MINUTES OF THE GRADUATE COUNCIL OF THE GRADUATE SCHOOL MEETING
September 20, 2018
DUC, Room 276

Graduate Council Chair William F. Tate, Dean of the Graduate School, called the meeting to order at 4:00pm.

I. Welcome and Introductions
Dean Tate welcomed and thanked everyone for being present. Few introductions regarding recent changes in the Liberman Center and Office of the University Registrar.

II. Approval of the April 26, 2018 minutes
The minutes from the April 26, 2018 were approved with no corrections.

III. Dean’s Report
Dean Tate gave an overview of his report as follows:
- Admission survey results with specifics about what prospective students consider to be positive and negative about the University, including geographic location, funding package, research and prestige of WashU;
- Housing partnership with Quadrangle for building renovations and additional support for international students;
- Leadership and career development initiatives, present and future; inclusion of dental insurance and lower out of pocket for graduate students over the past year;
- New child policy with 60 paid days of leave for full time students and explanation of leave of absence and medical leave policies; *Quick sheet summarizes these policies, available at the meeting*
- 4 year plan to have all full time graduate students fully funded, currently WashU has 65% of graduate students with year round funding.

IV. Approval of candidates for advanced degrees, August 2018
The list of candidates were approved with no objections.

V. Approval of new courses
The new courses were approved with no objections.

VI. Discussion/Vote for Women, Gender & Sexuality Studies MA degree
The new MA degree was approved with no objections.

VII. Discussion/Vote for Teaching and Learning MA degree (MATL), University College
The new MA degree was approved with no objections.

VIII. Graduate Student Benchmarking Committee Report
Dean Tate thanked the committee for their work on the report. PhD students Tabetha Bohac and Marina Gross presented a summary of their work over the past summer, full report will be available soon.
- The data driven approach compared WashU to similar institutions to analyze the graduate experience.
- Cost of living in St Louis and funding for hard sciences and business
were highlighted as positive aspects for the community

- Recommendations regarding single occupancy housing, extended child leaves, graduate student participation in career center hirings and better out of network insurance costs were made.

IX. Career and Professional Development
Associate Dean Thi Nguyen discussed current career development initiatives, including
- Awareness for faculty members of current efforts;
- 3 minute thesis competition and Fail Better panels to prepare students for presentations and have a discussion with alumni and professionals;
- Leadership credentials for students leading groups or initiatives;
- Career explorations and workshops from the career center that can be tailored to each department.

X. University Libraries Strategic Planning and Feedback
Vice Provost for University Libraries Denise Stephens talked about the road map for the next 5 years for libraries on campus and invited feedback from faculty, staff and graduate students for services and spaces. Individual interviews and websurveys will take place in the coming weeks.

XI. New business
Dean Tate asked the room for questions and there was some clarification for career development department workshops. Dean Tate emphasized that further questions regarding leave policies should be discussed with Associate Dean Diana Hill Mitchell.

With no further items on the agenda, Dean Tate adjourned the meeting around 4:57pm. The Graduate Council of the Graduate School will meet again on November 27, 2018 at the same location and time.


Natalia Calleya
GRADUATE SCHOOL
Preliminary Candidates for Degree

The following students have submitted an intent to graduate form with the University Registrar. Until the Graduate School makes a final check of each student’s record, it will not be known whether these candidates for the Masters and Ph.D. Degrees have fulfilled all degree requirements.

December 2018

A.M. in American Culture Studies
  Johnston, April Nehring
  Kolk, Natalia A.
  Williams, Terri Leverne

A.M. in Biology
  Lucas, Hannah R.

A.M. in Chemistry
  Liles, Kevin Patrick
  Wentz, Katherine

A.M. in Economics
  Chao, Ke
  Huang, Yuan
  Shin, Aleph
  Yenerdag, Erdem

A.M. in Germanic Languages & Literatures
  Rudeau, Daniela

A.M. in Human Resources Management
  Miller, Shawn M.
  Sommer, Alexandra Miriam

A.M. in International Affairs
  Lindgren, Alisa J.

