The 5th meeting of the Graduate Assembly for the 2017-2018 academic year will be held on Wednesday, April 25, 2018, at 1:30 p.m. in the Lee Jamail Academic Room, Main Building, Rm. 212.

There will be cookies and beverages served after the meeting

Order of Business

I. Approval of the minutes of the March 28, 2018 meeting

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

III. Report of Chair (Hal Alper)
   A. Condolence Statement for Robert Young

IV. Academic Committee (James Cox)
   A. Proposal for closure of the Master of Science in Applied Physics degree in the College of Natural Sciences
   B. Proposal to create Master of Science in Health Care Transformation (MSHCT) Option III degree
   C. Proposal to create an MD/MSHCT dual-degree arrangement
   D. Proposal to create a Master of Science in Energy Management (MSEM) Option III Degree
   E. Report regarding the proposal to establish room-share arrangement for Nursing DNP Option III Program
   F. Report on policy development: graduate certificate programs
   G. Report on policy development: program closure procedures

V. Administrative Committee (Darla Castelli)
   A. Report on proposal to require an annual review for all graduate students.
   B. Proposal to modify the embargo policy to extend the length of embargo to up to 7 years, and for the student to decide on embargo at the oral defense in consultation with the supervising committee.

VI. Admissions and Enrollment Committee (Catherine Weaver)
   A. Proposal to waive the GRE/GMAT requirement for select applicants to the Master of Science in Health Care Transformation (MSHCT) program
   B. Proposal to waive the GRE requirement for applicants to the Playwriting area of Theatre & Dance
VII. Graduate Student Assembly (Regina Mills)

Announcement of the new GSA leadership for 2018-2019

VIII. Adjournment.

*Friendly reminder: There will be cookies and beverages served after the meeting.*
Condolence statement for Robert Young, co-authored by Jim Cox and Allen Cole:

The Graduate Assembly wishes to extend our deep and heartfelt condolences to the Robert Young family. At UT and on the Graduate Assembly, we knew Robert as a thoughtful, kind, funny, and wise colleague who was deeply committed to his research and to educating and equipping students to make significant contributions to the collective good. We miss Robert and grieve with you.
Proposal to Close the Master of Science in Applied Physics (MSAP) Degree Program
Summary for Graduate Assembly

In May 2017 the Texas Higher Education Coordinating Board (THECB) recommended closure of the Master of Science in Applied Physics (MSAP) degree program due to the low number of degrees awarded over time. The THECB defines a low-producing Master’s program as one that produces fewer than 15 graduates in 5 years.

Following receipt of the THECB’s recommendation, and pursuant to the Graduate School’s procedures for initiating the closure of a graduate-level academic program, the Graduate School solicited recommendations from the Dean of the College of Natural Sciences, the Department Chair in Physics, and the Graduate Studies Committee (GSC) for the graduate program in Physics. All three provided information confirming that they support (or do not object) to the proposed program closure, effective fall 2018. Rationale for supporting the THECB’s recommendation include the following:

- No program applications have been received since 2009.
- There is one currently enrolled student who plans to graduate in spring 2018.
- The Physics faculty voted to close the Applied Physics program in December 2017. The vote was 25 in favor and 0 against, with 18 abstentions.
- No faculty will be impacted by the program closure because no tenured or tenure-track faculty are currently associated with the Applied Physics program.

The closure of the MSAP program will not impact other graduate programs offered by the Department of Physics. They will continue to offer the Master of Arts (MA) and Doctor of Philosophy (PhD) degrees in Physics.

The Faculty Council is charged, specifically, with considering issues and policies outlined in HOP 2-2230, Threatened Faculty Retrenchment. A copy of the THECB’s proposal and UT Austin’s supporting recommendations have been submitted to the Office of the General Faculty for consideration by the Faculty Council.

