Graduate Council Meeting
October 24, 2023 ● 3:00-4:30p ● ZOOM
Minutes

Attendance:
Quorum: 10 (Current membership = 21)

Name of Member		Name of Member	
P. Berkelman, ENGR - A	x	N. Tarui, CSS- P	x
W. Buente, CSS - A	x	H. Tavares, COE - C	x
K.F. Cheung, SOEST - A	EXC	A. Tse, SONDH - C	x
J. Chung-Do, TSSWPH - A	x	**P. Williams, CNS - C**	x
Kara Miller, CALL - A	x	J. Yoshioka, COE - P	x
T. Grüter, CALL - P	x	**C.Stephenson, MFS - P**	x
A.Mawyer, CALL - C	x	B. Sipes MFS - P	x
P. Nerurkar CTAHR - P	x	Arby Barone, GSO	ABS
J. Stilgenbauer, ARCH/SCB/HSHK - C	x	GSO	
E. Szarmes, CNS - C	x		
M. Tallquist, JABSOM - A	EXC	J. Maeda, GD	x

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

Alternate(s)		Alternate(s)	
Justin Stopa for K. F. Cheung, SOEST	x		
Eunjung Lim for M. Tallquist, JABSOM	x		n=19

Guests: Cathryn Clayton, ASAN Department Chair, Patti Dunn, ASAN Undergraduate Advisor, Merle Kataoka-Yahiro, Nursing Graduate Chair, John Casken, Nursing Department Chair, Holly Fontenot, Associate Dean for Research, and Lorrie Wong, Associate Dean for Academic Affairs, NAWSON.

Announcements/Reminders
- Fall 2023 Meetings: 3:00-4:30 p.m., November 28, December 12
- Graduate Division Dean's Office Hours
  - Wednesday, November 15, 2023: 1:00-2:00 p.m.
- Graduate Assembly: Thursday, November 30, 2023; 3:00-4:30pm via Zoom
- Talk story sessions:
  - November 7 at 11:00 - 12:30p in QLC 412 - Navigating IX: IX Practical Takeaways For Your Graduate Program (Session open to Graduate Chairs and Program Staff)
  - Presenters: Jennifer Rose, Executive Director, Office of Equity Assurance & Interim Title IX Coordinator, Office of Title IX; and Jennifer Matayoshi, Lead Deputy Title IX Coordinator & Senior Investigator, Office of Title IX
- AAA Committee to review Mirikitani Award applications - Kristen Connors will reach out to the committee by the end of the month and share the application packets for review. The awardee is due back to her by December 8, 2023.

Old Business
- Approval of September 26, 2023 minutes.
- The notes in the September minutes were unclear with regard to the DPT proposal and use of the term approved program. It may have been how the term "program" in relation to CAPTE accreditation information was presented at the September meeting. Specifically, there cannot be any indication that we have an accredited program; this is opposed to an approved program once it completes the approval process at UH. The CAPTE process is strictly for accreditation

and the UH process to approve it as a degree program. C. Stephenson requested to have the following language added to the September meeting minutes from the CAPTE document: 7.3 General Requirements of the Pre-Accreditation Program, CAPTE Rules of Practice and Procedure, p. 44

- ○ (c) Developing programs must accurately describe their status in all information made available to prospective students, prospective faculty, and the public, including on institutional websites and in all advertising, throughout the development process to avoid any implication that accreditation is assured in any way, or that the program is already accredited. Such statements/implications constitute a breach of integrity in the accreditation process. [See §1.3(a)] Further, a statement accurately describing the program's status within the pre-accreditation process must be included on the program's home page with a link to it from all other institutional webpage(s) that include any information about the program.
    - ■ (1) Prior to employing a qualified program director, institutions MUST NOT make any statement on a website or in promotional/advertising materials that could be reasonably interpreted to imply that the institution has initiated the candidacy or accreditation process, or that implies that accreditation is in any way assured.
- The above language from the CAPTE document was added to the September 26, 2023 meeting minutes.
- Further discussion and approval of the minutes were tabled to the November meeting due to time constraints.
- **Motion to Approve: 0 in Favor; 0 Opposed; 0 Abstentions**

- MFA degree motion to require less than 60 credits
- Discussion of the motion and approval tabled to the November meeting due to time constraints.
    - **Motion to Approve: 0 in Favor; 0 Opposed; 0 Abstentions**

