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 4th, 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. <u>**Institution for Research Certificate-**</u> 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. <u>**Course Change Request: R620-**</u> 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 to100% 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. <u>**Changes to Leave for Graduate Students (LGS)-**</u> 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 4th), then, the discussion will move to OnCourse for faculty input before the committee votes on the policy changes at the third meeting (November 8th). 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 2nd 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 4th, 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 4th meeting.

The committee meeting ended at 10:35am.