The fourth meeting of the Graduate Assembly for the 2018 - 2019 academic year will be held on Wednesday, March 27, 2019 at 1:30 PM in the Lee Jamail Academic Room, MAI 212. President Fenves will be attending.

Order of Business

I. Approval of the minutes of the 02.20.19 meeting (pending)

II. Report of the Dean of the Graduate School, Mark J T Smith

III. Report of Chair (James Cox)
   A. Introduction of President Fenves
   B. Q&A with President Fenves

IV. Academic Committee (Catherine Weaver)
   A. Proposal to create a Master of Arts (MA) Option III degree in Design
   B. Proposal to establish Graduate School policy related to the graduate certificate programs
   C. Proposal to add an Option III track to the Doctor of Education (Ed.D) degree in Educational Leadership and Policy (ELP)
   D. Proposal to create a graduate portfolio program in Integrated Behavior and Health
   E. Proposal to create a five-year, integrated program in Women’s and Gender Studies (WGS)

V. Administrative Committee (Elizabeth Gershoff)

VI. Admissions and Enrollment Committee (Tasha Beretvas)
   A. Proposal to waive the GRE requirement for select applicants to the Women’s & Gender Studies Five-Year Program.

VII. Graduate Student Assembly (Samantha Fuchs)
   A. GSA Elections for President and Vice President 2019-2020
   B. Invest in Texas efforts at the Legislature
   C. Latest Legislative efforts in GSA

VIII. Adjournment
The fourth meeting of the Graduate Assembly for the 2018-2019 academic year will be held on Wednesday, March 27, 2019 at 1:30 PM in the Lee Jamail Academic Room, MAI 212. President Fenves will be attending.

1. The Graduate Assembly has had some discussions recently about mental health resources for graduate students. How do you see mental health issues impacting graduate students—who are in many cases working for the university as employees as well as starting families—differently than undergraduates? What can the university do to improve the mental health services available to graduate students?

2. We want to express our concern about the recent changes to graduate student housing policies for the apartments at Brackenridge, Colorado, and Gateway. The timing of the announcement in the middle of the spring semester right before spring break put the surprised graduate students in a very difficult position. Many campus leaders would like to see UHD delay implementation of these policies. Is this possible? Looking ahead, too, can we make sure to involve graduate students, Graduate Assembly members, and Graduate School representatives in the crafting of policies like these?

3. The Graduate Assembly would like to hear your thoughts on non-degree micro-credentials, a topic on which this body has devoted considerable time during the last five years or so. We hold many different perspectives on them: as ways to generate revenue that can be reinvested in graduate programs and graduate students; as programs that make graduate education a potentially rewarding experience for a new but limited segment of the population; as potential threats to existing programs; etc. What do you see as the best approach to developing and approving these programs?

4. Will you consider increasing tuition reduction benefit rates, which have not been raised to keep pace with tuition increases? Since the TRB does not cover the full cost of tuition, some students have to pay up to several hundred dollars out of pocket every year.

5. Some programs continue to lose students to peer institutions paying higher stipends. While we understand the Graduate Education Task Force will address this issue, we would also appreciate hearing your thoughts on it.
The Department of Design, housed within the School of Design and Creative Technologies at the College of Fine Arts, proposes the creation of an interdisciplinary Master of Art (MA) in Design, Option III (non-formula funded) degree program that will contribute to meeting the substantive and ever-increasing demand for design-centered innovation professionals in a variety of industry sectors. The field of design has moved beyond the form-giving roles of the past, and is now considered an integrated, strategic undertaking for which new job roles are being created daily. According to the Design Management Institute (DMI), which reputably tracks and researches developments in the industry, companies that invested in design at the strategic level (including Target, IBM, Ford, Coca-Cola, Nike and Disney) outperformed the S&P 500 by 228% between 2004 and 2014. It would be difficult to overstate the demand for this new type of designer: a cross-disciplinary thinker who typically has a depth of design skill but also brings a second (or third) area of expertise in industry or other discipline such as Health, Computer Science, Industrial Design, Social Science, Banking, or Education. From PepsiCo to Fidelity, from IBM to Ford, numerous companies across numerous industries are explicitly looking for leaders who have legitimate design training.

The one-year, 40-credit-hour MA in Design curriculum will combine 26 credit hours of core coursework in the foundations of design with 14 credit hours of prescribed elective coursework offered in collaboration with a variety of schools and colleges at the University. The prescribed elective courses will be offered as Design topics courses, and they will comprise a track or area of concentration for the MA in Design student. The MA in Design program will immerse students in a human-centered approach to design within the context of services, products, the built environment and social systems. As a result, graduates of the MA in Design program should be well-equipped to interpret human needs and cultural and social trends in order to develop the most appropriate formats, designs, and multimedia to achieve a desired sensation or function.

