Graduate Council Meeting
March 22, 2022 ● 3:00-4:30p ● Zoom
Minutes

Attendance:
Quorum: 11 (Current membership = 22)

<table>
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<th>Name of Member</th>
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<td>A. Tse, SONDH - A</td>
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<td>P. Berkelman, ENGR</td>
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<td>A. Mawyer, CALL</td>
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<td>H. Tavares, COE</td>
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<td>T. Ticktin, CNS</td>
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<td>K. Suryanata, CSS - C</td>
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<td>C. Karamperidou, SOEST</td>
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<td>A Berez-Kroeker, CALL</td>
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<td>J. Guo, MBTSSW</td>
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<td>P. Nerurkar CTAHR</td>
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<td>J. Yoshioka, COE</td>
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Alternate(s): S. Saastamoinen proxy for A. Shalaby

n=17

Guests: Merle Kataoka-Yahiro, Lorrie Wong, NAWSON, Leslie Okoji, Judy Daniels, Nathan Murata, Education

Announcements/Reminders

- Announcements/Reminders: (please share with your college/school Graduate chairs)
  - Spring 2022 Meetings: Tuesdays, 3:00 – 4:30p
  - April 19 and May 3 or 10?
  - Join Zoom Meeting [https://hawaii.zoom.us/j/98469150795](https://hawaii.zoom.us/j/98469150795)
  - Meeting ID: 984 6915 0795
  - Passcode: gdgc2022
- Committee Review in March:
  - Frances Davis Award (Program Committee) – Review currently in process
    - Due April 5, 2022
  - Peter V. Garrod Award (Course Committee) – Review currently in process
    - Due March 24, 2022
  - UH Foundation Scholarships (Award Committee) – Review currently in process
    - Due April 14, 2022
- Graduate Assembly – Thursday, April 28 2022, 3:00 – 4:30pm
  - Join Zoom Meeting [https://hawaii.zoom.us/j/92243349188](https://hawaii.zoom.us/j/92243349188)
  - Meeting ID: 922 4334 9188 Passcode: gdgasp2022
  - Presentations are posted on the GD website shortly afterwards.
- Giving Tree allocations available, reinstated to last year’s amount and distributed to program accounts for AY 22-23. Need to maintain 50-50 split between need and merit.
Old Business
● Approval of February 15, 2022 minutes
  **Motion to Approve. Vote: 15 in favor (includes 1 in absentia), 0 opposed, 3 abstentions**

New Business
● Course Proposals: K. Suryanata
  ○ ICS 692
  ○ Feedback was returned to the dept from the committee. The response from the dept was that ICS 692 is a clone of ICS 691 with variable credit. ICS 691 is a core class. The committee had asked if ICS 692 is a clone, is it an elective or if taken for 3 cr, could it replace 691 to fulfill the same requirement? The email response from the dept explained that ICS 692 is more akin to a hybrid of 699 and 691. It will not satisfy a requirement; it's an elective for students and allows students to take it to learn different topics from ICS 691 without having to use 699.
  ○ The committee also had a question about the syllabus that was not addressed in the email response. The syllabus provided an example of a 2 cr course and showed student conduct expectations, but it wasn’t addressing what is expected to receive a particular grade. Committee members had suggested a grading rubric would be helpful. They said that they understand instructors for this course will vary, and the rubric would vary too, but a seminar expectation about what constitutes participation and attendance with related information would be helpful. The committee recommended to approve, but with a reminder to instructors when this course is taught that they provide a grading rubric for students to have a clear idea of workload and expectations in the course. S. Robertson, a member of the Graduate Council and department chair said he would return that feedback to their curriculum committee.
    ■ **Motion to Approve. Vote: 17 in favor, one in absentia; 0 opposed, 0 abstentions**

  ○ NURS 732
  ○ Questions for clarification were returned to the program before the meeting and the program had responded with clarification to questions about the credits and contact hours. For a 3 cr course with a Schedule Type of Lecture/Discussion and Fieldwork, the contact hours on the UHM-1 form should be 75 hours, 1 cr of 45 hours of fieldwork + 30 hours of content.
    ■ **Motion to Approve. Vote: 16 in favor, 0 opposed; 1 abstention**

  ○ NURS 749
  ○ There were a few relatively minor issues identified by the Program committee.
    ■ A minor discrepancy in grading information between the memo and syllabus as well as in course title on the memo and in the syllabus were identified.
      ● M. Kataoka-Yahiro acknowledged the identified discrepancy between the memo and syllabus and said it would be corrected. She mentioned that they do have clear percentages
totaling 100% and will ensure the memo and syllabus are aligned.

- There was a question on what is involved in the evaluation assignment. There were individual and group projects listed. How is the workload to be evaluated?
  - M. Kataoka-Yahiro responded to this question. The evaluation of the project has 80% of the assignment as individual and 20% is a group project. The Master Plan of Evaluation involves very short papers. They require the student to be able to plan beyond the course, basically, how the course would be evaluated within a program. They have a 20% value. For Curriculum Evaluation Design, a visual diagram of how curriculum would be evaluated is typically a PPT presentation. Application of Evaluation in Curriculum are different topics in curriculum and evaluation - broad topics with a short paper on best practice; how to apply what is in the literature to their experience. The group project is an accreditation-related project. Weekly forum discussion is valued at 50%. More information is included in the syllabus.

