MEMO

TO: Reed Dasenbrock, Vice Chancellor, Academic Affairs
VIA: Krystyna S. Aune, Dean, Graduate Education
VIA: R. Anderson Sutton, Dean, Pacific and Asian Studies
FROM: Cathryn Clayton, Chair/Graduate Chair, Asian Studies Program
RE: Asian Studies Graduate Certificate Proposal
DATE: March 17, 2016

Attached please find the proposal for a new Graduate Certificate in Asian Studies, presented for your approval.

Should you have any questions or require further information, please contact me at cclayton@hawaii.edu or 6-5237.

Thank you for your attention to this matter.
1. **Purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any:**

The Asian Studies Program (ASP) proposes a stand-alone certificate that will be available both to current and prospective graduate students in any program at UHM. The goal is to provide broad, interdisciplinary knowledge of Asia to graduate students whose academic and career trajectories touch on Asia, and to professionals whose career opportunities would be enhanced by credentials (short of an MA) that provide evidence of such knowledge. It will be useful to PhD and MA candidates whose expertise in Asia may not be clearly identified on their diplomas. A certificate will also be useful to students in professional programs such as the School of Travel Industry Management, the Shidler College of Business, the College of Education, or the William H. Richardson School of Law. With careful and targeted marketing, it has the potential to attract eligible individuals from the community, such as teachers, health care professionals, social workers, and, potentially, members of the military.

More specifically, the objectives of the graduate certificate program are:

a) To provide opportunities for **disciplinary** specialists in graduate programs to obtain (and provide evidence of) expertise in an Asian region or country. A graduate in political science, for instance, or anthropology, could also obtain an Asian Studies graduate certificate that would make him or her more marketable in a highly competitive academic environment. Students from Asian countries would acquire a broader knowledge of the ways in which their own country (e.g. China, Indonesia) is situated in and affected by the region, both historically and in the present-day.

b) To provide individuals who have attained a **professional** degree (for instance, in business, education, law, public health etc.) with a qualification that will enhance their career prospects by providing a broad knowledge of Asian cultures and current issues.

c) To open more doors to **individuals from the community** who hold a bachelor’s degree and wish to obtain an interdisciplinary overview of specific Asian cultures or of Asia more generally, either for their own interest or in order to become more effective in their professional or vocational activities.

**Justification**

This proposal follows directly from recommendations in the 2015 External Review of the School of Pacific and Asian Studies (SPAS). The reviewers recognized the value of a graduate certificate in Asian Studies that would respond to the increasing demands for integrated, interdisciplinary knowledge about the Asian region. It has the unqualified support of the Dean of SPAS, R. Anderson Sutton.
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There are very specific administrative reasons underlying this proposal. In the 1990s, each of the six area studies centers within SPAS (the Centers for Chinese Studies, Japanese Studies, Korean Studies, Philippine Studies, South Asia Studies, and Southeast Asian Studies) established its own graduate certificate available to graduate students across UHM, but administrative decisions made when the Banner system was first implemented in 2003 restricted the availability of these certificates to Asian Studies MA students only. Since then, no Asian area studies graduate certificate has been available to students outside the Asian Studies MA program. The existing Asian Studies graduate certificates are, in effect, a piece of paper and a notation on their transcript that Asian Studies MA majors automatically receive upon completion of their degree.

The aim of this proposal, therefore, is to abolish the existing system and institute in its stead a single Asian Studies Certificate Program that will be available to any student enrolled at the graduate level at UHM. This certificate will be administered by the Asian Studies Chair, not the area studies centers, in collaboration with ASP faculty.

Although this is a single certificate program, a conversation with Registrar Stuart Lau indicates that it will be possible to include the area of concentration in the “comments” section of the student’s transcript (e.g., “GCERT in Asian Studies – field of concentration: China”), in view of the fact that students may wish to have certification of a specific regional specialization within Asia, such as “China,” “Japan,” or “Southeast Asia.”

Upon approval of the Asian Studies Graduate Certificate, the six existing Asian area studies certificates would be phased out, simply allowing for currently enrolled Asian Studies MA students to be awarded certificates and notations under the old system. We would like to see admissions into the new Asian Studies Graduate Certificate Program begin with the fall 2016 incoming crop of graduate students.