A.M. in Physics
  de Lima Calleya, Natalia
  Panjtan Amiri, Kianokht
  Song, Wenshen
A.M. in Psychological & Brain Sciences
Featherston, Kyle Gramer
Kumar, Abhilasha Ashok
Landa, Isidro
Liu, Yunjing
Monterubio, Grace Elise
Nicosia, Jessica
Spaventa, Thomas
Stojanovic, Marta
Wynn, Matthew John

A.M. in Statistics
An, Zhenyi
Hadzinsky, Tyler D.
Langrial, Raheel Amar

A.M. in Theatre and Performance Studies
Washelesky, Daniel Robert

Master of Arts in Education
Morris, Katherine Ann

Ph.D. in Biology & Biomedical Sciences (Biochemistry)
Sharma, Apurwa

Ph.D. in Biology & Biomedical Sciences (Computational and Molecular Biophysics)
Welty, Robb Scott
Zhou, Fengbo

Ph.D. in Biology & Biomedical Sciences (Computational and Systems Biology)
Sengupta, Sohini

Ph.D. in Biology & Biomedical Sciences (Evolution, Ecology and Population Biology)
Peng, Zhen

Ph.D. in Biology & Biomedical Sciences (Human and Statistical Genetics)
Bailey, Matthew Hawkins
Hundal, Jasreet
Ketkar, Shamika

**Ph.D. in Biology & Biomedical Sciences (Molecular Cell Biology)**
Campbell, Katie Marie
Kim, Sanghyun

**Ph.D. in Biology & Biomedical Sciences (Molecular Genetics and Genomics)**
Gasparrini, Andrew John
Han, Nathan Dongdong
Jones, Jr., Wendell Brooks
Li, Xueying
Ouwenga, Rebecca Lynn
Stephens, Calvin

**Ph.D. in Biology & Biomedical Sciences (Molecular Microbiology and Microbial Pathogenesis)**
Drewry, Lisa LaRhea
Young, Alissa Roxanne

**Ph.D. in Biology & Biomedical Sciences (Neurosciences)**
Lee, Donghoon
Liang, Xitong
Shi, Yang

**Ph.D. in Biology and Biomedical Sciences (Developmental, Regenerative, and Stem Cell Biology)**
Budine, Terin Elise
Cheng, Cheng

**Ph.D. in Biomedical Engineering**
Buettmann, Evan Gregory
Cocciolone, Austin John
Walter, Christopher Michael
Zannit, Heather Maria
Zhu, Wandi

**Ph.D. in Business Administration**
Gopalan, Yadav Krishna
Ph.D. in Chemistry
Albert, Brice Johnathan
Cho, Yonghoon Kevin
Feng, Ruozhu
Gonzalez, Luisalberto
Hood, Donald L.
Queern, Stacy Lee
Sanderson, William
Schaffer, Jason Earl
Zhang, Bojie

Ph.D. in Computer Engineering
Aono, Kenji

Ph.D. in Computer Science
Gunatilaka, Dolvara
Li, Zhuoshu
Stylianou, Abigail Marie
Yuan, Mingquan

Ph.D. in Education
Yin, Ming

Ph.D. in Electrical Engineering
Chen, Weijian
Lu, Jingwei
Zhang, Shuangyue

Ph.D. in Energy, Environmental and Chemical Engineering
Abernathy, Mary Helen
Kim, Changwoo
Kim, Doyoon
Meyer, James Rupprecht
Oxford, Christopher Ray
Oyetunde, Tolutola Timothy
Walker, Michael Jacob

Ph.D. in English & American Literature
Lim, Heidi Hyun-Jin
Ph.D. in German & Comparative Literature
Braun, Amy Michelle

Ph.D. in Hispanic Languages & Literatures
Park, Kyeongeun
Rocha Dallos, Silvia Juliana

Ph.D. in History
Chen, Boyi
Duan, Weicong

Ph.D. in Materials Science & Engineering
Afrayie, Yvonne Akua Owusua

Ph.D. in Mechanical Engineering
Wang, Juan

Ph.D. in Movement Science
Harrison, Elinor Clare
Myers, Peter Sung

Ph.D. in Philosophy-Neuroscience-Psychology
Merritt, Christiane

Ph.D. in Physics
Ashcraft, Robert Alden
Atkinson, Mackenzie C.
Elias, Jamie Anne
Gao, Shiyyuan
Motahari, Seyed Fowad
Naghiloo, Mahdi
Zou, Hongyang