- **Motion to Approve. Vote: 16 in favor, 0 opposed; 1 abstention**

  - Program Modification: C. Sorensen Irvine and E. Biagioni
    - Nursing - Add Nursing Education & Leadership Track to MS Degree Program in Nursing
      - There were two questions from the Program committee. One was about a seminar course, which is a requirement by Graduate Division for all master's degrees. The response from M. Kataoka-Yahiro was that the program had decided to merge a seminar course with the capstone course.

  - Define Seminar - definition from [Schedule Type webpage]
    - **Seminar (SEM)** -- A class where an instructor and a group of students engage in active discussion about a particular topic.

  - Per M. Kataoka-Yahiro, the seminar portion is separate from the Capstone project. Also, the course is repeatable for more credit. Based on different topics - role development, leadership or as a nurse educator, it’s possible to maintain the capstone as a capstone and distribute seminar-related information across other courses and change their Schedule type.
    - Other courses like NURS 732 or NURS 748. It was suggested to remove the term seminar from the syllabus for NURS 748, unless it becomes a seminar course.

  - The second question was about the Program Evaluation section. The CES process is more about a course and an instructor than it is about program evaluation. Program evaluation is about the assessment of learning outcomes and other aspects of the program. Course evaluations are student perceptions of learning and those are generally not used for program evaluation.
    - M. Kataoka-Yahiro shared that they use many factors in program evaluation, for certification, the number of students certified -
certification in which area - leadership or NLN education; the use of CTE criteria - student program evaluation, culmination of evaluation criteria for courses are just part of the whole picture in addition to the resources they also have like the library, etc.

- Per C. Sorensen Irvine, that information is what is missing from the memo. The information shared about the certifications, numbers in each area should be included along with the process for how the program will be evaluated.
- Information may come from a variety of sources, alumni, employers, competency-based curriculum - projects - capstone projects, and other items.

■ **Motion for Provisional Approval pending resolution of the two issues: missing seminar and program evaluation section. Vote: 16 in favor, 0 opposed, 1 abstention**

- Provisional Master of Education Degree in School Counseling
  - Feedback for the most part has been addressed by the proposers.
  - The proposal included UHM-2 forms and a question was asked if they were reviewed by the Course committee. The answer was no; the Course committee only reviews new course proposals. J. Maeda reviews UHM-2 forms.
    - One comment on KRS 703S - the Catalog description does not include the alpha S.
  - Reason for this program to be run through Outreach College was addressed in the revision.
  - Additionally, comments were made the last time about what makes this proposal for this program more successful than it was when it was formerly offered. There wasn't any direct comparison between the former program and this one made, but there appears to be a slightly different format for the program, fewer credits to be required, and offering it through Outreach College to provide access to neighbor island students was offered.
  - There was still concern over the previous program and it losing its accreditation. Dean Murata clarified that the program didn’t lose accreditation. The former program intentionally stopped the accreditation process, rather than renewing it. All students who were enrolled at the time finished. This was over 10 years ago. Needs have changed, issues of mental health have increased in the past few years, there is a relative shortage of counselors especially on the neighbor islands and the College of Education has a responsibility to address the needs of counselors in schools, not just teachers, for Pre/K-12 children. The College of Education was approached by the UH System to consider a counseling program. Dean Murata indicated that he felt it was necessary and timely.

■ **Motion to Approve. Vote: 14 in favor, 0 opposed, 2 abstention**

- AAA Committee - Dean Aune asked this committee to revisit the topic of Academic Probation (AP) and the notation of it on the transcript for lack of progress toward the degree.
  - This is a shared issue and of interest from GSO.
Remote participation for defenses
  ○ Dean Aune announced a plan to allow current virtual participation via Zoom or other related technology as a permanent option. Such participation would still require following parameters and requirements for all members and the student to participate in a defense or exam remotely along with accommodating attendance by the public. To continue this practice is student and program-centric.

Admission Decision-making process
  ○ Dean Aune shared her interest in looking into the process programs use to determine how such decisions are made. Are there admissions committees, who are the members on those committees, do they use rubrics, considerations for DEI, and what are the requirements for documents? She is interested in sending out a survey to all graduate programs to gather this information which would then be put into a report and best practice shared. If programs are interested and would like to share their program procedures with Dean Aune, please email any documents to her.
  ○ There have been discussions by programs regarding continuing to require the GRE - pros/cons of its continued requirement. J. Guo shared that for the MSW and SWEL, they have waived the GRE. They also use an interview for PhD in SWEL applicants. M. Tallquist shared that CMB requires the GRE. They use it to track supported students and is a measure of the quality of students applying.
  ○ A question was raised about the effectiveness of TOEFL and IELTs for international students. Are there other ways to assess fluency in English? Some applicants have good TOEFL scores, but not the skills necessary to succeed in the graduate program.
  ○ A question was raised on how to include DEI-related criteria into admissions processes? It would be helpful to learn more about how to do this without violating federal and state regulations.
  ○ A question was raised regarding the letter of admission and how it is addressed for non-binary applicants or those whose gender identity is different as well as use of their legal versus preferred name?

Adjourned: 4:27pm

Next Meeting: April 19, 2022