

Graduate Affairs Committee
January 22, 2002
3:30 p.m. - 5:00 p.m.
UL 1126

AGENDA

1. Approval of the minutes for November 27, 2001 Queener
2. Vice Chancellor's Report.....Brenner
3. Associate Dean's Report..... Queener
4. Purdue Dean's ReportStory
5. Graduate Office Report..... Andrew-Mohr
6. GSO Report..... Wagner
7. Committee Business
Fellowship Subcommittee ReportPavalko
8. Program Review..... Queener
Certificate in Professional Editing
9. Discussion Queener
GRE Campus Policy
ESL Enforcement
Strategic Planning for Graduate Education
10. New Business.....
11. Next Meeting (February 26) and adjournment

Graduate Affairs Committee
January 22nd, 2002
Minutes

Present: Margaret Adamek, James Baldwin, William Bosron, Mark Brenner (co-chair), Jon Eller, Sharon Farley, Jeffrey Grove, Karen Johnson, Chris Miller, Samuel Nunn, Nasser Paydar, Sherry Queener (co-chair), Tonya Roberts, William Schneider, Sharon Sims, Jon Story, Kathryn Wilson

Staff: Monica Ridge

Guest: Marianne Wokeck - Department of History

Approval of the minutes - Dr. Queener

The committee approved the minutes from the November 27th, 2001 meeting.

Dr. Queener informed the committee that Dr. Eller and Dr. Sims are editing the minor list that was distributed at the November meeting.

Vice Chancellor's Report - Dr. Brenner

Dean Plater suggested that focus be placed on recruiting IUPUI Alumni into IUPUI graduate programs. Stefan Davis, the Director of the Office of Alumni Relations, has offered to post articles regarding graduate education to their website or send articles through the alumni email listserv. This would be a great way to advertise new graduate programs and certificates. A committee could be formed to look at the recruitment potential and form a directed recruitment strategy. Dr. Brenner asked those who are interested in pursuing this recruitment avenue to contact him.

NIH has received close to the requested 3.2 billion dollar increase for the 2002 fiscal year budget. This keeps NIH on track for doubling their budget by fiscal year 2003.

State House Bill 1286 has been introduced and states that higher education state institutions may not enroll or provide educational services to certain citizens of countries that the United States Secretary of State has designated as state sponsors of international terrorism. Students would be permitted to complete their semester, but not their degree, and then return to their country. An electronic version of the bill in its entirety will be sent to the GAC. If this bill effects programs contact Dr. Brenner so that he can then notify Dr. Sullivan in the Office of External Affairs.

Associate Dean's Report - Dr. Queener

Explore IUPUI will take place on Saturday, October 12th, 2002. This will be a campus wide event, which will resemble an expanded Campus Day. Graduate recruitment is one goal of Explore IUPUI. The spring Campus Day will be held on Sunday, March 3rd. There will be focused advertisement and events planned for graduate recruitment during Campus Day, but sufficient resources do not exist to aggressively target graduate recruitment at both events. Therefore, the main graduate recruitment event will take place during Explore IUPUI.

The Minority Visitation will take place January 31st through February 2nd. This is now the second year for the visitation. Programs have invited minority students, who have shown an interest in their program and in most cases have been admitted, to visit campus. Last year five students accepted offers. There will be a reception for the students Thursday evening. They will visit with department faculty and tour facilities on Friday, February 1st. Students staying over Saturday night will be invited to Latino Dance night at the Madame CJ Walker Theatre. Students will be coming from Puerto Rico, as well as historically black colleges in the south.

Dr. Kasberg is currently assisting with writing the NIH funded T-35 Summer Research Opportunity Program proposal that David Wilkes, MD, Indiana University School of Medicine - Pulmonary Division, heads. Dr. Kasberg is also authoring an NIH proposal that is titled "Bridges to the Doctorate." This proposal promotes cross visitation between IUPUI and Jackson State University and possibly Florida State University students involved in masters training. The goal is to recruit these students into our Ph.D. programs.

Purdue Dean's Report - Dr. Story

Dr. Story returned from his sabbatical to West Lafayette on December 16th. During his sabbatical he worked at the National Cancer Institute, Division of Cancer Prevention, in a group called Nutritional Sciences Research Group.

Graduate Office Report - Dr. Queener

Joelle Andrew-Mohr was unable to attend today's meeting. She is in a PeopleSoft meeting. Joelle will stay on the PeopleSoft Implementation team.

Joelle will be holding additional ApplyYourself WebCenter training sessions in the near future.

Two new Graduate Office staff members have been hired to replace Christina Dooley and Tony West. Debra Sullivan has replaced Christina Dooley and Gina Bethel, formerly the insurance representative, has replaced Tony West.

Graduate Student Organization (GSO) Report - Tonya Roberts

The last GSO meeting took place on Thursday, January 17th. The next month will be spent implementing the mentor program where graduate students are paired up with undergraduate students who are interested in graduate school.

