the new P670. Bellini also indicated that this course could fit in anywhere in the School Psychology course sequence. After Bellini's overview, Danielle DeSawal informed him that he would need to move forward a memo for a program change since the School Psychology requirements are going to change.

- *Luise McCarty motioned to approve the new course request for P670.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

III. Review/approval of minutes from September 6, 2011

- *Lara Lackey motioned to approve the minutes from September 6, 2011.*
- *Martha Nyikos seconded the motion.*
- *All in favor.*

IV. Discussion Items

- A. **Timeframe for awarding privately-funded fellowships-** Elizabeth Boling initiated a discussion about privately-funded fellowship deadlines and procedures and the committee's role in making sure the awards are distributed if departments haven't met the deadlines. After her introduction, several committee members provided suggestions. Ray Haynes suggested that the committee give department chairs and secretaries the deadlines so they know when they need to choose the recipients for the awards. Boling added that the departments would be hearing about deadlines from the GSC/RAFA Committee, the Research and Development Office, and the Office of Graduate Studies. Furthermore, she discussed that in GEMs, there is a list of all the fellowships and gift agreements. The committee could generate a list from GEMs to distribute to faculty and students. Next, Luise McCarty suggested that a sub-committee should be created to manage the privately-funded fellowship procedures. Danielle DeSawal asked about recruitment fellowships, and Boling said that the recruitment fellowships are usually awarded on time so they would not even make it to this committee. Boling raised the point that a student needs to be GPA-eligible at the time he is selected for the award and when he receives the money. DeSawal suggested that the Office of Graduate Studies could provide some language to be included in the award letter regarding a student's eligibility. Another part should be added specifying that the fellowship will not be awarded until the student is eligible. DeSawal and Boling also discussed that the award deadlines and procedure should be uploaded to the SOE website. At the end of discussion, DeSawal clarified that the privately funded fellowships are IUB-based. Boling will make some changes to the memo and bring it back to the committee at a future meeting.
- B. **Committee Assignments: Beechler and Dissertation of the Year Award-** Danielle DeSawal briefly described the two committees. The Beechler Award Committee will be working in late fall and will be selecting the recipients in early spring. The Dissertation of the Year Award Committee meets at the beginning of the summer, but Kylie Peppler will provide some suggestions for a different timeline at the next meeting. Next, Elizabeth Boling discussed that a GSC/RAFA Sub-Committee should be created to select a recipient



for the new Dean Fellowship award. This committee will meet in the fall and select a recipient by early February. Because the GSC/RAFA Committee expects little to no business from the newly created Privately-Funded Fellowship Committee, Boling suggested that the GSC/RAFA create a general Fellowships Sub-Committee. This sub-committee will be responsible for the Dean Fellowship Award and the Privately-Funded Fellowships. Before the meeting came to a close, DeSawal asked if anyone would like to chair or join any of the three committees. For the Beechler Award Committee, Lara Lackey volunteered to be chair and Amy Trauth-Nare and Ghangis Carter volunteered to be members. Luise McCarty volunteered to be chair and Ray Haynes volunteered to be a member of the Fellowships Committee.

# GSC/RAFA Agenda

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**September 6, 2011 (11:00am-12:30pm)**

**I. Review/Approval of Minutes from April 20, 2011**

**II. Introduction**

A. Review of Committee

B. Nominations

**III. New Business**

A. New Course Request: G582 (Jesse Steinfeldt)

B. Changes to ECMP Program (Jesse Goodman)

C. Course Change Request: E547 (Jesse Goodman)

D. Proposal for minor in Family Psychology (Tom Sexton and Anne Dopkins Stright)

E. Changes to HESA Doctoral Programs and Courses (Vasti Torres)

1. Ph.D. Program of Studies

2. Ed.D. Program of Studies

3. Course Change Request: C656 and C664

4. New Course Request: C660

F. Course Change Request: P592

G. New Course Request: P670

H. FMLA Policy for IUPUI

**IV. Discussion Items**

A. Committee Assignments: Beechler and Dissertation of the Year Award

B. Revised FAQ in FMLA

**Schedule of guest presenters**

11:05AM—Jesse Steinfeldt

11:15AM—Jesse Goodman

11:30AM—Tom Sexton and Anne Dopkins Stright

11:50AM—Vasti Torres

**GSC/RAFA Meetings for fall**

**Rm. 2102 and 3138B**

**11:00am-12:30pm**

Tuesday, September 6th

Tuesday, October 4th

Tuesday, October 25th

Tuesday, November 22nd

**Minutes from Meeting  
11:00am-12:30pm  
Rooms 2102 (Bloomington) and 3138B (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Samantha Paredes Scribner, Martha Nyikos, Beth Berghoff, Rob Helfenbein, Luise McCarty, Ghangis Carter, Susie Sloffer, Lara Lackey, and Ray Haynes

**Absent:** Kylie Pepler and Amy Trauth-Nare

**Staff:** Avital Deskalo

**Presenters:** Jesse Steinfeldt, Tom Sexton, Anne Stright, Jesse Goodman, and Vasti Torres

- I. Review/approval of minutes from April 20, 2011
  - *Rob Helfenbein motioned to approve the minutes with the following changes: add the names of the recipients for the Beechler Award in the discussion section.*
  - *Lara Lackey seconded the motion.*
  - *All in favor.*
- II. Introduction
  - A. **Review of Committee-** Elizabeth Boling briefly defined the responsibilities of the GSC/RAFA committee. She stated that the Committee's main business is to approve courses, proposals, and nominate recipients for the Beechler and Dissertation of the Year award. Occasionally, an item comes by that deals with recruitment and financial aid. Before the Committee discussed the remaining agenda items, all members introduced themselves to one another.
  - B. **Nominations-** Danielle DeSawal was nominated to be chair by Luise McCarty. No other members received nominations. Danielle DeSawal agreed to act as a chair for one more year.
    - *Luise McCarty motioned to appoint Danielle Desawal as chair of the GSC/RAFA Committee for one more year.*
    - *Martha Nyikos seconded the motion.*
    - *All in favor.*
- III. New Business
  - A. **New Course Request G582-** Jesse Steinfeldt provided a brief overview of course G582. G582 will be part of a Sports Psychology minor, and it will be specifically designed for students who will be counseling student athletes, but can also be used for students who plan on counseling musicians and business people. This course will also be very useful for doctoral students who are working in the athletics department in Assembly Hall. Next, the Committee members raised a few questions about the course and provided suggestions for the course request form. Luise McCarty asked what other courses these students will take in the sports psychology minor? Steinfeldt responded that students will be taking G509 and other courses that are offered at HPER. G582 does not overlap with any courses offered at HPER. Steinfeldt added that the School of Education will be offering the minor and G582 is coming in advance before the proposal for the Sports Psychology minor. Martha Nyikos asked to what degree the course will be discussing sports over the performance arts? Steinfeldt said the balance will be negotiated depending on the constituents (i.e., Sports

Psychology minors). Next, a few suggestions were made to the course request form. Susie Sloffer stated that on item #12, the contact hours need to be changed to 3 instead of 2.5. Furthermore, Sloffer found a few more changes that needed to be made to the course request form: add percentage to assessment piece, and change the recommended abbreviated title in 8b to INTERVENTIONS IN PERFORM PSYCH.

- *Susie Sloffer motioned to approve the new course request for G582 with the following changes: in item #12, change 2.5 contact hours to 3, add percentages to ESI 5, and change abbreviated title in 8b to INTERVENTIONS IN PERFORM PSYCH.*
- *Martha Nyikos seconded the motion.*
- *All in favor*

**B. Proposal for minor in Family Psychology-** Tom Sexton initiated the discussion on the proposal for a minor in Family Psychology. He stated that family psychology is one of the 11 specialties in APA and is a well-established professional discipline. However, there are no accredited training programs at the major level. Sexton went on to discuss that CEP has been doing interdisciplinary minors, but there are no research or theory level courses offered. Also, these courses are not offered in any other programs or departments at IU. Given the student demand, Sexton and Anne Stright came up with this proposal for students to take one of two routes: the researcher/practitioner route or researcher/educator track. Luise McCarty asked when the licensing takes place, and Sexton said licensing is after graduation. He also indicated that the courses listed in the themes are consistent with the Diplomate Board Status. Martha Nyikos asked if a student could get a minor in your own department. Stright said that students can major in Human Development and minor in Counseling. Next, the Committee members provided several recommendations for the proposal. Susie Sloffer indicated that the rationale should be stated more clearly in the proposal, explaining that Family Psychology is an area in which a practitioner can be board certified and there is no room in the major for licensure in family psychology. Additionally, another part to add to the rationale would be a discussion on how these were once different programs that were consolidated into one program. Also, because of some potential confusion surrounding major and minor advisory members, Sloffer thought it would be beneficial to state in the proposal that the minor advisor would have to be in a different program. Then, Sloffer briefly noted that the course title for G624 on the proposal does not reflect what the course is called in the bulletin. Also, it was recommended that Sexton and Stright should consider the option for a future certificate in family psychology. Finally, before the Committee voted, Nyikos recommended a description change to the practitioner/research theme, and a change from practitioner/research to practitioner/researcher in the title.

- *Susie Sloffer motioned to approve the minor in Family Psychology with the following changes: more emphasis placed in the introductory description of how this fits into family psychology being board-certified, make notation about how these courses are not offered in other programs on campus and that there is no room in the major for the students to take these courses, rewrite sections about the faculty advisory minors indicating that the minor faculty advisor cannot be part of the student's program, add a history piece to show that the programs are distinct, clarifying that these were once different programs that were consolidated into one program, think about option for consideration of future certificate in this area, but this doesn't need to be changed in the proposal, change research to researcher in practitioner/research and in description change specialized methods of practicing family psychology to specialized methods of research in the practice of family psychology, change title of*

*G624 to what it is reflected as in the current bulletin, and add bullet point that students will be assigned to the appropriate section.*

- *Ray Haynes seconded the motion.*
- *All in favor.*

- C. **Changes to Elementary Certificate Master's Program (ECMP)-** Jesse Goodman provided a brief overview of the ECMP program and a rationale for the changes. Goodman explained that Dean Gonzales requested that the required number of credits for the masters-level program be reduced from 49 to 36 credit hours. They reduced the number of credit hours to 37 without undermining the integrity by primarily reducing the student-teaching credits that used to be 10 credit hours to 3 hours. Also, course E579 will be changed from a 3-credit course to a variable 1-3 credit course, and Goodman will be reducing the number of "campus-based" requirements from 12 to 9. Students who will take this course are students in the ET2T program. Next, the Committee members provided some suggestions for changes. Martha Nyikos said the typo on the program of studies under course L545 should be changed to Study of Reading. Also, Susie Sloffer said Goodman will have to put through a course change request for E579.

- *Martha Nyikos motioned to approve the changes to ECMP with the following changes: fix typo for L545 on the program of study and add additional verbiage under point 2 about the change of course credit to variable from 1 to 3, and change title of E547 on program of study to reflect current title.*
- *Lara Lackey seconded the motion.*
- *All in favor.*

- D. **Course Change Request for E547-** Jesse Goodman wanted to change the description of the course and change the title to reflect what it is taught under social studies curriculum. The title has already been changed according to Susie Sloffer. Next, Martha Nyikos said that the title for course E547 is different on the ECMP track. Goodman stated that was a mistake and he will fix it.

- *Susie Sloffer motioned to approve the course change E547.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

- E. **Changes to HESA Doctoral Program and Courses-** Vasti Torres provided a rationale for the changes to the HESA Ed.D. and Ph.D. Doctoral Programs, the new course request for C660, and the course change requests for C656 and C664.

1. **Changes to the Ed.D. program-** Several suggestions were made to the Ed.D. program of study. On the first page, it was recommended to add the 60-credit hour Post-Master's Program to the title. Also on the first page, it was suggested to delete the 2<sup>nd</sup> sentence of the 2<sup>nd</sup> paragraph. On the 4<sup>th</sup> page, under inquiry linkage, it should be clarified that there is no second inquiry course, and only one course can be taken according to HESA and SOE requirements. Next, it was suggested to remove the 3<sup>rd</sup> bulletin point under HESA and SOE requirements and write a general bulletin point about meeting the expectations for the SOE. Finally, the 2<sup>nd</sup> sentence on the 5<sup>th</sup> page should be changed for clarity purposes.

- *Lara Lackey motioned to approve the changes to the Ed.D. Program with the following changes: on first page, make note of the 60-credit hour post-masters program, eliminate 2<sup>nd</sup> sentence in 2<sup>nd</sup> paragraph, page 4, under inquiry linkage, clarify that the student has only one course option for the inquiry linkage course, remove 1<sup>st</sup> bullet point under 2<sup>nd</sup> paragraph because*

*there is only one course that can be taken for the inquiry linkage, remove 3<sup>rd</sup> bullet point under HESA and SOE requirements and add a general bullet point about meeting SOE expectations, and on the 5<sup>th</sup> page, look at second sentence for clarity.*

- *Martha Nyikos seconded the motion.*
- *All in favor.*

2. **Changes to the Ph.D program-** The committee provided some changes for the Ph.D. program of study. First, under A1 on 2<sup>nd</sup> page, C760 needs to be changed to C690, as C690 is the independent study course that is described under A1. On page 4 and 5 under the inquiry linkage section, Susie Sloffer said the first sentence should be changed to “According to the Graduate School Bulletin, 6 credit hours of inquiry coursework is required for the major.” Next, it was recommended to change the language and separate the early inquiry experience and inquiry linkage. Therefore, inquiry linkage should be changed to early inquiry experience in the 2<sup>nd</sup> paragraph under the early inquiry experience section. On page 5 under HESA and SOE requirements, Sloffer said to remove the 3<sup>rd</sup> bulletin point and write a general bulletin about meeting the expectations for the SOE. Also under the HESA and SOE requirements, a bulletin point should be added stating that the student needs to have an appointed doctoral advisory committee and a program of study approved by Graduate Studies. Finally, on the 6<sup>th</sup> page, it was suggested to add an IUB-IUPUI core policy statement under residency requirement.

- *Susie Sloffer motioned to approve the changes to the Ph.D. program with the following changes: on page 2, make sure it says C690 under point A1, on page 4 and 5, under early inquiry experience, change the first sentence to say “According to the School of Education Graduate Bulletin, 6 credit hours of inquiry coursework is required for the major”, change inquiry linkage to early inquiry in 2<sup>nd</sup> paragraph of early inquiry experience, remove 3<sup>rd</sup> bullet point under HESA and SOE requirements and add a general bullet point about meeting SOE expectations, add bullet point under HESA and SOE requirements about having an appointed doctoral advisory committee and a program of study approved by graduate studies, and add to residency requirement IUB-IUPUI core policy statement.*
- *Luise McCarty seconded the motion.*
- *All in favor.*

3. **Course change Request: C656** –the title of C656 is being changed from Special Missions Institution to American Community College. It has been taught under that number as Special Missions Institution, but the HESA faculty wanted the course to have its own title.

- *Martha Nyikos motioned to approve the course change request for C656, with the following changes: add percentages to ESI 5.*
- *Susie Sloffer seconded the motion.*
- *All in favor.*

4. **Course Change Request: C664-** HESA is collapsing the organizational C604 and C605 into C664.

- *Susie Sloffer motioned to approve the course change request for C664 pending additions to the essential syllabus information.*
- *Martha Nyikos seconded the motion.*

- *All in favor.*
- 5. **New Course Request: C660-** This course used to be taught as U550 previously. This will be titled Foundations for Institutional Research.
  - *Martha Nyikos motioned to approve the new course request for C660, with the following changes: change C660 to C661.*
  - *Luise McCarty seconded the motion.*
  - *All in favor*
- F. **Course Change Request: P592** – P592 is being changed to P657 because the course is designed for doctoral level students and has doctoral expectations.
  - *Martha Nyikos motioned to approve the course change request for P592.*
  - *Ray Haynes seconded the motion.*
  - *All in favor.*
- G. **Revised FMLA IUB/IUPUI Policy** – With the permission of the committee, this agenda item will go to an Internet discussion and vote in order to expedite approval. The Family and Medical Leave for Graduate Students policy is being revised to clarify that students who hold an academic appointment on the IUPUI campus are eligible for leave, but not PAID leave. This is because the IUPUI budget will not support the kinds of accommodations that might be available at IUB for adjuncts, hourly or other options for filling in during a leave. It is important to note that there is no dedicated budget at IUB for this either and no-cost arrangements are encouraged. However, there is enough budget leeway that when a no-cost option is not available, we can generally fulfill the paid leave policy at IUB. The current policy right now implies that students with SAAs on the IUPUI will get paid leave.  
**Discussion was initiated on Monday, September 12th via e-mail and the vote was taken on Friday, September 16<sup>th</sup> via e-mail**
  - *Ray Haynes motioned to approve the revised FMLA IUB/IUPUI policy for graduate students.*
  - *Rob Helfenbein seconded the motion.*
  - *All in favor.*

**The meeting concluded at 12:55 pm.**



# GSC/RAFA Agenda

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**April 20, 2010 (10:00-11:00 am)**

**I. Review/Approval of Minutes from March 11, 2011**

**II. Old Business**

A. FMLA

B. Update on K-12 Building Level School Administration

C. Course Change Request: E508 (Mary McMullen)

D. New Course Request: A629 (Gary Crow)

**Schedule of guest presenters**

10:20AM - Barbara Dennis

10:30AM – Gary Crow

10:40 AM - Mary McMullen

**IV. New Business**

A. New Course Request: Q620 (Valarie Akerson)

B. Course Change Request: Y500 (Barbara Dennis)

C. Request for Approval: Updates to Program of Study (Rob Helfenbein)

1) Advising Sheets for *Elementary and Secondary Masters in Education* programs

2) Change in Choice of Courses for: 1) *Literacy, Culture, and Language Education (LCLE)* and 2) *Special Education* Programs of Study

3) Revised Graduate Admission Criteria

D. Program of Studies Change for HESA Ph.D. and Ed.D. (Vasti Torres)

**V. Discussion Items**

A. Update on Committee assignments: Beechler and Dissertation of the Year Award



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

**Members Present:** Danielle DeSawal, Elizabeth Boling, Valarie Akerson, Samantha Paredes Scribner, Martha Nyikos, Kylie Pepler, Rob Helfenbein, Nathaniel Brown, Connie Ables, Ghangis Carter, Susie Sloffer, Lara Lackey, and Ray Haynes

**Absent:** Beth Berghoff

**Staff:** Avital Deskalo

**Presenters:** Barbara Dennis, Gary Crow, and Cary Buzzelli.

- I. Review/approval of minutes from March 11, 2011
  - *Valarie Akerson motioned to approve the minutes with the following changes: re-letter New Business, and under D, soon to be E, change Y520 to Y510: action research.*
  - *Susie Sloffer seconded the motion.*
  - *All in favor.*
- II. Old Business
  - A. **Update on K-12 Building School Level Administration-** the committee will not be moving forward this item.
  - B. **FMLA-** Elizabeth Boling updated the committee on FMLA. She began by briefly discussing parts A through E, paid leave, unpaid leave, policies applicable to all leaves, support applicable to paid and unpaid leave, and procedures, respectfully. After her introduction, Ghangis Carter asked a question about the unpaid leave section. He stated that any “compelling” personal reason might allow students to define what they believe are compelling, but at the end of the section, the compelling reasons that are allowed are given. Susie Sloffer responded that the reasons given at the end of the section are for people who will get extension of milestones, while if it is just personal leave, not for family or medical leave, you aren’t permitted an extension of milestones. Boling agreed that compelling could be eliminated because a student can sit out of their courses for any reason. She went on to reiterate what Sloffer said, that if you have one of these sanctioned reasons at the end of the section, whether or not you have an SAA, you can sit out of classes and apply for extension of milestones. Next, Kylie Pepler asked where the expected costs would come from for the paid leave. Boling said that it states on page 3 that is the responsibility of the hiring department to decide what is going to be done when the student is absent. This is also the policy at the Graduate School. It is up to the discretion of the center to decide where the money will come from.

