

NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness ¹ :		
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college:		
1c	Home educational unit (department, school, college ²):		
1d	Proposed certificate name:		
1e	CIP Code (provided by Institutional Effectiveness):		
1f	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ³ : <i>Fall 20</i>
1g	Contact person name:	Email:	Phone:
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
2b	This proposed graduate certificate (check all that apply):		
	<input type="checkbox"/> Has a clear and focused academic competency as its subject.		
	<input type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary graduate certificates may be homed at the college level.

³ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<input type="checkbox"/> Responds to a specific state mandate.			
	<input type="checkbox"/> Provides a basic competency in an emerging, preferably interdisciplinary, topic.			
2c	Affiliation. Is the graduate certificate affiliated with a degree program? <i>(related to 3c)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "yes," include a brief statement of how it will complement the program. If "no," incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. <i>(300 word limit)</i>			
2d	Duplication. Are there similar regional or national offerings?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.			
2e	Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). <i>(400 word limit)</i>			
2f	Target student population. Check the box(es) that apply to the target student population.			
	<input type="checkbox"/> Currently enrolled graduate students.			
	<input type="checkbox"/> Post-baccalaureate students.			
2g	Describe the demographics of the intended audience. <i>(150 word limit)</i>			
2h	Projected enrollment. What are the enrollment projections for the first three years?			
		<i>Year 1</i>	<i>Year 2</i> <i>(Yr. 1 continuing + new entering)</i>	<i>Year 3</i> <i>(Yrs. 1 and 2 continuing + new entering)</i>
	<i>Number of Students</i>			
2i	Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.			
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>
	100% <input type="checkbox"/>			
	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. <i>(300 word limit)</i>			
3. ADMINISTRATION AND RESOURCES				
3a	Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i>			

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3b	Faculty of Record and Certificate Director. <i>(related to 2c)</i> The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate’s faculty of record must be members of the Graduate Faculty.		
	The graduate certificate is affiliated with a degree program.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” list the name of the affiliated degree program below. If “No,” describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. <i>(150 word limit)</i>		
3c	Course utilization. Will this graduate certificate include courses from another unit(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” two pieces of supporting documentation are required. <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director ⁴ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units ⁵ and impact on the course’s use on the home educational unit. <input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
3d	Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i>		
3e	Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required. <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁴ of the unit whose “other resources” will be used. <input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
4. IMPACT			
4a	Other related programs. Are there any related UK programs and certificates?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” describe how the new certificate will complement these existing UK offerings. <i>(250 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.		

⁴ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁵ Show evidence of detailed collaborative consultation with such units early in the process.

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Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.

Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a Admissions criteria. List the admissions criteria for the proposed graduate certificate. *(150 word limit)*

5b Core courses. List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours of Core Courses:</i>			

5c Elective courses. List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁷
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....

5d Are there any other requirements for the graduate certificate? If “Yes,” note below. *(150 word limit)* Yes No

5e Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. *(300 word limit)* Yes No

⁶ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

⁷ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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6. ASSESSMENT			
6a	Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) <i>(250 word limit)</i>		
6b	Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). <i>(300 word limit)</i>		
6c	Certificate outcome assessment⁸. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>		
7. OTHER INFORMATION			
7a	Is there any other information about the graduate certificate to add? <i>(150 word limit)</i>		
8. APPROVALS/REVIEWS			
Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).			
	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College)		/ /
			/ /
			/ /
			/ /
8b	(Collaborating and/or Affected Units)		/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

⁸ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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			/	/
8c	(Senate Academic Council)	Date Approved	Contact Person Name	
	Health Care Colleges Council (if applicable)			
	Graduate Council			

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