

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 2nd, 2013
 - *Ben Edmonds approved the minutes from 10-2-13 with the following changes:
Add “Boling” to second line on the 4th 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.

- *Luisse 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.