Minutes

Attendance:
Quorum: 11 (Current membership = 23)

<table>
<thead>
<tr>
<th>Name of Member</th>
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<tbody>
<tr>
<td>R. Babcock, ENGR</td>
<td>X</td>
<td>N. Stalker for K. Jolly, A&amp;H</td>
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<tr>
<td>K. Braun, MBTSSW</td>
<td>X</td>
<td>K. McQuiston, A&amp;H</td>
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<td>J. Lemus, SOEST</td>
<td>X</td>
<td>E. Biagioni, CNS</td>
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<td>R. Jha CTAHR</td>
<td>ABS</td>
<td>E. Guentner, CNS</td>
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<td>M. Shannon, SONDH</td>
<td>ABS</td>
<td>M. Maaka, COE</td>
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<td>S. Chang, JABSOM</td>
<td>X</td>
<td>C. Sorensen Irvine, COE</td>
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<td>R. Ka'aloea, HSHK &amp; SPAS</td>
<td>X</td>
<td>B. Powell, MFS</td>
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<td>H. Park, ARCH, TIM, &amp; SCB</td>
<td>ABS</td>
<td>C. Stephenson, MFS</td>
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<td>A Berez-Kroeker for C. Bacchilega, LLL</td>
<td>X</td>
<td>P. (Trish) Tupou, GSO</td>
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<td>M. Park, LLL</td>
<td>X</td>
<td>J. Valdez, GSO?</td>
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<td>K. Heyer, CSS</td>
<td>X</td>
<td>K. Aune, GD</td>
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<td>R. Juarez, CSS</td>
<td>X</td>
<td>J. Maeda, GD</td>
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Alternate(s)

Jeffrey Boeckman for K. McQuiston | X

Guests: Lois Yamauchi, Educational Psychology, Scott Sinnett, Psychology, Mary Jo Noonan, Special Education, Cathryn Clayton, Asian Studies, Katherine Ratliffe, Educational Psychology, Laiana Wong, Hawaiian

Announcements/Updates
- Mahalo for work and participation in Fall 2018
- Graduate Council meeting schedule for Spring (Tuesdays at 10:00 a.m?)
- Grad Chair Matters - January 31, 2019 Session 1 with Graduate Division
  - Time: TBD
- Achievement Scholarship funds - reminder to spend program funds. Tuition-based funds.

Old Business
- Approval of November 20th Meeting Minutes
  - p. 4 repetition of word “the”
  - **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**
- GAGC: Graduate Academic Grievance Committee Process - T. Tupou
  - Workshops were requested by the students on how to file a formal grievance. They also provided feedback - it would be helpful to have information on how to file a formal academic grievance, maybe a flowchart on the process; short information sheet - easy to understand the process. Also helpful would be confidential advocacy services - ombuds office, hotline service, advocacy for graduate students. They’re concerned
about retaliation; having a diverse grievance committee is also important. In general, the students are in favor of this revision to the process.

- To summarize, the third step of the process would include work by a committee of six people with three members from the Graduate Council and three graduate students. The committee will be as diverse as possible and not include any faculty or students who may be related to or included in the grievance. The committee would deliberate and then make a recommendation to the Dean of Graduate Division who will render a decision. The decision of the Graduate Dean will be final.

- Changing name to Graduate Grievance Committee instead of Graduate Academic Grievance Committee.

- **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**New Business**

- UHM-1 forms
  - PHIL 610, SUST 696, EDEP 685, SPED 641H, ASAN 687, 689, and 710, GEOG 736 (submitted late)
  - PHIL 610 - reviewed at the last meeting. Overlap with CUL 610 course. Proposer responded to the feedback and questions posed. Topics to change and large enough distinction for them to be separate.
    - **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.**
  - SUST 696 - Clearer syllabus, clarified how students are to be graded.
    - **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.**
  - EDEP 685 - justification for proposal guidelines. Course itself looked good. Variable credits and repeat limit. Capstone course to be used toward both GCERTs. Variable credit - to allow students to spread work on the capstone over terms.
  - Contradiction between syllabus and GCERT proposal. Committee to review revised wording for the course. Approval pending satisfactory revisions and review by the Course committee.
    - **Motion to approve. Vote: 17 in Favor; 0 Opposed; 1 Abstention.**
  - SPED 641H - One minor issue: Closed book final exam. How does one have a closed book exam for an online course. Per M. Noonan, this is a time limited exam with applied questions and is an open-book exam. Another question raised was about the repeat limit, and why it was repeatable. M. Noonan responded that it was to allow students to re-take it if they were unsuccessful in earning the minimum grade. There was a discussion RE: repeat limit and that for students to earn a passing grade, the course does not need to be repeatable. Instructor consent would allow a course to be taken again to improve their grade. M. Noonan requested this change on the course proposal form. She will also request changing the repeat limit to 0.
    - **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.**
  - ASAN 687 - No questions or concerns.
    - **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.**
  - ASAN 689 - possible overlap with a POLS course? Provided further information and clarified how the ASAN course is different. Consistent info RE: International Relations; coverage of three regions. Not covered in POLS course. Geared toward professionals with scheduling in the evening. POLS courses during the day.
    - **Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.**
- ASAN 710 - may have a project or will be paired with a company with a project. Students to be supervised by a faculty member. Final reports and presentations to be done. All of the faculty would have the same guidelines and rubrics for grading.
  - Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.
- GEOG 736 - Significant changes were made to the syllabus and specific assignments. More like a graduate seminar.
  - Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 1 Abstention.