Subcommittee Business

Fellowship Subcommittee - Dr. Queener

Earlier today, the Fellowship Subcommittee met to discuss Block Grants. This is the third academic year where carry-over funds have been available. Next year, half of what was available this year will be available. Dr. Brenner noted that acquiring funding to continue this level of support is his highest budget priority. Block Grant notifications will be sent out soon.

Program Review

Certificate in Professional Editing

The School of Liberal Arts is proposing a Certificate in Professional Editing. It is a fifteen credit hour interdisciplinary certificate containing four concentrations. There were four primary issues identified by the reviewers. The issues are: is there a market niche; will the School of Journalism play a role in the curriculum; what is the status of the new courses; and should there be a limit on the number of required courses that can be taken before being admitted to the program. Dr. Eller

and Dr. Wokeck addressed these concerns. In response to the market niche concern, two of the new courses in professional editing are currently being taught and nine individuals are enrolled in each. This shows promise for the up coming certificate. Regarding the role of journalism, Dr. Wokeck has contacted the School of Journalism and is waiting for a response. The idea is to possibly build in a journalism concentration. Three of the four new courses mentioned in the review are in the remonstrance processes and the last new course request is in the approval phase. Dr. Wokeck noted that the lack of a course limit for those students who have not been admitted into the program has not been addressed as a concern. Students must be admitted to the certificate program before they can participate in the required internship. Dr. Eller stated that the Master's in Professional and Technical Editing has been approved but funding is needed for one additional faculty member, therefore the program has not been implemented. The certificate was approved by the GAC pending the revisions that will ensue once the journalism concern has been addressed.

Discussion

GRE Campus Policy - Dr. Queener

There is no campus-wide GRE standard for non-IUGS programs. Some programs do not require the GRE, and some do but have exceptions. Problems arise when attempting to evaluate fellowship candidates and / or collect data. Dr. Queener asked the GAC if there was any interest in implementing a policy. There was no consensus. This issue may be brought up in the future.

ESL Enforcement - Dr. Queener

Currently it is up to the schools and departments to enforce the ESL policy. All international students who must take the TOFEL also must take the ESL exam. Students can either test out of English course placement, be required to take up to four courses within the first and second term, or their English skills could be deemed not sufficient for graduate study. Making sure that the students take the assigned courses within the first and second term is the element of the policy that is difficult to enforce. Some students do not take their classes until their last semester, thus defeating the whole purpose of the policy. Often times these students request to be exempted from the required English courses. A group will be assembled in order to establish an enforcement mechanism. Dr. Queener asked the GAC to warn students in the interim that she will not waive required ESL courses.

Strategic Planning for Graduate Education - Dr. Brenner

The Strategic Plan for Graduate Programs at IUPUI was distributed. Dr. Brenner asked the GAC if this was a workable and realistic plan that could be shared with the administration. Is there adequate faculty and resources to meet these objectives? Is this the right time line? The GAC made the following comments:

- Prioritize the Goals
- Goal 1 - Objective 1.1
 - Current spring enrollment is 180 plus the Purdue programs, which is 70 (including Bioengineering).
 - Currently 10 Ph.D. programs are accredited to other Universities.
 - If a student is co-advised, negotiate with the sister institutions to either double count or count fractions.
 - What would the budget implications be if fellowships were increased?

- Send a survey to schools and departments asking where they see their enrollment in five years and then ten years.
- Goal 2 - Objective 2.1
 - Expanding existing programs requires more research space and faculty, and some programs do not have the necessary resources.
 - Increased funding is typically internally driven.
- Goal 2 - Objective 2.5
 - Send a survey to schools and departments asking for the number of planned Ph.D. programs to be launched between now and 2010.
- Goal 3
 - Could add launching the proposed post-doc office as an objective
- Goal 4 - Objective 4.2
 - How many students fall into the out-of-state category? How do schools handle the out-of-state tuition for students now? How much do they pay out and what is the tuition income to the schools?

Dr. Brenner will share this, in its draft form, with the Chancellor's staff.

Next meeting date

The next meeting will take place on February 26th, at 3:30 p.m., UL1126.

Meeting adjourned at 5:00 p.m.

Request for a Graduate Certificate Program

Graduate Certificate in Professional Editing To Be Offered by Indiana University

(inter-departmental) **School of Liberal Arts, IUPUI**

Purpose and Rationale

The Professional Editing Certificate provides an interdisciplinary range of core and elective courses designed for graduate students who want to (a) study the techniques and consequences of traditional editing procedures, (b) learn how corrupted texts of the past can be recovered and disseminated for readers today, and (c) explore how these procedures are evolving in reaction to the rapidly changing technical communications environment of the information age. The certificate is a stand-alone graduate professional credential, but it also represents an interim stage of professional education within the larger framework of the M.A. in Professional and Technical Editing. The M.A. program was approved by IU Trustees during the Fall 2000 semester, but it failed to secure an ICHE endorsement or state funding for a needed faculty line. Fortunately, four new courses for the M.A. were approved during the 2000-2001 academic year to complete the full range of core and elective offerings. A number of these courses are already offered or scheduled within existing faculty loads—enough to mount a rich interdisciplinary 15-hour certificate program. The Professional Editing Graduate Certificate is attractive as a terminal credential, but it also permits the same target audience to move toward completion of M.A. requirements while that degree program awaits funding.