Upon introduction, the MA in Design degree will be offered with a single track, or concentration: Design in Health. For this initial track, prescribed elective coursework will be delivered in collaboration with faculty from the Dell Medical School’s Design Institute for Health. Over time, the MA in Design degree will be expanded to include additional tracks that leverage design-related resources and expertise across the University’s colleges and schools. Future tracks may include Artificial Intelligence Design, Industrial Design, and Design in Education, offered in collaboration with faculty from the respective graduate programs in Computer Science, Education and Engineering.

Several target audiences for the MA in Design degree program have been identified. The program will be available to established professionals seeking an intensive, one-year Master of Arts degree in Design to expand, advance, and/or enhance their future career opportunities. The professional portion of the student cohort of the MA in Design
program’s introductory track in Design in Health may include registered nurses and nurse practitioners who are looking to enhance front-line practice and/or move into strategic management positions in their organizations, mid-career managers in pharmaceuticals and medical devices, hospital administrators, and consultants and other health-based professionals. In addition, the MA in Design degree with a concentration in Design for Health has been designed to serve as a third-year, dual-degree option to students enrolled in the MD degree program at Dell Medical School. The MA in Design (concentration, Design in Health) program will be delivered in nine months.

The Department of Design currently offers a Master of Fine Arts (MFA) degree in Design. While there is some overlap in core coursework required for the existing MFA degree and the proposed MA degree, the MA (non-terminal) degree is distinct from the more generally-scoped and research-oriented MFA (terminal) degree. The MA in Design will offer a focused emphasis in a particular application (e.g. Design in Health) and, in so doing, extend the reach of the Design Department to a broadened student group who might not be appropriate for or interested in the broad inquiry of the MFA program. The MFA is open-ended inquiry while the MA is an applied degree.

As a self-funded (Option III) program, the proposed MA in Design degree program will not receive any state formula-funded support. The full cost of the program will be covered by program fees charged to students. Coursework in the MA (Option III) program will be taught on a voluntary overload basis by members of the Design GSC and other adjunct faculty who have been authorized to teach graduate courses by the GSC and the Graduate Dean. The program budget has received preliminary approval from the Office of the Provost.

The proposal includes signed endorsements from Design Graduate Studies Committee Chair Monica Penick, Design Department Chair Kate Canales, Assistant Dean for the School of Creative Design and Technologies Doreen Lorenzo, and College of Fine Arts Dean Doug Dempster.

A complete copy of the proposal is available in the Office of Graduate Studies. Contact Michelle Broadway, Assistant Dean, at mbroadway@austin.utexas.edu or 232-3625 for additional information.
Proposed Graduate Certificate Policy

- **Report of the 2017-2018 Academic Committee (September 2018):** The Graduate School asked the Academic Committee to recommend policy guidelines for the delivery of graduate certificate programs at UT Austin. The members of the Academic Committee met throughout the 2017-18 academic year to discuss and develop guidelines that align with policies of the UT System Board of Regents and the Southern Association of Colleges and Schools (SACS). In March 2018 the committee distributed preliminary policy recommendations to members of the Graduate Assembly, asking them to share the information and solicit additional input from the faculty in their respective programs. This report reflects the 2017-18 Academic Committee’s draft recommendation regarding certificate policy.

__________________________
James Cox, Graduate Assembly Chair, 2018-19

- **Report of the 2018-2019 Academic Committee (February 2019):** The 2018-2019 Academic Committee has continued to review and revise the draft recommendation regarding the Graduate Certificate Policy. The amended text below reflects the product of those discussions as of February 14, 2019. The Academic Committee has unanimously approved this policy.

__________________________
Catherine Weaver, Graduate Assembly Academic Committee Chair, 2018-2019


__________________________
Catherine Weaver, Graduate Assembly Academic Committee Chair, 2018-2019

3249b.1
Transcript-recognized graduate certificate programs offer a non-degree credential for completing a structured sequence of courses designed to meet identified workforce needs and/or to provide students with skills and/or knowledge that shall be useful for their lives and/or careers. Students already enrolled in a graduate degree program at UT Austin may apply for admission to a graduate certificate program through the academic unit sponsoring the certificate.

Some graduate certificate programs, however, are available to non-degree-seeking students. Persons who have earned a bachelor’s degree or higher may apply for admission to those programs by submitting required materials to the corresponding certificate Graduate and International Admissions Center (GIAC).

Each graduate certificate program is sponsored and administered by the existing Graduate Studies Committee (GSC) that is identified in the certificate program proposal. A new GSC should not be created for the sole purpose of administering a graduate certificate program. The GSC is responsible for determining the program curriculum, publishing a program description in the Graduate Catalog, processing applications for admission, tracking and evaluating student progress, and reporting program completion to the Graduate School.

