Graduate Studies Leadership Team Meeting (GSLT)
February 2, 2016
1:30 p.m. – 2:30 p.m.
BRNG 6115

Attendees: T. Doughty, P. VanFossen, H. Servaty-Seib, J. Lysaker, K. Dietz, M. Strait, C. Bonwell

**Discussion**

1. The Curriculum and Instruction Waiver Subcommittee proposed a revised GRE policy for its Department which was approved by the C&I Graduate Committee:

   *Waive the GRE requirement for Master’s program applicants who received their previous degrees from accredited U.S. universities and whose GPA is 3.0 or higher (previous degrees can be B.A., M.A. or Ph.D.)*

   This includes both U.S. and international applicants.

   Currently, both departments require all international students to take the GREs, except for those applying as a post-baccalaureate. – K. Dietz

   At this time, all international students are required to take the GREs to be admitted, however, discussion centered on a recent international student who had a 3.0 GPA at the time of graduating from Purdue and appealed taking the GREs for admission to a master’s program. It was decided that data needs to be collected for further discussions regarding this issue, including how often this occurs. Waivers should continue to be reviewed on a case by case basis for another year. Faculty always have the option of admitting conditionally with certain requirements to be met, such as earning a specific GPA during the first semester of course work.

   Although this may be a departmental requirement, if changes are made, there could be disparity between departments. Perhaps agreement of any changes is needed at the College level, also.

2. Review of TOEFL scores – Group Discussion

   Graduate School requires a minimum of 77 total with the following minimum scores for each subtest in order to be admitted:
   - Listening-14, Writing-18, Reading-19, Speaking-18
   (See attached memo to Heads from Dr. Ginther on January 2016.)

   The Oral English Proficiency Program recommends admitting international students who have a TOEFL IBT total score of at least 100 with no subscale score less than 22. This is an annual issue, particularly when recommending candidates for fellowships, as many times the fellowship awardee must be a teaching assistant. Purdue’s required TOEFL scores are lower than other universities, and if individuals are admitted with below 100, programs should review from time to time and determine how the candidates are faring after enrolling. Each program area needs to be aware of the information.

3. Fellowship Guidelines – Group Discussion

   At its last meeting the C&I graduate committee determined that new faculty did not know details about students holding fellowships. A guideline policy was created in 2010, which could be shared in the College’s New Faculty Orientation. (Attached)

4. Process for approval in the College for a College of Education certificate (flow chart attached) – T. Doughty

   A new college graduate certificate, Cross-Cultural Education and Social Justice, is being developed, which appears is owned by both departments. Each department will review the certificate proposal. This is in the beginning stages. The process needs further discussion as it is more involved to be resolved in one meeting. GSLT reviewed the proposal and needs more information to proceed. Dr. Doughty will follow up with faculty.
5. College of Education Open House and Annual Graduate Student Education Research Symposium (AGSERS) – March 24, 2016. An announcement will be sent to remind students to submit proposals by February 26th.

6. Update on Graduate Coordinator Position – K. Dietz

   Approval was given to hire a full-time Administrative/Professional staff person for the Office of Graduate Studies. Interviews were conducted, and it is expected that an individual will be hired soon.

7. Topics for next meeting can be sent to Cynthia Bonwell (cbonwell@purdue.edu)

   A reminder email will be sent closer to the date of the next meeting. The Certificate issue will be on the agenda for follow-up.

8. Other – J. Lysaker

   The Curriculum and Instruction Graduate Committee is discussing item # 3 on the agenda and drafting a document to further help faculty when their advisees receive fellowships with the recommendations that first-year doctoral students not be required to teach and could have that first year of mentoring and being on research teams; then the students would move into teaching roles. More information may be available by the next GSLT meeting as the document is currently in the draft stage.

   Adjournment: Meeting adjourned at 2:28 p.m. Next meeting is scheduled for Tuesday, March 29, 2016 at 1:30 p.m. – BRNG 6115.
AGENDA

Graduate Studies Leadership Team
February 2, 2016 1:30–2:30 p.m.
BRNG 6115

Discussion Items:

1. The Curriculum and Instruction Waiver Subcommittee proposed a revised GRE policy for its Department which was approved by the C&I Graduate Committee:

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2. Review of TOEFL scores

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3. Fellowship guidelines for program areas to follow for doctoral students

4. Process for approval in the College for a College of Education certificate (flow chart attached)

5. College of Education Open House and Annual Graduate Student Education Research Symposium (AGSERS)—March 24, 2016

6. Update on Graduate Coordinator Position

7. Topics for the next meeting can be sent to Cynthia Bonwell (cbonwell@purdue.edu)

8. Other

Announcements

Next meeting: March 29, 2016, 2:00 to 3:00, BRNG 6115
Graduate fellowships are 12-month appointments. During the fall and spring, students are asked to split time between teaching and research. In the summer, as a perk, these students have not been assigned work by the department, the expectation being that the students are working on their own research; however, this has not been monitored.

