

Summary of Graduate Program Committee Business

2003-2004

Committee members: Phil Carspecken, Marliisa Hughes (student), Mary Howard-Hamilton (ex-officio), Chris Leland, David Mank, Kelly McCormick (student), Dan Mueller (chair), Pat Rogan, Sue Whiston, Barb Wilcox, Winkle-Wagner, Rachele (ex-officio)

New Course Proposals Approved

A511 Curriculum K-12

A515 Teacher Development and Evaluation

A624 The Principalship K-12

L507 Issues in Language Learning for Graduate Level Pre-service English Teachers

L508 Teaching Young Adult Literature in a Diverse Society for Graduate Level Pre-service English Teachers

P546 Instructional Techniques to Facilitate Thinking, Collaboration and Motivation

Course Change Proposals Approved

P680 Seminar in School Psychology

P507 Assessment in Schools

Y500 Computer Laboratory for Educational Statistics

Y650 Topics in Educational Inquiry Methodology

Other Actions

The following proposals were approved for recommendation to Policy Council:

1. Request to waive GRE requirement for applicants with an undergraduate GPA of 3.00 or higher for admission to the MS program in Language Education. The committee adopted the position that this waiver was sensible for those master's programs providing primarily professional development for teachers.
2. Proposal for new master's degree program for teachers, in Educational Leadership.
- 3 Proposal for change in application deadlines for HESA master's applicants.
3. Proposal for Learning Sciences as a track within Educational Psychology.
4. Proposal for new Computer Educator's License for Practicing Teachers, by IST.
5. Proposal to increase inquiry core requirements from 9 hrs. to 12 hrs. for doctoral students in Education Policy Studies, with specification of particular categories of courses required.
6. Proposal for new framework for Language Education, Special Education, Elementary Education, Secondary Education and Urban Education master's programs offered at IUPUI. Courses required for all master's students would include urban education and community building foundations courses and an applied inquiry sequence, beginning with Y510 (Action Research) or Y520.

Policy Discussion Items (Ongoing Business) - No Action Taken

1. Suggested examination of courses used in all departments to fulfill the requirements for inquiry in the major (the inquiry linkage requirement and the early inquiry experience requirement). Each doctoral program has contracted with the school specific courses to fulfill the inquiry core, inquiry linkage, and early inquiry experience requirements. There is not universal understanding or agreement of the nature of the two latter requirements.
2. Grade inflation. The average grade in Education graduate courses is now higher than A-. In many courses all A grades are given. In some courses the modal grade is A+. It is difficult to interpret an A or A+ grade as reflecting outstanding performance under these grading conditions. The definitions of “outstanding” “average” and “adequate” seem to have merged.
3. The function of class attendance in awarding grades in graduate courses. In some classes severe grade penalties are imposed for non-attendance and for late submission of papers. But often these course components (attendance and punctuality) are not built into the course point allocation system, despite the fact that they can (in some cases) outweigh all other point-getting assignments and behaviors combined. The committee discussed ideas for explicit point allocation for attendance and for punctuality, with points being subtracted for non-attendance and late submission of papers only up to the amount of the point allocation. It was also suggested that an effort be made by instructors to identify specifically the skills or course learnings which are presumed to be linked to attendance, and to focus grading on those skills and learnings, rather than on attendance per se.
4. Core campus and the Graduate Studies Committee. While there is some inconvenience to IUPUI committee members to have to deliberate on many policy issues which are related primarily to the functioning of graduate programs at IUB, it was deemed important by the committee to continue an administrative structure in the School which includes both IUB and IUPUI faculty members on the GSC.
5. Research training of graduate students in education. As has been reiterated in many contexts, graduate students in Education have, on average, too little opportunity for involvement in research activities. One obvious solution is for faculty to get more external funding which would support students as research assistants and provide hands-on opportunities for research experience. It is also suggested that programs review their programmatic research course requirements to determine whether their students are receiving adequate research training.