A complete copy of the proposal and related recommendations are available in the Office of Graduate Studies. Contact Michelle Broadway, Assistant Dean, at mbroadway@austin.utexas.edu or 232-3625 for additional information.
The purpose of health care is to improve health. In health care, value is created by efficiently improving meaningful health outcomes for patients and families. Services that create higher value transform health care to achieve better health, reduce racial disparities, and slow progression of chronic disease. Dell Medical School was founded with a vision of achieving better health for the people of Central Texas and training leaders to transform health care. Traditionally, medical schools do not train transformational leaders. But health care desperately needs a fundamental transformation of care delivery. Existing health-focused Master of Business Administration and Master of Health Administration programs teach students to work within the current structure and to manage by dividing value among providers, suppliers, payers, and government. The proposed program is the first graduate degree program in health care to teach the design, management, leadership, communication, and measurement skills needed to create dramatic increases in value for patients and lead a systemic restructuring of care delivery. Together, the McCombs School of Business and the Dell Medical School faculties are pursuing a unique program bringing the power of business and communication acumen to the purpose of creating high value health care.

The faculty of Dell Medical School and the McCombs School of Business are proposing the creation of a 12-month option III (non-formula-funded) Master of Science in Health Care Transformation (MSHCT) degree program. The educational objective of this advanced degree is to provide a venue for emerging leaders and physicians-in-training to pursue a degree program that provides the skills needed to lead the transformation of the health system. The MSHCT degree seeks to enroll working professionals from all segments of the health care industry, including clinicians, administrators, payers, consultants, drug and device manufacturers, entrepreneurs, health IT services, and policy or government leaders. In addition, the program will be available as a third-year option for medical students at the Dell Medical School as well as residents and fellows completing their post-graduate medical education. Courses comprising the 30-hour program of work will be taught by UT Austin faculty from the Dell Medical School, McCombs School of Business, Moody College of Communication, and Steve Hicks School of Social Work in addition to qualified health-sector leaders who are approved to teach graduate-level courses. The required courses include an experiential learning project aimed at implementing an actionable change within a health care system. As with other Option III degrees, the MSHCT program will be offered in a hybrid platform with a combination of online and face-to-face delivery. Students will attend classes on campus several times a semester and complete online offerings in between residential periods. Online content will comprise less than half of the total credit hours required for the degree. The cohort-based program design will foster networks aimed at creating alumni learning communities.

The proposed MSHCT program will combine Dell Medical School’s pioneering approach to health and health care with the business, management, and leadership expertise of faculty at the McCombs School of Business. The proposed MSHCT program offers a comprehensive curriculum of analytics, design, business, and policy around frameworks of value-based care that emphasize organizing care consistently with how patients experience their health challenges. The proposed program will train industry professionals and leaders to examine, diagnose, and find solutions to the challenges of creating value in health care; to design health care systems that improve health equity and access, to measure outcomes and costs; to apply skills in business and leadership to the health sector; and to lead ongoing improvement in health outcomes to ultimately transform health care delivery. An integrated curriculum and set of new case studies will be developed for the proposed program. Courses will be led by at least two faculty each, providing multiple opportunities for interdisciplinary research collaboration.

The program is proposed with the support of the Dean of Dell Medical School, Clay Johnston, the Dean of the McCombs School of Business, Jay Hartzell, and faculty from Dell Medical School and the McCombs School of Business.

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.
Proposal to Establish a MD/MSHCT Degree Program between the Dell Medical School and the McCombs School of Business at The University of Texas at Austin

SUMMARY

This proposal is a request to establish an MD/MSHCT dual-degree program between the McCombs Business School and the Dell Medical School (DMS) at The University of Texas at Austin. A Doctor of Medicine (MD) degree program coupled with a Master of Science in Health Care Transformation (MSHCT) degree program will produce physicians and industry professionals who are able to transform health care systems and create solutions that improve value for patients, health care systems, and populations. Students will be trained to examine the opportunities and challenges of creating value in health care; identify solutions, measure outcomes that matter to patients, analyze data, and connect health success to financial success; apply skills in finance, accounting, negotiations, and team leadership in the health sector; lead system change to transform care delivery, improve health outcomes, and accelerate professional learning. A dual-degree oversight committee that includes faculty from both participating programs will administer the MD/MSHCT program.

The Dell Medical School MD curriculum is 4 years. The third year, also called the “Growth Year,” provides students the opportunity to individualize experiences in Innovation, Leadership, and Discovery (ILD). A student can choose to pursue one of several dual-degree programs, (MD/MBA, MD/MPH, MD/MEd, MD/MSE), conduct research, or engage in a distinction project. With this proposal, faculty from the Dell Medical School and the McCombs School of Business propose the creation of an MD/MSHCT dual-degree option that will produce physicians who are trained to redesign health care for the purpose of achieving improved health and health outcomes.