The following are guidelines for future Andrews, Ross, and Purdue Doctoral Fellowship students:

- During the fall and spring semesters, it is expected that the fellowship student register for 699 credit in proportion to the amount of research being completed. (e.g. .25 FTE research = 3 credits of 699). The 699 credit hours would apply in meeting the Graduate School requirement that fellowship students be full-time and register for a minimum of 8 credit hours during each semester.

- Each fellowship student will enroll in a minimum of 3 credit hours of 699 during the summer. The 699 credit hours would apply in meeting the Graduate School requirement that fellowship students be full-time and register for a minimum of 6 credit hours during each summer.

- If a faculty member makes a nomination for a fellowship, the stipulation will be that the major professor will work with the student on research during the summer. If the major professor is unable to do so, the major professor will ensure there is a suitable mentor for the student.

Please note that during the Graduate School-funded portion of the fellowship, a College of Education recruiting fellowship recipient ordinarily devotes .25 FTE effort to research and .25 FTE effort to teaching. However, when the department covers funding for the fellowship, the fellow is required to teach (.50 FTE), or work on a funded research project, as directed by the department.

Also, events at the beginning of the fall semester and early in the spring semester will be planned to bring the past and current fellowship winners together to be recognized and create an intellectual community of the fellows in the College of Education.

Approved by the Graduate Studies Leadership Team

March 30, 2010
TO: Grad Heads

From: April Ginther, Director, Oral English Proficiency Program

Date: January 2016

Re: Language proficiency cut scores for admission; Test scores required for certification of oral English proficiency; OEPT 35 scores

Language proficiency cut scores for admission into the Graduate School represent bare minimums with respect to English language proficiency. If you would like to be more confident about a candidate’s English language proficiency, we recommend admitting students who have a TOEFL IBT total score of at least 100 with no subscale score less than 22. Several departments have found it useful to conduct telephone or Skype interviews with candidates prior to making offers involving teaching assistantships.

- A TOEFL IBT Speaking subscore of 27 certifies a grad student for oral English proficiency in order to teach in undergraduate classrooms. A student with a TOEFL IBT Speaking subscore of less than 27 must take our OEPT (Oral English Proficiency Test) to be certified.
- A score of 50 or higher on the OEPT certifies a student for oral English proficiency.
- Students who score 35 (the lowest score) on the OEPT represent only about 7% of our examinees; however, in the past they have had the greatest difficulty being certified after one semester of instruction in the ENGL 620 course.
- We will no longer place examinees who score 35 on the OEPT into our English 620 course, given increasing demands on the Oral English Proficiency Program to prepare prospective international teaching assistants for classroom teaching assignments.
- We will allow students who score 35 on the OEPT to retest after six months.

Given the demanding academic requirements associated with successfully completing graduate coursework at Purdue, OEPT examinees who score 35 are often faced with serious challenges when attempting to improve their language proficiency. These students need more support for the development of their language skills than our program has been designed to provide.

Nancy or I would be happy to speak with you, your admissions committee, or your department if you would like to have more information about the use and interpretation of language proficiency test scores.

cc: Frank J. Dooley, Ph.D., Vice Provost for Undergraduate Academic Affairs
    Nancy Kauper, Ph.D., Associate Director and Testing Coordinator, OEPP
    Lareina Tan, Program Coordinator, OEPP

TOEFL IBT total score of at least 100 with no subscale score less than 22:
See accompanying chart for more information on TOEFL subscores.

Thank you,

Reina Tan
Program Coordinator
Oral English Proficiency Program (OEPP)
Purdue Language and Cultural Exchange (PLaCE)
lareina@purdue.edu
Young Hall Rm 814
(765) 494-9379
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<td>C1 is a level at which a student can comfortably participate in all post-graduate activities including teaching.</td>
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<td>B2 was designed as the level required to participate independently in higher level language interaction. It is typically the level required to be able to follow academic level instruction and to participate in academic education, including both coursework and student life.</td>
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<td>B1 is insufficient for full academic level participation in language activities. A student at this level could 'get by' in everyday situations independently. To be successful in communication in university settings, additional English language courses are required.</td>
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<td>A1 and A2 are insufficient levels for academic level participation.</td>
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Recommendation: If possible, select at B2 level in red, above the blue line. If you have questions, email April Ginther (aginthe@purdue.edu) or Nancy Kauper (nkauper@purdue.edu).