New Business
- Program Modifications
    - **Master of International Affairs (MAIA) BAM Pathway**
    - Discussion started with questions from C. Stephenson on behalf of the Program committee. The questions included the selection of double-counted courses being from a list of 7 courses, is that too many, one of the 7 courses has a prerequisite of being for graduate students only, level of enrollment in the MAIA and the small program policy, the relationship between the MAIA and Political Science (POLS) program, has there been any discussion to cross-list courses with POLS or offering any POLS courses as electives in the MAIA program, as well as the MAIA was to be for early career professionals. How does that fit undergraduates for a BAM pathway?
    - C. Clayton provided a brief summary of both the MAIA and MAAS in Asian Studies. They offer two degrees, a MA in Asian Studies (MAAS) which has existed for decades and the relatively new Master of Asian International Affairs (MAIA). In 2018 the proposed MAIA was intended to be a more professional and applied program. Their department had been approached by the Department of Defense about a program for graduates in leadership development. That didn't work out but the faculty in Asian Studies then suggested starting a program as a way to more directly engage with the University's goal

of workforce development. Broadly speaking, it would be about government and policy, area studies and international affairs. There seems to be a perennial question about the relationship between the MAIA and POLS program and if the POLS department was consulted when the initial MAIA proposal was put forward. The MAIA program is open to cross-listing courses with POLS. The understanding and with the POLS department through various conversations, because of the applied nature of the MAIA, it wouldn't delve too deeply into the content typically found in POLS courses and their degrees are different from the MAIA, but they're open to collaborating with POLS. The MAIA was designed as a professional program for those working in careers with an Asia focus. However, they have found that after starting the MAIA that they are attracting more traditional students, those who enter a master's program right after an undergraduate degree rather than those who would work for 10-15 years and then potentially return for a master's degree. However, they still think of the MAIA as a professional program that can lead toward job training hence, they see a space for a BAM pathway as there is interest from undergraduates going in this direction. The MAIA also does not include a language requirement and it also has a more robust focus with a capstone course and research internship. Their numbers in the MAIA and MAAS are fairly comparable, about 20 or so students in each with a total of around 45 students.

○ Regarding the question about having a list of 7 courses to choose from for double-counted courses, J. Maeda shared that this is alright. As BAM pathways have been approved, the pool to choose double-counted courses from has increased and is dependent on how frequently double-counted courses are offered. In terms of the question about a prerequisite of graduate students only, J. Maeda shared that all graduate courses are restricted to graduate students. All others would need to receive an override to enroll. This is not unusual and a change to the course is not necessary. BAM students would need to be provided an override to enroll in the 600-level courses to be double-counted.

○ **Motion to Approve: 16 in Favor; 0 Opposed; 0 Abstentions**

○ **ASAN BAM Pathway including UHM-1 ASAN 601**
○ The MAAS degree and BAM pathway are different from the MAIA degree and BAM pathway in that the focus is different. The MAAS is more academic in nature and also serves as preparation for a PhD. There also is a language requirement. ASAN 750, a current course, was proposed (UHM-1 form) to be renumbered to ASAN 601 and used as part of the MAAS degree and BAM pathway. The course includes substantive reading and writing and per C. Clayton, ASAN faculty found that having ASAN 750 (ASAN 601), which served as a capstone course taken at the end of the program was not helpful for their students. Thus, the faculty decided to renumber ASAN 750 to 601 and moved it to be taken in the second semester of the program. There were also concerns because several sections of ASAN 750 would have been assigned to one person based on enrollment; changing when students take this course would also address an enrollment

issue. This decision was made at a faculty meeting with a unanimous vote in favor. There isn't a curriculum committee in CALL. The Associate Dean reviewed this proposal and approved it.

- One of the members of the Graduate Council suggested that it would be helpful to know that the faculty agreed on the change to the course as that information is not reflected in the UHM course form documents. Another member also questioned wording in the Justification document about the number of credits for the course (i.e., listed as 3 cr with at least 2 hrs of work outside of class) and the number of hours for outside of class work as not being aligned; maybe it was a mistake? Related to this was a question regarding the policy about credit hours and the amount of work to be done outside of class - policy EP 5.228:
  - *1. One hour of class or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time.*
  - *From OVPAE Manoa policy M.114: for example, a three-credit course will require three (3) semester hours of direct instruction (contact hours), and six (6) hours of out-of-class work per week.*
  - Per C. Clayton, she said it was an error and would correct the document.
- **Motion to Approve this BAM pathway pending submission of a revised document including the information above: 16 in Favor; 0 Opposed; 0 Abstention**

