Graduate Council Meeting
January 25, 2022 ● 3:00-4:30p ● Zoom
Minutes

Attendance:
Quorum: 11 (Current membership = 22)

<table>
<thead>
<tr>
<th>Name of Member</th>
<th>Name of Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tse, SONDH - A</td>
<td>X</td>
</tr>
<tr>
<td>P. Berkelman, ENGR</td>
<td>ABS</td>
</tr>
<tr>
<td>A. Mawyer, CALL</td>
<td>X</td>
</tr>
<tr>
<td>H. Tavares, COE</td>
<td>X</td>
</tr>
<tr>
<td>T. Ticktin, CNS</td>
<td>X</td>
</tr>
<tr>
<td><strong>K. Suryanata, CSS - C</strong></td>
<td><strong>M. Tallquist, JABSOM</strong></td>
</tr>
<tr>
<td>C. Karamperidou, SOEST</td>
<td>X</td>
</tr>
<tr>
<td>A Berez-Kroeker, CALL</td>
<td>EXC</td>
</tr>
<tr>
<td>J. Guo, MBTSSW</td>
<td>X</td>
</tr>
<tr>
<td>P. Nerurkar CTAHR</td>
<td>X</td>
</tr>
<tr>
<td>J. Yoshioka, COE</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Alternate(s)

T. Gruter, CALL for A. Berez-Kroeker

Guests: Jonathan Padwe and Christopher Bae, ANTH, Kryzia Mossakowski and Wei Zhang, SOC, Makena Coffman, ISR and Amy Schiffner, IS, Judy Daniels, Leslie Okoji, and Nathan Murata, COE

Announcements/Reminders

- Welcome back to everyone, especially returning members who were away in the Fall
- Announcements/Reminders: (please share with your college/school Graduate chairs)
  - Spring 2022 Meetings: Tuesdays, 3:00 – 4:30p
  - February 15, March 22, and April 19
  - Join Zoom Meeting [https://hawaii.zoom.us/j/98469150795](https://hawaii.zoom.us/j/98469150795)
  - Meeting ID: 984 6915 0795
  - Passcode: gdgc2022

Old Business

- Approval of December 14, 2021 minutes
  - Motion to Approve. Vote: 13 in favor (includes one vote in absentia), 0 opposed, 4 abstentions
- Course Proposals: K. Suryanata
  - (revised/continued discussion from December): ARCH 783Alpha, ARCH 783D, ARCH 783R (approval of these courses are related to full approval of Graduate Council for provisional status of MArch degree)
Feedback from the Course committee was shared from the December meeting with the proposer. The committee agrees that all of the feedback was addressed, but had a couple questions.

The ARCH prerequisite courses have a minimum grade of C. This is in conflict with the idea of the minimum GPA being 3.0 and previous requests by the Graduate Council for programs to consider a minimum of B. Per the program, all DArch courses carry a passing minimum grade of C. J. Maeda shared that a grade of C is considered passing at the graduate level. In order for a course to count toward the degree, at least a C grade is required. Graduate student GPA is required to be maintained at 3.0. As long as the GPA is 3.0, any combination of grades, including a C, could be okay. No further discussion occurred on this topic.

A second question was for ARCH 783R and the contact hours. Typically, contact hours should be a whole number and not a fraction of time. Classes that meet for 50 minutes are rounded up to 60 minutes. ARCH 783R is being proposed as a 3 credit course. The total number of contact hours should be 45 hours for the semester, rather than the 67.5. J. Maeda to communicate change to proposer.

**Motion to Approve. Vote: Unanimous in favor.**

- ARCH 694
  - There were a few minor comments and questions that were sent earlier to the proposer. These included to clarify assignments for assigning grading and for student learning outcomes to use Bloom’s taxonomy. Suggested wording was provided to the proposer. The last question was how the syllabus would be adapted if the course was offered in the summer? A revision of the syllabus showed how this would be addressed.