Certificate program requirements are described in the Graduate Catalog section of the academic unit sponsoring the program. The general requirements for graduate certificate programs described below set a minimum standard; however, individual programs may impose additional requirements.

- To earn a graduate certificate, students must complete 9-15 hours of graduate-level coursework that has been approved by the program faculty.
- All coursework used to satisfy certificate requirements must be completed within a six-year period with a grade of “C” or higher.
- In addition, students must earn a grade point average of at least 3.00 in courses used to satisfy certificate requirements.
- All courses must be at the graduate level. No upper-level undergraduate courses may be used to satisfy certificate requirements.
- Nondegree-seeking students who are admitted to a graduate certificate program must complete all graduate certificate requirements in residence at UT Austin.
- Degree-seeking graduate students must complete a minimum of 9 credit hours of the coursework required for a graduate certificate in residence at UT Austin. With the approval of the GSC administering a graduate certificate program, and except where otherwise limited by the 9-hour residency requirement, a maximum of 20% of the total hours required for a graduate certificate, rounded up to the next nearest integer, may be satisfied through the application of approved graduate transfer coursework. Transfer credit must meet the standards outlined in

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1 This is distinct from the governance of interdisciplinary graduate portfolio certificates, which require a steering committee constituted by representatives of the supporting departments and/or schools.
the Graduate Catalog at
https://gradschool.utexas.edu/academics/policies/transfer-credit.

- Students pursuing more than one graduate certificate may not use coursework
  applied to one certificate to also satisfy requirements for another certificate (i.e.,
  no ‘double counting’).
- Students receive recognition on the University transcript at the end of the
  semester when requirements of a graduate certificate program are completed.
  Programs may require simultaneous awarding of certificate and degree.

CERTIFICATE POLICY DETAILS:

1. Proposed credential and alignment with the University’s mission:

   From the Graduate Catalog 2017-2019:

   The mission of the University of Texas at Austin is to achieve excellence in the
   interrelated areas of undergraduate education, graduate education, research, and public
   service. The University provides superior and comprehensive educational opportunities
   at the baccalaureate through doctoral and special professional educational levels. It
   contributes to the advancement of society through research, creative activity, scholarly
   inquiry, and the development and dissemination of new knowledge, including the
   commercialization of University discoveries. The University preserves and promotes the
   arts, benefits the state’s economy, serves the citizens through public programs, and
   provides other public service.

   Graduate certificate programs support the University’s mission by offering a non-degree
   credential for completing a structured sequence of courses that are specifically designed
   to meet identified workforce needs and/or to provide students with skills and/or
   knowledge that shall be useful for their lives and/or careers.

2. Curricular requirements:

   The curricular requirements of a graduate certificate will be established by the Graduate
   Studies Committee (GSC) that administers the program.

   Graduate certificates require completion of 9-15 credit hours of graduate-level
   coursework that have been approved by the program faculty. Graduate certificates that
   require 9-15 semester credit hours do not require the approval of, and reporting to, the
   Texas Higher Education Coordination Board (THECB).

   [Note: Existing certificate programs that require more than 15 credit hours will be
   grandfathered in and will not be affected by the establishment of this policy].

   Students must earn a minimum grade of “C” in courses used to satisfy certificate
   requirements.
Students must earn a grade point average (GPA) of at least 3.00 in courses used to satisfy certificate requirements.

Individual certificate programs may set higher grade point average requirements for all or a portion of their students’ coursework.

3. Admission Requirements for Graduate Degree-Seeking and Non-Degree Seeking Students:

Degree-seeking graduate students at UT Austin may seek a certificate within or outside their primary area of study/major.

Standard Graduate School admissions requirements for degree-seeking and nondegree-seeking students apply. These admissions requirements are summarized below.

General requirements for admission to a graduate degree-seeking program include the following (please see: http://catalog.utexas.edu/general-information/admission/graduate-admission/#text):

1. A bachelor’s degree from a regionally accredited institution in the United States or a comparable degree from a foreign academic institution. The Graduate and International Admissions Center (GIAC) will determine eligibility for admission in consultation with prospective graduate programs.
2. A grade point average of at least 3.00 in upper-division (junior- and senior-level) coursework and in any graduate work already completed.
3. An official score for the Graduate Record Examinations General Test (GRE), unless otherwise specified by the graduate program to which the student is applying. The McCombs School of Business requires master’s and doctoral degree applicants to submit a satisfactory score for either the GRE or the Graduate Management Admission Test (GMAT). Applicants to dual or combined degree programs with the School of Law must submit a satisfactory score for the Law School Admission Test (LSAT) as well as for the GRE or GMAT.
4. International students whose native language is not English must also submit scores for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For more information on which countries qualify for a waiver of this requirement, as well as programs that do not waive the requirement, please visit the Graduate School's website. Applicants should consult the graduate adviser for the program of interest to learn which test the program requires.
5. Adequate subject preparation for the proposed major. Evidence of adequate preparation varies by program, but examples include letters of reference, auditions, samples of work, and personal statements.
6. A recommendation for acceptance by the Graduate Studies Committee for the proposed major area.
General requirements for admission as a graduate nondegree-seeking student include the following (for more details, please see http://catalog.utexas.edu/general-information/admission/graduate-admission/#admissionasanondegreestudenttext):

1. As with degree-seeking applicants, nondegree applicants must possess a bachelor’s degree from a regionally accredited institution in the United States or a comparable degree from a foreign academic institution. The Graduate and International Admissions Center (GIAC) will determine eligibility for admission in consultation with prospective graduate programs.