Another issue was raised surrounding a student’s loan status on leave. Because of the confusion surrounding loans for FMLA, the committee decided to add a section on loans on the FMLA FAQ. Sloffer found an issue on the Summary of Leaves table;

a few of the cells need to be changed. Also, in the multiple leaves example, the years need to be re-numbered to include year 4. There was some confusion about the Policy on Extensions of Milestones statement at the end of the first paragraph in part D. Extension of milestones was recreated under part D. That sentence, for details see the Policy on Extensions of Milestones, needs to be deleted, because it is already explained in D. Carter asked if half-time students can apply for FMLA. A student who wishes to take personal time does not have to be studying full-time. If you are a part-time student, you don't qualify for FMLA. Also, a student who is studying part-time also cannot hold a SAA. This is a policy held by IU. For clarification, the committee decided to add a question on the FAQ about a part-time student's eligibility for student leave.

- *Susie Sloffer motioned to approve FMLA document which will replace any previous documents that we approved, Part A or Part B, related to extension of timeline or paid and unpaid leave, with the following changes: under B, make sure it says unpaid in the first line and remove words "any compelling", adjust lettering of parts on page 3 to include D and also add page numbers, under part D (previously C), remove "for details, see the Policy on Extensions of Milestones," and in the first sentence of part D, add word "to" so the sentence will read "will be entitled to apply". On FAQ, delete comment on 1<sup>st</sup> page, add two sections, one on student loans, and add a section on a part time student's eligibility for extension of timeline for clarification, on page 5 of FAQ, adjust summary tables: for paid leave under requires medical, family reason, the cell will say YES instead of NO, and for unpaid leave under requires medical, family reason, the cell will be changed to YES – if extension of paid leave or requiring extension of milestones and NO – if stand alone leave for personal reasons, under examples of multiple leaves, adjust years so it says year 1, 2, 3, 4, 5, and 6, and move personal leave to year 6. Rephrase multiple leaves to say parental leave and leave for illness instead of baby #1 and baby #2.*
- *Samantha Paredes Scribner seconded the motion.*
- *All in favor.*

- C. **New Course Request A629-** Last meeting, two concerns were raised regarding the description and connection to Y510 action and research and the second was the syllabus information which overlapped too much with action research. Three things are changed on the syllabus: course description, one of the readings, and the latter part of the course schedule. The course description will reemphasize that this is not a course to conduct action research but to use action research to make organizational decisions. One of the readings has changed; it is still an action research text but it is for educational readers in terms of using it for decision-making. In the course schedule, teacher-led research will be changed to leading teachers to design research and leading teachers to use research. Also, A629 has been entered in the Carmin System. The changes satisfied the committee's concerns.

- *Susie Sloffer motioned to approve new course A629.*
- *Nathaniel Brown seconded the motion.*
- *All in favor.*

**D. Course change request E508-** There were a few primary concerns with some of the fields. First concern was with item 12: should be variable from 1 to 3, not 1 to 15. The students should be able to take the course multiple times in the same semester. Each offering will have a different section number if taken multiple times in the same semester. Elizabeth Boling said they have to be scheduled at different times if they are not online.

Another concern was the difference between joint-listed and cross-listed. Joint-listed means that you have the same course, but they might have different course numbers. Also, the course numbers don't need to have the same number of credit hours. Joint-listed courses might also be called combined-section courses. Cross-listed is an informational item, e.g., "If you like this course, you might be interested in X course, which might be a similar topic." Boling will check if this course is in the new system.

- *Nathaniel Brown motioned to approve the course change for E508 with the following changes: change 15 to 3 on item #12.*
- *Rob Helfenbein seconded the motion.*
- *All in favor.*

### III. New Business

**A. Course Change Request Y500** - Y500 is a lab that is used in courses Y502 and Y603. Y500 gives students an opportunity to use statistical software and get consultation. Barbara Dennis wants to extend the model to Y612, Y613, and with an option to Y611. The change for Y500 is to extend the description so the course can be used for qualitative research and research software data. Elizabeth Boling asked if these courses are taught online. Dennis answered that 612 and 613 are not online, but there is an online version of Y502 and Y500. Next, some of the members provided some possible additions to the course change request form. Because there is an online version, Danielle DeSawal said to check world-wide-web for item 21. Also, Nathaniel Brown said that under item 9b, Inquiry should be spelled out. Susie Sloffer stated that there should be no change under item 10a. DeSawal asked if the Carmin system would request a syllabus for each course. Sloffer responded that she didn't know. Dennis asked if she could just use the syllabus for Y500 with Y502 for Y612 and Y613. Boling stated that she should fill in the boxes "essential syllabus information." Brown asked if the course will be offered in the summer. Dennis stated that Y612 and 613 will not be offered. Sloffer said that Dennis won't have to write on the course change request that the courses will be offered in the summer.

- *Nathaniel Brown motioned to approve the course change for Y500 with the following changes: under 9b, spell out Inquiry, 10a –remove EDUA, under 21, select world-wide-web, and Barbara Dennis will add syllabus information and make a notation that the lab will be associated with different courses.*
- *Kylie seconded the motion.*
- *All in favor.*

**B. New Course Request Q620-** This course is for students who want to teach science at the university level. Susie Sloffer checked the course number and it is okay to use. Danielle DeSawal asked if there is any overlap with this course and any other course. Sloffer responded no. DeSawal recommended that Valarie Akerson check if this

course was similar to any pedagogy courses for someone who has a minor in college pedagogy.

- *Kylie Pepler motioned to approve new course Q620*
- *Lara Lackey seconded the motion.*
- *All in favor.*

**C. Request for Approval: Advising sheets for Elementary and Secondary Masters in Education programs**- The four advising sheets, Master's in Elementary Education with a focus in Early Childhood, Master's in Elementary Education with a focus on Urban Education, Master's in Secondary Education with a focus on Urban Education and Master's in Education with a Focus on Technology, were approved by Graduate Studies at IUPUI and COTE at IUPUI. Rob Helfenbein indicated that the four different advising sheets are very similar. Additionally, all these courses already exist and have been approved. This is just a request of approval for new user-friendly advising sheets. Danielle DeSawal asked if there are any changes in program requirements. Helfenbein indicated that the 3<sup>rd</sup> inquiry course is now T590 and used to be J538. This was changed because there was an additional fee with J538, and T590 allows students to pursue action research and also work with faculty members independently if they wish to do so. Helfenbein added that this course already exists and is consistent throughout all four advising sheets.

The other shift was T550, which is a variable titles course. T550 has always existed and now is a requirement for Urban Education focus in Elementary and Secondary Education Master's programs. The foundations option has changed because some courses are not offered anymore, so T550 was added as another option for students. Susie Sloffer stated that T550 is currently called Cultural Community Forces in Schools. Helfenbein indicated that T550 is the same course it has always been. Furthermore, he added that the T-sections are used for the Bloomington's T2T programs, but they are stand-alone courses at IUPUI. DeSawal asked if T550 is in the Master's in Educational Technology advising sheets, and he said it's not required because T550 is not offered online. She also asked if these are specific to IUPUI programs and he said yes. At the end of the discussion, Sloffer checked that T550 is a variable title course at Bloomington.

- *Samantha Paredes Scribner motioned to approve the four new advising schedules which are new, easier versions for students and advisors to utilize, and only highlights two real shifts, the addition of T590 into the inquiry requirements for all four, and for the two with urban education as a focus and the early childhood as a focus, the addition of T550 variable title course as an addition to the electives that can be chosen within the multicultural urban section.*
- *Ray Haynes seconded the motion.*
- *All in favor.*

**D. Program of studies change for HESA Ph.D. and Ed.D.**- Will be discussed next fall.

**E. Request for Approval: Revised Graduate Admission Criteria**- Rob Helfenbein presented the revised graduate admission criteria for certain Master's of Science programs at IUPUI. A few points were added for clarity purposes under the following sections: minimum GPA for conditional admissions, recommendation letters, personal goal statements, conditional admission, and probation and dismissal. Danielle DeSawal

asked if anything was new or different, or is the criteria just now in writing. He indicated that there have been no changes. Helfenbein also stated that these are requirements for IUPUI specific programs. Susie Sloffer noted one potential change in item #7. Since pass/fail courses can't actually be counted at all for Master's students, she asked if Helfenbein actually meant satisfactory/fail? He said he meant satisfactory/fail.

- *Ray Haynes motioned to approve the revised graduate admission criteria for Masters of Science in the Elementary Education (including focus on Urban Education, Technology, or Early Childhood), Literacy, Culture, and Language Education (including focus on ESL or Reading), Secondary Education (including focus on Urban Education or Technology), and Special Education with the following changes: change pass/fail to satisfactory/fail on item #7.*
- *Samantha Paredes Scribner seconded the motion.*
- *All in favor.*

#### IV. Discussion Items

##### **A. Update on Committee assignments: Beechler and Dissertation of the Year**

**Award-** The Beechler Committee has met and chosen the recipients for the award. Amy Trauth-Nare, Rebekah Hudock, and Husaina Kenayathulla were the recipients for the Beechler Award. Kylie Peppler is the chair of the Dissertation of the Year Committee. She asked if she could be the representative from the CEP department and Danielle DeSawal said that would be fine. Peppler also asked if anyone would volunteer to be the representative from the ELPS and C&I department. Peppler said that Anne Leftwich and Mitzi Lewison will be representing the IST and LCLE department. DeSawal also asked Peppler to provide some suggestions for the next year. At the end of the discussion, Peppler asked if the dissertation information will be uploaded to OnCourse. DeSawal said that Avital Deskalo will be posting all the materials on OnCourse for the committee members.

**The meeting concluded at 11:45 pm.**

# GSC/RAFA Agenda

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**March 11, 2011 (10:00-11:00am)**

**Schedule of guest presenters**

10:10 AM– Jesse Goodman

**I. Review/Approval of Minutes from December 15, 2010**

**II. Old Business**

A. FMLA

B. Update on Special Education programs: Certification, Certification plus Masters, and Masters only  
(Informational item ONLY)

**III. New Business**

A. Course Change Request: E508 (Danielle DeSawal)

B. Official Name Change: ET2T (Jesse Goodman)

C. Course Change Request: C675 (Danielle DeSawal)

D. New Course Request: Q601 (Valarie Akerson)

E. New Course Request: A629 (Samantha Paredes-Scribner)

E. Request for Approval for on-line delivery of k-12 bldg level Administration Masters  
(Samantha Paredes-Scribner)

F. Request for Approval for on-line delivery of Teacher Leadership Masters (Samantha Paredes-Scribner)

G. Request for Approval for on-line delivery of k-12 bldg level Administration  
Certificate (Samantha Paredes-Scribner)

**IV. Discussion Items**

A. Committee Assignments: Beechler and Dissertation

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

**Members Present:** Danielle DeSawal, Elizabeth Boling, Valarie Akerson, Samantha Paredes Scribner, Martha Nyikos, Rob Helfenbein, Nathaniel Brown, Connie Ables, Ghangis Carter, Susie Sloffer, and Ray Haynes

**Absent:** Kylie Peppler, Lara Lackey, and Beth Berghoff

**Staff:** Avital Deskalo

**Presenters:** Jesse Goodman

**I. Review/approval of minutes from December 15<sup>th</sup>, 2010**

- A. Elizabeth moves to amend into the 3-3-11 minutes that at our earlier three meetings (September, November and December), Ghangis had been inadvertently dropped from the distribution list and wasn't notified.
- B. Elizabeth will verify with Jane that Nathaniel does not need to be mentioned in the minutes because he was on family leave.
  - *Martha Nyikos motioned to approve the minutes with the addition into the 3-11-11 minutes that Ghangis Carter was inadvertently dropped from the distribution list for the September, November, and December meetings.*
  - *Nathaniel Brown seconded the motion.*
  - *All in favor.*

**II. New Business**

- A. **Course Change Request E508-** The course change request for E508 is move 3 credits that can be taken once, to 1-15 credits, and students can sign up for more than E508 at the same time. This change is to allow flexibility while the program is being revised and to correct the problem that students have often taken more than one E508. The GSC/RAFA committee agreed to table E508 to obtain further clarification on certain items. For example, the committee questioned if line 12 should be changed to variable from 1-3 credit hours instead of 1-15 hours. Furthermore, they also wanted clarification on the cross listing with J760. It was unclear if a student could cross-list J760, which is a 3-credit course, with E508, which you could take for 1 credit.
- B. **ET2T Master's Option name change to ECMP-** Master and certificate-only option ET2T were created in early 2000s. This past summer, IDOE wanted to review the ET2T programs. The State allowed a 24-credit certification program, and the ET2T Master's Program was a 49-credit program, which the State misconstrued as the ET2T Certificate-Only Program. Consequently, the state temporarily suspended the ET2T Certification-Only Program. Therefore, Jesse Goodman and colleagues decided to change ET2T -Masters to a different name, so the State would not confuse



the Certificate Only and Masters Programs. They wanted to find a name that clearly identified the track as a Masters Program, hence Elementary Certification Master's Program. This will be a track of the Elementary Master's Degree Program. Danielle wanted to make sure that this was only a name change, so the proposal won't trigger any problems at a different level (i.e., because it says track). Susie stated that the word "track" is not critical to the process. They decided that a simpler memo should be devised that only illustrates the name change. The new memo can illustrate that once the name change is approved, the ECMP will be re-established as a track of the C&I's Department's Elementary Master's Degree Program was in the past. Rob inquired if this temporary suspension will affect IUPUI's ET2T program. Elizabeth responded that the State treated IUPUI differently than IUB (i.e., asking questions about certain features of the program); there will be no effect on the IUPUI program as of now. Rob also asked if there will be an impact secondary ET2T, and Jesse stated that the current situation is completely different; there will be no impact. Jesse Goodman asked if this name change has to be approved before we let the students register in the fall. Susie says no because there is still an existing and approved initial license for an Elementary Ed Masters Degree. They will change the students' degree once the name change is approved.

- *Nathaniel Brown motioned to approve the change ET2T-Masters option to ECMP with the caveat that we will double-check if it needs to go to the Committee on Teacher Ed for approval. Pending that approval, then we will move it forward to Policy Council. Jesse will work with Susie and Elizabeth to devise a concise memo that will just focus on the name change.*
- *Connie Ables seconded the motion.*
- *All in favor.*

- C. **Course Change Request C675-** This is a supervised college teaching course. The change is to set the credit hours variable from 1-3 instead of 2-3 to allow flexibility for the Doctoral students who are teaching courses to undergraduates.
- a. *Valarie Akerson motioned to approve the course change for C675.*
  - b. *Susie Sloffer seconded the motion.*
  - c. *All in favor.*
- D. **New Course Request Q601-** The past few years a Proseminar Course in Science Education has been run under an independent study. Now they want it to be formalized and assign it to a regular course. The Q590 is the independent study number. Martha wanted to ask if this is an early experience course. Valarie responded that it is not, stating that every student attends every semester. New students attend for course credit (it is in their program of studies). Danielle recommends that Q590 should be changed on the syllabi titles to Q601. Susie indicated that on the new course proposal, where it says REQUIRED, "but already in the program" should be deleted. Martha inquired if a student is required to attend all the time, could they constantly enroll and rack up a lot of credits? Valarie said they could rack up to 4 credits. Danielle also recommended that only one syllabus should move forward.
- a. *Ray Haynes motioned to approve the new course request Q601 with making sure as it gets entered into the system, strike the phrase "but already in the*



*program,” change the syllabi to reflect the new course number Q601, and just pick one general syllabus to be added to the system.*

- b. *Martha Nyikos seconded the motion.*
- c. *All in favor.*

E. **New Course Request A629-** Susie stated that this course is very similar to Y510: Action Research, which might be an issue. Ray indicated that it should be distinguished how these two courses are different. Graduate students might question why they should take Y510 if they are taking a similar course. This course is not required; it would be an elective. Moreover, another issue raised was the structure of the course schedule on page 4 of the syllabus. For week 11-14, it would be beneficial to change the language to Project Selection. For week 12, the language could be changed to project related questions. The committee decided to table A629 so the syllabus could be modified further.