Ph.D. in Political Science
Chick, Matthew Bryan

Ph.D. in Psychological & Brain Sciences
Cha, Jihyun
Flores, Cynthia Crystal
Runge, Nichole Ruby
Ph.D. in Social Work
Banks, Andrae
Becker, Haley Virginia
Joshi, Richa
McLaughlin, Michael Patrick
Ross, Raven Emily

Ph.D. in Systems Science and Mathematics
Menolascino, Delsin Fehlig
New Graduate Courses for New Degree Programs
Respectfully submitted for review to the Graduate Council on November 27, 2018

L88  NURSING SCIENCE  510  Symptom Science and Precision Healthcare: Omics and Big Data
This course focuses on symptom science as a major branch of nursing research as it relates to precision healthcare. Precision healthcare considers individual variability in genes, environment and lifestyles. An introduction to the omic sciences, big data science, and their relationships is also provided. 3 units

L88  NURSING SCIENCE  511  Philosophical and Theoretical Underpinnings of Nursing Science
This course explores the evolution, assumptions, and principal themes that underpin philosophies of nursing science and their influence on knowledge development for nursing practice and nursing theory. The interrelationships among theoretical perspectives, theoretical thinking, scientific inquiry, and knowledge development in nursing will be discussed. The relationship of scientific integrity and bioethics to the scientific method will be discussed. 3 units

L88  NURSING SCIENCE  512  Literature Critique and Synthesis
The focus of this course is on synthesizing evidence from the published research literature to determine the state of knowledge about a selected research topic and to guide a research plan. The course emphasizes the processes of critiquing, analysis, and synthesis of existing research in order to draw useful conclusions or make decisions about the topic, problem, or research plan. PREREQUISITE: L88 510 3 units

L88  NURSING SCIENCE  513  Dissemination and Implementation Science
This course focuses on dissemination and implementation research. Strategies underlying the creation, transmission, and reception of information will be explored. The goal of this course is to bridge the gap among clinical research, everyday practice, and public health by building a knowledge base to improve population health. PREREQUISITE: L88 512 3 units

L88  NURSING SCIENCE  514  Grant Writing and Scientific Review
This course focuses on developing and evaluating fundable research applications. Grant-writing and scientific review processes are emphasized, including identifying various types of funding mechanisms, developing successful grant applications, and reviewing research proposals. Strategies for developing high impact scientific protocols and a feasible research budget will be discussed. Opportunities to conduct peer reviews of grant applications will be provided. PREREQUISITE: L88 513 3 units

L88  NURSING SCIENCE  515  Interdisciplinary Science and the Innovative Nurse
This course provides an educational opportunity to understand diverse disciplines with their specific perspective in conducting research. The emphasis is placed on understanding key scientific concepts and methodologies. The goal is to connect and integrate different schools of thought and demonstrate how the disciplines of science come together in innovative ways to identify and solve scientific challenges. Preparation, training, support, challenges, and roles of the nurse scientist are also explored. Related topics include how to advance a career as a nurse scientist with a focus on building a research trajectory, obtaining funding and becoming an innovative researcher who is able to identify trends in emerging science. Discussions will focus on integrating biologic and behavioral factors to achieve translational bench-to-bedside nursing science. PREREQUISITE: L88 513 and L88 534 3 units

L88  NURSING SCIENCE  520  Research I: Research Designs and Measurements for Scientific Inquiry: Quantitative Methods
The goal of this course is to deepen the understanding of scientific inquiry pertaining to quantitative methods in nursing research. This course emphasizes research questions/hypotheses, frameworks, designs, methodology, and analysis. Methods of dissemination of research findings in symptom science are examined. 3 units

L88  NURSING SCIENCE  521  Research II: Research Designs and Measurement for Scientific Inquiry: Qualitative Methods
This is an introductory course in qualitative research with particular focus on the health sciences. The course focuses on study of traditions and methods, scientific issues, techniques of data collection, analysis and interpretation. Emphasis is given to the contribution of qualitative research in expanding nursing knowledge. 3 units