2. A grade point average of at least 3.00 in upper-division (junior- and senior-level) coursework and in any graduate work already completed.

3. The applicant must submit an application and transcripts of all college coursework to the Graduate and International Admissions Center (GIAC).

4. Graduate Record Examinations (GRE) scores are not required unless otherwise specified by the graduate program.

5. International students whose native language is not English must also submit scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless otherwise exempt.

6. Admission must be recommended by the Graduate Studies Committee for the program and approved by the graduate dean.

Individual certificate programs may impose additional admissions requirements. Additional requirements, if any, are described in the Graduate Catalog section of the academic unit sponsoring the program.

Other Matters Regarding Non-Degree Seeking Students:

1. A graduate non-degree-seeking student who later wishes to seek a graduate degree must meet the requirements for admission, submit all required materials and items by the program’s deadline, and pay the usual application fee.

2. Non-degree-seeking students are ineligible to be teaching assistants, assistant instructors, graduate research assistants, academic assistants, assistants (graduate), or tutors (graduate).

3. Currently Graduate School policy allows a maximum of 6 hours of graduate coursework taken in non-degree status to be applied to graduate degree requirements. The Academic Committee recommends that this limit be extended for individuals who complete a graduate certificate while in non-degree-seeking status. Specifically, the committee recommends that the Graduate School (upon request and recommendation of a GSC) allow the greater of 18 credit hours or 50% of the total hours required for a degree to be satisfied with coursework completed for a graduate certificate while the student was enrolled in the non-degree status, inclusive of:
   a. Transfer credits (maximum of 6 credits hours) and
   b. Undergraduate credit hours reserved for graduate credit (maximum of 12 credits)
   c. Credits hours accrued as a non-degree seeking student
In other words:

\[
\{\text{the cumulative sum of transfer credits}\} + \{\text{undergraduate credit reserved for graduate credit}\} + \{\text{credit hours accrued as a non-degree seeking certificate student}\} \leq 18 \text{ credit hours or 50\% of the total hours required for a degree.}
\]

Ex: if a MA degree requires 48 hours, and a student comes in with 3 transfer hours and 0 undergraduate hours, the 21 hours of credits taken as a non-degree seeking certificate student have be applied to their degree program of work, if approved by the appropriate GSC.

This represents a \textit{de facto} limit of the “stackability” of coursework taken in a non-degree certificate (plus any transfer credits or reserved credits) toward a regular degree program. This rule ensures that an appropriate number of credit hours are earned while a student is enrolled as a degree-seeking graduate student.

The program-based exception would be available only to students who are formally admitted to graduate degree-seeking status after completing requirements of a graduate certificate program. This exception will be applied at the time of degree certification and will not impact students who do not complete degree requirements.

If later admitted to graduate degree-seeking status, students who utilize certificate coursework completed in non-degree seeking status to satisfy graduate degree requirements will be limited by the “six year” rule (i.e., no courses on the degree program of work older than 6 years may be counted toward the new degree program).

4. Admission Procedures:

All graduate certificate admissions decisions require approval of the Graduate Studies Committee sponsoring the certificate program.

\textbf{Degree-seeking students}: Currently enrolled graduate students at UT Austin may apply for admission to a graduate certificate program through the academic program that is sponsoring the certificate. These students have already been admitted to a graduate degree program and, therefore, do not need to submit a new application to the Graduate and International Admissions Center (GIAC).

\textbf{Non-degree-seeking students} may apply through the Graduate and International Admissions Center (GIAC) to graduate certificate programs that are available to non-degree-seeking students.

5. \textbf{Program administration / Responsibilities of Graduate Studies Committees}:
Each graduate certificate program is sponsored and administered by a Graduate Studies Committee (GSC) that is identified in the certificate program proposal. The GSC associated with each certificate program is responsible for the following:

- determining program curriculum
- publishing program description
- processing applications for admission
- tracking and evaluating student progress
- reporting program completion to the Graduate School on a yearly basis to enable the Graduate School to track both degree-seeking and non-degree seeking students in the certificate program. Guidelines for yearly reporting on certificate completion will be issued separately by the Academic Committee.