F. **Requests for Approval: Online Delivery of K-12 Bldg Level Administration Masters, Online Delivery of Teacher Leadership Masters, Online Delivery of K-12 Bldg Level Administration Certificate-** All three are online versions of existing programs. There are no changes in the course requirements; they are just going to be offered online. Funding at IUB was an incentive to develop online courses. Various programs responded to the incentive and developed online courses. The strategy was to develop an entire course sequence online. Samantha indicated that if over 50% of the program is going to be delivered online, you need approval up to the Commission level. Nathaniel asked if there are any courses in any of the tracks that are in laboratory format or something other than a lecture format. Samantha responded that the practicum would still be online in their school contexts. Martha inquired about the fee structure. She stated that it was very surprising that a resident and non-resident can take a course online much cheaper. Danielle discussed that it is a great marketing tool and the fees will likely increase next year due to the number of courses being delivered online. Later on, Martha raised a question regarding the certificate. Danielle said that if a program has not been approved as a certificate, you could use the word “academy” instead. Martha inquired about an official recognition certification she would like to give to her students, and Elizabeth recommended that she use the word academy. In regards to the certification program, Martha stated that in Roman Numeral 3 it wasn’t clear if you need a Master’s degree prior to completing the certification. Samantha clarified that you do need a Master’s degree for the certification program. Elizabeth suggested that if we add a colon after “including” in the first sentence, it would clarify that a Master’s degree is required.

**The three requests will be voted on individually.**

**1) Online Delivery of K-12 Bldg Level Administration Masters**

- a. *Rob Helfenbein motioned to approve Online Delivery of K-12 Bldg Level Administration Masters Program.*
- b. *Valarie Akerson seconded the motion.*
- c. *All in favor.*

**2) Online Delivery of Teacher Leadership Masters**

- d. *Valarie Akerson motioned to approve Online Delivery of Teacher Leadership Masters.*

e. *Martha Nyikos seconded the motion.*

f. *All in favor.*

**3) Online Delivery of K-12 Bldg Level Administration Certificate**

g. *Nathaniel Brown motioned to approve Online Delivery of K-12 bldg Level Administration Certification with the caveat that we will double-check the proper form, but the content is appropriate. We will make sure that certificate or certification is used in the proper contexts. Also add a colon after the word including after the first sentence of Roman numeral #3.*

h. *Ray Haynes seconded the motion.*

i. *All in favor.*

*\*\*We will move forward the first two programs to Policy Council and follow-up with Samantha and Gary on the certification program\*\**

**III. Informational Items**

**A. Update on Special Education programs: Certification, Certification plus Masters, and Masters only**

– All documents in the 3-11-11 resources tab on OnCourse are current for these programs. These documents came back from Policy Council several times due to a number of technical issues, such as the language, etc. Danielle stated that no content was changed; this is just an informational item for the committee.

**B. Beechler Award:** The announcements have gone out to the departments. Danielle recruited one more member, Tom Nelson Laird, to the committee. The committee is all set now.

**C. Dissertation of the Year Award:** Will be discussed outside the meeting.

**D. FMLA-** Elizabeth stated that the GSO encountered several questions after we moved the FMLA documents to go forward to Policy Council. Also, Policy Council suggested that the FMLA should be split up in to two policies into two forms: academic leave for graduate students and family and medical leave for graduate students. Danielle asked if the academic leave document was Part A and if it was approved earlier, and Elizabeth responded that it is not. Also in regards to the academic leave policy, Danielle suggested that under Eligibility, the second bullet point should be modified to say School of Education graduate program. Additionally, she stated the third bullet point should be rephrased because it is unclear.

Because the meeting was coming to a close, Danielle suggested that we should initiate a conversation via e-mail cross-checking the Part A (which was approved previously) with the current forms, so the committee can go through and identify any concerns or issues. Also, Danielle asked that the FMLA Sub-Committee convene based on feedback from the e-mails. Furthermore, Danielle asked that we focus on the highlighted parts on the family and medical leave policy. The form for academic leave request also needs to be approved at the next GSC/RAFA meeting. FMLA was tabled and would be discussed again at the April meeting.

**E. Potential action items for next year:** Urban Education PhD proposal at the Commission at Higher Education – Rob stated that proposals have moved to that level and the committee may want to think of some procedural actions to help these proposals move forward.

**The meeting concluded at 11:30 am.**

**The next GSC/RAFA Committee meeting is scheduled for Wednesday, April 20<sup>th</sup>, 10-11 am.**



# GSC/RAFA Agenda

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**December 15, 2010 (10:15am-12:00pm)**

**I. Review/Approval of Minutes from November 3, 2010**

**II. New Business**

- A. New Course Request: K650 (Erna Alant)
- B. New Course Request: K680 (Erna Alant)
- C. New Course Request: L650 (Erna Alant)
- D. Inquiry Methodology Program admission of second major (Ginette Delandshere)
- E. GPA Requirement for Fellowship Maintenance (Elizabeth Boling)

**Schedule of guest presenters**

10:15 AM– Erna Alant  
11:00 AM– Ginette Delandshere

**III. Discussion Items**

- A. Committee Assignments: Beechler and Dissertation

**Minutes from Meeting  
10:00am-12:00pm  
Rooms 2102 (Bloomington) and ES3138F (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Lara Lackey, Samantha Paredes Scribner, Kylie Peppler, Connie Ables, Susie Sloffer, and Ray Haynes

**Absent:** Beth Berghoff, Valarie Akerson, Rob Helfenbein, Ghangis Carter, and Martha Nyikos

**Staff:** Avital Deskalo

**Presenters:** Erna Alant and Ginette Delandshere

**I. New Business**

- A. **New Course Request K650, K680, and K600-** Erna Alant requested three new courses to add to the PhD. track in special education.
1. **K650 Paradigms and Policies of Special Education in the U.S.-** Susie stated that the course # K650 is free to use. However, under 8b on the course request form, Susie explained that PPSPED does not convey enough information. She suggested that PARA & POLSPEC ED IN US be used instead. Furthermore, it was decided that “methods” from 19b on the form should be removed.
    - *Danielle DeSawal motioned to approve K650 with the following changes: removal of “methods” from 19b, and change 8b recommended abbreviation to PARA & POL SPEC ED IN US.*
    - *Susie Sloffer moved to accept motion.*
    - *Ray Haynes seconded the motion.*
  2. **K680 Evidence-based Practice in Special Education-** Susie discussed a few changes that needed to be made to course K680. First, K680 is not available, so the course number (5a on the course request form) will be switched to K681. Furthermore, 8b, the recommended abbreviation, should be changed to EVID-BASED PRACT IN SPEC ED. Also, under 19b, “reading” should be added to the additional components. Susie also stated that she did not need to view a syllabus for K681; Erna only needs to complete the percentages under learning assessment in the essential syllabus information section. Other questions were raised as well. Danielle inquired whether K681 is an independent study. Erna responded that K681 is NOT an independent study.
    - *Danielle DeSawal motioned to approve K681 upon the following changes: change course number under 5a to K681, change 8b recommended abbreviation to EVID-BASED PRACT IN SPEC ED, and add “reading” to 19b.*
    - *Susie Sloffer moved to accept motion.*
    - *Connie Ables seconded the motion.*
  3. **K600 Introduction to Special Education Scholarship-** There were several changes that needed to be made to K600. K600 already exists so the course number (5a) needs to be changed to K601. Also, “scholarship” needed to be

added to the title in 8a. The recommended abbreviation in 8b should be changed to INTRO SPEC ED SCHOLARSHIP. Under 17a, J602 needs to be removed as an equivalent course. Furthermore, under 18c, 1 credit should be replaced to 3 credits. For 19b, remove “methods” and “studio”, and add “reading.”

- *Danielle DeSawal motioned to approve K601 upon the following changes: change course number under 5a to K601, add “scholarship” to 8a, change 8b to INTRO SPEC ED SCHOLARSHIP, remove J602 under 17a, replace 1 credit to 3 credits under 18c, and remove “methods” and “studio, and ADD “reading” to 19b.*
- *Lara Lackey moved to accept motion.*
- *Kylie Peppler seconded the motion.*

B. **Inquiry Methodology Program admission of second major.** The Inquiry Faculty proposed an admission policy that would be effective starting in fall 2011. According to the proposal, graduate students planning to apply for admission into the Ph.D. Inquiry Methodology program as a second major must apply within two years of being accepted into their first major. Lara inquired on whether two years is still too long. Ginette felt that two years is appropriate. Another question raised was how do we inform the students about this change? Could the policy be posted in the bulletin? It was suggested that the policy could be attached to the applications. The Inquiry Faculty will be grandfathering the policy, which indicates that the policy will be effective fall 2011 for new students to apply.

- *Danielle DeSawal motioned to approve the proposed policy Inquiry Methodology Program admission of second major.*
- *Samantha moved to accept the motion.*
- *Kylie Peppler seconded the motion.*

## II. **Review/Approval of minutes from November 3<sup>rd</sup>**

- A. Add to motion for old business “with the changes outlined above.” Also, add to motion for new business under Graduate License in Exceptional Needs: High Incidence that this document is the document that moved forward to policy council.
- *Danielle DeSawal motioned to approve the minutes with the two changes in old business and new business*
  - *Ray Haynes moved to accept the motion.*
  - *Kylie Peppler seconded the motion.*

## III. **Discussion Items**

- A. **GPA for Fellowship Students and Conditional Admissions-** The first issue discussed concerned fellowships requiring a 3.7 GPA. Some questions were raised on whether this policy is necessary, or even desirable for the students. Other questions developed on if there is a similar policy for students with AI-ships. Are the majority of students with fellowships concerned with this policy? Furthermore, do we share this data with the state? If we do, we would have to take this fact into consideration if we decide to lower the GPA requirement. The committee decided to take action on this item next semester.

Next, the committee discussed conditionals admissions, and whether requiring a 3.7 in the first 9 credits (fellowship grades) is realistic? Would it be more feasible

to go for longer conditions and a more specific policy, such as requiring students to maintain a 3.5 with no single course grade lower than B-? The committee agreed that 3.7 is high for conditional admissions. In addition, the committee voiced that it might be beneficial to have a policy that demonstrates that graduate studies may add conditions. This topic will be discussed further next semester.

- B. **Committee Assignments: Beechler and Dissertation-** Kylie Pepler has decided to chair the Dissertation of the Year Award committee. Samantha Paredes Scribner decided to join the committee as well. Four members still need to be recruited for this committee; it would be beneficial to have a member from each department. Danielle DeSawal suggested to contact Nelda about last year's dates for the Dissertation of the Year Award. In regards to the Beechler Committee, Martha Nyikos and Valarie Akerson need to recruit one more colleague.

**The meeting concluded at 11:57 PM.**



# GSC/RAFA Agenda

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**November 3, 2010 (10:00am-12:00pm)**

**I. Review/Approval of Minutes from September 22, 2010**

**Schedule of guest presenters**

10:30 AM– Regina Weir  
11:00 AM– Ellen Vaughan

**II. Introduction**

A. Review of Committee

B. Nominations

**III. Old Business**

A. FMLA

**IV. New Business**

A. Graduate License in Exceptional Needs: High Incidence (Gretchen Butera)

B. G510 Curriculum Change (Ellen Vaughan)

**V. Discussion Items**

A. Committee Assignments: Beechler and Dissertation



**Minutes from Meeting  
10:00am-12:00pm  
Rooms 2102 (Bloomington) and ES3138F (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Lara Lackey, Samantha Paredes Scribner, Martha Nyikos, Beth Berghoff, Valarie Akerson, Connie Ables, Susie Sloffer, and Ray Haynes

**Absent:** Kylie Pepler and Ghangis Carter

**Staff:** Avital Deskalo

**Presenters:** Ellen Vaughan, Gretchen Butera, and Regina Weir

**I. Review/approval of minutes from September 22<sup>nd</sup>,**

A. Samantha's middle name is misspelled, change E to A.

- *Susie Sloffer motioned to approve the minutes from the last meeting.*
- *Lara Lackey seconded the motion.*
- *Motion passed.*

**II. Old Business**

A. **FMLA-** The FMLA subcommittee adopted the FMLA policy, leave of absence request, and FAQ for the School of Education. There were several items that needed to be changed. First, on the Leave of Absence request form, it was requested to switch full 12 credit hours to one full time semester. Additionally, there was a change made to the FMLA policy under *eligibility* to add Statement #2 from the Leave of Absence form "The student was not previously granted or on leave for maximum of 24 months in total." Furthermore, a question was raised whether IUPUI has a similar FMLA policy.

- *Valarie Akerson motioned to approve the three documents with the changes outlined above and put them in process to go to policy council.*
- *Martha seconded the motion.*
- *Motion passed.*

**III. New Business**

A. **Graduate License in Exceptional Needs: High Incidence-** Gretchen Butera and Regina Weir proposed a Graduate License in Exceptional Needs: High Incidence Certification and a License plus Masters in Special Education: High Incidence Certification. Several issues were raised regarding the two certifications. One, who would be teaching the courses within the certification programs? Gretchen responded that the graduate faculty are involved, and listed several of the faculty who would be involved. Another issue mentioned was whether these courses would be available online. It was concluded that a distance education section may be added, and it will be combined with the secondary special education majors. Furthermore, Susie

inquired about the number of credit hours for M550 for the license plus masters in special education, and suggested that the 3 credits listed on the program of study form should be switched to 10 credits. Martha asked about the graduate license in exceptional needs, and whether taking k-6 elementary or 5-12 secondary license could develop into a k-12 license for those who wish to pursue a k-12 license. She suggested that the requirements could be changed to either OR and/or k-6 and 5-12 secondary license.

- *Danielle DeSawal motioned to approve graduate license in exceptional needs, license plus masters as presented with the one change in M550, or if Susie finds another discrepancy, she will make the amendments, motion that this will go in accordance with the masters degree in special education. This document is the document that moved forward to policy council.*
- *Susie Sloffer moved to accept the motion.*
- *Martha Nyikos seconded the motion.*
- *Motion passed.*

B. **G510 Curriculum change**- Ellen Vaughan proposed a curriculum change for the M.S. Degree in Counseling within the Community Counseling track. She wishes to add G510 as a requirement in the fall of the students' second year.

- *Danielle DeSawal motioned to approve the new program outline degree for the Community counseling track with the change to add G510.*
- *Connie Ables motioned to accept.*
- *Martha Nyikos seconded the motion.*
- *Motion passed.*

#### IV. **Discussion Topics**

- A. Martha Nyikos volunteered to chair the **Beechler Award Committee**. Valarie Akerson will be on the committee as well; one more person will also be recruited.
- B. The committee will revisit the topic of the **Dissertation of the Year Award** at the December meeting.

**The meeting concluded at 11:15 am.**

# GSC/RAFA Agenda

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**September 22, 2010 (11:15am-1:00pm)**

**I. Review/Approval of Minutes from April 26, 2010**

**II. Introduction**

A. Review of Committee

B. Nominations

**III. Old Business**

A. FMLA (Elizabeth Boling)

**IV. New Business**

A. Learning Sciences, Media, and Technology Certificate Approval (Kylie Peppler)

B. HESA Online Certificate and U556 Program Request (Danielle DeSawal)

C. Y690 New Course Request (Ginette Delandshere)

D. P624 Course Change Request

**V. Discussion Items**

A. Committee Assignments

B. Z760 and Z503

**Schedule of guest presenters**

12:00 PM– Ginette Delandshere

**Minutes from Meeting  
11:00am-1:15pm  
Rooms 4112 (Bloomington) and 3138b (Indy)**

**Members Present:** Danielle DeSawal, Elizabeth Boling, Lara Lackey, Samantha Paredes Scribner, Martha Nyikos, Kylie Pepler, and Ray Haynes

**Absent:** Beth Berghoff, Susie Sloffer, and Ghangis Carter

**Staff:** Avital Deskalo

**Presenters:** Ginette Delandshere

**I. Review/approval of minutes from April 26th, 2010**

- A. There were a few mistakes that needed to be corrected on the minutes, such as Samantha's last name, a spelling mistake, and a mistake in the time frame of the meeting.
- *Samantha Paredes Scribner motioned to approve the minutes from the last meeting.*
  - *Martha Nyikos seconded the motion*
  - *Motion passed*

**II. Nominations**

- A. Danielle DeSawal is running for committee chair.
- *Lara Lackey motioned that Danielle DeSawal be the chair of the committee*
  - *Martha Nyikos seconded the motion*
  - *Motion passed*

**III. Old Business**

- A. **FMLA-** The committee members raised several important questions, such as what's the policy for students in the SOE who are employed at another location? Is there campus wide policy for this circumstance? Additionally, Kylie Pepler asked how the policy handles students on grants. Danielle DeSawal proposed that Elizabeth Boling leads a subgroup on what the University is doing currently for family leave, and decide if the School of Education should adopt its own policy or adapt the University's. Lara Lackey and Ray Haynes (and possibly Beth Berghoff) volunteered to work with Elizabeth on a subgroup for the policy. This will be discussed further at the October meeting.
- B. **Y690-** Y690 was presented to the committee at a previous meeting; however, the committee asked for clarification on points 13 and 16. In regards to section 13, the committee raised concerns about restricting the course instruction to core faculty only, as this course of action is inconsistent with the independent study courses in other advanced programs. The committee decided that Y690 had the same intention as Y590, just at a different level. Therefore, they requested that the current Y690 course description be replaced with the Y590 description, and add the word *advanced*. Susie Sloffer is to make

the recommendation and Ginette will make the final decision. Furthermore, the committee requested clarification on section 16, which concerned the number of times the course can be taken. According to Ginette Delandshere, the intention of the department is that the student can take the credits as many times until the maximum 6 credits are completed.