This course offers information on psychometric theories. Application of these theories in constructing and evaluating measurements in nursing research are presented. Relevant course content includes statistical techniques to evaluate measurements, such as reliability and validity tests. This course also provides an introduction to the issues that arise in writing/selecting questions for the psychosocial instruments. The focus is on examining the logic of measurement in standardized survey administration and selected techniques for testing scale items. PREREQUISITE: L88 520 3 units

This course focuses on integrating biological and behavioral measurement. Emphasis is placed on understanding ways to optimize measurement of study variables using both biological and behavioral measures. The focus is on strengthening behavioral measures, explaining behavioral data and elucidating underlying mechanisms by employing biophysical measures. PREREQUISITE: L88 522 3 units
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| L88 NURSING SCIENCE 524 | Research V: Information Science: Data Abstraction and Validation  
Health informatics intersects information technology, computer science, and healthcare. The focus of this course, big data science, core concepts, and technologies of information science, will be explored. This includes data standards, data abstraction, and data validity verification relevant to database development, data analytics, and data security and privacy. Predictive research models will be developed to effectively improve clinical practice, inform policy, and address population health concerns. PREREQUISITE: L88 523, M19 530 | 3 units |
| L88 NURSING SCIENCE 530 | Mentored Research Experience I  
This course is the first in a five serial mentored research course series designed to provide one-to-one mentoring for students to have hands-on research experiences and gain skills necessary to conduct interdisciplinary research. Students will be paired with a nursing mentor and a non-nursing mentor. In courses I and II, students will learn about a chosen research project led by the non-nursing mentor and work with his/her research team. In courses III and IV, under the supervision of both nursing and non-nursing mentors, students will identify a scientific challenge that is significant to nursing. Students will then develop a research plan integrating methods from a non-nursing discipline to address the challenges. In course V, students will work closely with the nursing and non-nursing mentors in developing their dissertation research proposal. PREREQUISITE: L88 530 | 1 unit |
| L88 NURSING SCIENCE 531 | Mentored Research Experience II  
This course is the second in a five serial mentored research course series designed to provide one-to-one mentoring for students to have hands-on research experiences and gain skills necessary to conduct interdisciplinary research. Students will be paired with a nursing mentor and a non-nursing mentor. In courses I and II, students will learn about a chosen research project led by the non-nursing mentor and work with his/her research team. In courses III and IV, under the supervision of both nursing and non-nursing mentors, students will identify a scientific challenge that is significant to nursing. Students will then develop a research plan integrating methods from a non-nursing discipline to address the challenges. In course V, students will work closely with the nursing and non-nursing mentors in developing their dissertation research proposal. PREREQUISITE: L88 530 | 1 unit |
| L88 NURSING SCIENCE 532 | Mentored Research Experience III  
This course is the third in a five serial mentored research course series designed to provide one-to-one mentoring for students to have hands-on research experiences and gain skills necessary to conduct interdisciplinary research. Students will be paired with a nursing mentor and a non-nursing mentor. In courses I and II, students will learn about a chosen research project led by the non-nursing mentor and work with his/her research team. In courses III and IV, under the supervision of both nursing and non-nursing mentors, students will identify a scientific challenge that is significant to nursing. Students will then develop a research plan integrating methods from a non-nursing discipline to address the challenges. In course V, students will work closely with the nursing and non-nursing mentors in developing their dissertation research proposal. PREREQUISITE: L88 531 | 1 unit |
| L88 NURSING SCIENCE 533 | Mentored Research Experience IV  
This course is the fourth in a five serial mentored research course series designed to provide one-to-one mentoring for students to have hands-on research experiences and gain skills necessary to conduct interdisciplinary research. Students will be paired with a nursing mentor and a non-nursing mentor. In courses I and II, students will learn about a chosen research project led by the non-nursing mentor and work with his/her research team. In courses III and IV, under the supervision of both nursing and non-nursing mentors, students will identify a scientific challenge that is significant to nursing. Students will then develop a research plan integrating methods from a non-nursing discipline to address the challenges. In course V, students will work closely with the nursing and non-nursing mentors in developing their dissertation research proposal. PREREQUISITE: L88 532 | 1 unit |
| L88 NURSING SCIENCE 534 | Mentored Research Experience V  
This course is the final in a five serial mentored research course series designed to provide one-to-one mentoring for students to have hands-on research experiences and gain skills necessary to conduct interdisciplinary research. Students will be paired with a nursing mentor and a non-nursing mentor. In courses I and II, students will learn about a chosen research project led by the non-nursing mentor and work with his/her research team. In courses III and IV, under the supervision of both nursing and non-nursing mentors, students will identify a scientific challenge that is significant to nursing. Students will then develop a research plan integrating methods from a non-nursing discipline to address the challenges. In course V, students will work closely with the nursing and non-nursing mentors in developing their dissertation research proposal. PREREQUISITE: L88 533 | 1 unit |
Dissertation