- Master of Music focus area in Conducting proposal
  - Requesting to create a new track on Conducting. Strong need for this track. Issue at last meeting, did not have the curriculum information.
  - Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.

- Measurement and Statistics GCERT proposal
  - Advanced statistics certificate. Generally in support, questions regarding EDEP 685 were clarified.
    - Question: Prerequisites for courses may restrict others from applying to the GCERT. Per K. Ratliffe and L. Yamauchi, students from other areas have been taking the courses and if a similar prerequisite course is taken in another dept, it would be waived for a student to take the course. There was a suggestion to add “or equivalent” to the prerequisites. This was discussed, but would still require students to ask the instructor for an override. Interested students tend to approach the program to inquire.
    - Question: Is this GCERT practical for professionals in the community? Is there interest? Per L. Yamauchi, people who have a master’s degree and are not interested in a doctorate see this as an option. There have been inquiries from the community with which this GCERT would be of interest.
  - Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.

- Program Evaluation GCERT proposal
  - This GCERT would also be open to students from other programs. No new resources are necessary. Courses most relevant have been packaged together.
    - Question: Why using EDEP 604 over EDEP 601 as a prerequisite? Per K. Ratliffe, the content includes qualitative as well as quantitative statistics. EDEP 604 is a more appropriate baseline course for this GCERT. EDEP 601 is a prerequisite to EDEP 604.
    - Suggestion for evaluation of the program - consider including feedback from students.
  - Motion to approve. Vote: Unanimous in Favor; # Opposed; # Abstention.

- Special Education Program Modification + SPED 641H
  - Proposal to add SPED 641H as a required course to a track. Board Certified Behavior Analysts.
    - Question: Course proposed is to only be taught once per year, would this cause a delay in graduation? Per M. Noonan, they’ve been doing this and its been working. The students are also cohorted. It’s publicized and students can see when courses are offered. This course will be offered more than once an MOA with the DOE to hire 9 more faculty is in place.
    - Question: This requirement would raise the total credits to 33 cr for this degree, can something be dropped? Per M. Noonan, they have considered it and have
decided to keep it. This is more of a professional, than theoretical type of master’s program. Students need to be as prepared as possible and would need to pass the course in order to sit for the national exam.

- Question: What happens if a student is not interested in this requirement? Per M. Noonan, this course is part of one track for the degree. Other tracks may be of interest. The course is necessary for students to be eligible to take the exam, need to have this course.
  
  ○ Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.

- MA in Asian International Affairs + ASAN 687, 689, and 710
  
  ○ Designed for working professionals and has a different academic focus for professionals. It’s not in competition with the MA in ASAN. This is a practical degree for those in business, NGOs, politics, relative to Asia. Demand demonstrated in Hawaii. Similar programs among peer and benchmark institutions. Specific focus and niche. To start, a cohort of 8 students. Capstone (ASAN 710) allows for customization of culminating project by students. B. Powell commented that the proposal was well done.
    
    - Question: Courses to be offered both online and in person, how will program monitor things to meet requirement that only allows less than half of coursework toward a degree being offered online? Per C. Clayton, advising would become very important; they would have it stated on advising sheets.
    
    - Question: When choosing a faculty mentor, as proposed, it’s important, but it may be done too early in the program? Proposal states students needing to choose a mentor for their capstone after their first term. Per C. Clayton, since it’s possible to finish the degree in one year, students would need to know early on who could be their faculty mentor. B. Powell suggested that maybe their assigned advisor could help guide them in choosing a mentor for their project?
     
     ○ Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.

- BAM Pathway - BA in PSY + MEd in EDEP
  
  ○ Providing a pathway to help increase enrollment into a graduate program. Introducing students to careers in EDEP. To be available statewide.
    
    - Question: Gateway course - EDEP 311 is taken in Fall, wouldn’t admission to the pathway be too late? Per L. Yamauchi, admissions to the MEd in EDEP occurs in both Fall and Spring. Their preference would be for students to take EDEP 311 in the Fall, but would allow it in the Spring. They would allow students to apply while taking EDEP 311, but would wait until the grade from the course is available to make a final decision.
     
     ○ Motion to approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstention.

- Resolutions for the two GCERT proposals and the new ASAN MA degree to be drafted by B. Powell for presentation at MFS in Spring 2019.

Other Business
- Dean Aune asked the AAA committee to discuss the notation of Academic Probation for lack of progress on the transcript. Discussion to start Spring 2019.

Adjourned: 11:18 a.m.

Next Meeting: January 2019