Graduate Council Meeting  
April 23, 2019 ● 10:15 – 11:45 am ● Gilmore 212

Minutes

Attendance:
Quorum: 11 (Current membership = 23)

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

Guests: Gurdal Arslan, EE, Monisha Das Gupta, ES, Rod Labrador, ES, Patricia Halagao, EDCS, Pauline Chinn, EDCS, Michael Guidry, GES, Yuanan Lu, PH, Mary Babcock, ART/ARTH, Jose Ferreira, ART

Announcements/Updates

- 3 Minute Thesis Event, April 27, 2019
- Graduate Chair Matters session #4 on Tuesday, April 30th, 12:00 – 1:30 p.m., in Kuykendall 106. Presenter: Teresa Kono, Office of the Vice Chancellor for Academic Affairs, Academic Personnel Recognizing and Addressing Potential Workplace Violence Issues. This session will help Graduate Chairs recognize potential workplace violence issues in their current roles and will:
  ○ Cover different examples of workplace violence;
  ○ Explain the role of a Graduate Chair (particularly as it relates to their responsibility when such issues arise);
  ○ Discuss possible strategies that could be implemented to address issues of workplace violence; and
  ○ Provide information on all available resources.
- Manoa Awards Ceremony, April 29th, 4:00 - 5:00pm, Kennedy Theatre
- Thank you outgoing Graduate Council members:
  ○ Roger Babcock, Cristina Bacchilega, Edo Biagioni, Erik Guentner, Ruben Juarez, Kate McQuiston, Brian Powell, Nancy Stalker, and Carolyn Stephenson

Old Business

- Approval of March minutes
Motion to Approve. Vote: 14 in Favor; 0 Opposed; 1 Abstention.

- Revisit - Academic Probation on transcript
  - 7 year time to degree policy remains; no change. Notation will be removed automatically.

- Doodle Poll requesting preference for Fall 2019 meetings
  - Tuesday mornings - 9:00 - 10:30 am OR 10:30-12:00p; Gilmore 212
  - Fall 2019 Graduate Assembly: Thursday, November 21st 12:00 - 1:30 pm OR 1:30 - 3:00pm in Kuykendall 101.

Please note, an adjustment was made to the agenda to accommodate the schedules of guests who attended this meeting. The Program actions were done first followed by the Course actions.

New Business

Program Actions

- BAM in Global Environmental Sciences (BS) and Public Health (MPH)
  - Hard copies of the proposed academic plan were provided at the meeting and an email with the proposed academic plan was sent. This proposed plan was missing from the packet that was shared.
  - Questions: Based on the courses proposed, is it feasible for students to complete the 7 proposed courses at the 600-level? Per M. Guidry, GES Chair, theoretically, yes. Of the 7 graduate level courses, 3 are to be double-counted and 4 are to be taken as excess credits. They are trying to build more connections to graduate programs. Many students in GES are interested in BAM pathways, particularly between environmental and human-related programs. This pathway with Public Health is modeled after the one with Urban and Regional Planning. GES students have been successful in myriad programs across campus. For this pathway, this will be self-selected process by students where they opt-in. M. Guidry does not foresee students having difficulty in this program. Y. Lu provided information from the PH perspective. Total credits required remain the same for the MPH program and all requirements remain the same. Is there evidence showing that students can take such a load as an undergraduate, up to 17 credits, with a few of the courses being 600-level course in their 4th year? Y. Lu shared that it’s common for graduate students to take 5-6 courses in a term. What is the reason for such a heavy load in the senior year versus a lighter load during the graduate year? The proposed academic plan showed up to 17 crs in one term of the Senior year whereas in the graduate year, it was 10-12 crs per term. M. Guidry shared that they were trying to reduce costs toward graduate courses. Further, this is a sample plan and there isn’t a hard rule that it must be followed exactly as shown. Fewer credits during the senior year may be taken if necessary. It may be that the student adds on another term, or takes summer sessions earlier, or more credits in the following terms. Proper advising is critical to help students best navigate the pathway. GES already offers a track in Public Health and they provide co-advising on both sides.
  - Motion to Approve. Vote: 14 in Favor; 0 Opposed; 2 Abstentions

- BAM in Ethnic Studies (BA) and Educational Administration (MEd)
  - Question raised on the rationale of ES 480 as the gateway course? How does it fit with both MEd degrees? R. Labrador, undergraduate advisor, shared that 480 serves as a capstone course for ES. They’re re-envisioning ES through a different approach. They
would like to provide a theoretical foundation for race and ethnicity and work in broader Oceania. M. Das Gupta, Chair of ES, shared that ES provides a grounding context for Hawaii and in the Pacific for students. What theories would be relevant to bring to students for that context? This course can provide that information as part of the larger program.

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

- **BAM in Ethnic Studies (BA) and Educational Foundations (MEd)**
  - One edit to proposed academic plan needed. A course is not listed, only credits are listed in the proposed plan.
  - **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

- **BAM in Electrical Engineering (BS-MS)**
  - Three tracks at the undergraduate level. Each track was proposed with its own gateway courses, but the EE faculty have discussed reducing the gateway courses to one course per track - i.e., EE 361, 371, and 315 have been designated to become the designated gateway courses per track. Separate BAM academic plans were submitted for each track for the proposed pathway, a request was made to G. Arslan if all of the tracks could be fit onto one sheet. It would help with advising. G. Arslan indicated he would try to do that. A request was also made for the total credits to also be included on the academic plan - BS 121 or 122 cr + MS 30 for 151 or 152 total credits, including the 9 credits that are double-counted. Question raised about effect on ABEDT accreditation criteria? Accreditation is only for the undergraduate program and ABEDT requirements are not applicable to graduate students.
  - **Motion to Approve. Vote: 14 in Favor; 0 Opposed; 1 Abstention**