This is a timely proposal because of the recent change that allows 15 approved credits to be double-counted for a graduate certificate. Relevant core courses or electives in other graduate programs may also be counted toward this Asian Studies certificate if allowed by the other program.

2. How will the program be administered? Who will advise students?

The Certificate Program will be administered by the Asian Studies Program, in collaboration with the area studies Centers. Academic advising will be provided by an Asian Studies faculty member in the student’s region of concentration and the Asian Studies graduate student advisor, in consultation with the Chair of Asian Studies (concurrently Graduate Chair). The point of contact for academic year 2015-2016 will be Acting ASP Chair Cathryn Clayton, and from that time the Chair of Asian Studies, Barbara Watson Andaya.
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3. What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?

The Asian Studies Certificate will involve faculty of the Asian Studies Program and Area Centers, and in individual cases may involve collaboration with faculty in other departments who are teaching relevant courses on Asia and who are affiliated with the Asian Studies Program. Any such collaboration with Affiliate Faculty would be subject to their agreement and consultation. During the planning process, the ASP Chair has consulted extensively with individual faculty, and has discussed this with chairs of other programs (e.g. Pacific Islands Studies, History) and has made it a priority item in faculty meetings. The ASP Chair will oversee the implementation of the academic certificate, in collaboration with Center Directors and ASP faculty.

4) What population will be served by the program? What is the anticipated number of students to be served each year?

The certificate is expected to attract graduate students majoring in disciplines and the professional schools, professionals with relevant undergraduate degrees from recognized universities, teachers, social workers and members of the community whose qualifications and credentials would be enhanced by a certificate in Asian Studies but who do not wish to enroll in a degree program. Our initial goal would be to enroll ten students per academic year, and grow the program from there.

5. How is the program organized?

a) Prerequisites:
A bachelor’s degree from a national or foreign institution of higher learning accepted by the Office of Graduate Education.

b) Fields of Concentration:
Students can focus on a) one of the seven Asian regions that correspond to the Area Centers in SPAS—China, Japan, Okinawa, Korea, Southeast Asia, Philippines, and South Asia; or b) transregional issues within Asia, designated as an Inter-Asia focus.

c) Advising:
An academic advisor relevant to the student’s chosen field of concentration will be assigned from among existing ASP faculty members.

d) Course Requirements:

i. Fifteen credits of coursework on Asia, at least 9 credits of which must be at the 600 level or above; all other courses counted towards the certificate must be at the graduate or upper-division undergraduate level. (Please note: upper-division undergraduate courses would be allowed to count toward the degree only with the permission of the instructor and on the understanding that the graduate student
would be required to complete extra work for the course. Only those courses already permitted by OGE and by Asian Studies would count toward the degree. A grade of “B” or higher is required in all courses.

These fifteen credits must include:

- Two required and linked core courses, designed to help students think about the dynamics of Asia in an integrated fashion, that would form the foundation of the student’s course of study:
  1. ASAN 600Z (Inter-Asian Connections, offered every fall), is a “foundations” course that introduces students to the key themes, methodologies, and theoretical approaches in the interdisciplinary study of Asia.
  2. ASAN 750 (Research Seminar in Asian Studies, normally offered in the spring), is a capstone graduate seminar designed to help students hone their skills in researching and writing. Students in 750 are expected to produce a substantial research paper that demonstrates their ability to develop a topic for investigation and conduct research using at least one of the theoretical approaches or methodologies of the various disciplines in the humanities, arts or social sciences (to which students would have been introduced in 600Z or in their other coursework). The rubric for assessing this research paper is attached. Certificate students who are concurrently masters’ or doctoral students in other departments may use this course to develop aspects of their theses or dissertations, but may not submit work that is substantially the same as their theses or dissertations.

- Nine further credits from a list (updated regularly) of eligible Asia-related courses offered across the UHM campus. The student must select these courses in consultation with the academic advisor.

ii. At least **two years of a relevant Asian language**, in addition to the 15 credits graduate-level courses (i.e. the student must obtain a “B” grade or higher in the 202 level of the Asian language of his or her choice, or must take an exam to prove competency at that level). The language requirement can be satisfied prior to acceptance into the Program or at the conclusion if courses are taken concurrently. All Asian language programs at UH have mechanisms for assessing a student’s level of competency; Asian Studies BA and MA students regularly undergo such assessment before and after completing their program of study. Certificate students would follow these well-established mechanisms.