In addition, the Academic Committee recommends that each GSC be responsible for:

- Monitoring the impact on regular degree-programs and revisiting the scope of certificate programs when and if they appear to compete for student enrollment in regular degree programs. The GSCs are responsible for ensuring that any new certificate programs have no negative impact on the size and viability of existing Option I/II (formula-funded) degree programs.

- With respect to Option I and Option III room-share arrangements, the Academic Committee stresses that each GSC is responsible for ensuring that access to classes (especially those with limited seats) for regular degree-seeking students in their respective programs are not limited by seats provided to students enrolled in the certificate programs. GSCs may manage seat limits at the individual course level or by capping the total number of certificate-seeking students in their respective programs.

- All requirements regarding the separation of Option I/II and Option III courses, including faculty assignments, apply to graduate certificate programs. Any new courses created for the purpose of serving a graduate certificate program must be covered by the appropriate funding stream (see section 10).

- Tracking information on enrollment in certificate programs, time-to-completion, and number of certificate-seeking students that later apply to regular degree-programs.

- The GSCs are also responsible for conducting annual student progress reviews of non-degree seekers in a certificate program, in addition to degree-seekers. This responsibility may be delegated to graduate advisors or other appropriate personnel.

- The GSCs should submit a brief annual progress report to the Graduate School indicating enrollment in the respective certificate program and any adverse or beneficial effects the certificate program produces for the department or school's other degree programs.
6. **Timing of transcript notation:**

The Program Graduate Adviser and/or Chair of the GSC sponsoring a graduate certificate is responsible for reporting program completion to the Graduate School. Upon receipt, the Graduate School will certify program completion to the Registrar’s Office via the Credentialing System.

Students will receive recognition on their University transcripts at the end of the semester when requirements of a graduate certificate program are completed. As noted above, some programs may select to require simultaneous awarding of certificate and degree.

The awarding of a graduate certificate is not dependent upon the completion of a graduate degree.

The Graduate Assembly recommends that each certificate program include an application fee and a filing/transcription fee, paid to the Graduate and International Admissions Center (GIAC) Graduate School, respectively. These fees are intended to offset the additional administrative costs of administering admissions and certifying completion of certificate requirements. This filing fee should be negotiated with GIAC and the Graduate School at the time of the certificate proposal and should be set in such a way (e.g., as a percentage of the overall cost of the program) that enables the filing fee to be adjusted as needed over time with respect to the size and scope of the certificate program.

7. **Limits on transfer coursework:**

Non-degree-seeking students must complete all program requirements in residence at UT Austin. No transfer credit is permitted.

Under the following conditions, a degree-seeking graduate student may request permission to apply a limited amount of transfer coursework to the requirements of a graduate certificate program.

- Transfer credits are not allowed unless explicitly permitted by the GSC governing the certificate program.
- Transfer credit must meet standards outlined in the Graduate Catalog at [https://gradschool.utexas.edu/academics/policies/transfer-credit](https://gradschool.utexas.edu/academics/policies/transfer-credit).
- For degree-seeking students, a minimum of 9 credit hours required for a graduate certificate must be completed in residence. For non-degree seeking students, all certificate courses must be completed in residence.
- Except where otherwise limited by the 9-hour residency requirement, a maximum of 20% of the total credit hours required for the graduate certificate, rounded up to the next nearest integer, may be approved as transfer credit as follows:
  - 3 hours of transfer on certificates ranging from 12 to 15 hours;
• 2 hours of transfer on certificates consisting of 11 hours (limit set by requirement for at least 9 hours in residency);
• 1 hour of transfer on certificates consisting of 10 hours (limit set by requirement for at least 9 hours in residency).
• A student who is first admitted as a nondegree seeker, starts the certificate, and then applies and is admitted as a degree seeker, is eligible to apply to the transfer credits according to the criteria defined above.
• Individual certificate programs may impose stricter requirements.

8. Minimum grade requirements for certificate coursework:

Students must earn a minimum grade of “C” in courses used to satisfy certificate requirements and a grade point average (GPA) of at least 3.00 in courses used to satisfy certificate requirements. Individual certificate programs may set grade point average requirements of 3.00 or higher for all or a portion of their students’ coursework.

Up to 20% of courses applied toward the graduate certificate may be taken for CR/NC. This is the same rule currently applied to regular degree programs. GSCs may determine which courses may be taken for CR/NC.

9. Limits on time to Completion:

All coursework for a certificate program must be completed within a six-year period. Individual certificate programs may impose stricter requirements.

10. Funding Structure:

Graduate certificate programs may be offered as option I (formula-funded) or option III (self-funded) programs.

For all intents and purposes, a degree- or non-degree seeking student participating in an Option I/II certificate program must be treated as an Option I/II student.

