

**Graduate Council Meeting
January 19, 2021 • 2:30-4:00p • Zoom
Minutes**

Attendance:

Quorum: 11 (Current membership = 22)

Name of Member		Name of Member	
O. Boric-Lubecke, ENGR	X	B. Fisher, CALL	X
J. Guo, MBTSSW	X	K. Sands, CALL	X
C. Karamperidou, SOEST -A -entering 3p	X	S. Robertson, CNS	X
R. Jha CTAHR	X	T. Ticktin, CNS	ABS
A. Tse, SONDH	ABS	Hannah Tavares, COE	X
S. Chang, JABSOM	X	C. Sorensen Irvine, COE	X
Q. Liu, ARCH/SCB/HSBK	ABS	J. Potemra, MFS	X
A Berez-Kroeker, CALL	X	C. Stephenson, MFS -P	X
K. Suryanata, CSS	X	M. Willingham, GSO/E. Turner, GSO	ABS
Y. Xu, CSS	EXC	M.Singh, GSO/E. Turner, GSO	X
		K. Aune, GD	X
		J. Maeda, GD	X

*A = AAA Committee; C = Course Committee; P = Program Committee; **bold** = chair

Alternate(s)

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Guests: M. Noonan, Special Education

Announcements/Reminders

- Open Office Hours via ZOOM with Graduate Dean & Associate Dean
 - December
 - Thursday, February 11, 1:00-2:00pm
 - Monday, March 8, 3:00-4:00pm
 - Thursday, April 22, 9:00-10:00am
- Graduate Assembly Meeting - Friday, April 30, 2021; 12:00-1:30pm
 - Join Zoom Meeting <https://hawaii.zoom.us/j/91558564315>
 - Meeting ID: 915 5856 4315
 - Passcode: gdgasp21
- Reminder to award Giving Tree funds to students by January 22, 2021
- Dean's Scholarship opportunity request due by January 29, 2021
- Duolingo test for English Proficiency - Graduate Division to provisionally allow in addition to TOEFL/IELTS due to its wider availability
- Graduate Council Spring 2021/Fall 2021 Meeting Dates (Tuesdays, 2:30-4:30p)
 - Spring 2021: January 19, February 16, March 23, April 20, May 11
 - Fall 2021: September 21, October 19, November 16, December 14
 - Start time: 3:00p?

Old Business

- Approval of December 15, 2020 minutes

- Revision of sentence at bottom of first page. Removed, “but it could be from student satisfaction.” Corrected sentence reads:
 - ...”there were comments that program effectiveness cannot be measured from student evaluations.”

Motion to Approve. Vote: 17 in Favor; 0 Opposed; 0 Abstentions

New Business

- Program Actions:
- **Leadership and Research Track to MEd Degree in SPED**
 - There was discussion about this track and how it is a much more focused track than the Interdisciplinary track. It was complimented as being a good alternative. There were questions regarding the title of this track and how the courses listed to complete this track aligned with both leadership and research. A question for M. Noonan was how does the title of the track accurately reflect the courses to be required?
 - Per M. Noonan, leadership and research are interconnected. Students in this track would be practicing teachers who are looking to take on roles as grade level chairs and mid-level resource teacher positions, different types of school-based or school district level leadership positions. They advise on curriculum decisions and other aspects related to content and resources for learners in K-12 school. It’s important to know research related to legal issues, as well as evidence-based practice in Special Education (SPED). One of the courses is a leadership seminar where students will learn about leadership skills and the research base of leadership in SPED.
 - This was another question about the title of the track, but more focused on the research aspect. How are the courses aligned to this part of the track title?
 - Per. M. Noonan, the core course for their degree is a research-based course, they also require another research course, and the list of courses includes an evidence-based research course. The seminars which include foundational issues and linguistic diversity are covered from a research perspective. Law and Compliance is considered a leadership course, as are the current issues and trends seminar, as well as the seminar in SPED leadership.
 - There was mention of not much demand for the Interdisciplinary track and the thinking by the program is there will be more demand for the Leadership and Research track. What might the demand look like for this new track?
 - Per M. Noonan teachers are encouraged to take on more leadership roles at their school and at the state level. When they apply for this track with the program the applicant would need to address they’re wanting to learn more about leadership and research. The program typically receives 10-20 applications for the Interdisciplinary track. The program is planning to not advertise the track temporarily and only use it to accommodate grants and other special opportunities.
 - There was a comment about the intentions and focus of the track being written in consideration of key Advanced Personnel Preparation Standards of the Council for Exceptional Children (CEC). There was discussion that including references to the standards to be met by this track might strengthen the title and more clearly link the title and courses together.

- There was a question about the UH survey that came out relative to when or in what phase vaccines would start or when further information would be available.
 - Per S. Chang, there is some level of hesitancy on providing a date when vaccinating UH folks might begin due to the uncertainty of vaccine availability, though she did acknowledge that the survey could have communicated more information on the process to be used once vaccines become available.
 - There were some comments made regarding the offering of vaccines for phase 1B on the neighbor islands versus Oahu being a challenge.
 - There are other options for those who work at UH that also affect planning for UH mass vaccinations; higher risk or older individuals may be able to be vaccinated before UH starts its mass vaccinations.
 - The communication of phases and about the vaccines has been a challenge. POD - Point of Distribution. For the UH mass vaccinations and UH as a site, this has yet to be determined and is awaiting an agreement from the Governor.
- University Representative (UR)
 - Concerns RE: fair treatment, intimidation and being unduly pressured by the committee chair or other committee members.
 - Observations from the members indicated a shared perspective and agreement that the UR could be in a difficult position and that, for the most part, the experiences shared have been good. Experiences shared were that the UR was serious about their role. URs who had a difficult decision to make they were prepared to do it and make hard decisions.
 - There was a question of how URs are chosen in schools/colleges? At UH, how a UR is selected varies across programs. Added by Dean Aune the UR is someone who must be at arm's length from the committee chair and their role is to maintain the integrity of the process. The UR need not necessarily be familiar with the topic of the dissertation. S. Robertson shared that the most successful committees had URs who were not technically familiar with the field. URs from different field can bring a new perspective and can ask questions regarding the relevance/importance of the topic for those outside the discipline.

Adjourned: 4:03pm

Next Meeting: February 16, 2021