The two years’ language requirement is fundamental to this certificate. With regard to language competency, the Graduate Certificate is clearly differentiated from
masters’ and doctoral degrees, which require a far higher level of language ability. Two years’ study of an Asian language will not enable students to carry out research or express themselves fluently in a professional setting, but it will enable them to operate on a simple level. More importantly, language acquisition carries with it a whole portmanteau of cultural understanding that is impossible to attain through any other means. For these reasons, the ASP faculty feels very strongly that basic language knowledge is necessary for the Certificate’s legitimacy. Furthermore, many UH students interested in Asia will already have satisfied this requirement in their undergraduate degree, so we do not expect that it will place an undue burden on the potential candidates for the degree.

For reference, please find attached three sample curriculum pathways for three different kinds of students. These have been developed with the understanding that the other programs will allow double-counting of credits and that the students are still enrolled and pursuing their degree. Once they graduate from the other program, those courses can no longer be double-counted.

6. Resources

No extra resources are required for implementation of this program. Certificate students will enroll in existing courses, and the Chair of Asian Studies will work together with ASP faculty and the Graduate Advisor to ensure students are meeting the requirements.

7. Measuring Effectiveness

The effectiveness of the program will be measured by an assessment of the final research paper written for ASAN 750, an informal exit interview, and a student's written response to the attached questionnaire. The ultimate assessment will rest with the ASP Graduate Chair.

The research paper will be assessed by the instructor for ASAN 750 plus the student's academic advisor. If these persons are the same, an appropriate faculty member from within Asian Studies or from the Affiliate Faculty list will be appointed by the Asian Studies Graduate Chair. This person should have expertise relevant to the student’s region or topic of focus and should be invited to serve as assessor on a case-by-case basis. These two individuals will be asked to assess whether, and how, the paper provides evidence of the program’s success in helping the student satisfy the relevant SLOs and ILOs.

The Asian Studies Program already has an exit interview and questionnaire protocol in place and the Graduate Certificate program will follow this established procedure: the exit interview is conducted by the Graduate Chair after all requirements for the degree have been completed and grades submitted. The interview and supplementary email response to the questionnaire will provide the students’ view of what they gained from the Certificate program as well as suggestions for changes or improvements in the program and its SLOs.
The questions to be asked in this interview and in the follow-up email are attached. In a program as small as ours, it is impossible to guarantee anonymity in the exit interview process. However, as with course evaluations, all due care is taken to ensure that there is no way the student’s responses to these questions can affect the evaluation of his or her individual academic performance.

The assessment of the ASAN 750 paper will then be compared with the student’s responses to the exit interview and questionnaire. This will form the basis for an analysis of the overall effectiveness of the Graduate Certificate program.

8. Appropriateness of Certificate Objectives

- Hawai‘i occupies a unique position in regard to Asia and the mainland United States because of its history and strategic location in the center of the Pacific.
- Within SPAS the Asian Studies Program provides an ideal environment for the comprehensive study of the Asian region in the 21st century, particularly since the Federal Government has recognized its Area Studies Centers as National Resource Centers.
- Through collaboration between the Chair and Faculty of Asian Studies and the various Centers, SPAS helps coordinate the efforts of over two hundred affiliated faculty across the campus whose courses are related to Asia and the Pacific.
- With its focus on Asian Studies, this proposal for a single graduate certificate in Asian Studies is directly addressed towards fulfilling the mission of the University of Hawai‘i at Mānoa:
  - It is a contribution to UHM’s mission as a state school to provide advanced training to Hawai‘i residents as the state economy becomes increasingly engaged with Asian economies through trade and tourism.
  - Students will become participants in a stimulating course of study that is personally, professionally and intellectually rewarding.
  - The graduate certificate in Asian Studies will deepen student understanding and appreciation of the people and cultures of Asia and of the place of this region in a globalized world.
Sample Curriculum Pathways

I. The first sample curriculum pathway is a hypothetical student who is not currently pursuing a degree.

**Student A** is a mid-career high school teacher who has a Bachelor’s degree in History. He has been teaching World History but wants to expand his course content on Asia, especially Japan. He has no Asian language training, but will be able to use a summer and his sabbatical to complete the certificate requirements. Alternatively, he could take evening language courses at Kapiolani Community College part-time before applying to the certificate program, and test out of the language requirement.