The curriculum of the MSHCT degree has been developed for delivery in a format that is compatible with the MD 3rd-year requirements. The DMS-MD degree requires 130 weeks of instruction; and the MSHCT degree requires completion of 30 credit hours of coursework. Students will progress through the dual-degree curriculum by initially taking coursework in the Dell Medical School, followed by MSHCT coursework in the McCombs School of Business during year 3, and then complete requirements of the MD degree during year 4. Both degrees will be awarded simultaneously at the end of year 4 when the requirements of both degrees have been met.

DMS students will first be eligible to enter into the dual-degree program in AY 2019-2020. The MSHCT degree program will not displace any existing programs, as these courses will be offered for the first time at The University of Texas at Austin. It is expected that 5-10 students will enroll initially in the MD/MSHCT dual-degree program, with growth in participation increasing over to 15 students. The application process for DMS-MD students will require submission of an online application, an essay, and official transcripts to the Graduate and International Admissions Center. Medical school applicants must meet the minimum requirements for admission established by the Graduate School at the University of Texas at Austin; however, the requirement for an official score on the GRE/GMAT will be waived. A subgroup of the Graduate Studies Committee for the graduate program in Health Care Transformation will review applications to the dual-degree program during the regular admissions cycle and admissions decisions will be made in consultation and coordination with the MD/MSHCT dual-degree oversight committee.

All necessary facilities, equipment, faculty and staff are in place or have been included in the MSHCT (Option III) degree proposal. No additional resources will be required to implement the dual-degree arrangement.
Proposal to Create a Master of Science in Energy Management (MSEM) Degree

Graduate Assembly Summary

The McCombs School of Business at the University of Texas proposes to offer an option III (self-funded), interdisciplinary, one-year Master of Science in Energy Management (MSEM) degree that is specifically designed to prepare motivated recent graduates for a business career in the energy sector. The MSEM program will feature specialized courses delivered in a face-to-face format on the UT Austin campus. Similar to McCombs’ full-time MBA program, the MSEM program will be administered by the McCombs School of Business, rather than a particular department, due to the program’s breadth across all business disciplines, as well as engineering, geology, law and policy. Students in the MSEM program will focus on the energy sector as they study finance, economics, geology, energy and environmental policy and regulation, contracts, and oil and gas operations. The MSEM program requires 35 hours of coursework without a thesis and, therefore, can be completed in less than 12 months.

The objective of the proposed MSEM degree program is to provide a one-year degree in energy management with a curriculum that is focused on practical training over research. This approach may reduce the total tuition that students pay to earn an advanced energy degree, lasts less than one year, does not require work experience or a thesis, and will provide an array of interdisciplinary courses that do not require prerequisites outside of the program coursework. All courses required in the MSEM program are being developed in conjunction with this proposal and have not been offered at the University of Texas at Austin in the past. These courses will be added to the University’s course inventory system for delivery in fall 2019. Initially, all courses will be delivered face-to-face on the UT Austin campus in McCombs-owned classroom space. Based on student demand, the McCombs School may seek approval to provide remote-delivery options in the future.

Admissions criteria and procedures for the MSEM program will be consistent with standards set forth by the Graduate School; however, pending approval by the Admissions Committee, a waiver of the GMAT/GRE test scores may be granted to a limited number of undergraduate applicants from UT Austin who meet specified criteria. The McCombs School expects to enroll about 30 students in the first year of the MSEM program and to grow to 60 students within 4 years. Conservative projections suggest that the proposed Option III (self-funded) program will break even in the first year of operations and will generate positive cash flow for the McCombs’ energy activities that support the research, teaching and service missions of the University.

A new graduate studies committee (GSC) has been proposed for the new graduate program in Energy Management. As an option III (self-funded) degree program, all faculty teaching in the program will do so on an overload basis.

The MSEM proposal is endorsed by Jay Hartzell, Dean of the McCombs School of Business, and Sharon Mosher, Dean of the Jackson School of Geosciences. The proposal also includes endorsement from the deans and department chairs of faculty who have agreed to teach in the MSEM (Option III) program. If approved, the MSEM degree program will be implemented in fall 2019 following publication in the 2019-21 Graduate Catalog.