- **Program modification to the MFA (Studio Art) degree in Art**
  - They are designing one course (ART 611) to be repeated multiple times in place of taking four courses. Part of their reasoning is that they are trying to align the course (611) more in the way it was intended to be offered. Learning is more of a self-reflective process than linear one; the studio course will be more a central part of the program. Faculty would rotate through the course each time it is repeated. There was a question about why this course is listed to be taken an unlimited number of times. Per M. Babcock, there’s no reason for it to be unlimited. Some students may want to take it again, but that would be rare and it wouldn’t be for credit. She also shared that the 611 course is a standard type of course for a MFA program. There was a question about the pilot courses being taught? M. Babcock shared that the content has been taught at the 400-level and limited to graduate students. Since it was limited to graduate students, the way they were taught was at the 600-level, rather than at the 400-level. The curriculum was designed for MFA students.
  - **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

- **Graduate Certificate in Sustainability and Resilience Education**
  - Questions were asked related to the “sustainability” of the program with one senior faculty member and whether there is any coordination with the Institute for Sustainability and Resilience? Per P. Chinn, EDCS and GCERT, responded positively that they have been working with Makena Coffman. They are trying to build partnerships between teachers and communities so curriculum can be active, engaged, place-based, and problem-oriented. It’s a transdisciplinary effort with a systems orientation. They’re trying to see what education can/should be in this time of climate change. Aligning with the
institution’s mission, Aloha Aina and becoming a Hawaiian place of learning, the time may be right for something like this GCERT. There was a question on how team capstones would work? Individuals may work on a solo project or they may work in teams. An example was provided about Earth Day activities where students from various schools were working together to care for the streams. From the systems-perspective, mauka-makai, it is good to work together to study in teams across schools, across corridors. Per P. Chinn, group capstones are utilized in Business. P. Halagao, Chair of Curriculum Studies, shared that the 696 capstone course is designed to be general/applicable to more than this particular GCERT and the capstone project can be done individually with an advisor or in a seminar/group format. What type of product is envisioned by each student? Per P. Chinn, a public presentation. It’s important for teachers to know their professional community and interacting with that community.

- There was a discussion on the appropriateness of the GCERT title in that it seems to be more of a Hawaiian approach based on how the GCERT is proposed. Is that the case? This also led into questions about the title of the EDCS 696 course. With this course being related to the GCERT, it was decided that we would combine questions about the course with the discussion about the GCERT.

- Course committee questions related to: Language used and title of the course. Is it about Sustainability or sustainable development? Hawaii-specific? Accuracy of title of the course? Does it fit with the SUST version and would the course benefit from alphas? How is a GCERT capstone to be repeatable 3 times, how would that work? P. Halagao indicated that the focus of the course was on the general, broad aspects of the course. Initially, the GCERT was submitted with a general syllabus, but feedback provided suggested an example of a more sustainability oriented one. P. Chinn the provided a more specific syllabus for the GCERT. The repeatability is so it can be used as a course for other GCERTs. M. Maaka, commented on the foundation of work that has gone into the GCERT and the experience in grant work of P. Chinn. The course also reflects current trends in education. The intention is a place-based focus, but applicable for students here in Hawaii as well as to wherever they may be from. The 696 course is meant to be a generic capstone course for current and future GCERTs. There was a question about the content course (elective) - is that to be a graduate-level course? Per P. Halagao, yes, that would be ideal. Then, should it be noted as such in the proposal? It could be appropriate for the course to be an upper division course as well, which is still acceptable toward graduate degrees and GCERTs. What is the impact on faculty workload? Isn’t it disingenuous to promote Emeritus or Outreach as faculty options? P. Halagao, said she assigns workload and would and could make it part of a faculty member’s load, not overload. She has conferred with faculty who have related interests as well as interest in teaching in the GCERT. They also have a new faculty member who was hired that could take on this course as part of their load.

- **Motion to Approve. Vote: 9 in Favor; 2 Opposed; 2 Abstentions**

UHM-1 Course Proposals

- **ART 620** - to build cohort cohesion.
- **ART 621** - no prereqs. Good list of readings and materials. More specification of readings for the course. Pending further information.
  - To be taken in first year of MFA program. Well rationalized and to fill a clear need in the program modification.
  - **Motion to Approve pending further information RE: readings. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**
- **ASAN 658**
Interest to students in multiple areas. There was also a question related to one of the assignments, major paper.

- **Motion to Approve pending major paper. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**EDCS 696**
- K. McQuiston to send feedback. Some of the discussion regarding this course occurred during discussion about the proposed GCERT.
- **Motion to Approve pending satisfactory edits to course proposal. Vote: 10 in Favor; 1 Opposed; 1 Abstention**

**ICS 637**
- May take 635 as prereq or concurrent. Question about rationale - train the model? readings to be specified?
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**LTEC 782**
- No questions or concerns.
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**MATH 600 (Alpha), MATH 600B**
- No questions or concerns.
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**MATH 610**
- Question of 70% of grade based on exam? Not unheard of and will depend on instructor. It’s a better fit in the program than the related undergraduate 400-level course.
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**MATH 620**
- No questions or concerns.
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**ME 648**
- Question on teaching 448 and 648 simultaneously? Yes, it is acceptable to do so. Need to have two separate syllabi. Specifying the readings to be assigned?
- **Motion to Approve pending requested edits. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

**PEPS 627**
- New project to be developed each time the course is to be offered. Repeatable one time with up to 6 credits earned.
- **Motion to Approve. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

Adjourned: 11:58a

Next Meeting: Fall 2019