Graduate Studies Leadership Team (GSLT)  
Minutes  
March 26, 2012 1:00-2:00 p.m.

Present:  J. Lehman, S. Moon, P. VanFossen, A. Samarapungavan, Y. Mantzicopoulos, J. Greenan, R. Frisbie, K. Dietz

1. Review of draft college-wide guidelines regarding dismissal procedures (Lehman)

Feedback of the draft dismissal policy was received from the College of Education Graduate and Curriculum Committee and the Departments. One suggestion was to include an appeal process. The appeal would be presented to the appropriate graduate committee and the committee would make a recommendation to the Department Head: *Not enough evidence to change the original decision, separation from the program, or continuing on*. The Department Head would make the final decision. This request was added to the dismissal policy.

The final version of the policy is as follows:

**COE Graduate Dismissal Policy**

According to Purdue’s *Graduate School Policies and Procedures Manual*, each “student’s progress should be reviewed each session by the student’s department… Should the student fail to perform in either coursework or research on a level acceptable to the advisory committee, the departmental graduate committee, or the dean of the Graduate School, he or she may be asked to discontinue graduate study at Purdue” (p. VI-1).

A graduate student may be dismissed from graduate study in the College of Education, based on Graduate School and departmental policies, in instances where the student fails to:

1. Earn satisfactory course grades and/or maintain a satisfactory grade index;
2. Make satisfactory progress, including progress in research, and complete the program in a timely fashion;
3. Pass graduate preliminary or final examinations; or
4. Adhere to standards of academic honesty, research integrity, and student conduct.

In the College of Education, the faculty of each program area is empowered by the departmental graduate committee to review the progress of students in the program and to take action as appropriate. Program area faculty will evaluate student progress toward the degree no less than once each year. A student who fails to meet the expectations set forth above may be placed on probationary status in his/her graduate program. A student who is placed on probationary status shall be
notified in writing by his/her advisor or program area faculty. A plan of remediation will be developed by the student’s advisor in collaboration with the student’s advisory committee and/or program area faculty, and a specific time frame for remediation will be identified. If the student fails to satisfy the conditions of the remediation plan, he or she may be dismissed from the graduate program. In special circumstances, program area faculty may decide that remediation is not appropriate and dismissal from the graduate program may be immediate. Students dismissed from the graduate program shall be notified in writing by the program area convener and/or department head. A student who believes a dismissal decision is unfair or who has additional information that he or she believes should be considered may appeal the decision in writing to the department’s Graduate Committee, which will consider the appeal and make a recommendation to the department head who will make a final decision.

Grades
According to Purdue’s Graduate School Policies and Procedures Manual, “A graduate student is expected to maintain a graduation index representing a B average (3.0/4.0 GPA.) or better. Indices below this level are marked ‘low’ on the grade reports” (p. VI-1). A graduate student in the College of Education whose GPA falls below 3.0 or who receives any grade lower than B- in a required program course shall be considered to be on probationary status in his/her graduate program.

Satisfactory Progress
Evaluation of student progress is based on an assessment of the student’s: course work, research, technical skills related to the area of study, writing skills, and professional and ethical behavior. If the student's progress is deemed to be unsatisfactory in one or more of these areas, the student shall be considered to be on probationary status in his/her graduate program.

A student who is admitted to graduate study conditionally must meet all conditions (e.g., grades, other requirements) established at the time of admission. If a student fails to meet those conditions, he or she may be dismissed.

A student who does not enroll for a period of 3 consecutive semesters (including summer) loses eligibility to register and may be dismissed. The student must reapply and reentry is subject to favorable approval by the program area.

Students enrolled in master’s degree programs in the College of Education are required to complete their degree programs within 5 years of initial enrollment in the master’s program. This applies to students admitted to master’s degree programs in summer 2012 or later. Students enrolled in doctoral programs in the College of Education are required to complete their degree programs within 8 years of initial enrollment in the doctoral program. This applies to students admitted to doctoral study in Curriculum and Instruction in summer 2005 or later and students admitted to doctoral study in Educational Studies in fall 2009 or later. Students who fail to obtain their degrees within the specified time period may appeal to the program area faculty.
for an extension. The program area faculty shall determine whether an extension should be granted and, if so, the length and conditions of the extension.

Graduate Examinations
If a student fails to pass the preliminary or final examination, the student may be dismissed. The examining committee may recommend that the student be permitted to request a second examination. Failure to pass a second attempt at a graduate examination shall result in program dismissal.