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.
February 13, 2018

Graduate Dean, Dean Neikirk, Ph.D.
The University of Texas at Austin
Executive Vice President and Provost
1 University Station, G100
Austin, TX 78712

Re: Proposal to Revise the existing Doctorate of Nursing Practice (DNP) Option III Program (room-share arrangements)

Dear Dean Neikirk:

We are submitting a request to modify the existing Doctorate of Nursing Practice (DNP) Option III degree program, specifically to allow for a room-share arrangement between Option I (state-funded) courses and Option III (program-funded) courses. As explained in the attached proposal, the room-share arrangement will not adversely impact on Option I students.

Alexa Stuifbergen, Ph.D.
Dean
School of Nursing

Patricia Carter, Ph.D.
GSC Chair
School of Nursing

Jane D. Champion, Ph.D.
Program Director - DNP
School of Nursing

Gayle Acton, Ph.D.
Assistant Dean for Graduate Programs
School of Nursing
Proposal to Revise an Existing Option III (Self-Funded) Degree Program

I. Provide a brief description of the option III graduate degree program for which changes are being proposed, including the semester and year in which program was implemented and the date of the program’s most recent review.

Doctorate of Nursing Practice (DNP)
Program Approval Date: September 2015
Program Start Date: January 2016
Program review date (most recent) Not applicable

II. Describe proposed changes to the program, providing the rationale for each change.

We would like to allow room-share arrangements between Option I (state-funded) courses and Option III (program-funded) students. The following room-share arrangement is the one for which we seek approval:

(1) **Option I Teaching courses (taught in-load) that can be taken by Option III DNP students.**

We currently request room-share agreements for:
1. N390L Educator as Leader
2. N390M Teaching & Learning in Practice Settings
3. N390N Teaching & Learning Strategies in Academic Settings

This arrangement will allow our Option III Doctorate of Nursing Practice (DNP) students to participate in the Nurse Faculty Loan Program (NFLP) granted by the Health Services Resources Administration (HRSA) of Health and Human Services (HHS). Students who participate in NFLP commit to a full time academic career for 3 years post graduation and in return get 80% school loan forgiveness. One requirement of the NFLP is that students complete 3 graduate level teaching courses, if not already completed as part of a prior master's degree. The School of Nursing offers 3 teaching courses, commensurate with the NFLP education course requirements. Additionally, after taking three graduate level teaching courses, the Option III students will be eligible to sit for national certification as a Certified Nurse Educator through the National League for Nursing. This certification will enhance career opportunities for the Option III DNP students.

One of these courses is a requirement for Option I MSN students in our Leadership in Diverse Settings track, but is also taken by other graduate students as an elective. The other two teaching courses are elective courses for any graduate nursing student. This will allow DNP students not participating in the NFLP to also take teaching electives if they so desire. There are no seating limits in any of the teaching courses in this room-sharing proposal.
III. When proposing room-share arrangements between option III (self-funded) and option I (state-funded) courses, provide the following information:

A. Describe the impact on students and considerations of teaching load and compensation for faculty.

The only impact on students will be positive, due to the ability of Option III students to take Option I courses.

- There will be no displacement of Option I students from Option I courses. All Option I teaching courses are open to all nursing students as electives. There are no seating limits.

- All costs associated with Option III enrollment will be covered by the Option III budget. For the faculty that teach Option III students in addition to Option I students, a Teaching Assistant will be assigned to the faculty to reduce the burden of having Option III students. Additionally, the Option I students will benefit from having support from both the faculty and the TA.

- At times in the past, the teaching electives have only had low Option I enrollment and thus, the teaching elective was cancelled. With Option III student enrollment allowed in the elective teaching courses, the likelihood is higher that the elective will "make". Thus the Option I students will benefit from being able to take the teaching elective when otherwise it might be cancelled.

By guaranteeing that the Option III budget will cover any additional costs associated with Option III enrollment in state-funded courses, we are making a commitment to protect the rights of teaching faculty who will be involved in these room-share arrangements.

B. Describe the limits, if any, that will be placed upon the percentage of room-share courses that may be included on the program of work. (The Revised Guidelines for Option III Graduate Degree Programs, 2012, establish a 20% limit on such courses.)