- *Danielle DeSawal motioned to approve Y690 as a course with check-up on item #13 and #16*
- *Kylie Peppler seconded the motion*
- *Motion passed*

**IV. New Business**

A. **Learning Sciences, Media, and Technology Certificate Approval-** Kylie Peppler proposed a new certificate program which requires students to take four out of five courses that will be offered online starting Summer 2010. The certificate requires a total of 12 credit hours, and one course can be taken outside the major. Two courses, P540 and P507 will be mandatory. One concern that was raised was the requirement of a minimum GPA of 3.0.

- *Danielle DeSawal motioned to approve the certificate upon Susie Sloffer's final review*
- *Martha Nyikos seconded the motion*
- *Motion passed*

B. **P624 Course Description Change Request-** The course description change will include the word *Neuroscience*

- *Martha Nyikos motioned that we approve the course description change*
- *Ray Haynes seconded the motion*
- *Motion passed*

C. **HESA Online Certificate Approval and U556 Course Request-** Danielle DeSawal proposed a HESA online certificate program to cater to employees of higher education institutions who work in student affairs. This certificate might help students to advance to the next pay grade. This program consists of a 9 credit, 12 week summer course. Two of the courses are already in existence (U544 and C565); the third course (U556) is being proposed. Kylie Peppler asked about the graduate certificate requirement of 12 credits. Danielle explained that it says "generally" because it is a 9 credit program. The committee requested that Susie Sloffer review 19a on the course request form.

- *Lara Lackey motioned to approve the HESA Online Certificate*
- *Martha Nyikos seconded the motion*
- *Lara Lackey motioned to approve the New Course Request for U556 upon review and recommendation from Susie Sloffer on 19a*
- *Kylie Peppler seconded the motion*
- *Motions passed*

**V. Discussion Topics**

A. The committee will discuss the Beechler Award and Dissertation Award at the October meeting

- B. Courses Z760 and Z503 were approved but the graduate school requested a rubric.  
The rubric was all that was needed for clarification.

**The meeting concluded at 1:00 pm.**



# GSC/RAFA Agenda

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**April 26, 2010 (3:30-5:00)**

**I. Review/Approval of Minutes from March 25, 2010**

**II. New Business**

A. Request to Add 1 Credit to ET2T Masters Degree

Requirements (Diana Lambdin)

B. IST Distance Education Ed.D Degree Program (Elizabeth Boling)

**III. Discussion Item**

A. Committee Updates: Dissertation

**Schedule of guest presenters**

Diana Lambdin (3:30)  
Elizabeth Boling (3:45)

**Minutes from Meeting  
12:30-2:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Nathaniel Brown, Ghangis Carter, Danielle DeSawal, Dave Flinders, Rob Helfenbein, Mary McMullen, Larry Mikulecky, Samantha Paredes Scribner, Meredith Park Rogers and Susie Sloffer

**Absent:** Beth Berghoff, Gayle Buck, Suzanne Eckes, and Sarah Vander Zanden

**Staff:** Kim Markoff

**Presenters:** Diana Lambdin and Elizabeth Boling

**I. Review/approval of minutes from March 25, 2010**

- *Meredith Park Rogers motioned to approve the minutes from the last meeting.*
- *Dave Flinders seconded the motion.*

**II. New Business**

**A. Request to add 1 credit to ET2T Masters degree:** The Elementary Transition-to-Teaching (ET2T) program proposed a change in course M501, which is offered in the Fall. M501 is currently approved as a 2 credit variable course; however, Lambdin and colleagues propose that M501 should be 3 credits. Presently, students are investing a great deal of time in M501, thus this should be reflected in the credits they receive from taking the course. Additionally, changing the credit hours to 3 would benefit faculty members who need more 3-credit courses to complete his/her teaching load. Art Education program is revising several aspects of their graduate program. Lara Lackey presented the committee with new courses, course changes and program change proposals for the committee to consider.

- *Larry Mikulecky motioned to add 1 credit to M501*
- *David Flinders seconded the motion*

**B. IST Distance Education Ed.D and Masters Degree Program:** Elizabeth Boling previously met with a few committee members and was given feedback regarding the two proposed IST programs. Committee members were concerned with the residency requirement of the Ed.D program and recommended that Boling revise aspects of the proposal. At this meeting, Boling explained the demand for an online doctorate program. The IST Ed.D program is a 60 credit-hour post-masters graduate program. Course work requirements will vary depending on whether or not a student attended IU for his/her M.S. degree in IST. Online consultation will be required each semester. The committee raised a concern in Boling's program overview. Specifically, "3 hours" should be placed after the Learning Theories requirement in the section regarding the M.S. degree for individuals who received their masters in IST from IU.

- *Dave Flinders motioned to accept the IST Distance Ed.D Degree Program*
- *Larry Mikulecky seconded the motion*



Next, Boling presented the committee with a proposal for the Masters of Science in Education-Instructional Systems Technology. Presently, the MS Ed program in IST offers a generalist introduction to the field. The proposed program revisions involve 3 major changes. These changes include a set of core courses (R511, R521, R541, R561, R621), 4 distinct specialization tracks (workplace learning and performance improvement, instructional systems design practice, learning technologies, studio program), and a unique program of studies form for each proposed track. According to Boling, the current MS Ed program has 1 track. The proposed 4 tracks will be based on a common framework that incorporates the same elements

- *Dave Flinders motioned to approve the new Program of Studies for the MS Studio program which reflects a change in number of core courses, and the arrangement of the electives within the Program of Studies and the addition of a mandatory internship*
- *Rob Helfenbein seconded the motion*

An additional vote was done to approve the new distance tracks

- *Samantha Paredes-Scribner motioned to approve the distance tracks for the Program of Studies for a MS degree in workplace learning and performance improvement(WLPI), instructional systems design practice (ISDP), learning technologies (LT) which reflects a change in core courses and a reorganization of the electives that are unique for each track*
- *Susie Sloffer seconded the motion*

#### IV. Discussion item

A. **Update on Beechler Committee:** Dave Flinders, chair of the Beechler committee, informed the committee that \$20,844.37 were awarded to Beechler recipients. According to Flinder, two concerns were raised by the awards committee for future consideration. First, the awards committee recommended that guidelines be set that state when eligibility would end. Second, the committee discussed how to evaluate submitted budgets.

**The meeting concluded at 2:00pm**

# GSC/RAFA Agenda

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**March 25, 2010 (12:30-2:00)**

## **I. Review/Approval of Minutes from December 10, 2010**

## **II. New Business**

A. New Course, Course Change, and Program change  
proposal from Art Education (**Lara Lackey**)

B. New Course Request: Y690 & Y799 (**Joanne Peng**)

C. IST Distance Education Ed.D Degree Program- (**Elizabeth Boling**)

D. ESL/EFL Program via Distance Education (**Beth Samuelson**)

E. SPED FIST (**Gretchen Butera**)

## **III. Discussion Item**

A. Committee Updates: Beechler and Dissertation

### **Schedule of guest presenters**

Lara Lackey (12:30)  
Joanne Peng (12:45)  
Elizabeth Boling (1:00)  
Beth Samuelson (1:15)  
Gretchen Butera (1:30)

**Minutes from Meeting  
12:30-2:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Beth Berghoff, Ghangis Carter, Danielle DeSawal, Dave Flinders, Rob Helfenbein, Larry Mikulecky, Samantha Paredes Scribner, and Sarah Vander Zanden

**Absent:** Nathaniel Brown, Gayle Buck, Suzanne Eckes, Mary McMullen, Meredith Park Rogers and Susie Sloffer

**Staff:** Kim Markoff

**Presenters:** Lara Lackey, Joanne Peng, Beth Samuelson, and Gretchen Butera

**I. Review/approval of minutes from December 10, 2009**

- *Dave Flinders motioned to approve the minutes from the last meeting.*
- *Rob Helfenbein seconded the motion.*

**II. New Business**

**A. New Course, Course Change, and Program Change Proposal from Art**

**Education:** The Art Education program is revising several aspects of their graduate program. Lara Lackey presented the committee with new courses, course changes and program change proposals for the committee to consider.

**1. New course request for Z750:** This would be a required topical seminar for art education doctoral students. According to Lackey, there are presently no topical seminars in art education.

- *Dave Flinders motioned to approve the course*
- *Larry Mikulecky seconded the motion*

**2. New course request for Z760:** This would be a required research seminar for art education doctoral students. Lackey explained to the committee that there are no research seminars that are available for art education doctoral students. The committee recommended that Lackey make changes to #18 on the course request form to include more instructional modes.

- *Dave Flinders motioned to approve the course*
- *Larry Mikulecky seconded the motion*

**3. Course change request for Z500:** Lackey proposed that Z500 be changed to Z525. Lackey explained that traditionally, Z500 has been used for two very different courses, one dealing with the philosophic and historical foundations of art education and the other with introductory art methods. The easiest way to make the correction is to discontinue Z500 and change it to Z525, and add a new course, Z501.

- *Dave Flinders motioned to approve the course*
- *Larry Mikulecky seconded the motion*

**4. New course request for Z501:** This course would be an art methodology course for non-art specialists. An emphasis is placed on exploring visual art processes and techniques.

- *Dave Flinders motioned to approve the course*
- *Larry Mikulecky seconded the motion*

**5. New course request for Z503:** Lackey explained to the committee that this course would serve as an intensive professional development workshop for pre-service or practicing educators. Presently, there are no workshop courses in art education.

- *Larry Mikulecky motioned to approve the course*
- *Dave Flinders seconded the motion*

**6. Changes to the doctoral program of studies:** According to Lackey, changes to the doctoral program of studies will better prepare art education students for their qualifying examinations, dissertation completion and provide an overall more supportive learning and research community for art education doctoral students. Under these changes, doctoral students would be encouraged to take J602 and either J630, J664, or J670. In addition, doctoral students would be required to take the following art education seminars: Z750, Z760, and Z525.

- *Dave Flinders motioned to approve the changes to the doctoral program in art education*
- *Larry Mikulecky seconded the motion*

**B. Course Requests for Y690 and Y799:** Joanne Peng presented the committee with two course requests. According to Peng, the Inquiry program would like to change the title of Y799 from Doctoral Thesis in Instructional Research to Doctoral Thesis in Inquiry Methodology. The committee raised questions regarding number 17 and 18 on the course request form. The committee informed Peng that the same description should not appear for both items.

***Approval of Y799 is contingent upon review by Susie Sloffer.***

- *Rob Helfenbein motioned to approve the course*
- *Dave Flinders seconded the motion*

Peng additionally presented the committee with a new course request for Y690 entitled, Advanced Independent Study in Inquiry Methodology. According to Peng, Y690 can be taught by only core faculty from the inquiry program. The committee raised concerns about restricting the amount of instructors eligible to teach the course. As such, Peng was advised that the requirement is inflexible and may be problematic at a later point. In addition, the committee informed Peng that rationales were needed on the course request for items 13 and 16. Due to the number of concerns raised by the committee, Y690 has been tabled until a later meeting.

**C. ESL/EFL Program via Distance Education (EPDE):** On behalf of Faridah Pawan, Beth Samuelson presented the committee with a proposal for a new distance education program. According to Samuelson, the program was developed to address the need for more English language teachers overseas and in the US. EPDE would be a certificate program housed in the Department of Literacy, Culture, and Language Education. The program has two tracks for students to choose from, namely an ESL/EFL teaching track and an ESL/EFL teacher trainer track. Students will take four graduate online courses, for a total of 12 credits. Samuelson explained that the two tracks for the EPDE program were

created by developing two new courses (L546 and L547) and changing numbers (L530 to L543 and L530 to L544).

**1. New course request for L543:** In this course, students will learn about practitioner inquiry involving systematic, intentional, and self-critical inquiry about language teaching in different international settings.

***Approval is contingent upon further review by Susie Sloffer to ensure that L543 is in compliance with university policy.***

- *Larry Mikulecky motioned to accepted the course request*
- *Rob Helfenbein seconded the motion*

**2. New course request for L544:** Students will learn about computer assisted language learning important for ESL teaching.

***Approval is contingent upon further review by Susie Sloffer to ensure that L544 is in compliance with university policy.***

- *Larry Mikulecky motioned to accepted the course request*
- *Rob Helfenbein seconded the motion*

**3. New course request for L546:** This course allows EFL/ESL and bilingual professionals to acquire a general understanding of mentoring and coaching processes as well as specific knowledge.

***Approval is contingent upon further review by Susie Sloffer to ensure that L546 is in compliance with university policy.***

- *Larry Mikulecky motioned to accepted the course request*
- *Rob Helfenbein seconded the motion*

**4. New course request for L547:** Students will be introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives.

***Approval is contingent upon further review by Susie Sloffer to ensure that L547 is in compliance with university policy.***

- *Larry Mikulecky motioned to accepted the course request*
- *Samantha Paredes Scribner seconded the motion*

**5. ESL/EFL program via distance education**

***Approval is contingent upon further review by Susie Sloffer to ensure that the ESL/EFL program is in compliance with university policy.***

- *Dave Flinders motioned to accepted the program*
- *Larry Mikulecky seconded the motion*

D. **SPED FIST:** At the committee's meeting on December 10, 2009, Gretchen Butera proposed changes to the SPED FIST program. The committee was concerned that the language used in the SPED FIST was inconsistent with language used in the graduate school handbook. A collaborative decision was made to postpone voting on the program proposal until Butera and colleagues met with Susie Sloffer to revise the documents. At this meeting, the committee reviewed the revised documents. In addition, Butera explained the proposed program changes. These changes are as follows: Require a 1 credit orientation seminar in the fall, require 2 "on the books" courses (K535 and K 536), require 2 semesters of S500, require students to demonstrate that they are highly qualified in one of four content areas (language arts, mathematics, science, or social studies), eliminate course requirement for K525, K595, K522, K520, and K541, require students

to develop a program of studies that allows them to specialize in one or more areas, require K590, and require a culminating project or thesis to complete the program.

- *Larry Mikulecky motioned to accepted the changes to the program of study*
- *Dave Flinders seconded the motion*

#### IV. Discussion item

A. **Announcements from Mary McMullen**: On behalf of Mary McMullen, Danielle DeSawal thanked the committee for their support of the Conceptual Framework for the Advanced Framework that was voted on via email several weeks prior. DeSawal also informed the committee that the NCATE Board of Examiners would like to meet with a subset of the GSC/RAFA committee. Members from both IUPUI and Bloomington were asked by DeSawal to be present. Since a specific time had not been set for the meeting, the committee asked DeSawal and McMullen to notify them of the time and duration of the meeting as soon as it becomes known.

B. **Subcommittee Updates**: Dave Flinders, chairman of the Beechler committee, explained that the Beechler committee would be meeting during the next week to select recipients. Flinders commented that concerns have been raised about when a nominee becomes ineligible.

**The meeting concluded at 2:00pm**



# GSC/RAFA Agenda

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**February 1, 2010 (3-4:30)**

## **I. Review/Approval of Minutes from December 10, 2010**

## **II. New Business**

- A. New Course Request: Y690 **Joanne Peng**)
- B. New Course Request: Y799 (**Joanne Peng**)
- C. IST Distance Education Ed.D Degree Program- (**Elizabeth Boling**)

### **Schedule of guest presenters**

Joanne Peng 3:45  
Elizabeth Boling

## **III. Discussion Item**

- A. Committee Assignments: Beechler and Dissertation
- B. FMLA Update
- C. Convocation Honoring the Grad Students in May



# GSC/RAFA Agenda

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**December 10, 2009 (12-2pm)**

**I. Review/Approval of Minutes from October 15, 2009**

**II. Old Business**

**III. New Business**

- A. Preparing educators of students with autism (**Hannah Schertz**)
- B. SPED FIST (**Gretchen Butera**)
- C. Joint B.S/M.S. program (**Bob Sherwood**)
- B. Change in Educational Leadership Program Transfer Credit Requirement (**Gary Crow**)

**IV. Discussion Item**

- A. Committee Assignments: Beechler and Dissertation

**Schedule of guest presenters**

Hannah Schertz 12:00  
Gretchen Butera 12:30  
Gary Crow 1:00  
Bob Sherwood 1:30



**Minutes from Meeting  
12:00-2:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Samantha Bartholomew, Nathaniel Brown, Ghangis Carter, Danielle DeSawal, Suzanne Eckes, Dave Flinders, Rob Helfenbein, Meredith Park Rogers and Susie Sloffer

**Absent:** Beth Berghoff, Gayle Buck, Mary McMullen, Larry Mikulecky, and Sarah Vander Zanden

**Staff:** Kim Markoff

**Presenters:** Hannah Schertz, Gretchen Butera, Gary Crow, and Bob Sherwood

**I. Review/approval of minutes from September 10, 2009**

Approval of the minutes is contingent on the following changes: the misspelling of Susie Sloffer's name is corrected,

- *Susie Sloffer motioned to approve the minutes from the last meeting.*
- *Meredith Park Rogers seconded the motion.*

**II. New Business**

**A. Preparing Educators of Students with Autism (PESA):** The PESA program is an online academic certificate program, proposed by Hannah Schertz and Mina Chiang. The certificate program aims to familiarize educators about the autism spectrum disorders through 5 online courses. Schertz emphasized that the increase in rates of autism accentuates the need for a program to prepare educators on how to work with this population of students.