The rationale for the graduate certificate program rests on the fundamental observation that editing is an integral part of every stage in the communication process—from topic and outline generation on through initial composition to revision, presentation, and archival preservation. In its broadest sense, the editing component may be defined as the considered modification of a multimedia document based on a systematic analysis and evaluation of the document, its purpose, and its intended audience. Certain specialized editing applications—in such fields as film and journalism, for example—are outside the scope of the Professional Editing graduate certificate. But the general process of analysis, evaluation, and modification will be taught in the context of a broad range of purposes. At one end of the range, editors of texts-in-progress focus on improving an author's grammatical and syntactical consistency or correcting spellings and punctuation. But sometimes the editor must also convince the author to rearrange structural elements or to clarify points of content. Such editorial impositions are intended to make a document clear and concise—but all of these impositions have consequences as the text is disseminated or archived for future users.

The growing need to recover the history of texts has led to several kinds of scholarly editing. Some academic editors work to recover a damaged text from decades or even centuries of publishing corruption; others work to publish and annotate a neglected manuscript that never made it to press in the author's lifetime. Scholarly editing involves identifying, collecting,

recovering, annotating, and presenting an author's work in a new and reliable version. The Frederick Douglass, Charles Peirce, and George Santayana editions on the IUPUI campus (and the W. D. Howells edition on the Bloomington campus)—the Indiana/polis editions—have developed such procedures to preserve the work of these four American literary and philosophical giants of the past. These projects represent a unique concentration of scholarly editing in higher education. Since they are at the theoretical and practical cutting edge of the full spectrum of editing they provide not only most of the expertise and resources but also the core learning environment for the Professional Editing Graduate Certificate.

The specialized work of scholarly editing leads the way for the technologies that corporate and government editors apply in the general editing community. Many of the challenges facing scholarly editors of historical authors—text mark-up, archiving, and the management of documents—also concern technical and corporate editors dealing with today's writers because editing is essentially a recursive activity that is integral to all stages of document production. Participating faculty of IUPUI's Technical Communications Program (TCM) work in both the School of Liberal Arts and the School of Engineering and Technology, and this combination supports a graduate certificate concentration in technical editing that extends the academic program even further into the professional editing community.

Courses cover the fundamental theories and methods involved in the practice of scholarly editing and other more general applications of professional editing. The program is taught in a laboratory-style environment and includes the related technological applications found at the center of commercial and scholarly publishing today. Special focus within the Professional Editing certificate program is on scholarly (critical and documentary) and technical editing.

The interdisciplinary curriculum also supports established graduate and research programs in specific disciplines: English, History, and Philosophy as well as Library and Information Science and New Media. Although it is a free-standing graduate program, Professional Editing can easily complement and enhance any of the affiliated graduate programs.

Target Audience

High-technology industry is well-established in the Indianapolis area, and continues to grow. Publishing houses such as Macmillan and other traditional editorial employers have situated electronic press subsidiaries in the region, and many smaller document production businesses have been created to serve the growing corporate, not-for-profit, and government sectors of the local economy. Editors are in demand in all these sectors, but there is no corresponding educational pipeline in place to supply them. A recent check with members of the local chapter of the Society for Technical Communications (STC) bears out these observations. The president of the local STC chapter believes that the "demand for experienced and educated technical communicators will undoubtedly grow exponentially." IUPUI offers an undergraduate certificate in technical writing, but there are no post-graduate opportunities for technical communicators anywhere in the state of Indiana. Executives in three local technical writing companies and a systems analyst from Lilly joined the STC president in noting the growing demand for a graduate program, and observed how hard it is to find qualified writers and editors in-state. One local corporate manager summed up this most costly aspect of the shortage: "We have incurred

tremendous recruiting and relocation costs in our quest for trained writers. A program in professional and technical editing will build the base of knowledge that we need, and will help Indianapolis grow as a high-tech hub in the Midwest."

Plan for Attaining Steady-state Enrollment

The concentration of scholarly editions at Indiana University is unique, and the associated learning resources of the editions (faculty, technical staff, editing labs, and libraries) have paved the way for a one-of-a-kind graduate program. There is nothing similar in the state or region. There are specialized graduate programs in technical writing resident to state universities in the region and nationally, but again none are in Indiana. The Association for Documentary Editing sponsors a week-long summer seminar at the University of Wisconsin (Madison) for students and staff editors associated with any scholarly edition, but no academic credit is awarded. No existing program mounts a graduate program across the general fields of editing—in this fundamental way the program in Professional Editing is incomparable, as is its emphasis on complete document management from research to publication. The attractiveness of this program is enhanced by the interdisciplinary scope of its inter-school electives, and by the local concentration of government, corporate, and philanthropic job opportunities. Over time, the unique factors which make the certificate in Professional Editing a valuable professional credential for in-state students will attract out-of-state students as well.

