## 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 | x | 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 | x |
| J. Stilgenbauer, ARCH/SCB/HSHK - C | x | GSO |  |
| E. Szarmes, CNS - C | x |  | x |
| M. Tallquist, JABSOM - A | x | J. Maeda, GD |  |
|  |  |  |  |

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

| Alternate(s) |  | Alternate(s) |  |
| :--- | :--- | :--- | :--- |
|  |  |  | $\mathrm{n}=20$ |

Guests: Haidan Wang, \& Mee-Jeong Park, East Asian Languages and Literatures; Stephanie Furuta \& Lori Fulton, School of Teacher Education, Rhonda Black, Special Education, \& Cecily Ornelles, Education Dean's Office; Patricia Halagao, Robyn Chun, \& Kiyomi Umezawa, Curriculum Studies

## Announcements/Reminders

- Fall 2023 Meeting: 3:00-4:30 p.m., December 12
- Graduate Assembly: Thursday, November 30, 2023; 3:00-4:30pm via Zoom
- Talk story sessions in 2024:
- January 25 @ 1:30p - Authorship Agreements: Minimizing Disputes By Planning Ahead
- February 8 @ 1:00p - Office of Innovation and Commercialization - how they can support students, faculty, and staff.
- March TBD - Navigating IX: IX Practical Takeaways For Your Graduate Program
- 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.
- Printing of Graduate Certificates by Registrar's Office for all completers starting in Spring 2024. Information to be shared next semester.

Please note due to the time that was necessary for completing Old Business went longer than expected and the arrival of guests for New Business items the order of agenda items changed and were done as time allowed.

## Old Business

- Approval of September 26, 2023 minutes.
- Motion to Approve: 18 in Favor; 0 Opposed; 0 Abstentions
- Approval of October 24, 2023 minutes.
- Motion to Approve: 19 in Favor; 0 Opposed; 1 Abstention
- MFA degree motion to require less than 60 credits (submitted by Derrick Higginbotham, CALL Alternate to Graduate Council and presented by Alexander Mawyer)
- I move that we change our policy to read as follows: "Generally, a minimum number of 30 credits or more is required. The MFA may be offered under either Plan A (thesis) or Plan B (non-thesis)". The changed wording is bolded.
- Motion to Approve: 18 in Favor; 0 Opposed; 0 Abstentions
- PhD in Nursing including UHM-1 Nursing: NURS 703, 704, 705, 706, 707, \& 708
- There were still concerns expressed by members of the Graduate Council on this program modification even with the letter of support from the Dean of Nursing. Questions around funding support after the first group of students is admitted as well as sustainability of this program over time were still concerns. It's unclear if there is funding for students in subsequent years? Will the program be admitting students who do not need funding? Self-funded students would help bolster the small numbers being projected. There were several comments related to OVPAE's review and that perhaps OVPAE could further discuss the small projected enrollment and admissions with Nursing. The Graduate Council members expressed that the process thus far has met this group's level of approval, but that there are still concerns regarding its sustainability.
- Motion to Approve PhD in Nursing Program Modification with Reservations and Concerns for Program Sustainability and Specifically Requests Further Review by OVPAE: 17 in Favor; 0 Opposed; 1 Abstention


## New Business

- Program Modifications
- BAM Pathway in EALL
- The Program Committee reviewed 7 pathways. One question was raised about having several gateway courses and is it enough to have a A- or higher in some and lower grade (B) in others? Per M. Park, who provided some background. EALL includes Korean and Chinese Flagship Programs. These two have $\$ 1.4$ million per year to support both languages. The faculty in those flagship programs decided to choose advanced level language courses for the gateway requirement. There is no flagship for Japanese. They included a linguistic course instead. However, literature courses are also being included as gateway courses as well. The various gateway courses were selected based on different expertise of the faculty along with the best courses that are regularly offered. For courses related to language proficiency, an A- is required, but for literature or linguistics courses, the faculty decided a B or better would be required.
- A clarification question was raised based on how the different grade requirements for language courses versus literature and language courses, might affect a BAM applicant's admission. An example given was what happens if a student did well in a literature or linguistics course, but did not receive an A- in the language course?
- Approved pending modification to courses? connectors?
- Motion to Approve Pending Clarification of the Gateway Courses and Implications for Admission to the BAM Pathway: 19 in Favor; 0 Opposed; 0 Abstentions
- MEdT in Teaching - Add Dual Elementary (K-6)/SPED to MEdT Secondary (612)/SPED
- Courses exist with additions that apply to both the elementary and secondary tracks. The courses requested to be changed also affect both tracks. There is clear demand for the dual pathway that is being requested. Letters of support from the MEdT chair and Special Education Department Chair would be helpful and both chairs expressed that they would be happy to write letters, if necessary.
- Per J. Yoshioka, Graduate Council member, and former chair of the MEdT, indicated that the programs consulted with each other and that it took a couple of years to do this proposal. Inquiries about this program are received annually and in the last 5-6 years, especially for a dual certification option. R. Black added that prospective students would ask why a path was not available for elementary and only for secondary students. They started this dual certification 6-8 years ago with the secondary level to make sure that it worked and was a good program. If there was demand then elementary would be added. Both J. Yoshioka and R. Black indicated that demand is clear for a dual elementary/SPED pathway to be added now.