The committee posed several questions to Schertz about PESA. David Flinders inquired about what the certificate will allow educators to do. Schertz explained that the PESA program would increase the credibility of teachers when working with students on the autism spectrum. Susie Sloffer asked about the course numbers, to which Schertz explained that the PESA program would initially use K500s. Additionally, the committee asked Schertz to specify whether this would be a formal or an informal certificate program. Schertz was unaware that there were 2 different types of certificate programs, thus was unsure which type would best fit the PESA program. Ultimately, the committee opted to vote on the conceptualization of the PESA program and recommended to Schertz that she further investigate the two different certificate programs. The committee suggested that Schertz speak with Larry Mikulecky, as his program piloted something similar. Further, the committee indicated to Schertz that specific course numbers and course creations are needed for the program proposal to be complete. It was recommended that Schertz contact Jane Kaho for help with creating course numbers.

**Conceptualization of PESA program is approved as an unofficial certificate program**

- *Dave flinders motioned to accept the conceptualization of the PESA program*
- *Meredith Park Rogers seconded the motion*

**B. Change to Masters Degree in Special Education:** Gretchen Butera presented the committee with proposed changes to the master's degree in special education. These changes are as follows: Require a 1 credit orientation seminar in the fall, require 2 "on the books" courses (K535 and K 536), require 2 semesters of S500, require students to demonstrate that they are highly qualified in one of four content areas (language arts, mathematics, science, or social studies), eliminate course requirement for K525, K595, K522, K520, and K541, require students to develop a program of studies that allows them to specialize in one or more areas, require K590, and require a culminating project or thesis to complete the program. Butera explained to the committee that the notion of requiring students to choose specialty strands allows for them to earn certificates.

The committee raised several concerns regarding the changes to the program. Susie Sloffer asked why the sample program of studies form appears in the format of an advising form. As such, Sloffer indicated that this needed to be changed. Additionally, Sloffer indicated that the word strand should be replaced with the word track, and the tracks must be typed out with reference to the courses that comprise it. Danielle DeSawal raised concerns that there were too many K500s in the proposed strands. The committee opted to refrain from voting on the changes to the master's degree in special education. Sloffer will review the proposal more thoroughly and contact Butera with her suggestions.

**C. Change in Educational Leadership Program Transfer Credit Requirement:** Gary Crow presented the committee with a recommendation to change the number of transfer courses for the building administration K-12, initial license. According to Crow, the original version of the graduate studies bulletin building administration, K-12, initial license (p.73) reads, "Licensure requires the completion of 24 credit hours, at least 12 of which must be taken on the Bloomington or Indianapolis campus". This should be revised to say "Licensure requires the completion of 24 credit hours, at least 18 of which must be taken on the Bloomington or Indianapolis campus, including the A695 Practicum course"

- *Dave Flinders motioned to accept the change in transfer credit requirement for the Educational Leadership Program*
- *Dave Flinders seconded the motion*

**D. Changes to Science & Environmental Education Specialization within the Secondary Education Masters Degree Program:** Bob Sherwood presented the committee with proposed changes to the MS in science and environmental secondary education program. These changes would reduce the number of science hours to 9 from 15, allow students to have a broader selection of science education courses and increase the electives to 12 from 9 to allow more flexibility. Sherwood believes that amending these requirements will make it easier for in-service teachers to take courses.

- *Meredith Park Rogers motioned to accepted the proposed program changes*

➤ *Dave Flinders seconded the motion*

IV. Discussion item

A. **Sub-committee Assignments**: The Beechler committee will be chaired by David Flinders. Meredith Park Rogers and Kim Markoff will also serve on the sub-committee. The dissertation committee will be chaired by Nathaniel Brown; however, presently, no members have volunteered to serve. Nathaniel Brown and Kim Markoff will attempt to contact faculty outside the committee to ask if they would be willing to serve.

**The meeting concluded at 2:00pm**



# GSC/RAFA Agenda

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**October 15, 2009 (12-2pm)**

**I. Review/Approval of Minutes from Sept 10, 2009**

**II. Old Business**

**III. New Business**

- A. IUPUI Proposal for a PhD in Urban Education
- B. LCLE Distance Education Masters Program
- C. New Course Request for G510
- D. Course Change Request for P516

**IV. Discussion Item**

- A. Review of FMLA
- B. Committee Assignments: Beechler and Dissertation

**Schedule of guest presenters**

12:00 Ellen Vaughan (G510)

**Minutes from Meeting  
12:00-2:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Beth Berghoff, Gayle Buck, Nathaniel Brown, Ghangis Carter, Danielle DeSawal, Dave Flinders, Mary McMullen, Larry Mikulecky, Meredith Park- Rogers and Susie Sloffer

**Absent:** Samantha Bartholomew, Phil Carspecken, Suzanne Eckes, Rob Helfenbein and Sarah Vander Zanden

**Staff:** Kim Markoff

**Presenters:** Ellen Vaughn

I. Review/approval of minutes from September 10, 2009

- *David Flinders motioned to approve the minutes from the last meeting.*
- *Sussie Sloffer seconded the motion.*

II. New Business

A. **IUPUI Proposal for a PhD in Urban Education:** The PhD program in urban education is a community and school-based partnership that prepares individuals to solve urban educational problems and improve urban schools in the 21<sup>st</sup> century. Beth Berghoff and colleagues at IUPUI accentuated that there is a need for doctoral students to be prepared to work in urban schools. As of now, there are only 12 urban PhD programs in the country. Berghoff presented the committee with general information about the program, and explained the resources needed to start such a program. If implemented, the program would need to hire an advanced scholar in the field, and create funding opportunities for students. According to Berghoff, she anticipates that the program will admit 10-15 students a year.

Upon presenting the proposal to the committee, several members inquired about components of the program. Mary McMullen urged that aiming to enroll 10-15 students is unlikely. Larry Mikulecky proceeded to ask if IUPUI can economically support such small classes. The committee seemed to think that their doctoral program would be subsidized by undergraduate courses. Sussie Sloffer addressed several issues relative to the proposal's wording. Since there were too many changes involved, Sloffer offered to meet with Berghoff in the upcoming weeks to make changes to the proposal.

**Approval of program proposal as submitted with recognition that changes need to be made to bring the proposal into alignment with university and graduate school policies. A copy of the revised proposal will be uploaded for the committee's viewing**

- *Dave flinders motioned to accept the proposal for a PhD program in Urban Education at IUPUI*
- *Larry Mikulecky seconded the motion*

**B. LCLE Distance Education Masters Program:** The department of Literacy, Culture, and Language Education has offered online courses since 1996. Larry Mikulecky explained to the committee that for several years, it has been possible to complete a Masters of Science degree by taking all coursework online. As such, individuals from various parts of the world have been earning degrees solely from courses offered online. With the growing number of institutions offering online degrees, the department of LCLE has opted to ensure that the online program is recognized as a degree.

- *Dave Flinders motioned to approve the LCLE Distance Education Masters Program*
- *Sussie Sloffer seconded the motion*

**C. New Course Request for G510:** A new course request for G510: Introduction to Alcohol and Drug Counseling was submitted by Ellen Vaughn. According to Vaughn, this is a 3 credit introductory course to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. Students have been requesting more experience working with individuals with drug and alcohol addictions. In the near future, Vaughn intends for this course to be a mandatory requirement for the community counseling program. This course is presently offered at several other IU campuses, but would be new to the Bloomington campus. The committee raised several questions regarding the types of instructional experiences and instructional modes. Vaughn agreed to make the committee's suggestions on the course request form.

**Approval of the above course request is contingent upon the following changes:**

1. Item 17 be amended to reflect other types of instructional components, including discussion
2. Item 18 be amended to reflect other instructional modes, besides face-to-face
  - *Nathaniel Brown motioned to accept G510*
  - *Dave Flinders seconded the motion*

**D. Course Change Request for P516:** A course change request for P516: Adolescent Development was submitted by Mary Waldron. If accepted, this course change would expand the number of topics covered. These topics include: puberty and adolescent health, identity development, decision-making, the roles of families, peers and romantic relationships, schools and achievement, and socio-emotional problems in adolescence. The committee raised questions regarding the type of instructional experience, suggesting that lecture be included.

**Approval of the above course request is contingent upon the following changes:**

1. Item 20 be amended to reflect that lecture will be a type of instructional component
2. It is recommended that item 21 be reviewed to see if other instructional modes apply
3. The course description be changed to say "topics may include" rather than topic include
  - *Larry Mikulecky motioned to accepted the course change request for P516*
  - *Gayle Buck seconded the motion*

IV. Discussion item

A. **Update on FMLA Committee:** Gayle Buck, chairman of the FMLA sub-committee, led the committee in a discussion about changes that should occur in part A of the FMLA policy. As stated during the last meeting, Buck re-emphasized part B will be dealt with at a later point in time. According to Buck, feedback from department chairmen was generally positive. It appeared that there were no reservations about allowing students additional time to finish a degree if they need to take a family or medical leave. Buck explained to the committee that they will decide how many leaves one is able to take. As of now, students who are doctoral candidates are permitted to take 1 leave. The question for the committee is, should there be two leaves permitted; one leave during pre-candidacy and one leave during candidacy. The committee members agreed that allowing 1 leave at both the pre-candidacy and candidacy levels would appropriately protect students. There was a suggestion to edit a portion of the title “Family and Medical Leave & Program Extension Policies for Graduate Students” to reflect doctoral students, rather than all graduate students.

- *Larry Mikulecky motioned to amend the FMLA policy to allow for two leaves of absences (1 pre-candidacy and 1 candidacy)*
- *Dave Flinders seconded the motion*

**The meeting concluded at 2:00pm**

# GSC/RAFA Agenda

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**September 10, 2009 (12-2pm)**

**I. Review/Approval of Minutes from April 28, 2009**

**II. Introduction**

- A. Review of committee
- B. Nominations

**II. Old Business**

- A. R580
- B. FMLA (Gayle Buck)

**III. New Business**

- A. Recommended changes to coursework requirements to PhD major in Education Policy Studies (Barry Bull)
- B. LCLE Capstone (Karen Wohlwend)
- C. Adjustments in IST programs (Elizabeth Boling)

**IV. Discussion Item**

- A. Committee assignments
- B. NCATE (Mary McMullen)

**Schedule of guest presenters**

12:00– Barry Bull

12:15– Karen Wohlwend



**Minutes from Meeting  
12:00-2:00pm  
Rooms 2140 (Bloomington) and 3138b (Indy)**

**Members Present:** Samantha Bartholomew, Gayle Buck, Nathaniel Brown, Danielle DeSawal, Dave Flinders, Rob Helfenbein, Mary McMullen, Larry Mikulecky, and Susie Sloffer

**Absent:** Beth Berghoff, Phil Carspecken, Ghangis Carter, Meredith Park- Rogers, and Sarah Vander Zanden

**Staff:** Kim Markoff

I. Review/approval of minutes from April 28, 2009.

- *Dave Flinders motioned to approve the minutes from the last scheduled meeting.*
- *Nathaniel Brown seconded the motion.*

II. Introduction

A. **Review of committee:** Danielle DeSawal, chairman of the GSC/RAFA committee welcomed all members to the first GSC/RAFA meeting for the 2009-2010 academic year. Since some members were new to the committee, DeSawal provided a brief overview of the policy and funding tasks that the committee is charged with. DeSawal then asked each member to introduce himself/herself to the other committee members.

B. **Nominations:** Members were asked to nominate a member to serve as the committee chairman for the 2009-2010 academic year. Danielle DeSawal was nominated by several members on the committee, and no other members received nominations. DeSawal accepted the nomination and will continue being the committee chairman.

- *Larry Mikulecky motioned to appoint Danielle DeSawal as chairman of the GSC/RAFA committee*
- *Susie Sloffer seconded the motion.*

III. Old Business

A. **R580:** The committee was scheduled to review a course change request for R580, which was originally submitted to the committee by Elizabeth Boling on January 20, 2009. The committee was not provided with the appropriate material to review R580 and therefore, opted to postpone its review until a representative from the IST department is present to address the concerns set forth by the committee.

B. **Update on FMLA committee:** Gayle Buck, chairman of the FMLA sub-committee provided the committee with an update. According to Buck, center directors had positive feedback about the policy; however, the program chairmen were concerned about a portion that dealt with research assistants. Buck explained that there are 2 parts to the FMLA document. The GSC/RAFA committee is scheduled to vote on Part A of the proposal in October.

III: New Business

A. **Recommended changes to coursework requirements to PhD major in Education Policy Studies:** Barry Bull presented the committee with a proposal which will change

the inquiry linkage requirement for the PhD program in Education Policy Studies. Presently, students in this program choose 1 of 3 inquiry courses to fulfill the inquiry requirement. Under the proposed changes, they will have the option to take 1 of 8 discipline-based courses. Upon reviewing the rationale, the committee objected to the rationale's last sentence because it indicates that students are in the process of writing the beginning chapters of their dissertation. The committee asked Bull to remove this sentence since not all students write their dissertation chapters during this time.

**The acceptance of the Recommended Amendment to Coursework requirements for the PhD major in Education Policy Studies is contingent on the following changes:**

1. The last sentence in the proposals' rationale be omitted
  - *Rob Helfenbein motioned to accept the program amendment*
  - *Samantha Bartholomew seconded the motion.*

**B. New Course Request for L605:** A new course request, for L605: Capstone in Literacy, Culture, and Language Education was submitted by Karen Wohlwend. This is a three credit course that LCLE MS graduate students would take in their last semester. The committee raised questions about the type of instruction experience that students will receive. As such, they suggested that activities, research, and independent study be applied on the course request form. They also requested that the enrollment percent be changed to reflect 100%.

**The acceptance of L605 is contingent on the following changes:**

1. On the course request form, item #17, three additional instructional components are included: activities, research and, independent study
2. On the course request form, item #21 be changed from 15 to 100, indicating that 100% of enrolled students will be graduate students
  - *Gayle Buck motioned to accept the proposed course request*
  - *Dave Flinders seconded the motion.*

**C. Change in MS LCLE program:** The committee voted to approve L605 which will be added to the LCLE MS program. L605 will be replacing L650. As such, this constitutes a program change and must be voted on.

- *Larry Mikulecky motioned to accept the change to the MS LCLE program*
- *Nathaniel Brown seconded the motion.*

**D. New Course Request for L580:** A new course request for L580: Theories, Practices, and Possibilities in Literacy Education was submitted by Karen Wohlwend. This is a three credit course for reading specialists. The committee raised questions about the type of instruction experience that students will receive. As such, they suggested that activities, and discussion be applied on the course request form. They also requested that the enrollment percent be changed to reflect 100% and there be no special fee.

**The acceptance of L580 is contingent on the following changes:**

1. On the course request form, item #14 be changed to No, indicating that there is no special fee
2. On the course request form, item #17, two additional instructional components be included: activities and discussion
3. On the course request form, item #21 be changed from 15 to 100, indicating that 100% of enrolled students will be graduate students
  - *Susie Sloffer motioned to accept the proposed course request*
  - *Larry Mikulecky seconded the motion.*

E. **Change in level II reading specialist program:** Since the committee voted to approve L580, this will replace L690. The committee expressed reservations about the wording in the pre-requisite description and requested that it be clarified to explain that students must complete an SoE masters program or have received an LCLE waiver

**The acceptance of the level II reading specialists program is contingent on the following change:**

1. The pre-requisites be clarified in the course description

- *Larry Mikulecky motioned to accept the proposed course request*
- *Dave Flinders seconded the motion.*

F. **New course change request for G510:** A new course request for G510: Introduction to Alcohol and Drug Counseling was submitted by Ellen Vaughan. The committee opted to postpone reviewing this course request until a representative is present to provide a description about the course.

V. Discussion Item

A. **NCATE:** Mary McMullen led the committee in a discussion regarding NCATE. According to McMullen, NCATE will be visiting in April, and there is some concern for several of the SoE advanced programs. On October 31st, the SoE will be submitting materials to NCATE for review. As such, this will allow time for feedback and revisions. McMullen provided committee members with 3 supporting documents, asking each to become familiar with the conceptual framework of NCATE. Committee members were told to expect future emails and correspondences regarding this topic.

The meeting concluded at 1:30

# GSC/RAFA Agenda

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**April 28, 2009 (1-3pm)**

**I. Review/Approval of Minutes from March 3, 2009**

**II. Old Business**

- A. Changes to IUPUI-IUPUC ESL Program
- B. College Pedagogy Minor

**III. New Business**

- A. Course Change Request: L530
- B. Course Change Request: L600
- C. Course Change Request: L599
- D. Course Change Request: L650
- E. Course Change Request: L590
- F. Course Change Request: L525
- G. Course Change Request: L690
- H. Course Change Request: L630
- I. Course Change Request: L700
- J. Course Change Request: L750
- K. Course Change Request: L799

**IV. Discussion Item**

- A. Update on Dissertation Committee
- B. Update on Beechler Committee
- C. Update on FMLA Committee

**Minutes from Meeting  
1:00-3:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Beth Berghoff, Barbara Bichelmeyer, Danielle DeSawal, Suzanne Eckes, Dave Flinders, Lara Lackey, Larry Mikulecky, Nelda Montemayor, Susie Sloffer and Dwight Schuster

**Absent:** Nathaniel Brown, Gayle Buck, Ghangis Carter, Kristin Cook, Rob Helfenbein, Gerardo Lopez, and Meredith Park-Rogers

**Staff:** Kim Markoff

**Presenters:** Beth Berghoff

I. Review/approval of minutes from March 3, 2009

**Approval of the minutes are contingent upon the following change: Dwight Schuster be listed as a present member (currently listed as absent)**

- *David Flinders motioned to approve the minutes from the last meeting.*
- *Larry Mikulecky seconded the motion.*

II. Old Business

A. **Changes to IUPUI-IUPUC ESL Program:** On March 3, 2009 the committee approved two new courses: L503 and L505. These courses, requested by Annela Teemant from LCLE at IUPUI, are intended to be incorporated into the new Graduate Dual License Program.