The graduate certificate program in Professional Editing is designed as part of the Master of Arts program in Professional and Technical Editing (PaTE)—a new degree program that the Indiana University Trustees approved last year but that has not yet gained a budgetary endorsement from the Indiana Commission on Higher Education. The graduate certificate will draw students planning to pursue the full M.A. when it comes on-line, but the primary concentrations of coursework designed for the interdisciplinary certificate are all English and History graduate courses populated by students in those disciplinary graduate programs with an interest in one or more fields of editing. But the program reaches beyond the Liberal Arts disciplines; participating faculty of the Technical Communications Program have two newly-approved editing courses that will attract graduate students in Engineering and Technology programs as well as professionals from the metropolitan area.

The first graduate editing course was offered last spring (L680 Topics in Literary Theory and Criticism: Bibliographical and Textual Criticism), enrolling nine English and continuing non-degree graduate students that fit the anticipated profiles. A second editing course (L501, Professional Scholarship in Literature) is enrolling now for Spring 2002; enrollment history to date, as well as inquiries from interested undergraduate students, new graduate students, and professionals in the community support the working assumption that projections of about one dozen part-time students in the certificate program are reasonable.

New Resources

The teaching faculty of Indiana University's four resident scholarly editions and the critical editing judgment and hands-on editing experience that students will gain through these academic editing projects represents a significant core resource for the graduate editing certificate

program, not only in terms of course content and student training but also in terms of program financing. The curriculum is based on four interdisciplinary concentrations (representing four professional fields of editing) and a broader range of open electives. Enough courses are now on the books to offer three core concentrations for students to choose from. These include two scholarly editing concentrations (one in critical editing, and one in documentary editing) and a concentration in Technical Editing. A fourth, more generally-focused core concentration in Professional Editing cannot be offered until another permanent teaching line is secured to launch the approved Professional Editing M.A. program. But until that time, an excellent range of core concentrations and open electives can be mounted and administered by existing faculty lines in support of the editing certificate program. The concentration of active editions equals the only other editing center of this size (Kent State's Institute for Bibliography and Editing), and the presence of qualified teaching staff exceeds that of the only other active graduate program of this kind (Boston University's Editorial Institute). The participating TCM faculty (assigned to Engineering and Technology, but tenured and tenure-tracking in Liberal Arts) add considerable depth to the existing resources of the program.

The IUPUI resident editions are structured to absorb other costs related to the program, in particular space for the laboratory-style components of the coursework and access to computers, the latter of which is indispensable for most aspects of editing in the information age. Movement to centralized and expanded library and lab space at IUPUI is projected over the next two years; until then, the existing research spaces can easily support enrollment projections for the graduate Certificate in Professional Editing.

Proposed Date of the Initiation of the Certificate Program

The proposed date of implementation is Fall 2002, assuming all necessary approvals have been received at that time.

Person Designated as the Certificate Program Head

Until full implementation of the graduate program in Professional and Technical Editing, Marianne S. Wokeck, Associate Professor, Department of History, will provide administrative oversight. Jonathan Eller, Professor, Department of English, has overseen curriculum development and will continue to coordinate the core academic concentrations. Both Wokeck and Eller will serve as primary program advisors.

Faculty Initially Involved in the Program and Their Credentials

Graduate Faculty (all faculty active in the program but members with regular faculty appointments in the various participating departments and programs will be granted adjunct status in the professional editing program; with the exception of Drs. Lewis, De Waal, and Morton, all faculty listed below are full or associate members of the graduate faculty, noted as fmgf or amgf, respectively, behind their names)

Dean **Herman J. Saatkamp, Jr.**, fmgf (Ph.D., Vanderbilt University)

Dean of the School of Liberal Arts; Professor, Department of Philosophy; General Editor, *Works of Santayana*

Nathan Houser, fmgf (Ph.D., University of Waterloo)

Professor, Department of Philosophy; Center for American Studies; General Editor, *Writings of Charles S. Peirce*

John R. McKivigan, fmgf (Ph.D., Ohio State University)

Mary O'Brien Gibson Professor of Nineteenth-Century U.S. History, Department of History, General Editor, *Frederick Douglass Papers*

David Nordloh, fmgf (Ph.D., Indiana University)

Professor, Department of English (IUB); General Editor, *A Selected Edition of W. D. Howells*

Jonathan R. Eller, fmgf (Ph.D., Indiana University)

Professor, Department of English; Center for American Studies; Textual Editor, *Writings of Charles S. Peirce*

Robert G. Barrows, amgf (Ph.D., Indiana University)

Associate Professor and Acting Chair, Department of History

Harriet Adamson Wilkins, amgf (Ph.D., Indiana University)

Associate Professor, Departments of English and Technical Communications

Marianne S. Wokeck, amgf (Ph.D., Temple University)

Associate Professor, Department of History; Center for American Studies; Women's Studies; Editor, *Works of George Santayana*

André De Tienne, amgf (Ph.D., University of Louvain [Belgium])

Assistant Professor, Department of Philosophy; Associate Editor, *Writings of Charles S. Peirce*

Marjorie Rush Hovde, amgf (Ph.D., Purdue University)

Assistant Professor, Departments of English and Technical Communications

Albert Lewis (Ph.D., University of Texas, Austin)

Associate Editor, *Writings of Charles S. Peirce*

Cornelis De Waal (Ph.D., University of Miami, Florida)

Assistant Editor, *Writings of Charles S. Peirce*

Louise Morton (Ed.D., St. Louis University)

Editorial Associate, *Writings of Charles S. Peirce*

Other graduate faculty from participating departments and programs, including English, History, Philosophy, Library Science, and New Media.