Original investigation research experience designed by student to prepare for completing proposed research, public defense, and publication of dissertation as based on student's substantive areas of interest and program of research. Offered every semester.

3 units

Academic and Student Affairs: An Essential Partnership

This course focuses intersection of academic and student affairs in the higher education setting. While students view all aspects of their college experience, institutions are formally or informally divided between academic and student affairs and additionally sub-divided within these classifications. This course will explore necessary conditions, optimal ways and best practices to create robust partnerships between academic and student affairs to achieve institutional goals and to appear seamless to our students.

3 units

Diversity, Inclusion, and Equity in Higher Education

This course uses a social justice framework to explore issues of power and privilege with respect to diverse populations in higher education. We will explore historical and contemporary issues of equity and inclusion based on race, gender, ability, and other markers of social identity. An examination of conceptual frameworks, self-reflection, and dialogue will be used to examine students' own biases and prejudices. This course offers individuals the opportunity to learn about equity and inclusion in higher education, as well as engagement with diverse groups of students through self-exploration, dialogue, social justice education, and advocacy.

3 units

Assessment and Evaluation in Higher Education

The purpose of this course is to provide an overview of the scholarship and practice of assessment-evaluation within the context of higher education. This course examines the various approaches for curricular, co-curricular, and institutional assessment-evaluation in higher education. This course is part of the proposed curriculum for the Graduate Certificate in Higher Education at Washington University in St. Louis within the research requirement for the certificate program.

3 units

Leadership in Student Affairs

This course provides an overview of the field of student affairs; its related functional areas; role in higher education in the United States; and current issues faced by practitioners. In the context of this course student affairs is defined as those programs, services, and activities designed to recruit, retain, support, and develop students in college.

This course concentrates on the leadership roles within student affairs in higher education institutions across the United States. Leaders in student affairs are regularly challenged to respond to the current and emerging needs of students, as well as to expectations from various stakeholders-faculty, boards of trustees, alumni, community members, the government, as to the priorities for the student experience in higher education. Successful student affairs leadership requires the ability to understand the context of student affairs work including how and why student affairs emerged as an organizational entity within higher education; the critical uses faced by student affairs practitioners; and the various administrative functional areas that typically exist within the portfolio defined as student affairs on a campus college.

This course is designed to provide students with an overview of student affairs as an entity from both an historical and contemporary lens; introduce students to the literature in the field and examine various theoretical frameworks related to the student experience in high education; strengthen their understanding of the standards that guide student affairs practice; and explore leadership theories and practices to apply to the review of the critical student affairs issues and strengthen student understanding of their own leadership styles in preparation for possible careers in higher education.
Legal Issues in Higher Education

This course provides an overview of legal issues involved in higher education administration. It will provide students with foundational theories of higher educational law. It will provide an understanding of the course systems, the relationship that exist between students and their institutions, the differences and similarities between public and private institutions, as well as basics constitutional considerations for students.

These fundamental concepts will shape the next 70 years of higher education issues and topics. As colleges and universities become more complex, so do the topics surrounding their administration. This course will explore topics that are ever evolving from the establishment of admissions standards, to financial aid, and disciplinary systems.

The course will also explore the vast array of emerging trends and hot topics in higher education. Students will explore current events happening on colleges in real time and analyze possible solutions and outcomes. Students will have the opportunity to apply the foundational theories to explore and present resolutions to some issues and understand multiple perspectives of an issue.

After completing the course, students will have an understanding of the seminal higher education case law and be able to apply that information to better inform their understanding of the everyday challenges facing the modern college and university. The course will also provide an appreciation for the challenges facing those engaged in higher education administration.

