February 24, 2014

Dr. Pedro Reyes  
Executive Vice Chancellor for Academic Affairs  
The University of Texas System  
OHH 304 (P4300)

Dear Dr. Reyes:

Enclosed for your consideration and approval is a proposal to add a Public Policy Certificate Program to the Bridging Disciplines Program (D 11313-11320) in the College of Undergraduate Studies section in the 2014-2016 Undergraduate Catalog.

On February 24, 2014, Faculty Council approved this proposal on a no-protest basis. This proposal was classified as being of general interest to more than one school or college. Final approval of this change resides with the University of Texas System.

Sincerely,

[Signature]

Gregory L. Fenves  
Executive Vice President and Provost

GLF: kp/mi

Enclosure

ec:  
Allison Danforth, Manager of Reporting and Analysis, IMA  
Lincoln Holmes, Sr. Project Manager, IMA  
William Powers Jr., President

ec (letter only):  
Brent Iverson, Dean, College of Undergraduate Studies  
Brenda Schumann, Associate Registrar  
Dean Neikirk, Secretary to General Faculty, via Debbie Roberts
February 24, 2014

Gregory Fenves
Executive Vice President and Provost
The University of Texas at Austin
MAI 201
Campus Mail Code: G1000

Dear Dr. Fenves:

Enclosed for your consideration and action is a proposal to add a Public Policy Certificate Program to the Bridging Disciplines Program (D 11313-11320) in the College of Undergraduate Studies section of the Undergraduate Catalog 2014-2016. The proposal was classified as being of general interest to more than one college or school, and was approved by the Faculty Council on a no-protest basis on February 21, 2014. The authority to grant final approval of this addition resides with UT System.

Please let me know if you have questions or if I can provide other information concerning this legislation.

Sincerely,

Dean P. Neikirk, Secretary
General Faculty and Faculty Council

DPN:dlr

Enclosure

xc:
William Powers Jr., President
Charles Roeckle, Deputy to the President

cc (letter only):
Brent Iverson, dean, College of Undergraduate Studies
Alison Danforth, manager, IMA
Brenda Schumann, Associate Registrar
David Laude, Sr. Vice Provost, via Kati Pelletier
DOCUMENTS OF THE GENERAL FACULTY

REQUEST TO ADD A PUBLIC POLICY CERTIFICATE PROGRAM IN THE BRIDGING DISCIPLINES PROGRAM AND REQUEST FOR RECOGNITION ON THE UNIVERSITY TRANSCRIPTS

Dean Brent L. Iverson in the School of Undergraduate Studies has filed with the secretary of the Faculty Council the following changes to the School of Undergraduate Studies section in the Undergraduate Catalog, 2014-2016. On June 3, 2013, the college and the dean approved the changes. The secretary has classified this proposal as legislation as being of *general* interest to more than one college or school (but not for submission to the General Faculty).

The Committee on Undergraduate Degree Program Review recommended approval of the change on January 29, 2014, and forwarded the proposed changes to the Office of the General Faculty. The Faculty Council has the authority to approve this legislation on behalf of the General Faculty. The authority to grant final approval on this legislation resides with UT System.

If no objection is filed with the Office of the General Faculty by the date specified below, the legislation will be held to have been approved by the Faculty Council. If an objection is filed within the prescribed period, the legislation will be presented to the Faculty Council at its next meeting. The objection, with reasons, must be signed by a member of the Faculty Council.

To be counted, a protest must be received in the Office of the General Faculty by February 21, 2014.


Dean P. Neikirk, Secretary
General Faculty and Faculty Council

Posted on the Faculty Council website (http://www.utexas.edu/faculty/council/) on February 7, 2014.
out, and develop an understanding of the complexities and uncertainties of the political process. The program will be beneficial to students who aspire to positions in policy-relevant institutions such as government agencies, legislative offices, think tanks, and advocacy groups, and it will teach students who plan to work in business or nonprofit organizations how government works.

This BDP focuses on how change happens: how did a journalist’s inquiry into the effects of agricultural chemicals give rise to the environmental movement; how did a black woman’s refusal to yield her bus seat to a white man galvanize the civil rights movement; how did a diplomat’s cable about Russian history give rise to the policy of containment? Students will learn about the policy-making process, beginning with the point when someone senses a problem or an opportunity and begins to press the matter. They will then walk through the processes by which that sense of a problem is turned into a public policy issue through research, mobilization, the engagement of political leaders, and in some instances, the passage and implementation of new policy.