Admission Requirements and Procedures

The requirements conform to those of the Indiana University Graduate School and the School of Liberal Arts as stated in the section "Indiana University Graduate School" in the *IUPUI Campus Bulletin*, 2000-2002 (pp. 253-58).

Conditions of Admissions

A bachelor's degree from an accredited university or its equivalent; expectation of a

minimum of 3.0 overall GPA (on a scale of 4) and a minimum of 3.0 average GPA in the student's major; no specific major requirement, like English or History, but a record of coursework to demonstrate sufficient writing and research experience.

Reasonable flexibility in the conditions of admission is intended to accommodate full-time students (traditional as well as returning students) and especially part-time students who are already employed as professionals.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) and receive a score of 550 or above. They are also required to take an on-campus exam for English proficiency before beginning coursework and may be required to take additional classes in English as a second language.

Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest. Admission decisions will be made by the Graduate Program Committee (see below).

Completion Requirements and Audit and Certification Procedures

Requirements for the Certificate Program

Total requirement: minimum of 15 credit hours, which include completion of any one of several three-course core concentrations (9-12 hours) and one or more open electives (3-6 hours). Courses satisfying each requirement are identified below; full course descriptions follow the requirements and procedures section.

1. **Core options:** three courses, 9-12 credit hours. Complete one of the following field concentrations, or (with advisor approval) create a three-course concentration combining relevant courses from the four professional fields:

Scholarly Editing Concentration I: Critical (Eclectic) Texts (12 credit hours)

L501 Professional Scholarship in Literature [English] (4 cr.)

L680 Topics: Bibliographical and Textual Criticism [English] (4 cr.)

L701 Descriptive Bibliography and Textual Problems (IUB) [English] (4 cr.)

Scholarly Editing Concentration II: Documentary Texts (11 credit hours)

H501 Historical Methodology [History] (4 cr.)

H543 Internship: Practicum in Public History [History] (4 cr.)

H547 Topics in Public History: Historical Editing [History] (3 cr.)

Technical Editing Concentration (9 credit hours)

W531 Designing and Editing Visual Communication [English] (3 cr.)

W532 Managing Document Quality [English] (3 cr.)

W685 Topics in Technical Communication [English] (3 cr.)

Professional Editing Concentration (11-12 credit hours; not available until increased staffing is secured for the full M.A.)

W502 Fields of Editing: Theories and Practices [English] (4 cr.)

W503 Technologies of Editing: Producing Letterpress and Electronic Texts [English] (4 cr.)

W609 Directed Writing Project (arranged individual editing projects, 3-4 cr.)

2. **Open elective course(s):** one or two courses, 3-6 credit hours. Chose one or two courses (depending on the number of hours required to meet the 15-hour certificate minimum after completion of the chosen core concentration). Any of the core options listed above (outside of the student's chosen field concentration) may be counted as an open elective, as well as any of the following courses:

N501 Principles of Multimedia Technology [New Media] (3 cr.)

I501 Introduction to Informatics [Informatics] (3 cr.)

I502 Information Management [Informatics] (3 cr.)

L505 Organization and Representation of Knowledge and Information [SLIS] (3 cr.)

L515 History of the Book [SLIS] (3 cr.)

L585 Descriptive Bibliography [SLIS] (3 cr.)

L590 Internship in English [English] (4 cr.)

Other appropriate courses in English, Engineering and Technology, History, Informatics, Library Science, New Media, and Philosophy may count as an open elective if approved by the certificate program advisor.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or better to be awarded the certificate. The minimum grade that will be accepted in any single course is B- (2.7).

Maximum Number of Credits that Can Be Transferred from Another Institution

If a student is able to document appropriate course work at another institution, a request for a substitution of a maximum of 4 credit hours may be granted. Appropriate work experience may allow a student to be exempted from an introductory course, but 15 credit hours of graduate level courses must be completed in order to earn the certificate. All waivers and substitutions have to be approved by the Graduate Program Committee that oversees the program.

Maximum Number of Undergraduate Courses that Can Be Applied

No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for completion is four years with no significant breaks (that is, more than two semesters) between courses. Most students enrolled in this program will be part-time students, employed full-time, thus four years may be needed for them to complete all courses if they take one course per semester.

Number of Credit Hours Taken prior to Admission to the Certificate Program that May Be Counted to Completion of the Degree

There is no limit to the number of courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four year period.

