Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 6 Minutes | February 8, 2022 | 1 - 3pm | Zoom

* **Members Present:** Leslie Chrapliwy, Danielle DeSawal, Lynn Gilman, Kyungbin Kwon, Lucy LePeau, Marjorie Manifold, Hannah Schertz (chair), Jessica Zaker
* **Members Absent:**
* **Presenters:** Jennifer Rippner, Lynn Gilman, Hannah Schertz, Matt Boots
* **Ex-officio Present:** Matt Boots, Meredith Park Rogers
* **Staff:** Kirstin Helström

1. **Voting Items**
   1. Review of Minutes

* Lucy L. moved to accept the minutes.
  + - * Lynn seconded.
      * 6 in favor.
  1. Course Change: A608 (Jennifer Rippner)

Jennifer explained that the A608 course is one of the required courses in Ed Leadership. Jennifer’s proposal requests the course be approved to be repeatable for credit to allow students pursuing multiple credentials the ability to take this course multiple times as education law changes frequently, allowing the course to be repeated enables students’ training to be current.

* Lynn moved to accept the course change.
  + - * Leslie seconded.
      * 6 in favor.
  1. Removal of GRE requirement for Counseling graduate programs (Lynn Gilman)
* MSEd Mental Health Counseling and Counselor Education (Mental Health and Addictions Track)
* MSEd Counseling and Counselor Education (School Track)
* MSEd Learning and Developmental Sciences (Counseling Psychology Track)
* PhD Counseling Psychology

Lynn explained the department was in favor of removing the GRE requirement for the above Counseling graduate programs. This is consistent with the admissions practices at peer institutions and across IU School of Education programs. The doctoral counseling program has seen an increase in applications and no significant impact on the quality of the applications.

* Kyungbin moved to accept the removal of the GRE requirement for the four programs discussed.
  + - * Leslie seconded.
      * 5 in favor.
  1. Course Changes (Hannah Schertz)

Hannah requested title changes in the courses for the Preparing Educators for Students with Autism (PESA) program. The official diagnostic classification is “Autism Spectrum Disorder,” but Hannah shared that some, including individuals on the autism spectrum, do not consider autism to be a disorder. Therefore, she is recommending to remove ‘disorder’ from the course titles with “Autism” replacing the language of “Autism Spectrum Disorder” in the title of each course.

* Leslie C. moved to accept the title language changes.
* Lucy L. seconded.
  + - K631
      * 6 in favor.
    - K633
      * 6 in favor.
    - K634
      * 6 in favor.
    - K635
      * 5 in favor.

1. **Discussion Item**
   1. Duolingo English Test as an alternative to TOEFL/IELTS

Meredith explained that the issue was raised in an Associate Dean for Graduate Studies meeting across campus about the difficulty of students completing lanuage testing especially during the pandemic. International students must complete the TOEFL or IELTS exams prior to the TEPAIC testing, but some applicants are having trouble completing in-person TOELF or IELTS testing with Covid restrictions in their regions. Last year, IUPUI allowed Duo Lingo language testing as a substitute, and there was discussion at IUB about potentially allowing the Duo Lingo as TOEFL/IELTS substitutes during ongoing pandemic restrictions.

Kyungbin asked if there were score equivalences between the Duo Lingo and TOEFL/IELTS exams. Meredith said that scores were not mentioned in the dean meeting.

Hannah stated that a main concern would be that the test is conducted online and verification would be difficult.

Matt suggested two options: firstly, the Duo Lingo exam could be used as an unofficial assessment if the admissions committee were unsure about a candidate and their TOEFL/IELTS exam and could use this as part of a request to waive the language exam; or secondly, the Duo Lingo exam could be an official assessment alongside TOEFL/IELTS exams, but this would take many more steps of approval and agreement with Second Language Studies, which operates the TEPAIC exam.

Hannah mentioned that English testing can serve two purposes: for admission decisions and for eligibility to become an AI; the second of which was the main purpose of discussion.

Meredith noted that the larger discussion at IUB is in the preliminary stages.

1. **Information Items**
   1. Multi-Article Dissertation Guidelines available (Matt Boots)

Matt reminded the committee that this document was created after discussions with UGS about content-focused dissertation guidance. The document is now available on the School website and is intended for guidance only.

* 1. OCAP Overview (Matt Boots)

OCAP is the Office of Collaborative Academic Programs, which overlaps significantly with IU Online. This information item is to remind faculty that if they plan to create an online program, it must route through these bodies for approval, which can take years. The process includes assessing if and how other IU campuses can teach the relevant courses or award the credentials. OCAP is only about 6 years old, so several School of Education online programs have not used this process, but it is mostly required moving forward.

* 1. OCAP coding updates on Drugs & Alcohol certificate and School Psychology EdS (Hybrid to 80-99% online) (Matt Boots)

Matt explained that when these programs were reviewed in GSC and Policy Council, they were considered hybrid programs, but they have changed program type to now be within the “80-99% online” range as part of the OCAP process.

Lynn asked about tuition rates per program type. Matt confirmed that, theoretically, the “80-99% online” designation could have more costly tuition, the same as face to face programs, for a student because they are no longer 100% online. However, because OCAP tends to consider the other IU campus rates when determining the program cost, the “80-99% online” program would likely be using a lower OCAP rate.

* 1. OCAP change in admission process (Matt Boots)

Matt stated the Graduate Studies Office (GSO) was informed that the admission processes for collaborative programs would be handled by IU Online. It was difficult connecting with IU Online’s primary administrator, and GSO could not provide support to students completing their applications or see admission decisions in GEMS. There are also issues with branding programs as IU Online that should be branded as School of Education programs. Iesha Sturgis-Jackson joined GSO last year as the Online Admissions Coordinator, and she will now be running admissions for these collaborative online programs. The process will be as follows: students will apply like any other program on the application, but instead of the applications going directly to faculty, GSO can make the first admission decision. If the student meets the criteria, GSO can directly admit them. Faculty will be in charge of determining admission for marginal cases (e.g., low GPA). This will get students admission decisions more efficiently, improve recruitment, and reduce faculty load.