Beth Berghoff presented the proposed program changes for: English as a Second Language Dual License and Masters of Language Education with ESL License. According to Berghoff, the proposed program changes will serve to enhance students' development of the knowledge and skills they need to become high quality teachers of English Language Learners in urban schools. The program changes will entail replacing courses that were heavily linguistic-based, with courses that offer a broad-based understanding of second language literacy development. The following changes will be applied to the Graduate Dual License program

- L524 will now be taken in the beginning of the program to serve as an introductory course (previously this was among the last courses that students took)
- Students will have the option to take either L532 or L539 (previously, students were required to take L532)
- L503 will replace L534
- L505 will replace L501/L502 and L504 (previously, students were required to take either L501 or L502, in addition to L504)

- L540 will be a required course (previously, students could choose between L540 and P512)
- E590 will be added to the program curriculum

The committee raised several questions about E590. Barbara Bichelmeyer mentioned that the E in the course title suggests that it's experimental. Susie Sloffer suggested that Berghoff look into seeing if F500 is available. The committee also inquired about how this program change would affect the current program at IUPUC. According to Berghoff, Columbus will not be teaching these courses immediately; they have expressed interest in offering these courses in the future.

**Approval of the new IUPUI-IUPUC ESL program is contingent upon the following changes:**

1. E590 be changed to F500 to reflect a topical seminar
  - ***Barbara Bichelmeyer motioned to approve the changes to the IUPUI-IUPUC ESL Program***
  - ***Dave Flinders seconded the motion***

B. **College Pedagogy Minor**: During the last meeting, the committee opted to postpone voting on the Higher Education Minor in College Pedagogy due to questions with credit hours. This item has been resubmitted by HESA, and now lists the appropriate credit hours that correspond with each course.

- ***Dave Flinders motioned to approve the College Pedagogy Minor***
- ***Larry Mikulecky seconded the motion***

III: New Business

A. **Course Change Requests**: The department of Language Education has recently changed its name to the department of Literacy, Culture and Language Education (LCLE). As such, the titles of several courses needed to be changed to reflect the departments' new name. The following course change requests were submitted:

<b>Current Course Number and Title</b>	<b>New Course Title</b>
<b>L525:</b> Practicum in Language Education	<b>L525:</b> Practicum in Literacy, Culture and Language Education
<b>L530:</b> Topical Workshop in Language Education	<b>L530:</b> Topical Workshop in Literacy, Culture and Language Education
<b>L590:</b> Independent Study or Research in Language Education	<b>L590:</b> Independent Study or Research in Literacy, Culture and Language Education
<b>L599:</b> Masters Thesis in Language Education	<b>L599:</b> Masters Thesis in Literacy, Culture and Language Education
<b>L600:</b> Issues in Language Education	<b>L600:</b> Issues in Literacy, Culture and Language Education
<b>L630:</b> Topics in Language Education	<b>L630:</b> Topics in Literacy, Culture and Language Education
<b>L650:</b> Internship in Language Education	<b>L650:</b> Internship in Literacy, Culture and Language Education
<b>L690:</b> Readings in Language Education	<b>L690:</b> Readings in Literacy, Culture and Language Education

<b>L700:</b> Seminar Language Education Research	<b>L700:</b> Seminar Literacy, Culture and Language Education Research
<b>L750:</b> Topical Seminar in Reading	<b>L750:</b> Research Seminar in Literacy, Culture and Language Education
<b>L799:</b> Doctoral Thesis in Language Education	<b>L799:</b> Doctoral Thesis in Literacy, Culture and Language Education

**Approval of the above course change requests are contingent upon the following changes:**

1. L530: Item 11 be amended.

- *Susie Sloffer motioned to accept the course change requests for L525, L530, L590, L599, L600, L630, L650, L690, L700, L750, and L799.*
- *Nelda Montemayor seconded the motion*

IV. Discussion item

A. **Update on committee assignments:** The sub-committee chairpersons were asked to update the GSC/RAFA committee on their progress.

1. ***Dissertation committee*** (Larry Mikulecky, chair): IST has yet to appoint a faculty member to serve on the dissertation committee. In addition, the committee is still awaiting IST to submit a nomination. Mikulecky plans to meet with the committee at some point in May to begin evaluating nominees.
2. ***FLMA committee*** (Gayle Buck, chair): An email from Gayle Buck was read on her behalf to the GSC/RAFA committee. According to Buck's email, the center directors reviewed the policy and recommended that the term "employee unit" be incorporated in after "student advisor". Buck will begin scheduling a meeting with the FLMA committee.
3. ***Beechler committee*** (Dave Flinders, chair): According to Flinders, the committee met and selected recipients. They created a two tier system, whereby some awards were worth more than others. Only half of the funds allocated for the awards were used this year; this allows for funds to be carried over to next year. Flinders also shared recommendations that the current Beechler committee has for future committees.

**The meeting concluded at 1:40pm**

**Minutes from Meeting  
1:00-3:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Beth Berghoff, Nathaniel Brown, Danielle DeSawal, Suzanne Eckes, Dave Flinders, Rob Helfenbein, Lara Lackey, Larry Mikulecky, Nelda Montemayor, Meredith Park-Rogers and Susie Sloffer

**Absent:** Barbara Bichelmeyer, Gayle Buck, Ghangis Carter, Kristin Cook, Gerardo Lopez, and Dwight Schuster

**Staff:** Kim Markoff

**Presenters:** Barbara Dennis, Charles Feldhaus, Nathan Mott, Jesse Steinfeldt, Audrey Taylor, and Annela Teemant

I. Review/approval of minutes from January 20, 2009.

- *Nelda Montemayor motioned to approve the minutes from the last meeting.*
- *Meredith Park-Rogers seconded the motion.*

II. Old Business

A. **Re-evaluate new course request for G508:** On January 20, 2009 the committee initially reviewed a new course request for G508: Counseling College Student Athletes, submitted by Jesse Steinfeldt. Since there were no representatives present to speak on behalf of G508 and to answer questions, the committee opted to postpone voting on this new course request.

G508 is designed to provide students with an in-depth perspective of issues that college athletes face. There will be a particular emphasis on training graduate students to counsel student athletes. If approved, G508 will be a three credit course that will be cross referenced with the HYPER program, beginning in the Spring 2010 semester. The committee raised several questions about the course structure and accompanying syllabus. A copy of the proposed syllabus was distributed to the committee. Larry Mikulecky questioned the difficulty level of the course because 40% of the grade is determined by 3 multiple choice exams. Jesse Steinfeldt agreed that additional assignments need to be devised to increase the rigor of the course. According to Steinfeldt, the syllabus is incomplete and is subject to subsequent revisions

- *Meredith Park-Rogers motioned to accept the new course request for G508*
- *Nathaniel Brown seconded the motion*



III: New Business

**A. New graduate program for Woodrow Wilson Indiana Teaching Fellowship**

**Initiative:** The Woodrow Wilson program is a partnership between the School of Education, and the School of Science and Technology that aims to produce high quality educators at the P-12 level. Presently, the School of Engineering and Technology offers instruction leading to the MS degree. This enables students to concentrate on professional studies in technology in any of the disciplinary foci or areas of specialization offered by the school. If approved, this program would be comprised of two STEM education tracks leading to an MS in Technology (MST)

1. **STEM Education Track with Computer Education Certification**
2. **STEM Education Track with Engineering Technology Education Certification**

Incoming students would enter in the Summer 2009 semester, and graduate with their MS degree in the Spring 2011 semester. Students will take a total of 36 credits which will be split between the SOE and the School of Engineering and Technology, with each school getting 18 credit hours. This program will allow for students to receive dual certification. As such, neither the computer education degree nor the engineering technology degree will stand alone; It will be jointed with another degree. It is anticipated that the incoming cohort will consist of 20 students. On the handout that was distributed to the committee, a third track, MS in Technology: STEM Education Track, was listed. The committee expressed concerns that components of this third track were inchoate and need to be constructed in greater depth. As a result, the committee decided to refrain from voting on this third track.

- *Susie Sloffer motioned to accept the MST: STEM Education Track with Computer Education Certification and the MST: STEM Education Track with Engineering Technology Education Certification.*
- *Larry Mikulecky seconded the motion*

**B. New course request for L503:** A new course request, for L503: Assessment Literacy for Cultural and Linguistic Diversity, was submitted by Annela Teemant. L503 is designed to provide students with a comprehensive understanding of assessment literacy for working with culturally and linguistically diverse populations. This would be offered in the Spring 2010 semester for 3-4 credit hours. Students will take 3 credits of course work, and a 1 credit practicum. As such, students will have the option to either take the course and practicum concurrently (4 credits) or take the course and practicum in subsequent semesters. Presently, the new course request form lists non-lecture contact hours fixed at 1 credit; however, this needs to be changed to reflect that the 1 credit is variable. Although this course was initially designed to be offered at IUPUI, it was suggested that it also be offered at IUPUC to complement their current program. The new course request form needs to indicate that the course request is applicable to the IUPUC campus; presently it lists only IUPUI and IUB.

**The acceptance of L503 is contingent on the following:**

1. The non-lecture contact hours will be changed to reflect that there is 1 credit hour that is variable.
2. Add IUPUC as campus listed/applicable to
  - *Nathaniel Brown motioned to approve the new course request for L503*
  - *Susie Sloffer seconded the motion*

C. **New course request for L505**: A new course request, for L505: Second Language Literacy Instruction, was submitted by Annela Teemant. L505 is designed to allow students to gain an in-depth understanding of second language literacy, with a particular emphasis placed on world knowledge, language knowledge and literacy knowledge. This would be offered beginning in the Spring 2010 semester for 3-4 credit hours. Students will take 3 credits of course work, and a 1 credit practicum. As such, students will have the option to either take the course and practicum concurrently (4 credits) or take the course and practicum in subsequent semesters. Presently, the new course request form lists non-lecture contact hours fixed at 1 credit; however, this needs to be changed to reflect that the 1 credit is variable. Although this course was initially designed to be offered at IUPUI, it was suggested that it also be offered at IUPUC to complement their current program. The new course request form needs to indicate that the course request is applicable to the IUPUC campus; presently it lists only IUPUI and IUB.

**The acceptance of L505 is contingent on the following:**

1. The non-lecture contact hours will be changed to reflect that there is 1 credit hour that is variable.
2. Add IUPUC as campus listed/applicable to
  - *Larry Mikulecky motioned to approve the new course request for L505*
  - *Suzanne Eckes seconded the motion*

D. **Higher education minor in college pedagogy**: The Higher Education and Student Affairs (HESA) program has requested to implement a program change to their minor in college pedagogy. Although there were no representatives available to present the proposed changes to the committee, an email sent from Nancy Chism was read aloud. According to Chism's email, the rationale for revising the minor is that it had fallen into disuse recently. Chism and colleagues suspect that there is resurged interest in this minor from students at IUPUI. As such, they are seeking to update the list of courses, add additional courses to the curriculum, and implement a teaching portfolio to serve as the basis for the minor qualifying exam. The committee was provided with the old list of courses from when it was approved in 1996, in addition to the updated list of courses. The updated list omitted information pertaining to credit hours, and the description/classification in regards to course substitutions. As such, the committee opted to postpone voting on the higher education minor in college pedagogy, until sufficient information, required for approval, is presented.

IV. Discussion item

A. **Updated list of approved inquiry courses**: The committee engaged in a discussion with Barbra Dennis, a representative from the inquiry department, regarding the list of approved new inquiry courses. Based on their discourse, the committee generated suggestions for revising a few aspects of the list:

1. Provide a note in the Y521 description to the effect that it addresses both quantitative and qualitative methodologies. There was a general consensus from the committee that faculty would appreciate this.
2. Provide clarification about the differences between Y520 and Y521.
3. Clarify how Y510 fits within the overall inquiry program. The types of research covered in Y510 is not typically of interest to doctoral students.
4. Specify how advisors should make decisions about an appropriate collection of courses for students' Inquiry Core.

B. **Update on committee assignments:** The sub-committee chairmen were asked to update the GSC/RAFA committee on their progress.

1. **Dissertation committee** (Larry Mikulecky, chair): The following people will be joining the dissertation committee to represent departments and research orientations: Barbara Dennis (CEP) and Rob Toutkoushian (ELPS). Ted Frick will be appointing a representative from IST shortly. Announcements were sent to chairs last week and Joyce Alexander has already submitted the dissertation and other application materials from Counseling and Ed Psych.

2. **FMLA committee** (Gayle Buck, chair): An email from Gayle Buck was read on her behalf to the GSC/RAFA committee. According to Buck's email, Bob Sherwood was planning to take the draft act to the Center Chairs. Buck also indicated that she was in the process of collecting feedback from graduate students. The FMLA committee will plan to meet once Buck has all the information in hand.

3. **Beechler committee** (Dave Flinders, chair): According to Flinders, departments were asked to nominate candidates. Once departments submit nominations, the committee will convene to deliberate on recipients.

**The meeting concluded at 2:45pm**

## **Graduate Studies and Recruitment, Admissions and Financial Aid Committee**

**January 20, 2009 (1-3pm)**

### ***I. Review/Approval of Minutes from December 3, 2008***

### ***II. Old Business***

- A. Revenue generating ideas related to GSC/RAFA (policy council request)

### ***III. New Business***

- A. Review list of approved inquiry classes
- B. New Course Request G508: Counseling College Student Athletes
- C. Course Change Request R580: Instructional Systems Technology Colloquium

### ***IV. Committee Assignments***

#### **A. Beechler Award**

- Dave Flinders (chair)
- Geraldo Lopez
- Suzanne Eckes
- Nathaniel Brown
- Kristin Cook

#### **B. Outstanding Doctoral Dissertation Award**

- Larry Mikulecky (chair)
- Lara Lackey
- Meredith Park-Rogers
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#### **C. Family and Medical Leave Act (FMLA)**

- Gayle Buck (chair)
- Nelda Montemayor
- Susie Sloffer
- CEP graduate student
-

**Minutes from Meeting  
1:00-3:00pm  
Rooms 2140 (Bloomington) and 3138e (Indy)**

**Members Present:** Beth Berghoff, Barbara Bichelmeyer, Nathaniel Brown, Danielle DeSawal, Suzanne Eckes, Rob Helfenbein, Lara Lackey, Larry Mikulecky, Nelda Montemayor, and Susie Sloffer

**Absent:** Gayle Buck, Ghangis Carter, Kristin Cook, Dave Flinders, Gerardo Lopez, Meredith Park-Rogers, and Dwight Schuster

**Staff:** Kim Markoff

I. Review/approval of minutes from December 3, 2008.

- *Nathaniel Brown motioned to approve the minutes from the last scheduled meeting.*
- *Suzanne Eckes seconded the motion.*

II. Old Business

A. **Revenue generating ideas related to GSC/RAFA:** Policy council has requested ideas for how GSC/RAFA can present support for creating new revenue or cost saving measures. The following suggestions were generated by the committee:

- Increase the number of informal certification programs currently offered through the SOE.

According to Larry Mikulecky, the SOE should package nine to twelve credit hours of selected courses together to comprise a certification program. Newly created informal certification programs should involve distance blended learning coalesced with interdisciplinary subject matters and take less time to complete than formal certification programs. Mikulecky emphasized that the SOE could market a number of different programs which would appeal to the SOE student body; thus additional revenue would be acquired. Nathaniel Brown expanded on this concept by suggesting that the SOE devise professional development seminars for faculty members. The proposed timeline for the informal certification programs would allow students to begin enrolling in April. Danielle DeSawal suggested that the SOE, first, implement a pilot program and evaluate the outcome. The committee agreed that the Dean's Office should be asked to identify which departments are qualified to offer interdisciplinary certification programs.

- Encourage more podcasts from faculty

Barbara Bichelmeyer suggested that an increase in podcasts from faculty would promote interest in the SOE. According to Bichelmeyer, it would be advantageous for the SOE to exploit our current podcasting system. Popular lectures could be recorded in a podcast format, and be available to individuals who reside outside of the Bloomington area.

- Professional Development Programs

The committee conversed about creating summer-based professional development programs for alumni. These programs could focus on topical areas that are directly connected to practice with the K-12 and higher education environments. Since IU is a residential University, the SOE should take advantage of residential resources that are

available during the summer. The Office of Residential Life would be contacted for assistance with conference planning.

### III: New Business

A. **Review list of approved inquiry classes**: A new inquiry program, which offers courses online, recently received approval. The committee was asked to revisit the old approved list and determine if any updates were needed. Since there were no representatives from the inquiry department available to answer questions relative to the approved course list, the committee opted to postpone the review process until the next scheduled GSC/RAFA meeting.

B. **New course request for G508**: A new course request, for G508: Counseling College Student Athletes, was submitted by Jesse Steinfeldt. The committee raised several questions about the connection of this course to the counseling program's curriculum. Since there were no representatives available to answer questions, the committee has opted to postpone reviewing this course request until the next scheduled GSC/RAFA meeting.

- *Barbara Bichelmeyer motioned to postpone reviewing the New Course Request for G508.*
- *Rob Helfenbein seconded the motion.*

C. **Course Change Request for R580**: A course change request, for R580: Instructional Systems Technology Colloquium was submitted by Elizabeth Boling. Under the proposed changes, students will work more individually with the instructor to develop a learning plan. Students are expected to attend one to three online presentations per week and write 2 to 4 reflection pieces, based on topics discussed in the course. If approved, R580 would be incorporated into the Masters IST degree program.