If students are enrolled as degree- or non-degree seeking students in an Option I/II (formula-funded) program, they must enroll only in Option I/II courses or in seats within Option I/II courses that have a seat-share arrangement with Option III programs, as approved by the Graduate Assembly.

Up to 20% of Option I course seats may be allocated to Option III students. In all cases, Option I students should receive priority over Option III students.
Students who are enrolled as degree- or non-degree seeking students in an option III (self-funded program) must enroll only in Option III courses or in Option III courses that have a seat-share arrangement with Option I/II programs, as approved by the Graduate Assembly.

Each department or school providing a graduate certificate program must cover its own cost of administration, including admissions, advising, and certification. For Option III certificate programs, the costs may be built into the fee structure.

11. Delivery platform:

Certificate courses may be offered through a variety of delivery platforms, including face-to-face, remote (online), and hybrid delivery.

12. Implementation Guidelines:

The Academic Committee recommends that each program request a unique school/major code in which to enroll their nondegree-seeking certificate students. This will facilitate tracking and credentialing processes.

Unique school/major codes will enable the respective programs and The University of Texas at Austin to accurately determine time-to-degree of students who start with regular degree programs as opposed to students who start in non-degree seeking certificate programs and later transfer into regular degree programs.

13. Program Review

Each graduate certificate program shall be reviewed alongside regular degree-granting programs every seven years. Certificate program reviews shall be sent to the Graduate School and reviewed by the Graduate Assembly Academic Committee.

The University of Texas Graduate Assembly Academic Committee will provide further guidelines for program review in the near future.
**Procedures for Proposing a New Certificate Program**

Graduate certificate programs shall be developed and overseen by a Graduate Studies Committee (GSC) that is identified within each program proposal. All proposals must include evidence of approval by the associated GSC, the department chair/program director, and the college/school dean.

1. Prepare a certificate program proposal using the Graduate School’s template: Proposal for New Graduate Certificate Programs (attached).
2. Prepare a one-page summary of the proposal for the minutes of the Graduate Assembly.
3. Obtain signatures/evidence of approval from:
   - Graduate Studies Committee associated with the field of study that is the subject of the certificate program (provide list of GSC members and total vote count)
   - Department chairs/program directors
   - Deans of colleges/schools
   - Provide a list of signatures from core faculty who express an interest in teaching in the certificate program. This does not constitute a binding commitment, nor does it preclude other faculty from contributing. The list is intended to serve as confirmation that there are sufficient faculty to cover certificate courses.
4. Submit proposal, one-page summary, and letters/signatures of support to the Graduate School.

**Review and Approval Process:** Upon receipt, proposals for graduate certificate programs will be forwarded to the Academic Committee of the Graduate Assembly for review. Proposals that are recommended for approval by the Academic Committee will be submitted to the Graduate Assembly, Graduate Dean, and Provost for further review and approval. Proposals for graduate certificates that require 15 credit hours or less will receive a final approval decision from the Provost.

If a proposed certificate program is offered through remote delivery or is a significant departure from previously approved programs, advance approval by SACSCOC may be required. Contact the Office of Institutional Accreditation and Effectiveness for assistance.

3249b.11
APPENDIX A:

Proposal for New Graduate Certificate Programs
University of Texas at Austin

Administrative Information

1. Institution:

2. Program Name – Graduate certificate in *(fill in the field of study)*

3. Proposed CIP Code:

4. Brief Program Description – Describe the program and the educational objectives. *(Note: Graduate certificate programs must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.)*

5. Location and Delivery of the Proposed Program - Provide the location of instruction and how the proposed program will be delivered to students *(e.g., face-to-face to students on the main campus in Lubbock)*.

6. Administrative Unit – Identify where the program would fit within the organizational structure of the University *(e.g., The Department of Electrical Engineering within the College of Engineering)*:

7. Proposed Implementation Date – Report the first semester and year that students would enter the program.

8. Contact Person – Provide contact information for the person who can answer specific questions about the program:
   - Name:
   - Title:
   - E-mail:
   - Phone:
Program Information

I. Need
A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. (Note: Graduate certificate programs must meet identified workforce needs or provide students with skills and/or knowledge that shall be useful for their lives or careers.)
B. Student Demand – Provide short- and long-term evidence of demand for the program.
C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program.

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<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>Headcount</td>
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II. Quality
A. Requirements – Use this table to show the requirements of the certificate program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
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<td>Required Courses</td>
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<td>Prescribed Electives</td>
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<td>TOTAL</td>
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3249b.13
B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that will be added if the program is approved. (Add rows as needed)

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<th>Prefix and Number</th>
<th>Required Courses</th>
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<th>Prefix and Number</th>
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</tbody>
</table>

C. **Faculty** – Use these tables to provide information about faculty who will teach courses required for the certificate program. (Add rows as needed)

<table>
<thead>
<tr>
<th>Name of Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD. in Molecular Genetics Univ. of Texas at Dallas</td>
<td>MG200, MG285 MG824 (Lab Only)</td>
</tr>
</tbody>
</table>
D. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

E. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups to the program. Indicate if the program will be available to degree-seeking and non-degree-seeking students.

