Minutes
EDST Curriculum and Graduate Committee
February 4, 2015 – 12:30-2:00 p.m.
BRNG 5180

Present:  H. Servaty-Seib (Chair), M. Hirth, Y. Maeda, Y. Xin, K, Dietz, & L. Shawahin
Minutes prepared by: Laura Wright

1. Approval of minutes from last meeting
   ➢ Xin moved and Hirth seconded the motion to approve the minutes. The vote to approve was unanimous.

2. Review of proposal for adding two major options for Special Education undergraduates (Taber-Doughty was present to present and answer questions).
   ➢ Hirth moved and Xin seconded the motion to approve the new two major options for Special Education undergraduates. The undergraduate program revision in special education proposed bringing back previous licensure options in mild and mild/intense intervention. This revision expands the developmental levels by which Purdue candidates would be licensed to teach P-12 rather than separate elementary and secondary options. Candidates would take coursework and field experiences that better prepare them to serve all developmental levels of students with mild or intense disability levels. This revision also updates the coursework required in most recent years to provide for a greater focus on academic content areas. The vote to approve was unanimous.

3. Recap of past approvals
   a. EDST 20000. Servaty-Seib will check with Dimitt regarding the status of EDST 20000.

   b. Number of expirations and new EDST research courses were approved by COE faculty at meeting on January 23rd, 2015. The Graduate Council members will review it before their meeting in March.

4. Form 40s returned from COE Curriculum Committee—they need to be revised based on feedback by February 11th and sent to Kathy Dietz.
   a. Counseling and Development: EDPS 50300, EDPS 50700, EDPS 60000, EDPS 62300, EDPS 69600
   b. Educational Psychology: EDPS 53200, EDPS 53300, EDPS 53400
   c. Educational Leadership: EDST 51300, EDST 51400

   Servaty-Seib distributed the forms back to the individual program areas. Changes need to be made, mainly objective changes, and then emailed to Wright for signatures.
5. **Review of new course from Educational Psychology and Research Methodology**
   a. **New Assessment Literacy Course:** Hirth moved and Xin seconded. Maeda stated that in the new assessment literacy course students will acquire assessment literacy: the ability to gather accurate information about student achievement, and use that information to make instructional decisions that will improve learning. Course activities will focus on assessment tasks relevant to P-12 classroom settings. This course is for undergraduate teacher education majors seeking Indiana licensure. However, the course is open to students in other majors who satisfy prerequisite requirements, or with permission of the instructor. Students will be able to take the course for variable credit. All students will attend class once a week and variable credit will be based on different assignments. The vote to approve was unanimous.

   ➢ **Graduate Certificate for Quantitative Research, Assessment, and Evaluation in Education:** Hirth moved and Servaty-Seib seconded. Maeda stated that the certificate program is designed to help students become proficient with research methods and procedures often required for data analyses and assessment and evaluation in educational and social science research and practices. The certificate was originally intended for students enrolled in graduate programs at Purdue, but could also be possible for non-degree seeking students. The purpose of the certificate program is to provide students professional preparation and appropriate research skills often required for measurement, design of test data, and evaluation and quantitative data analyses in educational and social science research. There were some questions on page 9, #1 regarding the admission process. Also other minor wording suggestions, but the committee unanimously approved pending minor changes.

6. **COE student survey—Forwarded Lehman’s email with preliminary report.**
   Brief discussion and the committee expressed some concerns regarding international students and their possible fear of being identified. Questions also arose regarding how the findings will be disseminated. Also, suggestion to now use questions about factors that the college cannot control (e.g., parking).

7. **Report from Kathy Dietz**
   a. **Students completing a bachelor’s degree programs which use Pass/Fail grades.** The online Special Education program received applications for two individuals who had received Bachelor of Science degrees from Western Governors University (WGU). WGU uses a “pass” or “not pass” grading approach. The Special Education faculty decided that applicants with this type of transcript would either need to a) take the GRE before granting official admission or b) be provisionally admitted until they take a semester of courses with a 3.0 GPA. There is likely a need for a department or college level policy on this issue. The topic will be discussed at the COE Graduate Studies Leadership Team in March.

   b. **Office of graduate studies annual report.** Dietz will send a pdf link to everyone when the pdf copy is uploaded.
8. **Dates for future spring meetings.**
   - Next meeting: Wednesday, February 11, 2015, 2-5:00 p.m. (Room 5180)
   - Future dates: Wednesday, March 4, 2015, 10:00-Noon (Room 5180)
     Wednesday, April 1, 2015, 10:00-Noon (Room 5180)