Course List for the Program, Including Course Descriptions

List of Courses (bold-face course number and asterisk [*] indicates new course; comments in square brackets [] indicate whether a course is of a particular nature; campus specific; or has not been taught recently)

Scholarly Editing Track I: Critical (Eclectic) Texts

L501 (English, 4 cr.) Professional Scholarship in Literature

Materials, tools, and methods of research. Introduces students to available resources in Literary Studies. Includes work with standard bibliographical sources (both traditional and electronic), bibliographical search strategies, scholarly documentation, accessing special collections, preparing bibliographical descriptions of subject texts. Recurring topics include professional standards of conduct, verification of sources, and thoroughness of research methodology.

L680 (English, 4 cr.) Special Topics in Literary Theory and Criticism (Bibliographical and Textual Criticism) [IUPUI variable title course]

An exploration of the interconnected fields of textual criticism (the study of the history of texts) and analytical bibliography (the study of books as physical objects). Studies include the influence of traditional literary criticism on these fields of study, and the discoveries yielded when literary, bibliographical, and textual criticism are brought together in focused research.

L701 (English, 4 cr.) Descriptive Bibliography and Textual Problems [IUB specific]

Case-specific analysis of the way that texts change, the way these changes are documented by a full and focused history of publication, and the kinds of textual problems caused by the unstable transmission of texts. The basis of new scholarly editions.

Scholarly Editing Track II: Documentary Texts

H501 (History, 4 cr.) Historical Methodology

Discussion and application of the various methods and strategies used in historical research.

H543 (History, 4 cr.) Practicum in Public History

Internships in Public History programs, field work, or research in the antecedents of contemporary problems.

H547 (History, 3 cr.) Topics in Public History: Historical Editing

Introduction to the history, theory, and practice of historical editing, with emphasis on the processes of editing historical documents and the publications of history-related organizations. Attention is given to technical skills (copyediting, proofreading) as well as broader professional issues (ethics, the editor-author relationship, evolution of editorial standards).

Technical Editing Track

W531* (English, 3cr.) Designing and Editing Visual Communication

Course covers issues in the design and editing of technical documents in both paper and electronic forms: principles and theories of visual design, visualization of technical data, processes for preparing visual elements of technical documents, modern technologies available to technical communicators.

W532* (English, 3 cr.) Managing Document Quality

Course considers issues in establishing and maintaining quality throughout the document development cycle. Topics may include principles and theories of quality control, task analysis and information gathering, usability testing, creating and using style guides, single-sourcing/document reuse, supervising cross-functional teams.

W685 (English, 3 cr.) Topics in Technical Communication

Intensive study of selected current or historical topics in technical communications. Topics will vary. Maybe repeated once for credit.

Professional Editing Track**W502* (English, 4 cr.) Fields of Editing: Theories and Practices**

An introduction to the theory and practice of general copyediting, technical editing, and scholarly editing serves as prologue to a comprehensive study of manuscript editing. Case studies and applied research focuses on the identification and recovery of modern manuscript texts, with an emphasis on physical description, re-assembly of disordered or partially destroyed sequences, transcription strategies and techniques, and editing of the transcribed text for publication. Includes a brief historical survey of manuscript editing traditions.

W503* (English, 4 cr.) Technologies in Editing: Producing Letterpress and Electronic Texts

Surveys the last two hundred years of book publishing as preamble to a detailed hands-on study of contemporary text production. Examines the standards of accuracy required in professional editing and the way that both text and documentation are prepared for publication. Explores issues of textual preservation, storage, retrieval, and the electronic marketplace as they affect the design and modification of letterpress and electronic text.

W609 (English, 4-8 cr.) Directed Writing Project

Enables students to work on a thesis-equivalent editing project which they initiate, plan, and complete under the direction of an Editions Consortium faculty member (variable credit hours, with a minimum of four).

Other electives:**N501 (New Media, 3 cr.) Principles of Multimedia Technology**

Examines current practices in the use of digital media technology with special emphasis in Computer Technology, Library Science, Computer Science, Music, Journalism, and Art and Design. Paradigms of applied research; implementation and resource allocation; assessment designs for specific product models; assessment of database-backed; study of current applications and concepts.

I501 (Informatics, 3 cr.) Introduction to Informatics

Basic information representation and processing; searching and organization; evaluation and analysis of information. Internet-based information access tools; ethics and economics of information sharing.

I502 (Informatics, 3 cr.) Information Management

Survey of information organization in medical, health, chemical, and biology related areas; basic techniques of the physical database structures and models, data access strategies, management, and indexing of massively large files; analysis and representation of structured and semi-structured medical/clinical/chemical/biological data sets. Prerequisite: I501.

L505 (Library Science, 3 cr.) Organization and Representation of Knowledge and Information

Introduces students to various disciplines' approaches to the understanding, organization, representation (summarizing), and use of knowledge and information. This survey looks for commonality among the approaches taken in information science, cognitive psychology, semiotics, and artificial intelligence, among others. The goal is to identify criteria for evaluation and improvement of ways to organize and representing formation for future retrieval. Information systems currently used in libraries and information centers will be studied as examples. Emphasis in the course is on concepts and ideas, with appropriate attention to terminology and technology.