**Motion to Approve. Vote: Unanimous in favor.**

**New Business**

- Program Actions - C. Sorensen Irvine
  - **BAM Anthropology**
    - Program sheet doesn’t reflect 150 cr. Double counted courses will be counted twice. Program sheet revised and reflected
    - Suggested language in proposal: The new combined BA+MA program in Interdisciplinary Studies: Sustainability / Geography and Environment will require students to take a minimum of 141 credits. Of this, nine will be double-counted toward both degrees. With the double-counted courses, students will earn 150 credits, reflecting 120 credits for the BA and 30 credits for the MA.
    - Requirement for Plan B? Clarification in the program plan – where would the capstone project be taken?

  **Motion to Approve with minor revisions. Vote: Unanimous in favor.**

- **BAM Sociology**
  - Clarification is requested in the proposal in terms of the choices of courses to be double-counted. As is, it looks like one long list of courses from
which three are to be selected. Rather, could there be distinct wording to clearly identify the course choices for the first double-counted course, the choices for the second double-counted course and choices for the third double-counted course? It’s clearer later in the attachments, but not as much in the memo. The program provided information that the course choices were made to represent SOC courses most often offered and representative of their main focus areas in the graduate program. It was suggested to clarify the choices in the narrative of the memo and similarly on the program sheet.

- The following were requested by the Program committee:
  - 1. Reduce options, not more than 5 per double-counted course choice.
  - 2. Clearly state in the proposal the choices for each double-counted course.
  - 3. For the proposed academic plan, as it is difficult to read, a suggestion made was to use color coding for different elements – gateway course, distinguishing for Plan A and Plan B options and for the double-counted courses.

- There was a question relative to thoughts or concerns/questions from graduate students about the BAM pathway. K. Suryanata shared that for the GEOG BAM, it’s been positive for the most part. There were some things to work out, like when BAM students can be offered a GA (after graduating with the BA), but overall, everything has been good. T. Gruter shared for SLS that they haven’t had any concerns or problems from the graduate student side of things. If anything, the undergraduate students felt different; being in graduate courses in the senior year is a little tricky and takes some adjustment, but no issues were reported. There weren’t any concerns from master’s students who were admitted in the traditional way.

- Motion to Approve with minor revisions. Vote: Unanimous in favor.

- BAM Sustainability - Geography and Environment
  - Feedback from the committee was returned to the program. Their questions related to the total number of credits taken in one semester, asking to revise the program sheet to clarify concentrations to choose from and to clarify the research skills courses in the program sheet. The proposers responded that there are 3 concentrations to choose from and they had revised the program sheet to be clearer. Students would not be taking 12 graduate program credits in one semester and the research skills course was clarified in the program sheet. GEO 696 was clarified as the Capstone research requirement on the program sheet. Clarified proposal meeting, Form II in Fall of fifth year; no Plan B; only Plan A.

- Motion to Approve. Vote: 17 in favor, 0 opposed, 1 abstention.

- Provisional Status - MEd in School Counseling (E. Biagioni)
  - Support from UH administration, specifically former Vice President Don Straney, was included in the proposal. There were several questions about the proposal. Most were related to seeking clarification whereas
others were to seek further information to help to clarify, but to strengthen the proposal.

- The areas to clarify included background of the previous program and how this one would be different, the mention of no additional resources being needed in the proposal, but there wasn’t any information on where they would be reassigned from when they would be necessary, clarification on need for this program based on a statistic in the proposal, courses to be used for School Counseling and updates to them, rationale of offering this program through Outreach College and the differences between School Counseling and Rehabilitation Counseling since it seems many of the courses will be shared by the two tracks.

- Dean Murata provided some background on the history of the previous Counseling and Guidance program. It was a strong program and had its own challenges at the time that contributed to its closure. The previous program, which was an in person program, was stopped around 2009-2010 because the program was no longer accredited. The previous program required a total of 60 credits whereas this new proposed program would require, at minimum, 48 credits. The proposed 48 credits are based on the accreditation that they are planning to pursue. What is proposed would also still meet state licensing requirements by the Hawaii Teacher Standards Board (HTSB).

  - It was suggested that there be clearer information on the differences between the previous program and this proposal as well as clear distinctions between School Counseling and Rehabilitation Counseling. J. Daniels commented that the norm is to have School Counseling and Rehabilitation Counseling as one program and offering courses that have both a specialized focus as well as a generic focus across both areas.