Although there were no representatives from the IST department to speak on behalf of the requested course changes, Barbara Bichelmeyer was able to answer several questions posed by the committee. The course change request form indicated that R580 would be repeatable for course credit; however, the committee requested further clarification for how many times the course could be repeated for credit. In addition, students would be permitted to enroll in R580 for .5 to three credit hours. Susie Sloffer cautioned that having students enroll for .5 credit hours might be problematic for those receiving financial aid. Danielle DeSawal further questioned whether or not the credit hours should be listed as non-lecture contact hours. The committee also inquired about whether or not the course assignments vary depending on the number of credits that one is taking.

### **The following recommendations were made for R580, which is scheduled to be reviewed again at the next GSC/RAFA meeting:**

1. A clearer definition needs to be included for how student performance will be assessed
2. A revision should be made to the listing of the credit hours. Since R580 has an online component, course credit should be reflected under non-lecture contact hours.
3. The general course description needs to be reformatted for the manual. Currently, it appears similar to a syllabus description.
  - *Susie Sloffer motioned to send the committee's recommendations to IST.*
  - *Nelda Montemayor seconded the motion.*

#### IV. Committee Assignments

A. **Beechler Award**: The following members will serve on the Beechler committee:

- Dave Flinders (chair)
- Geraldo Lopez
- Suzanne Eckes
- Nathaniel Brown
- Kristin Cook

Nelda Montemayor will provide Dave Flinders with further information regarding the Beechler Award.

B. **Outstanding Doctoral Dissertation Award**: The following members will serve on the Doctoral Dissertation committee

- Larry Mikulecky (chair)
- Lara Lackey
- Meredith Park-Rogers

Two additional members are needed to serve on the committee. Larry Mikulecky will obtain further information about the award.

C. **Family Medical Leave Act (FMLA)**: The following members will serve on the FMLA committee

- Gayle Buck (chair)
- Nelda Montemayor
- Susie Sloffer

Two additional members are needed to serve on the committee.

**The meeting concluded at 2:00pm**

## **Agenda**

### **Graduate Studies and Recruitment, Admissions and Financial Aid Committees**

Thursday April 17, 2008 | 1-3pm | IUB 2140 | IUPUI 3138b

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1. Recommended amendment to coursework requirements for the PhD minor in Ed Policy Studies (Barry Bull)
2. W515 New Course Request -- Tech Leadership
3. NCATE (Mary)
4. Beechler Update and Ideas for Process
5. Dissertation Award
6. Joint B.S./M.S. program for STEM teachers (Bob Sherwood)
7. Year-End Report
8. Minutes from January 17, 2008



## **Agenda**

### **Graduate Studies and Recruitment, Admissions and Financial Aid Committees**

**Thursday, January 17, 1-3 pm**

**IUB 2140 and IUPUI 3138e**

1. Minutes from 12 November 2007
2. Writing Committee Update (Brush)
3. Higher Education and Student Affairs Revised Curriculum (Hossler)
4. Recommended Amendment to Coursework Requirements for the PhD Major in Education Policy Studies (Hossler)
5. Information on the Beechler Award (Reyes)
6. New Course Request C620 – Pro Seminar in Higher Education
7. FMLA Committee Update
8. Dissertation Award Update
9. Associate Dean 3<sup>rd</sup> Year Review

**Graduate Studies and Recruitment, Admissions and Financial Aid Committees**  
**January 17, 2008**

**Members Present:** Ginette Delandshere, Anne Stright, Mary McMullen, Gayle Buck, Andrea Walton, Susie Sloffer, Suzanne Eckes, Ted Frick, Danielle De Sawal, Leigh Featherstone, Keith

**Absent:** Bob Osgood

**Guests:** Tom Brush, Don Hossler, Patty Reyes

1. Minutes

Susie Sloffer moved to pass the minutes, Anne Stright seconded. The minutes passed without abstention or objection.

2. Writing Committee

Tom Brush explained that Dean Gonzalez had charged a committee to develop a report about strategies and ideas to examine student writing at undergraduate and graduate levels. This group is in the process of visiting various committees in order to determine what faculty think are writing issues and to brainstorm ideas to help students.

*A. To what extent do faculty find fault with students' writing skills?*

Stright stated that this is a critical issue, and that the introductory seminar in her department includes writing component. Mary McMullen observed that this is typically a larger problem with international students, and that there is a need for writing tutorial services. Stright responded that there exists a class to help students to write at the graduate level, though she is unsure about the grading structure.

*B. Are there other things that can help students?*

Danielle De Sawal explained how she organizes a course-specific tutor for the intro class in her program area, but that the person assigned is not necessarily affiliated with the social sciences. This individual does not so much help with the editing as much as with structure and crafting arguments that follow logically.

Ted Frick said that part of the revision process for the IST curriculum in the 90s was to address issues such as communication. His department determined that having students write was decided upon because one becomes a better writer with practice. In his doctoral program, he continued, critical reviews help students to think critically and then to communicate their thoughts through writing.

Ginette Delandshere suggested that fixing the problem involves more than just having students write more. Indeed, the writing process in most programs is 'one time and out' rather than encouraging a rewriting process. Moreover, there is a connection between writing and reading, and some students seem to have trouble with the reading. If they cannot understand the text, she continued, they cannot write about these complex ideas.

McMullen asked if there is there a better indicator than the GRE for writing ability for incoming students. Andrea Walton said that HESA doctoral students have a writing review after 18 hours in order to determine who should get more support, and to reinforce students who are doing better. Don Hossler added that HESA asks for a writing sample beyond personal statement as a way to judge writing.

Sloffer asked about the writing section in the GRE, to which McMullen replied that people are still trying to figure out what these scores really mean. Delandshere observed that it is a measure of students writing under pressure, which does not necessarily reflect how a student actually writes.

Delandshere said that a lot of students do not have time to write beyond a first draft, and that writing for a professor is not enough. In her experience, students are much more careful when they have to post or share their work with others.

Frick said that his department raised TOFL and GRE expectations. Additionally, they use other indicators such as email correspondence and the interview process to determine how students write.

Brush informed the committee that the committee hopes to have a report in April.

### **3. Higher Education Student Affairs Revised Curriculum**

Hossler explained that HESA has not been revised in 10-15 years. There have been ongoing conversations about whether or not to further distinguish the PhD and EdD programs from one another. Many students enter as EdD students, but switch to the PhD track. Ostensibly, the faculty has tried to determine what the appropriate expectations and requirements for students in these two tracks should be.

Other programs have clearer demarcations. The proposed new track for EdD students is clearer, and will help the department to track people into the correct program. The EdD will have more required courses and more action research-oriented dissertations. This is similar to how Vanderbilt and USC have organized their programs.

Frick stated that he was in favor of making the distinction. In his department, they had trouble with offering the two degrees because international students will not accept an EdD rather than a PhD, and because it was difficult to manage the two tracks. They ended up putting a moratorium on the EdD.

Hossler noted that the content courses won't be different, but that inquiry work is required for PhD students.

Delandshere noted that both the EdD and PhD already exist, so this is just a change in requirements. Hossler said that he anticipates more students will enroll in and continue on in the EdD with these changes.

Sloffer noted a few technical issues on the proposal:

- 2 a) C795 cannot be counted to the major. We've changed that – now have to have another 3 hours to have 36 hours in the . Make sure students understand – customize linkage form.
- Section 3 – recheck credits (see totals)
- Need to change list of approved inquiry courses in Grad Studies Office. (Y520 and Y521)
- Section 4 – Second minor must be 12 hours.

McMullen said that this could be on the agenda for the February 20<sup>th</sup> Policy Council meeting if it were to be received by the Agenda Committee by the 13<sup>th</sup>.

Delandshere asked if the committee would approve the HESA program pending changes. Leigh Featherstone moved to approve, and De Sawal seconded. The program changes were approved without objection or abstention.

#### **4. Recommended Amendment for PhD Program – Journal Articles in Lieu of a Dissertation**

Hossler noted that this is being offered in some departments across campus. McMullen replied that this issue should be a larger discussion with the faculty. Frick observed that this issue also goes beyond the School of Education to the University Graduate School.

Hossler explained that in initial conversations within HESA they addressed whether or not the journal articles would have to be accepted given the lead-time involved. A faculty member in HESA, Tom Nelson Laird, was the first to do it at Michigan despite the fact that it had been on the books as a possibility for some time. The articles, the program had decided, would have to have some cohesion.

Sloffer suggested that HESA could pilot this program. McMullen suggested gathering data on how other institutions handle this. Suzanne Eckes suggested contacting Louisa McCarty.

Hossler and McMullen will communicate next steps.

**5. C620**

Hossler stated that students will benefit from scholarly study of the field, and that this will help with socialization. A lot of other peer programs have such a course, and we have done some evaluation and gotten good feedback.

Delandshere asked if students could take this course more than once, to which Don replied only once, for three credit hours. McMullen noted that in her experience, this type of course is generally a great addition for doctoral programs. She asked if it was possible to make it variable credit. Hossler replied that it would be harder to get someone to teach the course if it were variable; Nancy Chism is picking this up as part of her course load.

Gayle Buck moved to approve the course, and De Sawal seconded. The course passed without objection or abstention.

**6. Beechler**

The committee will handle the Beechler electronically this year just as it did the year prior. This greatly streamlined the process last year to make it much easier and more manageable for all involved.

Patty Reyes has updated all of the documentation to reflect the correct dates. She is still waiting for an updated balance for the year, which is usually around \$10,000. She explained that the sub-committee reviews two proposals per department. The awards last year were distributed as follows:

- Lang Ed – 1
- IST – 2
- ELPS – 2
- C&I – 1
- CEP – 1

Eckes will oversee the administration of this award this year. De Sawal and Delandshere will help. Further, they may contact Lara Lackey and Stright about reviewing proposals.

**7. FMLA**

The subcommittee (Buck, Stright and McMullen) reported that they are proposing two side-by-side policies. One will be for all graduate students in the School of Education related to timelines (i.e. pausing a clock). The second would apply to

the Student Academic Appointments (SAA) in the school. There will be a draft provided at the next meeting.

## **8. Dissertation Award**

The subcommittee (De Sawal, Meredith Park Rogers and McMullen) updated the larger group about their work on the Dissertation Award. They have determined that each department will determine their nominee, who will then be responsible to submit a 5-8 page document outlining the dissertation. A faculty member will present to the award committee on behalf of the student. If the faculty member is not the dissertation director, then the director should submit a letter of support. With this proposed structure, the full committee will not have to read a number of dissertations.

Delandshere stated that she thought the committee should read all five nominees.

Buck said that she appreciated the idea of the letter of support because it would be more helpful than reading a dissertation outside of one's area. Specifically, what makes this research truly outstanding? An outsider to the field might not be able to grasp that something is special.

## **9. Associate Dean Review**

McMullen stated that though there was nothing on the agenda to address specifically about this item today that many of the members of the committee will likely be contacted.

**Graduate Studies Committee  
Recruitment, Admissions and Financial Aid Committee**

Monday, November 12, 2007 1:30-3:00pm  
IUB 2140 and IUPUI 3138e

- Present:** Gerardo Lopez, Bob Osgood, Mary McMullen, Suzanne Eckes, Leigh Featherstone, Ted Frick, Susie Sloffer, Danielle De Sawal, Ghangis Carter, Anne Stright, Gayle Buck
- Absent:** Keith Morran, Lara Lackey, Andrea Walton, Meredith Park Rogers, Dwight Schuster
- Guest:** Karen Wohlwend

**I. GSC/RAFA and Chair**

Mary McMullen explained that last year, both committees separately discussed ‘committee fatigue’ at the bequest of Policy Council. Essentially, RAFA members are welcome to join either the GSC or the Committee on Diversity. Individuals will all be listed as members of each RAFA and either the GSC or Committee on Diversity. Anne Stright stated that Long Range already voted to approve this consolidation.

Ginette Delandshere has agreed to still chair the GSC. She broached the idea that perhaps there should be co-chairs. Gerardo Lopez stated that he would be willing to be co-chair, but he was unclear about the work involved. Suzanne Eckes stated that she would be fine with having only one chair.

Carter asked for clarification about the role of Ex-Officio members. McMullen explained that such members are listed in the constitution, and Ted Frick added that such individuals have existed for a long time.

Frick moved to approve Delandshere as the sole chair for GSC/RAFA for the year, and Featherstone seconded. The measure passed without objection or abstention.

**II. Minutes**

Delandshere asked if any members had any notes about the minutes from the previous meeting. Gayle Buck requested that Featherstone change “department” to “program” on page two of the document.

Buck moved to approve the minutes with the recommended change, and Frick seconded. The minutes were approved without objection or abstention.

**III. Reading Level II License**

Karen Wohlwend attended the meeting in order to explain and clarify the Reading Level II License. A few syllabi did not get to IUPUI prior to the meeting.

Language Ed is proposing a level II program to build on a reading program that is currently in existence. The difference between the current program and that being proposed is that the latter qualified students to be a specialist in the state of Indiana. This option is not currently available to those pursuing masters and specialist degrees at IU.

The proposal is for a five course sequence. Everyone pursuing the program would take four courses, and a fifth course is being proposed for elementary teachers in elementary reading instruction. With these prerequisites, the school will then be able to put forward candidates to the state for reading specialist license.

This program would build upon the level I license which has been in place since 2002. At IU, 13 undergraduates have applied thus far for this program. There exist a number of teachers who have the previous reading minor which is similar to Level I. Those teachers might want to pursue masters and build onto it with this program.

McMullen clarified that a student must have successfully earned a masters degree before they can complete the Level II. Ergo, if one has not finished a master's, one could not be awarded this license.

Susie Sloffer asked if the total number of graduate hours for the program is 39. Wohlwend clarified that this is just about hours for license, and does not represent the full master's program. This license is awarded through the state, and the state requires the degree.

McMullen stated that would be useful to see program of study for a master's and level II program to help to understand what all this entails. It could be useful to an advisor. Wohlwend responded that once the programs are approved, a document can be made to clarify the process for students and advisors.

Delandshere noted that there are 13 applicants to level I from IU, but that there are over 400 at Purdue. Wohlwend stated that a change could help to recruit other students. Level I was only approved last year, and there are people in the pipeline. Delandshere asked if there was anticipated demand for the program, to which Wohlwend responded that there was because teachers would see some benefit. It was understood that the 15 hours for the program could count towards a master's in language education. Indeed, all of the required coursework already exists.



Frick asked if state licensure drives what the five courses in the sequence are. Wohlwend stated that they do align with state standards, but that there is some latitude.

Buck proposed the label “Level II Reading Specialist” for PeopleSoft for tracking purposes.

Frick moved to approve the proposed program, and Stright seconded. The program passed without objection or abstention.

#### **IV. A636**

Rob Toutkoushian from ELPS has talked to McMullen about trying to distinguish the course from one at Ft. Wayne. This has been accomplished. Lopez explained that currently, finance and budgeting are two issues in one course, and that Toutkoushian would like to make each into its own separate course. The ELPS department agreed. The hope is that this will appeal to both doctoral and policy students.

Delandshere asked if A635 is a prerequisite for this new course. Eckes and Lopez do not think it is supposed to have a prerequisite and that the requirement of either course, or both, will vary for PhD and EdD cohorts.

Delandshere offered that we could send this back for clarification of prereq? Also – clearer in course request. He could add that (because it is a second level research course). Y502 is listed (needs to be on form in item 10, and check if A635).

Stright moved to approve pending clarification of whether or not A635 is a prerequisite as well as Y502. Sloffer seconded. The course request passed without objection or abstention.

#### **V. C660 – Higher Education Organization**

De Sawal said that this course has been discussed within the Higher Education program. Moreover, while this is a new course number, it would formalize what has been a seminar. Indeed, it is a requirement of the higher education doctoral program to take this course. Sloffer confirmed that C660 is in use, but that the department can use numbers 661-664.

Frick moved to approve the new course request pending the change from 2.75 to 3 hours, and Sloffer seconded. The course passed without objection or abstention.

#### **VI. C695 – Course Change**

The request before the committee was to change the definition of the course. De Sawal said that the Higher Education faculty have not discussed this change. Sloffer said that the faculty should agree to all of this, especially in light of the fact that the new proposal removes all of the prerequisites. Buck asked if it had been approved by the department, to which McMullen responded that the chair had signed it. She suggested inviting John Bean to come to talk with the committee about the change request.

Eckes moved to approve the request for the change pending clarification that it was approved by the program. De Sawal seconded. The course change was approved without objection or abstention.

## **VII. P633**

The course request was tabled because it was not signed by the department chair. Moreover, some questions were unanswered, the syllabus was ambiguous, and it appears to overlap with a preexisting course.

## **VIII. Renaming MS Ed Psych Degree**

The renaming was approved at the last GSC meeting, but Policy Council still had questions. Two tracks were obvious name changes, but the third track, “general learning sciences,” is brand new. There were problems and errors in the documentation. Gerardo Gonzalez is comfortable with this program going forward, and CEP voted unanimously to approve the track.

McMullen stated that the GSC is being asked reapproved what was previously approved. Delandshere said that the hope is that it will move forward once it is resubmitted to Policy Council.

Sloffer moved to reapprove the amended version of the proposal, and Stright seconded. The re-approval passed without objection or abstention.

## **IX. FMLA**

McMullen explained to the new members of the committee of a practice (not policy) of supporting students who need leave in a FMLA-like program. Pete Kloosterman and McMullen met with Julie Knost who was an architect of the one at COAS.

Dean Winbush at the University Graduate School is supportive of this kind of policy. Winbush recommended that the School of Education draft a policy that it would support.

McMullen suggested forming a subcommittee to draft the document for all of the SoE graduate students regardless of where they are employed. It would

require outlining how much protection would be granted, how one would apply for coverage under the policy, whether or not it would include financial support, and what it would mean for a student's "clock."

The subcommittee will include Gayle Buck, Anne Stright, Mary McMullen and Leigh Featherstone.

**X. Dissertation Award Subcommittee**

The subcommittee consisting of Daniell De Sawal, Meredith Park Rogers and Mary McMullen has yet to meet.