Our approach offers three advantages for the teaching of undergraduates. First, it introduces students to the idea that the way an issue is framed today is largely the result of the way an earlier set of issues was addressed, so a full understanding of the issue requires an awareness of roads not taken. For example, most of the students in a race policy class have heard about Rosa Parks, but few of them are aware that the leaders of the Montgomery Bus Boycott did not initially demand the desegregation of buses. If the city’s leaders had responded positively to the initial demands, the boycott would have ended uneventfully and Martin Luther King, Jr. may well have lived out his life as a Baptist preacher.

Second, this approach is empowering; it helps students appreciate the role that a few people armed with information and determination can play in bringing about change. That message is consistent with one of the University’s tag lines: “We don’t change the world. We change people, and they change the world.”

Third, we place as much emphasis on practice as on theory. Some of the instructors will be people who actually have been involved in political movements and who personify the leadership skills needed to bring about change. As part of our emphasis on the practice of policy making, we will expose students to policy documents—laws, regulations, budgets, court decisions—not just secondary analyses.

The Public Policy faculty panel, which will oversee this certificate, will work with students to tailor their course work to fit their interests, and to identify research and internship opportunities. BDP certificates combine courses that fulfill core requirements, electives, and a limited number of courses counting toward students’ majors with unique research and internships. With planning, the BDP should not add time to students’ UT careers. Rather, the BDP certificates are designed to help students choose the courses they already have to take in an integrated way, giving them the opportunity to develop a secondary area of specialization.

Our goal is to have the Public Policy BDP approved for recognition on students’ official transcripts. We would like to begin recognizing the Public Policy BDP on transcripts for students who graduate in Fall 2014. The Public Policy BDP certificate has been approved by the BDP Steering Committee, the Undergraduate Studies Advisory Committee, and the Interim Dean of Undergraduate Studies. This change affects pages 25-26 of the 2012-14 Undergraduate Catalog.

Although the Public Policy BDP will rely on courses from a variety of departments, this certificate will not have a significant effect on other colleges/schools or departments. BDP students have the opportunity each semester to request seats in courses that they plan to count toward their BDP certificate, and the BDP office in turn contacts department chairs to request seats in these courses. Typically, we only request a few seats (if any) in any given course for a semester, and the BDP office never guarantees that any student will have access to any specific course. Before we list any course as part of the BDP certificates, we contact the faculty teaching those courses to ensure that the course is appropriate to include.

For most parts of the Public Policy curriculum, students will be able to choose from among a variety of courses to satisfy any given requirement, and as a result, no one course is overloaded with demand. The only exceptions are the BDP 101 course, which is offered through the BDPs, and the P A 325: Intro to Public Policy course. Dr. Edwin Dorn, who is on the faculty panel overseeing this certificate, is developing the P A 325 course specifically for this BDP, and Dean Robert Hutchings supports the LBJ School offering this course regularly as part of its contribution to this program.
<table>
<thead>
<tr>
<th>Name of Faculty Member</th>
<th>College/Department</th>
<th>Title at UT Austin</th>
<th>Highest Degree and Awarding Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Reese* Chair</td>
<td>Comm/Journalism</td>
<td>Associate Dean Professor</td>
<td>Ph.D., University of Wisconsin at Madison</td>
</tr>
<tr>
<td>John Daly*</td>
<td>Comm/CMS</td>
<td>Professor, Texas Commerce Bancshares, Inc. Centennial Professor in Business Communication Frank A. Liddell, Sr. Centennial Professor in Communication Distinguished Teaching Professor</td>
<td>Ph.D., Purdue University</td>
</tr>
<tr>
<td>Martin (Randy) Cox</td>
<td>Comm/CMS</td>
<td>Senior Lecturer</td>
<td>M.A., University of Texas at Austin</td>
</tr>
<tr>
<td>Keri Stephens*</td>
<td>Comm/CMS</td>
<td>Associate Professor</td>
<td>Ph.D., University of Texas at Austin</td>
</tr>
<tr>
<td>Robert Jensen*</td>
<td>Comm/Journalism</td>
<td>Professor</td>
<td>Ph.D., University of Minnesota</td>
</tr>
<tr>
<td>Kris Wilson</td>
<td>Comm/Journalism</td>
<td>Senior Lecturer</td>
<td>Ph.D., University of Colorado at Boulder</td>
</tr>
</tbody>
</table>

10. **Academic Course Requirements:** Use this table to identify the courses that qualify for this certificate program.