Academic Integrity
According to Purdue Regulations Governing Student Conduct, Disciplinary Proceedings, and Appeals, “dishonesty in connection with any University activity” is conduct for which students may be subject to informal action or disciplinary sanctions. “Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” Any alleged instance of academic dishonesty involving a graduate student in the College of Education shall be referred to the Office of the Dean of Students. If the Office of the Dean of Students determines that academic dishonesty occurred, the student shall be considered to be on probationary status in his/her graduate program. Any additional instances of academic dishonesty that occur while a student is on probationary status may result in immediate dismissal from the program. Academic dishonesty that occurs in the context of a graduate examination may result in failure of the examination as determined by the student’s examining committee.

According to Purdue Policy on Research Misconduct (VIII.3.1), “Every Purdue Associate involved in any aspect of research at Purdue must encourage integrity in research, assign credit and responsibility for research appropriately, maintain careful research records, and establish and follow well-defined research protocols.” Any alleged instance of research misconduct involving a graduate student in the College of Education shall be referred to the Research Integrity Officer for the university, who will initiate a research misconduct proceeding. If the research misconduct proceeding determines that research misconduct occurred, the student may be dismissed, or, if not dismissed, he/ she shall be considered to be on probationary status in his/her graduate program.

March 2012

Action: In regard to annual reviews of students, Richard Frisbie said he could create a query/report for the end of the semester showing any graduate student having below a 3.0/4.0 GPA or any grades below B-. The Office of Graduate Students could run the report and send to the program area and copy the Department Head.
2. EDCI 615 and 616 (VanFossen)

Dr. VanFossen provided a chart showing the historical demand for EDCI 615 Qualitative Research Methods in Education and EDCI 616 Advanced Qualitative Research Methods in Education. Many of the students attending these courses, 45 percent, are outside the Department of Curriculum and Instruction and the College of Education. So both EDCI 615 and EDCI 616 could be considered service courses. The Department will continue to work to assign the course in terms of teaching, but the demand for the course by students is not being met.

Action: This is a resource issue as well, and will be placed on the COE Leadership Team's agenda for discussion.

3. The need for teaching assistants (who are not designated as course instructors) to be evaluated by the University process (Samarapungavan/Mantzicopoulos)

This issue was initiated by College nominations as there were none for the Outstanding Teaching Award in Educational Studies. As the award rubric now stands, it implies that the nominee must be the instructor of record and be able to document contribution. No evaluation is currently being done for TAs. This is more of a problem for Educational Studies than Curriculum and Instruction. The question was asked if this could be an issue across campus. With no formal evaluation process, it is a problem to know if these graduate students should be reassigned to teaching the following year.

Action: Dr. Lehman will raise this issue with CIE to see if something can be done for evaluation of TAs. In the interim, there is an inequality between departments regarding the teaching awards. There is a need to look at the COE descriptions of what is required for the award or what evidence of other examples of teaching could be used, such as evaluating with the COE core items via Qualtrics. Also, letting TAs know early on to apply in the future for these awards would be helpful. Dr. Lehman will discuss this issue with the COE Awards Committee Chair.

4. College of Education Open House on March 27, 2012

A draft agenda was distributed to the group to review. It was mentioned that the AGSERS coordinators still needed faculty to be judges.

5. GREs—Age of scores for admission (Dietz)

The issue of age of GRE scores was discussed as there have been a few instances when applicants had taken the GREs some time ago and did not think the test should be retaken. The group believes that the current College of Education policy of GRE scores within five years of applying for admission is still reasonable and adequate. An applicant may ask for a waiver if there is other documentation to support not having to retake GREs.
A policy of the Department of Educational Studies (If an applicant can provide the original GRE test report, older than 5 years and received from the Educational Testing Service, it is acceptable for an application to an EDST program. 1/22/04) will be revisited by the Department.

Action: At the April 26, 2012, Department of Educational Studies Faculty meeting, the above EDST policy was eliminated so that all applicants must have taken the GREs within five years of applying for degree admission and Purdue University should receive the scores directly from the Educational Testing Service.


The group reviewed the results of the Admitted-to-Candidacy Doctoral Survey. One concern was the lower ratings of the social/emotional climate of the student's Ph.D. program.

It was suggested that perhaps the survey could be reviewed so that if fair or poor was indicated, the student could give one or two examples and what is believed could make that particular issue better. Also, perhaps the student organizations can assist with engaging students. It was suggested after the fall New Graduate Student Orientation that the student organizations man a table with information during the reception.

Action: The Office of Graduate Studies will look into adding to the survey and ask the student organizations to participate at the reception.