The maximum number of Option III students allowed in an Option I course through an established room-share arrangement will be (1) 20% of Option I enrollment for a course with enrollment of more than 10 students (capped at a maximum of 10 Option III students) or (2) two Option III students for an Option I course with enrollment of 10 or fewer students. Option I students would not have any explicit limits, except by the requirements of their program of study.
C. Describe the process whereby option III students will obtain the permission of the instructor of record when registering for courses offered via with room-share arrangements.

After a course has been deemed eligible by the Chair of the Graduate Studies Committee and its instructor has given his/her approval of a room-sharing arrangement, Option III students must apply to take the desired Option I courses. The course faculty teaching the teaching electives will approve Option III student enrollment in Option I teaching classes.

D. Describe how room-share arrangements will be managed to ensure that option III (self-funded) students do not displace option I (state-funded) students in the classroom. All 3 teaching courses can be taken as an elective by any student in the School of Nursing and there are no seating limits for these courses, thus, no Option I student can be displaced by an Option III student.

E. Provide acknowledgement that the proposed room-share arrangement will be subject to review by the Academic Committee every 3.5 years as part of the 7-year graduate-program review cycle.

The proposed room-share agreement will be subject to review by the Academic Committee every 3.5 years as part of the 7-year graduate-program review cycle.

IV. Provide confirmation that the program is currently operating in compliance with the Revised Option III Guidelines (Rev. 2016) as it relates to courses/curriculum, admissions, administration and review, program costs and budget, and student restrictions. Alternatively, describe how the program will modify its current operation to satisfy the requirements of the revised guidelines.

Confirmed. There are no associated changes to the program description, costs, and/or budget.

V. Provide confirmation that all option III courses will be taught on a voluntary, overload basis.

All Option III courses will continue to be taught on a voluntary basis. Courses will be taught on a overload basis, or if taught in load, funds from Option III budget will reimburse the Option I teaching budget.

VI. Provide confirmation that the revised program budget, if any, has been approved by the Provost's Office.

Not applicable, as there is no change to the budget.
Proposed Changes to the Embargo Policy

Request for the Graduate Assembly and Graduate Administrative Committee to discuss an alternative embargo policy.

Issues:
Three issues have emerged since the 2015 Graduate Assembly revision of the embargo policy:

1. Students need to be informed of their options for embargo by experts in their field.
   **Proposed change:**
   We are requesting that the determination of the length of time to delay publication be made at the conclusion of the oral defense, when the dissertation chair, student, and committee members are present. The signed letter from the student’s supervisor supporting the embargo would specify the length of the requested embargo.

2. Effective fall 2015, the request for embargo was changed from 1 to 2 years. It has come to our attention that the 2-year delay of publication may not be long enough for UT graduates in some academic fields, such as the arts and humanities, to be successful in their pursuit of publication, because of restrictions and/or holds from publishing companies.
   **Proposed change:**
   We are requesting that the length of the embargo be extended up to a maximum of 7 years.

3. **Proposed Change:** An author may petition to extend the embargo beyond the initial requested length, up to a maximum of 7 years.
March 27, 2018

Dear Dean Smith:

On behalf of the Dell Medical School and the McCombs School of Business, we request approval for a waiver of the GRE/GMAT/MCAT as a mandatory admissions requirement for select applicants to the proposed Option III Master of Science in Health Care Transformation (MSHCT) program. This Option III graduate program is aimed at teaching individuals who already have at least three years of work experience in the health care sector or currently are Dell Medical Students in their third year. We do not intend to automatically waive the GRE requirement for applicants, but rather ask that the program director be allowed to waive the requirement for applicants who have clearly demonstrated their abilities via other methods.

The goal of the MSHCT program is to admit applicants who are already positioned or soon will be positioned to lead change in health care. They must have the academic and analytic ability to complete the rigorous coursework, and they also must have some experience or knowledge of how they personally will be able to effect health care change.

The program is designed for two groups of students. The first group is comprised of third-year students at Dell Medical School at UT Austin. Previous legislation already has approved waiving standardized test scores for other dual-degrees with the Dell Medical School MD program, and was based on the fact that these students have already taken the MCAT, which was approved as a substitute for the GRE or GMAT.