**Summer**

Session I: Japanese 101

Session II: Japanese 102

ASAN 471 (Contemporary Asian Cinema) (3 cr)

**Fall**

Japanese 201

ASAN 600Z (3 cr)

600-level course on Asia (3 cr)

**Spring**

Japanese 202

ASAN 750 (3 cr)

600-level course on Asia (3 cr)

II. The second and third sample pathways are based on the coursework of two actual UHM students who have not received the Graduate Certificate in Asian Studies but who could benefit from doing so. They demonstrate how the requirements of the certificate program can fit with those of other departments, requiring the student to take, in most cases, only two or three extra courses. (These extra courses may, depending on the major, be eligible to count towards the elective requirements in the student’s home department).

**Student B: Ph.D. candidate in history, native Vietnamese speaker, fluent in Chinese.**

This student has already fulfilled all language requirements and the requisite credits in Asian subjects (bolded), apart from ASAN 600Z and ASAN 750. Her Ph.D. diploma would not specify her field, but with the two extra courses she would receive a certificate that indicates further expertise in Asian Studies more generally. This would certainly assist her in a job search.

2010

**HIST 403 Vietnam: History & Memory**  Fall 2010 (3 credits)

**HIST 661C Sem in Chinese History: Middle**  Fall 2010
2011
CHN 660 Sem Class.                  Spring 2011
HIST 661D Sem in Chinese History: Modern Spring 2011
**HIST 660 Seminar: Vietnamese History** Spring 2011 (3 credits)

CHN 610B Chinese Poetry: Ancient     Fall 2011
HIST 602 Seminar in Historiography    Fall 2011
HIST 609 Seminar in World History    Fall 2011
HIST 661C Sem in Chinese History     Fall 2011

2012
CHN 610C Chinese Poetry: Medieval    Spring 2012
HIST 610 Topics in World History    Spring 2012
**HIST 658 Seminar: Modern SEA History** Spring 2012 (3 credits)

CHN 753T Rsch Sem Chinese Literary Tradition Fall 2012
HIST 615D Tpcs Euro Colonialism:Early Mdrn Fall 2012
HIST 699 Directed Research          Fall 2012

2013
**HIST 661B Sem in Chinese History: Early** Spring 2013 (3 credits)
HIST 699 Directed Research          Spring 2013

HIST 605 Seminar in Digital History Fall 2013
HIST 800 Dissertation Research      Fall 2013—Spring 2016

2014
FR 101 Elementary French            Spring 2014

**ASAN 600S Scope & Mthds: Southeast Asia** Fall 2014
FR 201 Intermediate French CR       Fall 2014
HIST 790 Teaching History GR 1.00 A Fall 2014

2015
ASAN 699 Directed Research          Spring 2015
CHN 486 Selected Readings in Chinese Spring 2015
CHN 660 Sem Class.                  Spring 2015
HIST 790 Teaching History          Spring 2015

HIST 790 Teaching History          Fall 2015

This student would take ASAN 600Z, which would encourage thinking about the place of Vietnamese history in the broader Asian context (for instance, in relation to the state’s policies
towards ethnic minorities). This could be further developed in the ASAN 750 paper, which could form the basis for one chapter of the student’s dissertation.

3. Student C, pursuing an MA in anthropology. This student has taken advanced Indonesian and has 6 of the requisite credits in Asian subjects at the 400 level (see bolded courses below). Her MA in anthropology will not specify Asian expertise. She would need to take one more Asia-related course at the 600 level as well as ASAN 600Z and ASAN 750 to obtain a Graduate Certificate in Asian Studies. This would certainly assist her in a job search or a Ph.D. application.

This student’s MA thesis topic is Catholicism in Indonesia. In consultation with her academic advisor, she could take ASAN 630, *Cultural Change and Globalization in Southeast Asia*, which deals extensively with religious connections. ASAN 600Z would help her put Indonesian Catholicism in the broader Asian context, and this could be further developed in a research paper for ASAN 750. In this sense the added coursework for the Graduate Certificate would not constitute a distraction from her main focus in anthropology, but could directly contribute to deepening and broadening the insights of her thesis.