F. Marketable Skills – Describe the marketable skills and how the student will be informed of the marketable skills associated with the proposed program.

G. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

H. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. (Note: Graduate certificate programs must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.)

III. Costs and Funding

Five-Year Costs and Funding Sources – If there are any new costs associated with the development of the graduate certificate program, use this table to show five-year costs and sources of funding. (Note: Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.)

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$0</td>
</tr>
</tbody>
</table>

3249b.15
1. Report costs for faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, filing fees, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for those years.

IV. Other Information Requested by the Graduate Assembly:

1. Will standard admissions requirements apply?
2. Will students pay standard tuition and count as part of UT Austin’s total enrollment?
3. Will the students be eligible for formula funding?
4. Will the time and compensation of the faculty involved in the program be considered as part of their regular workload or will it be an overload?
5. What are the incremental costs for the program, and how will those costs be covered?
Proposal to Add a Self-Funded (Option III) Track to the Doctor of Education (EdD) 
Degree in Educational Leadership and Policy 
Summary for Graduate Assembly

The Graduate Studies Committee (GSC) for the graduate program in Educational Leadership and Policy (ELP) proposes the addition of a self-funded (Option III) track to the existing Doctor of Education (Ed.D.) degree in ELP with a concentration in Higher Education Leadership. The proposed program will require 57 credit hours (SCH) comprised of 48 hours of coursework, 3 hours of internship, and 6 hours of treatise. It will be among the first Ed.D. programs in the State of Texas to deliver all course content in a face-to-face format during non-traditional class meeting times (i.e., evenings and weekends) on an accelerated timeline. Students are expected to be full-time working professionals with at least five years of professional working experience, who are current executives, or aspiring higher education executives seeking a terminal degree in education. Enrollment will follow a cohort-based model with students enrolling full-time each semester and an expectation of graduating within 30-36 months after entering the program. Cohorts will be admitted annually each summer term with a cohort size between 15-20 students, beginning in summer 2019.

The Department of ELP has a strong track record and reputation for training executive leaders for the higher education arena. Over the last several decades, the existing, formula-funded EdD program has graduated hundreds of leaders that have gone on to serve as community college presidents, deans of student affairs, and various other high-level administrative positions across the country. The proposed Option III track will advance this long-standing legacy by providing a program option that allows working professionals to maintain their employment while attending on-campus courses alternating weekends on Fridays from 8am to 6pm and Saturdays from 8am to 3pm. Coursework in the Option III program will be taught primarily by members of the ELP GSC who hold the title of full professor or associate professor and other adjunct faculty who have been authorized to teach graduate courses.

As a self-funded (Option III) program, the proposed executive EdD program will not receive any state formula-funded support. The full cost of the program will be covered by program fees charged to students.

The proposal includes signed endorsements from ELP Graduate Studies Committee Chair Pedro Reyes, ELP Department Chair Victor Saenz, and College of Education Dean Charles Martinez. The program budget has received preliminary approval from the Office of the Provost.

A complete copy of the proposal is available in the Office of Graduate Studies. Contact Michelle Broadway, Assistant Dean, at mbroadway@austin.utexas.edu or 232-3625 for additional information.
The healthcare environment nationwide is undergoing profound changes as it relates to the delivery of behavioral healthcare. The national movement toward integrated behavioral health has changed the landscape for behavioral health graduate students. The demands of the integrated medical setting require students to engage interprofessionally and adopt different perspectives in ways that extend beyond the traditional roles emphasized in graduate behavioral health programs. Partially in response to this national movement, an advanced interprofessional training collaborative known as the Integrated Behavioral Health (IBH) Scholars Program was established by the Dell Medical School, Steve Hicks School of Social Work, School of Nursing, and Department of Educational Psychology and funded by the Health Resources and Services Administration (HRSA) in 2017. Though previous efforts in this area had been made, the IBH Scholars Program is the first interdisciplinary training collaborative around behavioral health on The University of Texas at Austin’s campus.