L515 (Library Science, 3 cr.) History of the Book

Survey of the functions and history of writing and the various methods and styles of bookmaking from earliest times through the nineteenth century.

L585 (Library Science, 3 cr.) Descriptive Bibliography (IUB specific)

The development of the practice of printing, typefounding, and papermaking; the principles and practice of the bibliographical description of printed books, with emphasis on the period to 1880.

L590 (English, 4 cr.) Internship in English

A supervised internship in the uses of language in the work place. Each intern will be assigned a problem or task and will develop the methods for solving or completing it. Each intern will complete a portfolio of workplace writing and self-evaluation.

Procedures for Governing the Program, Including Construction of Committees that Will Provide Oversight

The graduate certificate (and eventually the full M.A.) will be administered by a Director of Graduate Studies who chairs a Graduate Program Committee. This interdisciplinary Committee will be appointed by the Dean, School of Liberal Arts, from the graduate faculty of the participating editions, departments, and programs (including TCM) offering core concentration courses. The Director will be appointed by the Dean on the recommendation of the Graduate Program Committee.

The Graduate Program Committee oversees the general administration of the program, including such tasks as publicizing the program and recruiting new students, reviewing applications and admitting students to the program, and monitoring student achievement. The Director has the principal duties of placing and advising students; administering the internship components of the program, especially the supervision of interns; coordinating with the participating editions and programs about the scheduling of required courses; and overseeing the program evaluation.

Procedures for Program Evaluation, Including the Criteria for Success

Evaluation of the graduate certificate program in Professional Editing is conceived as an ongoing process with three components. The first is largely quantitative in nature. It includes the gathering and reporting of relevant data, in particular statistics about enrollments, student progress, and surveys of program satisfaction. The second part focuses on learning outcomes in the required courses. The students' acquisition of skills and mastery of knowledge are typically measured in terms of the quality of their work in the courses of the program, which is most often reflected in academic papers or comparable assignments. The third feature of the program evaluation centers on tracking how well the application of knowledge and expertise in the laboratory components of the program relate to job placement or improvements in job performance and recognition for those already employed after the completion of the program and how to improve the effectiveness of that relationship as the program develops from first implementation to full maturity.

After five years, a full evaluation will be conducted to identify strengths and weaknesses of the graduate certificate program, to measure how well it has met goals and objectives, and how successfully it has served IUPUI and the local and regional communities. The results of the evaluation will be forwarded to the School of Liberal Arts, the IUPUI Graduate Affairs Committee, the Indiana University Graduate School, and the Indiana Higher Education Commission.

Review of proposal for new graduate certificate program
Graduate certificate in professional editing (CPE)
School of Liberal Arts (SLA) (inter-departmental)

Documents reviewed: “Request for a Graduate Certificate Program, Graduate Certificate in Professional Editing to be offered by Indiana University.”

Summary: The SLA proposes a 15 credit hour certificate in professional editing (CPE) composed of courses offered by various IUPUI campus units, including English, History, Informatics, New Media, and SLIS. Students will be able to choose one of four concentrations in the CPE, with varied credit hours attached to each: a) scholarly editing of critical literature (12 hours), b) scholarly editing of documentary literature (11 hours), c) technical editing (9 hours), and d) professional editing (11-12 hours). The remaining elective hours are to be selected from a roster of seven other courses offered by English, Informatics, New Media, or SLIS. The proposed admission requirements for the CPE conform to the IUPUI guidelines for applications for new graduate certificate programs. Students will be allowed to transfer up to four credit hours into the CPE; also, students may be permitted to waive an introductory course if they possess appropriate work experience. In either case, students must complete 15 credit hours of graduate courses to earn the CPE. Students will be permitted to take up to four years to complete the CPE.

Administrative and faculty support for the CPE program appears to be adequate. As noted earlier, at least five campus units are involved. Thirteen different faculty members from these various units are reported to comprise the faculty and administrative infrastructure for the program. Governance of the CPE program will be headed by a Director of Graduate Studies, who will be chair of an interdisciplinary Graduate Program Committee within SLA. The proposal reports the CPE will be evaluated on the basis of enrollments, learning outcomes, success of graduates in the job market, and a formal five-year evaluation.

Recommendation: Defer, pending (not necessarily extensive) revisions.

Discussion: While technically meeting the requirements for new certificate programs detailed in IUPUI policies and procedures, a close reading of the CPE proposal raises several issues that should perhaps be resolved before approval by the IUPUI Graduate Affairs Committee. These issues relate primarily to the “market niche” of the proposed CPE, the role of Journalism in any future program for professional editing, and the ability to institute and sustain the CPE program if it is approved.

One issue that could be addressed is the market segment targeted. Other than anecdotal remarks from professionals working in the field of technical editing, the proposal does not report much additional information on the likely overall demand for the CPE credential. Current enrollments in some of the required concentration courses have been running around 9 to 10. This suggests that additional information might be needed concerning adequate demand for sustaining a CPE program.

