

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 Pepler, 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 25th 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.