Fall 2014:
ANTH 750D: Hawaiian Ethnography
ANTH 602: Linguistic Anthropology
ANTH 710: Research Methods & Design
Spring 2015:
ASAN 496: Religions of Island Southeast Asia (3 credits)
ANTH 711: Proposal Writing
IND 306: Indonesian online
DNCE 433: Balinese Dance (audit)
THEA 426: Asian Theatre/Balinese Theatre (audit)
IND 307/IND 454, History of Indonesia (audit)

Fall 2015:
ANTH 601: Ethnology
DNCE 433: Balinese Dance
THEA 464: Drama and Theatre of Southeast Asia and India (3 credits)
ASAN 699: Indonesian

Spring 2016:
ANTH 603: Archaeology
ANTH 620H: Theory in Anthropology: Ecology
IND 405: Online Indonesian
IND 407: Indonesian Conversation
### Graduate Certificate - Asian Studies Program

#### Rubric for Evaluating Final Research Paper

*Your research paper will be graded based on this rubric guide*

<table>
<thead>
<tr>
<th>Traits</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Focus and ideas</strong></td>
<td>There is a clear, well-focused topic. The argument is clear and is well supported by detailed and accurate information.</td>
<td>There is a clear, well-focused topic. The argument is clear but is not well supported by sufficiently detailed and accurate information.</td>
<td>There is one topic. The argument is somewhat clear, but is not supported by sufficient evidence.</td>
<td>The topic and argument are not clear.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The introduction states the main topic, and gives an overview of the paper. Paragraphs have lead sentences, supporting evidence and are logically presented. The conclusion is strong.</td>
<td>The introduction states the main topic and provides an overview of the paper. Lead sentences are weak. Organization is not always logical and some material is irrelevant. A conclusion is included, but could be stronger.</td>
<td>The introduction states the main topic. Paragraph organization is not logical and some information is irrelevant. The conclusion does not round off the argument.</td>
<td>There are basic weaknesses in the introduction, structure, and/or conclusion, which lack clarity and focus</td>
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<tr>
<td><strong>Research</strong></td>
<td>The topic has been well-researched, uses an appropriate number of sources and is not unduly dependent on one type of source.</td>
<td>The topic is reasonably well researched but either the number or type of sources could be improved</td>
<td>The topic needs further research and more time could have been spent in locating good sources</td>
<td>The topic has not been well researched and lacks good sources.</td>
</tr>
<tr>
<td><strong>Writing style, sentence structure, grammar, and Spelling</strong></td>
<td>All sentences are well-constructed. Word choice is good. There are no errors in grammar, and/or spelling.</td>
<td>Sentences are generally well constructed. Overall word choice is good. There are a few errors in grammar and/or spelling, but the meaning is still clear.</td>
<td>Sentences are not well constructed. Words are often incorrectly used, and there are several errors in grammar, and/or spelling that make the meaning unclear.</td>
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Exit Questionnaire – Graduate Certificate Asian Studies – page 1 (ADMINISTERED ORALLY)

Name:
Banner ID:
Email address (non-hawaii.edu):

1. What do you plan to do now that you have completed your graduate certificate?

2. In what ways has the Graduate certificate helped prepare you for taking new initiatives or developing your career?

3. Which course or activity do you feel has been the most beneficial for you?

4. You completed the certificate program in (#)____ semesters and (#) ________ summers. Do you feel this was satisfactory? Too short? Too long?

5. To “sell” our Graduate Certificate to future students, what would be its strongest feature from your point of view?

6. Did you find the financial aspect a problem?

7. Can we add you to our alumni listserv?

Written comments, Asian Studies Graduate Certificate, (please answer at your leisure and email to bandaya@hawaii.edu by the end of the semester, please!)

Name:
Banner ID:

1. What are the strong points of the Graduate Certificate Program from your experience?

2. What are weak points or lacks of the Graduate Certificate Program from your experience?

3. Which features or requirements would you suggest we change, add, or eliminate?

4. Any other comments would be greatly appreciated!