- **PhD in Nursing including UHM-1 Nursing: NURS 703, 704, 705, 706, 707, & 708**
  There is a change happening from academia to Nurses with PhDs being seen more in hospitals, industry and government. The Program committee chair, C. Stephenson posed several questions to the guests from Nursing. They are presented here with the question and response.
- There was a question regarding the pathways offered by Nursing to the PhD. What are the pathways and what is the difference between the DNP and the PhD?
  - There are distinct differences between both degrees. It is important to understand the unique role in how both contribute to nursing knowledge. The DNP is a clinical doctoral degree whereas the PhD is a research degree. There would not be much sharing of courses between the two. DNP students are typically clinical experts and would take research results and turn it into clinical practice. Also, since the DNP program is accredited by AACN, there isn't much room in their curriculum for other courses. DNPs would incorporate and apply research findings. The DNP classes are very clinically oriented and driven, they are much more diagnostic and include clinical reasoning. In contrast, PhD courses are more related to doing research and learning about Nursing Science. This modification is needed to restart the PhD program.

- Path into program - looking to admit 5 students per year? There was concern expressed at the number to be admitted into this program. This would be considered low, especially in light of small degree programs where there is a review of all programs that have fewer than 3 or fewer graduates over an average of 5 years (EP5.229). This number also coincides with low enrollment in courses where fewer than 5 students would be considered too low for a course to run. Representatives from Nursing indicated that the Dean of Nursing was supportive of this proposal and plan to enroll 5 students per year. Per the guests, they're taking a conservative approach as they want to be successful. There is a sufficient pool of faculty currently for the PhD. In 2012, much of the resources were funneled into the DNP. As a Nursing school, a PhD program is equally important for this state and in the field of Nursing. They want to starting small to ensure enough faculty to accommodate both programs, DNP and PhD. They have made changes to the DNP program to better accommodate the PhD program, while staying close to the purpose and outcomes of the DNP degree.
- Funding? The proposal stated that they're working on funding with half or more of the students in the program to be supported. There was a question as to if many students are willing to come and maybe have some support or pay their own way? Per the guests, some students are willing to pay. They have a mixture of those willing to pay and some who may have funding. They do have some funding they're hopeful about.
- Offering of the courses and length of time for the PhD in Nursing?
    - The courses would be offered using a hybrid model with some taught online or in person. This is not meant to be a fully online degree program; there will be a mix of online and in person classes. There was concern expressed by Graduate Council members on the low enrolled courses if only 5 students are admitted. One of the guests from Nursing indicated that many Nursing PhD programs across the country run small. Cumulative numbers may be large, but the cohorts tend to be small. The guests added that the Dean of Nursing is committed to having small cohorts and helping to grow the program. Their use of the term cohorts is in reference to their students, both full and part time, being in the program together and not necessarily the kind of cohort where all students are in the same classes throughout the program. Inquiries from prospective students has been good. A Graduate Council member requested a letter of support from the Dean of Nursing regarding her support for low enrolled courses would be helpful.
    - Ideally, a student would complete the PhD in 3 years. The curriculum is designed for 3 years, if full-time. This is similar to the DNP which is also designed to be completed in 3 years. There would be a sequential curriculum with seminars and methodology for research as well as grant writing. All of the new courses being proposed are necessary. This degree will also have an interdisciplinary approach. Students will also take courses offered by other departments.

- - - The dissertation would be done in chapters (3 publishable or published manuscripts) and submitted as one manuscript as the dissertation.
    - There was some confusion about the stop-out and submission of the program modification. The memo to end the stop out will go to the Provost for approval, but it should be submitted in conjunction with the program modification. Approval to resume the program will be contingent on approval of the program modification. This was done in consultation with J. Maeda and A. Quinn. Nursing was instructed to submit their program modification to Graduate Division.
    - No motion was put forward. The Graduate Council members agreed the responses to the questions by the guests from Nursing were helpful, but that a letter of support from their dean about the low enrollment would be helpful for the members to see before any motion or further discussion regarding approval.
    - **Motion to Approve: 0 in Favor; 0 Opposed; 0 Abstentions**

- New Course Proposal
  - This was tabled until the next meeting due to time constraints.
  - ASTR 792
  - **Motion to Approve: 0 in Favor; 0 Opposed; 0 Abstentions**

Adjourned: 4:33p

Next Meeting: November 28, 2023