## - Motion to Approve: 18 in Favor; 0 Opposed; 1 Abstention

- PK-3 GCERT Modification (submitted with PK-3 memos to continue Stop-Out and Rename to Early Childhood Education)
- There was general support for this GCERT modification. The program is currently in a stop-out of admissions. The proposers have also planned to rename the GCERT to Early Childhood Education. This modification is requesting to change GCERT course requirements to 18 cr from 15 cr . Added STE 415 . The proposal specified the need for each of the changes being proposed. R. Chun provided some background. This was formally a high enrolled GCERT that originally included funding. Recent state legislation will increase demand for Pre-K.
- A question was asked regarding the increase in the number of credits and if that would affect demand for this GCERT? Per R. Chun, they currently have some funding, statewide ECE funding that will cover the courses. The primary people interested in this program are those currently wanting to be or are in public pre-K classrooms. The only route previously was through the MEd in Early Childhood. There is ample funding, especially for the neighbor islands to expand the workforce. For them it's going from 30 credits to 18 . Since the master's degree ( 30 cr ) was the primary path for certification before this proposal to modify the GCERT, the attractiveness of the GCERT at 18 cr is much better for this purpose and would require fewer credits for those who are already
licensed to teach in another area. The GCERT is a more streamlined route for licensure in early childhood.
- Motion to Approve: $\mathbf{2 0}$ in Favor; 0 Opposed; $\mathbf{0}$ Abstentions
- New Course Proposal
- ASTR 792 - This was tabled from the next meeting due to time constraints.
- Seminar course focused on planets and stars. Two concerns: first, the committee suggested to review language used for the learning outcomes - they should demonstrate a higher level of learning. Second, the instructor should create more of a rubric for the grading of presentations to be done.
- Motion to Approve with Revisions: 19 in Favor; 0 Opposed; 0 Abstentions
- MBIO 695
- Place-based seminar. Seminar to work with graduate students on how to teach undergraduate students in a Marine Biology (MB) context. It would be offered via Outreach College during summer and as a means to satisfy the teaching requirement for the MB program.
- Three areas of concern were identified:
- First, there's some confusion - how the class will fit into the curriculum? Currently offered as MB 720-Requested new course to fit into the MB graduate program?
- Second, more clarity on how students are to be evaluated
- Third, include a syllabus. The part of the syllabus attached is only campus resources and not a complete syllabus.
- Motion to Approve to with Revisions: $\mathbf{2 0}$ in Favor; 0 Opposed; 0 Abstentions


## - CEE 641

- No major issues. There is a need to include contact hours for Box 9 on the UHM-1 formshould be 45 hours. The syllabus is ambiguous - two midterms mentioned in the proposal, but only one stated in the syllabus. This information needs to be clarified and the document revised.
- A question from the group was raised on whether the content is at the graduate level or not. The prerequisite is an undergraduate course. Based on its current design a question was asked about it being graduate level material with Calculus being a prerequisite, in light of the course content. The course description is similar to an undergraduate mathematics course. There is a 400-level course in Mechanical Engineering with similar course content.
- Per P. Berkelman, he's aware of 3 classes, though, typically their undergraduate majors will have 4-5 courses in differential equations and calculus. At higher levels, there are
some applied math classes focused on applications where earlier courses in calculus and differential equations would serve as prerequisites.
- This course may be more focused on the applied aspects of mathematics? The application aspect is important. The course at a graduate level should focus on the application. There might be a math applications class at a higher level, but they would rely on core undergraduate math classes since the focus would be on the applied aspects of mathematics. There was a request to ask for more clarity on why this is a graduate level course.
- There is at least one course in differential equations, typically for undergraduates, but it is not a prerequisite for this course. For those with a degree in engineering, they should have had differential equations. The question with this proposal is why the prerequisite is in Calculus and not differential equations? What about a differential equations course as a prerequisite? For a graduate level applied mathematics course, there should be a differential equations prerequisite.
- For an applied mathematics class, differential equations should be a prerequisite. Otherwise, if teaching differential equations in this course, it would be more appropriate as an undergraduate course.
- Would differential equations be a prerequisite for this course? If not, why not?
- Moved to next meeting based on request for more information and changes.
- EDCS 635
- This course proposal is for a particular qualitative methodology, which has evolved in education. A few edits are necessary: the Banner title needs to be shortened to 30 characters. Mis-typed? Course title on Banner Title line, but it is longer than 30 characters. Box 9 on the UHM-1 form should reflect 45 contact hrs. Justification - new course, no additional resources indicated, but since it's a new course, are other faculty available to teach this course? Syllabus missing Catalog description.
- Motion to Approve with Revisions: 19 in Favor; 0 Opposed; 0 Abstentions
- GEO 745
- Overall the form is complete. The Justification document is incomplete and does not address all of the questions (e.g., fit with the program, number of faculty to teach the course, etc). The Course committee supports a more complete response to each of the questions. Also, for standardization purposes, it is preferred that all of the questions be completely addressed in the Justification.
- Issues with grading points in the Syllabus - points add up to 91 .
- Banner title - longer than 30 characters.
- Moved to next meeting based on request for more information and changes.
- HWST 672
- Good order and highly detailed. Level of detail in justification was good. This one may be a good example to offer additional guidance to help others. Local futurities; complements an existing course in POLS. It's an attractive course.
- Motion to Approve: 20 in Favor; 0 Opposed; 0 Abstentions
- MBIO 799-tabled to next meeting due to time constraints.

Adjourned: 4:31p
Next Meeting: December 12, 2023