    - For those not as familiar with these types of programs, some clearer distinction would still be helpful.

  - There was a comment from the Program committee related to evidence of consultation with relevant parties. Were all relevant parties consulted? Are there letters or other evidence to document this consultation?

    - The intention was to ask about consultation with all stakeholders. Were students, state offices that might be involved in any capacity, community groups that provide mental health services for K-12, other depts on campus w/ similar courses, etc consulted about this program?

- Per the proposal, no additional resources are necessary, yet there is mention of the need for two new faculty later in the proposal. The proposal includes a table for resources needed for this program. All needed resources should be included in the resources table. Dean Murata clarified that they are looking at possibly incrementally hiring those faculty and that both are not necessary at the same time. There are faculty who are already teaching and could help to
start and then another faculty member brought in along with qualified lecturers who could be hired to teach. As the program progresses, the second faculty position could be filled.

- It was suggested that this part be clarified in terms of the number of faculty currently available, how many more are necessary, and are there any accreditation-related issues around faculty and how many are necessary for this proposed program? There was mention that faculty would be hired via funds generated by this program being offered via Outreach College. Are those be faculty positions?

- Dean Murata shared that the request process now for faculty is different from previous years where there is first a request for permission to search and then a request for approval to hire. Decisions are also made considering the priorities and needs of the college. This program is educationally related and affects K-12 children. He continued in that an argument could be made and a strong justification and rationale provided to argue for faculty positions. School Counseling goes hand in hand with teaching and addresses a growing need area in our schools and across the state.

- In terms of a need for the program, there were questions from the Program committee regarding a calculation made on vacant positions that came to 3% in 2020. This might not be a good statistic to use to demonstrate a need for this program. Dr. Murata and L. Okoji separately clarified that based on information from Hawaii DOE, there were about 40-50 counselors that are unlicensed in K-12 in AY 20-21. It is an area of need in the public schools and one UH has been asked to help to address. It is a program that goes hand in hand with teaching. The 40-50 number was in a report from a Counseling work group of the HTSB. This is proposed to be a Statewide program that would help to fulfill needs of neighbor islands and shortage needs on Oahu. With the pandemic, a clear need for mental health services emerged and J. Daniels shared that President Lassner has also mentioned it as a need area.

- It would help to have a clearer and stronger argument for need than what came out to be 3% based on the figures provided in the proposal. Also, clearer information related to the evidence of student demand (i.e., needs assessment) would help. It’s incomplete and unclear in the proposal.

- It was suggested that stronger justification for the reason this program is to be run via Outreach College be provided. Use of “cost savings and revenues” does not seem to be enough of a rationale. With this program helping to address statewide needs and is a means of being accessible to unlicensed counselors on neighbor islands, it is one reason for this program to run via Outreach College. Similarity in how the Rehabilitation Counseling program operates would also provide consistency since both would be completely online, unlike other programs in KRS.
There are several courses for School Counseling still in the Catalog from the previous program. The proposal includes some overlap and sharing of courses proposed between the School Counseling and already existing Rehabilitation Counseling programs. Dean Murata and J. Daniels provided information about the courses and that offerings of courses for both programs is not unusual and other similar programs are also offered similarly that way.

- Listing a few examples of other programs organized this way might be helpful.

- There are still courses specific to each program, but many of the courses can still be shared. There are some updates that would need to be made to update content and learning outcomes for K-12 counselors, but for the most part, no new courses appear to be needed at this time.
  - For KRS 684, which is being proposed to have the prerequisite of KRS 681 removed, there was a question asked related to KRS 681. The justification for this modification is because the course will be used for the School Counseling program and KRS 681 is the prerequisite for it used by the Rehabilitation Counseling program. If a prerequisite course is no longer necessary, is there content in KRS 684 that would also need to be modified so as not to need that prerequisite course? This information could be included in the proposal in the section about the curriculum.
  - There was also a question on the capstone for this program, is it a Plan B?

- **Motion to Revise Proposal Based on Questions and Feedback (return to Graduate Council). Vote: Unanimous in favor.**

Adjourned: 4:35p

**Next Meeting:** February 15, 2022