Mental Health in Higher Education

Within the first decade of the 21st century, enrollment at American colleges and universities increased a whopping 24 percent from 16.6 million in 2002 to 20.6 million in 2012. Just as college enrollments have dramatically increased, so too have the proportion of students suffering from mental illness. Some have deemed that we are in the midst of a “College Student Mental Health Crisis.” From all directions, data are emerging, depicting a sobering scene. How can the field of higher education best respond to this crisis? Many institutions have increased the number of mental health counselors available in the student health center and made the accommodations at disability resource centers more robust. Still, the same survey from the National Alliance on Mental Illness found that only half of students with a mental health diagnosis disclose their condition to their college. This course will delve into the extent literature on the nature of mental health problems facing students today, and how professionals in the field can best respond to address such problems as they arise and to the extent possible, prevent them in the first place.

Political Economy of Urban Higher Education

Cities and municipalities across the United States are engaged in broad reaching economic strategizing related to technology and related capital ventures. It is very common for cities to declare their intent to become the next telecommunications corridor, biotechnology hub, nanotechnology giant, etc. What often goes unexamined in public discourse is how the human resource development strategy aligns with the economic goals of the municipality. Fortunately, there is a growing evidentiary base describing how government, business, non-governmental institutions, and the higher education community respond to the need to produce citizens capable of contributing to the economic goal directly and indirectly (via tax support or other tangible assets). Higher education is also an important tool to prepare citizens capable of active participation in the democracy. There are real debates about the nature and purpose of higher education. These debates take place beyond the walls of academy and extend into the broader landscape of political economy. This class will focus on matters of political economy and urban higher education.

Prerequisite: Gradate standing or permission of instructor.

College Student Development

This course is designed to provide students with an understanding of current theories, concepts, and research on the development of college students (predominantly traditionally aged students 18-25). Specifically, attention to college student development in context will be examined via theoretical, popular, and research-based readings, and other media. The course also affords students the opportunity to apply college student development theory to real life situations, and understand the role of student development theory in higher education practice. The class will include lectures, discussion, in-class exercises, and some audiovisual material.
Graduate Certificate Program in Higher Education Proposal

I. Overview:

The Graduate Certificate Program in Higher Education (GCHE) provides an overview of historical and contemporary issues in higher education for students who wish to gain a greater understanding of higher education research, policy, assessment and/or administrative practices.

William Tate, Dean of the Graduate School, Vice Provost for Graduate Education, and the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences, and Lori S. White, Vice Chancellor for Student Affairs and Professor of Practice in Education, are proposing this Graduate Certificate Program.

II. Need for a New Degree Program

Higher Education in the United States represents a huge enterprise involving over 4,500 institutions and more than 19 million students. Institutions of higher education are complex entities involved in research, teaching, and public service, as well as patient care for those institutions with medical schools and teaching hospitals. Respective institutional budgets in higher education exceed many millions of dollars. Given its complexity, the administration and management of higher education requires particular knowledge and skills.

Many challenges face higher education, including significant questions to be explored related to higher education access; creating inclusive learning environments; the academic job market; the value of college; and the student experience to name a few. An overarching goal of the program is for students, particularly Ph.D. students in the humanities and social sciences, to augment their current academic studies with courses focused on these and other important questions toward preparation for administrative, student affairs, faculty, research, policy, or related positions.

A number of institutions offer graduate degrees in education with a higher education emphasis (e.g., University of Michigan, Stanford, Harvard, and locally, St. Louis University and the University of Missouri St. Louis). Currently Washington University has no degree program with a higher education emphasis. This proposed program focuses on providing students with a general understanding of higher education, as well as knowledge about critical issues in higher education and tools to engage in research on higher education-related topics. Given the expertise in the field of higher education that exists on the Washington University faculty and among Washington University scholar-practitioners, the creation of this program expands the opportunity for Washington University students to study important aspects of higher education not currently offered through other academic programs.
III. Program Requirements

Students interested in pursuing a Graduate Certificate in Higher Education must take a total of either four courses (12-credit hours) or three courses (9-credit hours) and engage in a three credit hour Mentored Professional Experience (MPE) through the Department of Education. The Director of Graduate Studies (DGS) in the Department of Education will approve the MPE after consultation with the practicum supervisor. During an MPE, a student would work with an administrative or faculty supervisor to gain deeper experience in the student’s particular area of interest in higher education. Examples of MPEs could include working in an administrative office at Washington University or another institution, or on an institutional project or committee related to program development, evaluation or improvement. Each student must also complete a 10-15-page paper reflecting upon and synthesizing what they have learned through their coursework related to higher education issues, policies and practices, and their MPE if applicable.

