

Graduate Council Meeting
January 23, 2024 • 3:00-4:30p • ZOOM
Minutes

Attendance:

Quorum: 10 (Current membership = 21)

Name of Member		Name of Member	
P. Berkelman, ENGR - A	ABS	N. Tarui, CSS- P	EXC
W. Buente, CSS - A	ABS	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	ABS	B. Sipes MFS - P	x
P. Nerurkar CTAHR - P	x	A. Barone, GSO	x
J. Stilgenbauer, ARCH/SCB/HSHK - C	x	GSO	EXC
E. Szarmes, CNS - C	x		
M. Tallquist, JABSOM - A	x	J. Maeda, GD	x

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

Alternate(s)		Alternate(s)	
M. Menchaca (observing)		H. Yu - Sp24 for N. Tarui, Sabbatical	x
			n=17

Guests: Nathan Murata, Dean, Cecily Ornelles, Associate Dean, Judy Daniels, KRS, Christopher Stickley, KRS, Lois Yamauchi, EDEP, Leslie Okoji, Education; Sonia Ghumman, MGT.

Announcements/Reminders

- Meeting Dates for Spring 2024 on Tuesdays, 3:00-4:30pm:
February 27, March 12, April 16 and May 7
- Graduate Assembly: Thursday, April 25, 3:00-4:30pm
- 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

Old Business

- Approval of December 12, 2023 minutes.
- No comments, questions, or corrections.
- **Motion to Approve: 13 in Favor; 0 Opposed; 1 Abstention**

New Business

- Course Proposals
 - **THEA 642** - need to change contact hours from 48 to 45 contact hrs.
 - More time to practice drawing than is currently allotted.
 - There was a question about the part of the Justification (p2) about the course Student Learning Objectives (SLOs)/ Program Learning Objectives (PLOs) and the graduate or advanced degree Institutional Learning Objectives (ILOs). The

SLOs and PLOs are not mapped to the ILOs and instead, they are listed verbatim. Is this course to be used to meet any of the graduate ILOs? SLOs or PLOs are to have a 1:1 match with a graduate ILO. The graduate ILOs, if the course SLOs are to be aligned to them, should be clearly stated in the Justification document. Similarly, if the PLOs are aligned with the graduate ILOs, it should also be included in the Justification document. At the moment, it's only in the syllabus as a list, but there is no mapping done to them.

- One of the questions asked related to why the course is a 600-level course? This was not answered in the Justification document?
- Additionally, it would be helpful to include in the Justification the difference between a drawing course in performing arts and one in the art department? Might seem clear to proposer, but not to one unfamiliar.
- How does this course not overlap with an art drawing course. In the syllabus, under course description, it would be helpful to include info on how this course is different from drawing in art courses to help students and others to understand how this course would be different. Expected course enrollment since it appears open to all students and welcoming to other graduate students, it would be helpful to include how this course is different from one in the art department.
- **Motion to Approve Pending Revision: 16 in Favor; 0 Opposed; 0 Abstentions**

○ **MGT 652 (UHM-1), 653 (UHM-2) related to program modification to GCERT**

- Re-submitted after revisions requested in Fall 2023. Initially, the content was offered under a Special Topics course. They were recommended to propose a permanent course offering by OVPAE. This revised version is more complete and addresses the concerns raised in the previous review by the Course committee in Fall 2023.
- This course is intended to provide hands-on experiences and have students engage with the entrepreneurs directly.
- A question was raised in terms of how measurement relative to familiarizing and sensitizing students in light of the content of the course would be done? What does it mean to be familiarized and sensitized? The objectives, as written, are not clear in terms of how student learning would be evaluated. How would one evaluate sensitization or familiarization by the students? Course learning objectives should be measurable and tangible with regard to what students will know and be able to at the end of the course.
- **Motion to Approve Pending Revision: 16 in Favor; 0 Opposed; 0 Abstentions**

● Program Proposals

- Shidler College of Business – **Program Modification to GCERT in Entrepreneurship**