A second issue is the role of the IUPUI Journalism unit, or actually the lack thereof. Even though the anticipated niche of the proposed CPE appears to be the market of individuals engaged in professional editing of technical and scholarly written materials, the absence of Journalism from the proposal deserves some attention. Journalism is not listed as a participant in the proposed CPE program, despite the high likelihood that the market for CPE students would

be composed at least in part of individuals already in or interested in the field of journalism. Further, there may be courses offered by the Journalism unit at IUPUI that are directly relevant to the proposed CPE program. This suggests the need to examine the role—if any—Journalism and its course offerings can or could play in putting together an effective CPE program.

The third issue is related to the capacity to implement a successful CPE program fully, as it is described within the SLA proposal. The proposed CPE appears to be filling a void that has been created because the M.A. in Professional and Technical Editing, while having been approved by the IU Trustees, did not secure an ICHE endorsement nor the funding needed to hire the faculty line needed to support the M.A. Related to this, one of the CPE concentrations (Professional Editing) cannot be implemented until that faculty line is filled. A related issue is that two-thirds of two concentrations (technical editing and professional editing) are designated as “new courses” and, accordingly, are not listed in current course inventories. These new courses are all in the English Department (W502, W503, W531, and W532). This suggests the need to examine how and when these new course offerings can be created, as well as at least some secondary attention to the matter of obtaining political and budgetary support for full implementation of the M.A. in Professional and Technical Editing.

1. Market segment targeted: The discussion of program demand rests in general on the information (largely anecdotal) that was approved last year in the MA proposal. The reviewer notes that the first two classes have indeed enrolled 9-10. Both of these Scholarly Editing concentration seminars have "made" a year or more before the program would even be on the books; Scholarly Editing is the most specialized concentration, and it demonstrates a viable population while the program is still in development--a strong indicator that the anecdotal projections are already panning out.

2. The exclusion of Journalism: We agree that there is some likelihood that graduate students with an interest in Journalism would be attracted to the Certificate program, and we welcome the opportunity to add that link to the program. Between now and the 22 January GAC meeting, Marianne Wockeck will contact Journalism faculty representatives and explore the possibility of including four graduate Journalism courses in the program, either as part of the elective group or possibly as a core concentration.

3. Capacity to implement. Although the four new grad courses in two of the concentration areas (Pro and Tech Editing) are not on the Master List, three are in remonstrance. We have asked the TCM faculty to revise the fourth course as directed last year by GAC Curriculum Committee ASAP, and provide us with a status report by the Jan 22 meeting. Even if the Tech concentration is delayed, the potential addition of Journalism electives (and possibly a concentration) will provide viable alternatives of study to the double-concentrations in Scholarly Editing (Critical and Documentary) that stand at the center of the Certificate program's faculty and lab resource bases.

Graduate Certificate in Professional Editing (CPE)
School of Liberal Arts (interdepartmental)

Review for GAC, January 22, 2002

Documents reviewed:

Proposal "Request for a Graduate Certificate Program: Graduate Certificate in Professional Editing"

Proposal for Master of Arts in Professional and Technical Editing, dated Fall 2000.

Summary: This graduate certificate would be offered by Indiana University and is comprised of 15 credit hours drawn from several academic units at IUPUI: English, History, Informatics, New Media, SLIS. The certificate could be individualized by selecting one of four proposed concentrations. Three of the concentrations are currently available: Scholarly Editing Track I (Critical [Eclectic] Texts), Scholarly Editing Track II (Documentary Texts), and Technical Editing. These core concentrations amount to 12, 11, or 9 credit hours, respectively. A fourth track in Professional Editing will become available when an additional salary line is added.

Evaluation: The submitted document seems to meet all the criteria outlined in the guidelines for certificate proposals. This certificate proposal also draws heavily upon the previously approved proposal for an M.A. in Professional Editing. Thus, there are few issues remaining. One might be related to demand. Because the certificate proposal was prepared about a year after the original proposal for the M.A., we have the opportunity to see if the enrollment projections have been met. It turns out that the original M.A. proposal contains much of the same information for projections that the certificate contains; enrollment in the two courses that have been offered has run from 9 to about 12, so it would appear that they are meeting projections. While these numbers are small, the programs may well grow as a result of word-of-mouth in the local publishing industry, as well as deliberate advertising efforts by the programs, which will come as they are officially approved.

Recommendation: Approve, with minor revisions (noted below).

Suggested revisions:

Page 8: "There is no limit to the number of courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four year period." I wonder if this policy should be rethought. My main concern is whether students who would be admitted after taking 12 credits or so would have had adequate access to academic advising for planning their program. This is especially a concern for students who would plan to take an internship. The program might consider setting a limit of 9 hours to assure that the last two courses would be taken under the guidance of the advisors.

Page 9: The description of the Professional Editing Track needs to be corrected. As written, it totals 12 - 18 hours. In fact, I think W609 should be listed as 1 - 4 credits.