**XI. Changing Dissertation Committee Members**

Kloosterman recommended this not become policy, but that it should at least begin as conversations with the department chairs. McMullen will have a conversation with the chairs in the next year.

The meeting adjourned at 3:02 pm.

**Graduate Studies Committee  
Minutes  
January 26, 2007  
Conference Room 2102 at IUB, 3138b at IUPUI**

**Members Present:** Ginette Delandshere, Keith Morran, Larry Mikulecky, Karen Black for Trudy Banta, Lara Lackey, Valarie Akerson, Susie Sloffer

**Ex-Officio Members Present:** Mary McMullen, Leigh Featherstone

**Absent:** Sheri Anderson, Robert Osgood, Christy Larson, Dennis Knapczyk, Ted Frick

I. Minutes

Meeting dated September 28, 2006

Larry Mikulecky moved to approve, and Keith Morran seconded. The committee approved the minutes without objection or abstention.

Meeting dated December 7, 2006

Mikulecky moved to approve, and Susie Sloffer seconded. The committee approved the minutes without objection or abstention, with the stipulation that Keith Morran's name be added to the Members Present list.

II. T515

The new course proposal is approved pending one clarification: title on the proposal does not match the title on the syllabus. The committee charges Leigh Featherstone to contact Chris Leland, one of the three professors listed on the syllabus, for clarification. Mikulecky motioned to approve the class, and Sloffer seconded.

III. Language Education Program

Mikulecky presented proposed changes to the Language Education program. The proposal was approved pending course syllabus and a course change request for L601. Featherstone will request both items through Mary Beth Hines and Peter Cowan. Mikulecky moved to pass the measure, and Sloffer seconded. The measure passed without abstention or object.

IV. Proposal for Inquiry Methodology Ph.D. Program

Ginette Delandshere presented the proposed Ph.D. program to the committee. She clarified that Ed Psych students cannot minor in inquiry because it is housed in the same department. Sloffer stated that inquiry is an approved minor, while Mary McMullen clarified that Ed Psych majors can minor in inquiry if the faculty and coursework is different.

Delandshere continued to state that the real issue is the major because there are a limited number of courses in inquiry. Moreover, there is an insufficient number of people in education who claim to be methodologists. Currently, students must

leave the School of Education to enroll in sufficient coursework, including in qualitative methodology. Mikulecky inquired as to whether or not there is a demonstrated need and demand for this coursework. Delandshere responded that it is difficult to recruit people in qualitative methodology, since there are a number of positions and too few applicants. There exists a scarcity of people trained in quantitative research, and there are few people well-trained in qualitative.

The committee moved into discussions about the inquiry core of the proposed major. There are three tracks: Qualitative, Quantitative, and Integrated. The Integrated track would be put together on an individual basis with the help and approval of an advisor. Each track requires at least two course in the opposite track. The total major is 30 credits.

McMullen reminded the committee that the University Graduate School requires all majors to have a minimum of 36 hours, even if the major is part of a double major. Delandshere clarified that there are, in fact, 39 credits associated with the major when the six hours of linkage courses are counted. Sloffer agreed that the six are eligible to count. Moreover, a double program of study needs only to be approved by the University Graduate School once, not a per student basis.

Delandshere asked if the nine hours in question can be waived as part of the core by the School of Education since the department would like them to be a part of the major. Sloffer responded that such a proposal would go through the Graduate Studies Committee, followed by Policy Council. Susie: has to go through this committee, then policy committee. Delandshere wondered if this could be confusing since this program would not have an inquiry core. McMullen responded that it would be written twice on the program of study, but that they would count under the major component. The committee agreed with using this strategy for consistency within school: 36 credit requirement for the University Graduate School, and clarity for students.

Sloffer asked for clarification about the proposed cross-listing H510 and Y515: would they be offered at same time, or separately? Delandshere clarified that the desired result is for the class to count as a Y. Sloffer stated that it would need to be cross-listed so that people can earn the desired credit (be it H or Y), but that both section would meet together.

Delandshere continued to present the rationale for creating Y521 separate from Y520. The purpose of the new course is to separate masters' students from doctoral candidates. Y520 would not count as a credit in lieu of Y521.

McMullen stated that all of the new course proposals should be prioritized. Mikulecky moves to approve the entirety of the program, courses included. Sloffer noted that she has a number of questions and notes about the relevant

proposals, to which Mikulecky stated that looking at each course individually is not a good use of time.

In response to a number of the raised concerns, Delandshere said that the department would ask students to take 18 hours within each track, while the Integrated track would require 24, or 12 credits per track. Other courses would count for all tracks. Mikulecky stated that he believed these were departmental concern rather than issues for the committee. Sloffer reasoned that some of the proposed courses need a greater degree of differentiation, demonstrable through some changes in language.

Mikulecky asked whether or not the program would allow students to count courses from other departments. Delandshere responded that there are a number of related courses from other departments that are in fact a number of courses that would count. Mikulecky expressed concern that there were a great number of courses, so many so that enrollment may be too small, especially if students from other departments cannot enroll in a number of them.

With regard to Y660, this course essentially already exists without credit insofar as a number of students with similar interests embark on a number of projects. This course would accommodate the needs and desires, as well as engagement levels, of students. Sloffer noted that this might encourage more research by other students.

The committee continued with discussion regarding the merits of and possible application of Pass/Fail and Satisfactory/Fail grading systems.

Sloffer recommended that the proposal include course proposals for both Y590 and Y690 in order to allow multiple levels of independent study.

McMullen asked if the committee could approve the courses subject to proposed changes, so that the proposal as a whole could move forward. Delandshere worried that the courses could not be approved by Policy Council since many are justified by the proposed program.

McMullen asked if the committee would approve the entire proposal, with the caveat that the suggested changes and modifications would be addressed.

- ✓ p.7: Inquiry courses will replace core
- ✓ p.7 Heading below will be 39
- ✓ p.8: Delete of symiotics
- ✓ p.8: Discourse analysis
- ✓ p.10: Change TA to AI
- ✓ p.12: Delete symiotics
- ✓ p.16: Delete old Y590 and change description
- ✓ Create Y795 and Y799

Mikulecky voiced the concern that many of these courses would be taught by the individual who currently holds a clinical position. This is an issue that must be addressed by the School of Education.

In total, the committee is very appreciative of this new program and the new courses, pending changes.

Mikulecky moved to pass the program and related course requests. Lara Lackey seconded. The committee approved the program without objection or abstention.

The meeting adjourned at 3:30 pm.

**Graduate Studies Committee**  
**Minutes**  
**December 7, 2006, 2-4pm**  
**Conference Room 2140 at IUB, 3138e at IUPUI**

**Members Present:** Ginette Delandshere, Dennis Knapczyk, Valarie Akerson, Laura Lackey, Larry Mikulecky, Trudy Banta, Jesse Goodman, Ted Frick, Susie Sloffer

**Ex-Officio Members Present:** Mary McMullen, Leigh Featherstone

**Absent:** Sheri Anderson, Robert Osgood, Christy Larson

- I.      Revision of the Science Education Ph.D. Comprehensive Qualifying Exam  
Valarie Akerson presented her proposal for the revision of the Science Education Qualifying Exam process. Mary McMullen inquired as to the options available to non-native English speaking students. Larry Mikulecky asked for clarification as to how students will decide which qualifying process to pursue. He recommended keeping both options open for five years, to which McMullen noted the downside would be multiple types of qualification processes for the department. Akerson stated that most of the students do all of these required points already.

McMullen said that the GSC can approve the proposal without involving the Graduate School. Susie Sloffer clarified that in order to do so the proposal must have a written and oral component to the work. A clear date of candidacy is necessary for the Seven Year period of candidacy. Akerson noted that the department's graduate students (approximately 25) are on board with the proposed changes, and that current students can be grandfathered through the old process.

Knapczyk moves to pass with assumption that and discretion with adjustments to accommodate students. Seconded and passed by the committee without objection or abstention. Item will be forwarded to the Policy Council.

- II.     Minutes from the September 28, 2006 Meeting  
Minutes were postponed until the next meeting due to a lack of time for committee review.
- III.    A631 Course Request  
Sloffer noted that this course already exists as A630, and there are no meaningful changes. Ginette Delandshere said the two courses cannot have the same name. However, it is possible this proposal is to designate that Bloomington course is distinct from the IUPUI course. The committee decided to invite Rob Toutkoushian, the proposal author, to the next meeting to address the concerns of the committee and to clarify the intent of the course proposal.



#### IV. Retired Faculty

McMullen discussed conversations over the last few weeks with department chairs and Pete Kloosterman about the possibility of crafting guidelines rather than a policy to clarify the role of emeritus faculty in serving on committees. She continued that these guidelines were not intended to discourage emeritus faculty involvement, but to clarify the rights and responsibilities for both emeritus and current faculty. This conversation might become moot in the spring as a result of university wide conversation and policy implementation. McMullen explained that the guidelines would state that emeritus involvement would be at the discretion of the committee and department chairs. Moreover, the emeritus faculty member must be actively involved in the field to direct a dissertation. A current faculty member should be a dissertation committee chair, but an emeritus may remain on the program and dissertation committees if involvement commenced before retirement. Essentially, this proposal protects against professors who lose touch with Indiana University and field communities and decisions. However, since smaller programs depend upon emeritus faculty especially, it is important to allow flexibility in these guidelines, which are meant to give department chairs something to go by when making these decisions. Ted Frick asked if emeritus faculty have been involved in the conversation to date, to which McMullen said they have not.

Delandshere found that the proposal it reads more like a policy than guidelines. McMullen clarified that it could be a policy, but that the Graduate School recommended guidelines, and that such a decision would be in line with School of Education policies.

Keith Morran inquired as to whether or not this was an actual issue. McMullen stated that it had recently come to light.

Goodman said that it might be better as a policy. Knapczyk pointed out that emeritus faculty are not as accountable as other faculty. Mikulecky reminded the committee that there are few tenured faculty in smaller departments, and since one must be tenured in order to chair a dissertation committee, disallowing emeritus faculty would cause problems. Goodman expressed that in individual situations, policies should be waved through referral to dean of grad studies and to the graduate school. Lara Lackey summed up this sentiment by saying that the spirit of the policy is more important than the practice, which could be made apparent through language in a preamble.

McMullen offered to clarify the last sentence by removing the second “dissertation” in the sentence of the proposed language.

Mikulecky moved to approve the proposal with the appeal clause as a policy, and was seconded by Goodman. The proposal passed unanimously with no objections or abstentions, and will be forwarded to Policy Council.

V. Waiver of GRE Requirement for IST Certification Students Applying for a Masters

Delandshere found the proposal to be similar to one for an MS in the ELPS department which was previously accepted by the committee. This proposal is specific to certification students with a cumulative GPA of 3.7. Sloffer qualified that it is for students moving from certification to masters.

Mikulecky noted that it would only apply to straight-‘A’ students. Before the meeting, Elizabeth Boling clarified to McMullen that the department has a good sense of their program and how students fair. There was general agreement that the committee usually defers to program faculty in these decision. Knapczyk felt the 3.7 is too stringent, or else that grade inflation in the department is so high that a ‘B’ is indicative of poor work. A ‘B’ does not mean they cannot get into the Masters program, simply that a GRE would be required.

Goodman moved to pass. Akerson seconded. No objections or abstentions are noted from the committee, and the measure passed. It will be forwarded to Policy Council.

VI. Name Change for Masters in Educational Psychology to Learning and Developmental Sciences, and Establish a Learning Sciences and Educational Psychology Tracks Within the Renamed Degree

Delandshere explained that the department wants to change the name for clarification, similar to the changes made to the PhD. McMullen agreed that PhD was approved and correct, but the Masters is more than just a name change. Sloffer stated that currently, there is no masters degree for the School Psychology program. The proposal states that it is just for a name change, but the committee needs the department to demonstrate that this is not a new program. According to Sloffer, the proposal needs a comparison of old to new similar to the approved proposal for the PhD program. McMullen stated that the committee cannot change the name without having the program approved, which never occurred because there was never any paperwork. The masters program was not approved as a part of the PhD proposal. Akerson said she believed the department just wants a new track. In response, Mikulecky observed that it would be good to have all of the tracks listed out next to each other. McMullen stated that the track needs to be approved as a new program, to which Mikulecky agreed. McMullen told the committee that it has to be a formal process, otherwise organizations at other levels, such as the Registrar, will not recognize the change.

Delandshere said that the proposal will be returned to the committee for clarification. Knapczyk recommended that the third track should be outlined to be similar to the current two.

VII. Revision of Masters in ICE

Delandshere explained that this proposal is to make the degree requirements looser as a result of changes in faculty. Knapczyk observed that only three required credit hours are outside of the program. Sloffer noted that a minimum of twelve must come from outside of the concentration.

Goodman proposed to send it back. McMullen suggested that the committee approve the proposal with the stipulation that the department show how twelve credits will be achieved outside of the major area, and where they would occur in the program of study. Additionally, the program of study should clarify between A630 and A631, as is noted as an issue in item three of these minutes.

Mikulecky motioned to pass, and Sloffer seconded. The committee voted to pass without objection or abstention. The proposal will be sent to Policy Council with the stipulations about A631/A630 clarification and twelve credit hours outside of the program area.

VIII. RAFA Conversations

McMullen addressed the committee about the discussions in RAFA about folding the committee into the GSC, noting concerns such as faculty fatigue and redundancy. RAFA handles mostly graduate student issues, as well as diversity concerns which can be sent to the Diversity Committee. The Beechler Award is the major work of RAFA, and could easily be taken on by another committee.

Many committee members felt that cutting down on the number of committees is a good idea.

IX. Next Meeting

The next meeting will be in early February, likely on a Thursday in the 2-4pm timeslot.

Meeting adjourned at 3:45pm.

**Graduate Studies Committee**  
**Minutes**  
**September 28, 2006, 2:00-2:44pm**  
**Conference Room 2140 at IUB, 3138E at IUPUI**

**Members present:** Ginette Delandshere, Lara Lackey, Keith Morran, Valarie Akerson, Jesse Goodman, Trudy Banta, Susie Sloffer

**Ex-officio Members present:** Mary McMullen, Leigh Featherstone

**Absent:** Bob Osgood (ex-officio), Sheri Anderson, Sasha Barab, Dennis Knapczyk, Christy Larson

I. Elect a Chair for the new year

At the beginning of the meeting the committee failed to meet a quorum. Discussion ensued about the problem of sparse attendance. Delandshere said that she can be chair again this year as long as the committee meets less frequently than in the 2005-2006 year.

More members arrive, and a quorum is met. It is agreed that Delandshere would continue as chair for the committee for the 2006-2007 year.

II. N510

This proposal was discussed via email after its submission last June. A few members voted to endorse it, but others took issue with having the discourse over email.

N510 is a required course for middle school educators, and the program of which it is a part was discussed and approved by the Committee on Teacher Education. The issue of whether or not a course can be passed without the attachment of a syllabus was discussed; Delandshere reminds the committee that proposals without syllabi have been passed in the past.

Keith Morran moves to pass, Jesse Goodman seconds. No objections or abstentions.

III. K529

This course is an IUPUI offering, and according to Susie Sloffer, the number does not appear to be otherwise used.

Goodman reports that the course is in behavior management, and is needed as a graduation requirement.

Goodman moves to accept. Valerie Akerson seconds. The motion is passed without abstention or objection.

IV. Monroe County Teacher Leader Program

Delandshere elucidates that this program is for MCCSC teachers, and that most of the courses are offered at Bloomington South High School. It was initially designed for teachers to have national certification, but due to tempered interest on the part of teachers, it was refocused away from portfolio work.

Mary McMullen reports that ELPS discussed this program in detail last spring, and notes that it would be helpful to have someone from the department present to talk about it in greater depth.

Sloffer points out that many of the courses are incorrectly named in the brochure. Further discussion of the brochure highlights a number of errors: course titles, references to MCCSC, name of the program, and the 36 credit requirement. Moreover, McMullen discusses the need for all brochures to be published with a disclaimer that they are not a contract, and that program requirements may be changed at any time without notice.

Morran asks what the purpose of this submission to the committee is, and Delandshere replies that it is for the approval of the changes for the refocused program.

Goodman and McMullen suggest that the brochure should be fixed before the program is submitted to Policy Council.

Goodman moves for approval with edits, Laura Lackey seconds. Delandshere calls a vote and the entire committee approves without abstention or objection.

V. Composition of the Committee

Delandshere notes that the committee is almost entirely C&I at IUB. This problem was discussed last year with the conclusion that including members from multiple departments improves the review processes of proposals submitted to the committee.

McMullen explains that Policy Council forms committees by assigning professors primarily by stated interest. It is very likely that only C&I faculty expressed interest in the GSC. She will bring this up to the Policy Council and the Agenda Committee and ask to invite members from IST and Language Education. Moreover, she will ask that Sasha Barab be replaced.

Delandshere says that the committee does not need to be large, but that overall attendance needs to be increased, possibly by cutting down on the number of meetings. The committee agrees that substitutes should be sent in lieu of a committee member in order to guarantee a healthy discussion and voting quorum.

VI. Next Meeting

The Graduate Studies Committee will try to coordinate its meetings with Policy Council, which has meetings on October 18<sup>th</sup> and November 15<sup>th</sup>.

Future topics and proposals from faculty will be solicited by email before each meeting to ensure a full and meaningful meeting. The Office of Graduate studies will draft an email to be sent out by Delandshere.

In the future, the committee will meet on a need-only basis in order to address the issue of committee fatigue.

The next meeting is tentatively scheduled for October 26<sup>th</sup> from 2-4pm. Leigh Featherstone will email the committee when the new members are added to make sure that the time will work for a majority of members.

The meeting adjourned at 2:44 pm.