- No comments or questions.
 - **Motion to Approve: 16 in Favor; 0 Opposed; 0 Abstentions**
 - Note: Modification includes UHM-1 and 2 forms - MGT 652 and MGT 653

- College of Education – **Program Modification to MEd in School Counseling**
 - The submitted request was to add two tracks [School Counseling (SC) and Rehabilitation Counselor Education (RCE)] under the MEd in School Counseling. Related to this modification was also a request to move the RCE track from under the MS in KRS and the MEd in School Counseling from the department of Kinesiology and Rehabilitation Science (KRS) to the department of Educational Psychology (EDEP). There was also a request to rename the MEd in School Counseling to MEd in Counseling to include both the RCE and SC tracks.
 - The first question was about data regarding students that was also unclear in the included 1 yr progress report following a recent Program Review of the KRS program. The data included enrollments of 30-45 and completion rates of 8-12. Was this in reference to the original proposal for the degree? Per J. Daniels, 10-12 students would enter each year for a 3 year program. Of those, 8 students were projected to finish the program, but the number is more likely higher in reality. The School Counseling track mirrors the RCE track in that the students would be part-time working people. L. Okoji clarified that the students would enter in cohorts of 8-12 students with the first cohort graduating in year 3. She acknowledged the numbers were confusing, but the first cohort of 10-15 students would be completing 3 yrs of work, hence initial completion numbers are projected at 8-12, with actual completers being higher than that. At the end of 3 years, they estimate between 30-45 would be enrolled at one time. Similar numbers of completers are envisioned for the School Counseling track. The retention rate in the RCE program is currently 82%. Students who do not complete the program do so for a variety of reasons (e.g., health, medical, etc).
 - Another question related to why the School Counseling track did not have any students when this degree was approved in 2022? Per L. Okoji, the program was approved through the university process, but they also still needed to get approval from the Hawaii Teachers Standards Board (HTSB) before students could be admitted. According to C. Ornelles, there was also a delay. The SC degree was aligned with HTSB requirements, but HTSB recently changed their requirements before it could be submitted. A moratorium was also in place for all requests for approval by HTSB. The moratorium was lifted in December 2023 and with the changes to forms that were required by HTSB, the program will need to complete the new forms, hence the delay in pursuing approval from HTSB.
 - Another question was asked regarding if this program modification would have any effect on accreditation? Per C. Ornelles, these proposed modifications

shouldn't affect approvals for HTSB. They will submit for approval after this meeting to HTSB on its structure and where the program will be housed.

- When will students be admitted? This is projected for Fall 2024. However, they cannot yet advertise or receive applications until HTSB approval is received.
- It appears the Dept chairs were consulted, but were the rest of the faculty consulted? Will there be a burden on other faculty and is there anything being lost by KRS with this change? Per L. Yamauchi, department chair of EDEP, the faculty discussed it and is in support of this move. The faculty in EDEP are not counselors so it would mean hiring new faculty. A comment was made that it would be helpful to have included in the memo that the faculty were consulted.
- There was a comment made regarding the 1 yr progress report regarding faculty attrition in that a department lost half of its faculty. This was from the department of Learning Design and Technology (LTEC). They and KRS were reviewed together. M. Menchaca, department chair, LTEC, and guest at this meeting, shared that 2 faculty members retired in December, 1 went to the OVPAE in Fall, and 2 passed away suddenly. In 9 months they lost half of their faculty. This was a series of unfortunate circumstances.
 - Per N. Murata, off-cycle hires were approved to replace some of the faculty. The Provost's office was supportive and allowed two hires to replace some faculty who were lost. Multiple units were also able to hire this way.
- PROVIDED FOR INFORMATIONAL PURPOSES ONLY – the following items will not be included as part of the vote for this program modification: Request to rename the MEd in School Counseling to MEd in Counseling as well as a request to transfer the MEd in School Counseling from the Department of Kinesiology and Rehabilitation Science (KRS) to the Department of Educational Psychology (EDEP).
- **Motion to Approve: 15 in Favor; 0 Opposed; 0 Abstentions**

Adjourned: 4:33p

Next Meeting: February 27, 2024