For doctoral students, all requirements of the Ph.D. must be fulfilled within their respective home departments, the Graduate School, and the Graduate Certificate in Higher Education Program requirements as specified. For those departments that require it, and with the approval of the home department, we recommend that, consistent with other certificate programs, six of the units taken to earn the graduate certificate may also count toward the Ph.D. requirements with the prior approval of the Ph.D. home department Director of Graduate Studies.

Students pursuing certificates will complete only one course from each of the course groupings detailed below until the 9 or 12-credit hour requirement has been met. These course groupings include: Foundations of Education; Assessment and Evaluation; Diversity and Inclusion in Education; and Critical Issues in Higher Education. Students may elect to take a further course in Critical Issues in Higher Education or enroll in an MPE.

Upon completion of their credits toward the certificate, students will write a 10-15-page synthesis paper as described above and as part of the synthesis paper discuss strategies for incorporating what they have learned in the certificate program into their academic and professional goals. For students involved in writing original dissertation work relevant to the work in the certificate program, a chapter of their dissertation may be substituted for the 10-15-page synthesis paper. The paper will be presented to and reviewed by a panel of faculty teaching in the program and higher education practitioners before the awarding of the Graduate Certificate. Standing members of the panel include the Dean of the Graduate School, the Vice Chancellor for Student Affairs, and the Director of Graduate Studies in the Department of Education.
Graduate Certificate Program in Higher Education Proposal

Proposed Courses

Foundations of Education, Assessment and Evaluation (one course)
- EDUC 4020: Higher Education Administration: History, Research and Practice (Holden Thorp)
- EDUC 4288: Higher Education in American Culture (Michelle Purdy or Mary Ann Dzuback)
- EDUC 4033 Video Microanalysis: Methods and Tools (Rowhea Elmesky)
- EDUC 453B: Sociology of Education (Ebony Duncan-Shippy)
- EDUC 481: History of Education (Michelle Purdy)
- EDUC 489: Education and Public Policy (Odis Johnson)
- EDUC 4055: Central Topics in Learning Sciences Research (Andy Butler)
- EDUC 503: Foundations of Educational Research (Mark Hogrebe)
- SOC 3030: Introduction to Research Methods (Odis Johnson)
- EDUC 5832: Assessment and Evaluation in Higher Education (Jillian Martin)**

Diversity and Inclusion in Education (one course)
- EDUC 4037: Diversity, Inclusion, and Equity in Higher Education (Emelyn dela Peña)*
- EDUC 4111: Linguistics and Learning (Cindy Brantmeier)
- EDUC 4289: Neighborhood Schools and Social Inequalities (Odis Johnson)
- EDUC 4290: Equity, Merit and Social Change: Higher Education Policy and International Comparison (Christi Smith)
- EDUC 4608: Education of Black Children and Youth (Garrett Duncan)
- EDUC 4621: The Political Economy of Urban Education (Odis Johnson)
- EDUC 461B: The Construction & Experience of Black Adolescence (Garrett Duncan)
- EDUC4692: Second Language Research and Writing: Theory, Research and Practice (Cindy Brantmeier)

Critical Issues in Higher Education (one course and one 3-credit MPE) or (two courses)**
- EDUC 5833: Leadership in Student Affairs (Proposed by Lori White)
- EDUC 5834: Legal Issues in Higher Education (Proposed by Tamara King)
- EDUC 5830: Academic and Student Affairs: An Essential Partnership (Proposed by Steve Malter)
- EDUC 5835: Mental Health in Higher Education (Proposed by Tim Bono)
- EDUC 5837: College Student Development (Proposed by Emelyn dela Peña)
- EDUC 5836: Political Economy of Urban Higher Education (Proposed by William Tate)

* Revised course Syllabus

**
Graduate Certificate Program in Higher Education Proposal

** Pending Approval **

IV. Election of Candidates and Admission Criteria

Current Washington University graduate students interested in pursuing the Graduate Certificate in Higher Education may begin taking courses pursuant to the Certificate upon entry into the University.