The proposed Graduate Portfolio Program in Integrated Behavioral Health will provide degree-seeking graduate students with the skills necessary to pursue careers in integrated medical settings. Graduate students will have the opportunity to broaden their expertise by being exposed to a variety of different perspectives on culturally-competent care, organizational strategies, and evidence-based treatment methodologies. The proposed portfolio will primarily attract graduate students majoring in clinical social work, psychiatric nursing, and psychology or educational psychology but it is also intended to attract students in related disciplines who may wish to increase their knowledge of integrated behavioral care. Certification in the portfolio program requires completion of four courses (10-12 semester hours) that have been approved by the Portfolio Steering Committee. The four courses will include one course from each of the following topic areas: integrated practice, social determinants of health, evidence-based practices, and organizational dynamics, ethics, or communication. Two of these four courses must be completed outside the student’s primary academic discipline. Students are also expected to complete at least 50 hours of documented field-based internship/practicum training or volunteer work in an integrated behavioral health setting, or complete an alternative clinical or related experience. Finally, students admitted to the portfolio program must deliver a presentation on an integrated topic of the student’s choosing, either to a professional audience in the field-based setting or to a designated group of faculty associated with the portfolio.

The Graduate Portfolio in Integrated Behavioral Health offered through the IBH Scholars Program will be supervised by the Associate Chair of Education in the Department of Psychiatry and administered by the department’s Senior Director, in collaboration with an IBH Portfolio Steering Committee comprised of four faculty representatives, one from each of the following programs: psychiatry, social work, nursing, and educational psychology. We expect enrollment during the first year to be 8 to 10 students. The goals of the program are to prepare students for successful careers in integrated behavioral health settings, to provide students with advanced interprofessional training experiences, and to engage students in the practice of person-centered, evidence-based behavioral health strategies that promote culturally sensitive care. A formalized portfolio program in integrated behavioral health will demonstrate the University of Texas at Austin’s commitment to integrated care models and to training the next generation of healthcare professionals to be leaders in their respective disciplines and in the field of integrated care.

A complete copy of the proposal is available in the Office of Graduate Studies. Contact Michelle Broadway, Assistant Dean, at mbroadway@austin.utexas.edu or 232-3625 for additional information.
Summary

INTEGRATED PROGRAM RESULTING IN THE SIMULTANEOUS AWARDING OF A BACHELOR OF ARTS IN WOMEN’S AND GENDER STUDIES AND MASTER OF ARTS IN WOMEN’S AND GENDER STUDIES

The Graduate Studies Committee (GSC) for the graduate program in Women’s and Gender Studies (WGS) seeks approval to offer an integrated degree program that results in simultaneous awarding of a Bachelor of Arts (BA) degree in Women’s and Gender Studies and a Master of Arts (MA) degree in Women’s and Gender Studies at the end of five years. As part of this proposal, the GSC also requests approval to offer a 30-hour MA degree option to students who complete requirements of the integrated program given that these students will complete 6 hours of graduate-level coursework that is common to the requirements of both degree programs during their Junior year. This coursework will be used to satisfy requirements of the BA degree and will be waived on the standard, 36-hour program of work for the MA degree, thereby, providing a 30-hour MA degree option for students in the BA/MA (WGS) integrated degree program.

The integrated BA/MA (WGS) program is designed for high-achieving students who are seeking additional preparation before applying to PhD programs in Women’s and Gender Studies and related fields, as well as for those pursuing careers in which an MA degree is advantageous. By completing and reserving coursework for graduate credit during their Senior year, students in the integrated BA/MA (WGS) program will pay significantly less tuition to earn both degrees than is required to complete the programs independently.

Application and admission to the BA/MA (WGS) program will occur in three stages. High-achieving undergraduate students in WGS who express an interest in the integrated program will be advised to take two WGS graduate-level courses (6 SCH) during their Junior year. These include WGS 391 (Feminist Theories), taken during the Junior Fall semester, and WGS 393 (Seminar: Topics in Women’s and Gender Studies), taken during the Junior Spring semester. Students will use this coursework to satisfy upper-division coursework requirements of the BA degree. Students who earn a grade of B or better in both of these courses will be invited to apply for provisional admission to the BA/MA (WGS) integrated program. Those who are provisionally admitted will continue to take graduate courses in WGS during their Senior year, reserving up to 12 hours for graduate credit. This graduate coursework must include WGS 390 (Introduction to Women’s and Gender Studies), or an acceptable alternate, and WGS 392 (Research Methods Seminar).

During their Senior year, provisionally admitted students will apply for formal admission to the Graduate School. Pending approval of a separate request to the Admissions Committee of the Graduate Assembly, GRE scores will not be required for students who have completed 6 or more hours of WGS graduate coursework with a grade of A- or better. Ideal applicants to the integrated BA/MA (WGS) program should have 12-18 hours of flexibility in their undergraduate time at UT to take classes that will count towards their graduate coursework. Competitive candidates should have an understanding of feminist and queer theory, the support of two or more faculty from the University of Texas at Austin, and a compelling graduate thesis project idea that can be completed in two years.

Following formal admission to the Graduate School, students will spend their Fifth Year finishing coursework requirements for the MA degree (18 hours) and writing their thesis or report. In addition, students must present a graduate paper, or part of their research, at the Annual WGS Graduate Student Conference during the Spring of their Senior year or in the Spring of their Fifth year.