<table>
<thead>
<tr>
<th>Course Abbreviation and Number</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDP 101</td>
<td>Public Policy: Race, Immigration, Citizenship</td>
<td>1</td>
</tr>
<tr>
<td>P A 325</td>
<td>Introduction to Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Various</td>
<td>6 credit hours connecting research or internship experience (see number 11 below for details)</td>
<td>6</td>
</tr>
<tr>
<td>Various</td>
<td>9 credit hours additional courses in a strand (see number 11 below for details)</td>
<td>9</td>
</tr>
</tbody>
</table>

11. **Other Certificate Requirements:**

All students are required to complete the following requirements:

1. At least nineteen credit hours of course work, to be distributed as follows:
   a. **Foundation Courses:** Four credit hours of foundation courses that introduce key concepts and skills/theories related to the interdisciplinary study of Public Policy. Students take both of the following courses:
      i. Forum Seminar (one credit): BDP 101: Public Policy; Race, Immigration, Citizenship; or another course approved by the Public Policy faculty committee.
      ii. Public Policy Foundation Course (three credits): P A 325: Introduction to Public Policy; or another course approved by the Public Policy faculty committee.
   b. **Connecting Experiences:** Six credit hours of coursework in undergraduate research and/or internships that connect students' Public Policy BDP to their major field. Connecting Experiences are designed to be individualized based on the student's interests and goals, and a variety of course numbers offered through the BDPs (BDP 320, 320F, 321, and 321F) and in departments across the University may be used. All students must write a 3-5 page essay reflecting on the experience, in addition to the academic requirements specified by the faculty member supervising the student and assigning a grade.
   c. **Courses in a Strand:** Nine credit hours of approved courses in a strand that allow students to focus their remaining BDP course work. Students will work with their BDP advisor and the faculty panel to design an interdisciplinary strand that allows them to pursue their interests, and at the same time exposes them to multiple areas of concern related to public policy. In designing their strand, all students must choose courses from two or more of the following categories: Communication Policy; Community and Urban Policy; Economic Policy; Education Policy; Race, Immigration, and Citizenship; Science and Technology Policy; and
On page 8 of the Moody College of Communication catalog under Concentrations and Certificates (after Communication and Society Concentration), please add the following:

CERTIFICATE IN COMMUNICATION AND SOCIETY: SCIENCE COMMUNICATION

The certificate in Communication and Society: Science Communication is designed to help prepare students with undergraduate studies in a sciences-related field to effectively communicate science topics to a variety of audiences by utilizing professional communication techniques and tools. Students will gain an understanding of contemporary communication issues that may impact their field, and gain advanced skills to enhance their communication with the public, whether through traditional media, new media, or in person. This program is open only to students with majors in the College of Natural Sciences.

The certificate program requires eighteen semester hours of coursework. Nine hours must be taken at the upper-division level and at least nine hours must be taken in residence. The certification requirements are:

1. Six hours of coursework chosen from the list of approved Issues in Communication courses available in the Moody College of Communication;
2. Nine additional hours coursework chosen from the list of approved Communication Tools courses available in the Moody College of Communication;
3. COM 350, Communication Internship (requires approval of the certificate committee; prior approval is recommended);
4. All courses must be taken for a letter grade, and only courses with a grade of C or better will be counted.

Students pursuing the certificate may enroll in any of the approved courses for which he or she meets the prerequisite. The student must have a University grade point average of at least 2.25 to enroll in any upper-division course in the college.

The student must submit an application form online to the Student Advising Office in order to enroll in the Communication and Society: Science Communication certificate program.

Students must apply for the transcript-recognized academic certificate at the time they complete their degree or the certificate program, whichever comes later.

Students should consult the Student Advising Office for additional information about the program and the coursework that meets certificate requirements. The courses that may be counted toward the certificate include, but are not limited to, the following:

Issues in Communication group

CMS 315M, Interpersonal Communication Theory
CMS 322E, Communication and Ethics
CMS 334K, Nonverbal Communication
CMS 338, Stories of Leadership
CMS 344K, Lying and Deception in Human Interaction
CMS 353S, Social Media and Organizations
J 301F, Fundamental Issues in Journalism
J 346F, Reporting on the Environment
J 346G, Domestic Issues & Global Perspectives
COM 319S, Topics in Communication (Study Abroad) (requires approval of the certificate committee; prior approval is recommended)
COM 329S, Topics in Communication (Study Abroad) (requires approval of the certificate committee; prior approval is recommended)

Communication Tools Group

CMS 306M, Professional Communication Skills
CMS 340, Advanced Presentation Skills
CMS 332, Argument and Advocacy
CMS 337, Communicating to Build Sales Relationships
CMS 347K, Theories of Persuasion