Employees of the University, in accordance with Washington University policies on employee enrollment in university programs, may be eligible for the program if they have an earned Master’s degree in any discipline.

V. Program Administration

The Program Directors for the GCHE are William Tate, Dean of the Graduate School, Vice Provost for Graduate Education, and the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences, and Lori S. White, Vice Chancellor for Student Affairs and Professor of Practice in Education.

The program directors and the Director of Graduate Studies in the Department of Education will administer the GCHE jointly. The Program Directors are responsible for the program oversight, curriculum, and assessment; the Director of Graduate Studies is responsible for student advising, directing the MPE, and working collaboratively with the Program Directors to ensure the GCHE continues to be consistent with the overall educational mission, standards, and focus of the Department of Education.

Student performance will be evaluated through their coursework, synthesis paper, and presentation.

The academic calendar for the GCHE will match the academic calendar for the Department of Education.

VI. Resources and Support

Current faculty within the Department of Education and practitioners in administrative roles at the University will teach courses in the GCHE.

Additional resources will be those needed to pay practitioners for the courses they will be teaching. The Program Directors are working to identify funding for courses taught by practitioners.
Graduate Certificate Program in Higher Education Proposal

VII. Faculty

Tim Bono, Lecturer in Psychological & Brain Sciences

Cindy Brantmeier, Professor, Applied Linguistics and Education, Professor, Romance Languages (courtesy), Professor, Psychology (courtesy), Faculty, International and Area Studies Program, Director of Applied Linguistics

Andrew C. Butler, Associate Professor of Education, Associate Professor of Psychological & Brain Sciences

Garrett Albert Duncan, Associate Professor of Education, Associate Professor of African & African-American Studies

Ebony M. Duncan-Shippy, Assistant Professor of Education

Mary Ann Dzuback, Associate Professor, Education, Associate Professor, History

Rowhea Elmesky, Associate Professor, Education, Director, Educational Studies Honors Program

Odis Johnson, Director of Graduate Studies, Associate Professor, Education, Associate Professor, Sociology

Tamara L. King, Associate Vice Chancellor Student Support and Wellness, Division of Student Affairs

Steve Malter, Senior Associate Dean of Undergraduate Programs, Olin Business School

Jillian Martin, Assistant Director of Strategy and Evaluation, Gephardt Institute for Civic/Community Engagement

Emelyn dela Peña, Associate Vice Chancellor for Student Affairs and Dean of the Center for Diversity and Inclusion, Division of Student Affairs

Michelle Purdy, Assistant Professor, Education, Director, Undergraduate Educational Studies

William F. Tate, Dean of the Graduate School of Arts & Sciences and Vice Provost for Graduate Education, Edward Mallinckrodt Distinguished University Professor in Arts & Sciences

Holden Thorp, Provost, Professor of Chemistry, Professor of Medicine, Washington University School of Medicine

Lori S. White, Vice Chancellor for Student Affairs, Professor of Practice of Education

Mark Wrighton, Chancellor, Professor of Chemistry

VIII. Evaluation of Program
Graduate Certificate Program in Higher Education Proposal

Course evaluations will be reviewed regularly, and upon completion of the program students will be provided an opportunity to provide quantitative and qualitative feedback about the program and recommendations for program improvement. Those teaching in the program will serve as a GCHE advisory board and meet regularly to review program feedback and to determine the need for any program adjustments.

IX. Administrative

The Department of Education serves as the academic home of the certificate program. The Director of Graduate Studies will work with the certificate program's co-directors to mentor and advise students. The majority of full-time students receive financial support through financial assistance, grants, loans, or Federal Work Study Program opportunities. Financial assistance in the form of fellowships and mentorship are offered annually on a competitive basis through the Graduate School from government, private, unrestricted or endowed sources. Also available are scholarships, fellowships, and clinical internships in applied social sciences, and grants and fellowships in national competition and loans.