The second group of students is made up of working professionals who already have significant experience working in the health sector. If this proposal is approved by the Graduate Assembly Admissions Committee, the program director would have the ability (but would not be required) to waive the GRE requirement for applicants who meet all other requirements and who:

1) are in their third year at Dell Medical School, or
2) are working professionals in the health care sector who either:
   a. hold an advanced degree at time of application (master’s, PhD, MD, or other terminal degree); or
   b. have at least 5 years of work experience in the health sector.
Standardized tests are only one component of a holistic application process in which many other factors are considered for admission. Our goal is to recruit and admit high-quality students who will be successful in the MSHCT program and at The University of Texas at Austin. Those students also must be in a position where they will be able to affect change in the health care system. Dell Medical Students already are learning about health care transformation and will eventually hold roles where they are able to enact change. The students who are currently working professionals in the health care system will remain in their jobs during their time in the program, and will be evaluated, in part, on whether they have the experience and hold positions that will lead to leadership opportunities.

Given this admissions approach, we are confident we will attain our most qualified student body if we have discretion to waive standardized testing for otherwise highly-qualified individuals who already have an advanced degree or who have more than five years of work experience. Those with a master’s degree or higher from an accredited school have already shown they can be successful in a graduate program. Individuals with more than five years of experience in the health care sector who show they have progressed in their careers and have the potential to hold or already are in positions of leadership will contribute important insights about the workings of such systems and the opportunities for change and improvement.

A detailed proposal is attached for your review.

Jay C. Hartzell, PhD
Dean
Professor of Finance
Centennial Chair in Business Education Leadership
McCombs School of Business

S. Claiborne "Clay" Johnston, MD, PhD
Dean
Vice President for Medical Affairs
Professor of Neurology
Frank and Charmaine Denius Distinguished Dean’s Chair in Medical Leadership
Dell Medical School

Elizabeth Ann Nelson, MD
Chair, Undergraduate Medical Education Committee (initial GSC for the proposed program)
Associate Dean for Undergraduate Medical Education
Associate Professor of Medical Education and of Medicine
Dell Medical School
Proposal to Waive GRE Requirement
Playwriting Concentration of MFA in Theatre
April 2018

The Department of Theatre and Dance requests approval from the Graduate Assembly to waive the GRE admissions requirement to students applying for the Master of Fine Arts in Theatre and Dance with an emphasis in Playwriting. The Graduate Studies Committee, the Department Chair, and the Theatre and Dance Graduate curriculum committee approved the proposal.

Rationale
The proposal outlined the purpose and goals of the program’s request, evidence from competing programs that do not require the GRE, and research suggesting that waiving the GRE will help to diversify and support the competitive applicant pool in Playwriting. No longer requiring the GRE will bring the playwriting program admission standards into alignment with other terminal MFA programs in Theatre, which have approved GRE waivers. Examples include Brooklyn College, Brown University, Carnegie Mellon University, Columbia University Northwestern University, University of Iowa and University of California San Diego. It would also bring the Playwriting concentration in line with the other MA programs in Theatre and Dance, which currently all have GRE waivers. Additionally, the program notes that they have lost five highly competitive applicants over the last two years due to the GRE requirement. The goal is to strengthen their ability to compete for the students who choose instead choose to apply to programs who have waived the requirements.

Admissions Process
The playwriting program currently requires applicant’s submit at least:
- one full-length play;
- a two-page statement of purpose outlining the applicant’s educational and professional goals, philosophy and/or personal theatre aesthetic;
- three recommendations written by those who can speak most authoritatively about the applicant’s background, training, professional experience and potential for a career in theatre;
- a professional resume;
- official college transcripts from all colleges and universities attended, both at the undergraduate and graduate levels.

GRE numerical indicators (quantitative, verbal, analytical) do not provide cogent information about a playwright applicant’s suitability for the program that is not already well indicated by the other admission materials required. The playwriting program does not believe that the GRE is a strong predictor of success in creative fields – a conclusion backed by several studies cited in the proposal.

The program notes that they consistently find that the best predictors of success in the MFA Playwriting program are students’ submitted plays (writing samples); letters of recommendations from peers, professors and colleagues in the field; personal statement of purpose; and professional experience in the field or undergraduate university. Moreover, they feel their in-depth interview process helps faculty assess student preparedness for graduate study in playwriting.

Wording on all MFA (Playwriting) admissions materials would change to:
Graduate Record Examination (GRE) is accepted but not required. Please note that applications with non-traditional transcripts or undergraduate upper division coursework GPAs below 3.0 may be strengthened by scores on the GRE.

(A complete copy of the proposal is available in the Office of Graduate Studies.)