Format for the Graduate Degree Program Proposal

**The proposal must adhere to the following specifications.** Failure to do so will result in the return of the proposal to campus and an associated delay of at least one to two months in the review process. The following items[[1]](#footnote-1) should be included in a single PDF file:

Title

A proposal for a program of graduate studies in (e.g., English) for the (e.g., M.A., Ph.D.) degree(s).

Date of Preparation

Contact Information Sheet

A contact information sheet with the lead proponent clearly identified; at least one Academic Senate member must be identified as a contact person.

Section 1. Introduction

A statement setting forth the following:

1) Aims and objectives of the program. Any distinctive features of the program should also be noted.

2) Historical development of the field and historical development of departmental strength in the field.

3) Timetable for development of the program, including enrollment projects. Consistency of these projections with the campus enrollment plan. If the campus has enrollment quotas for its programs, state which program(s) will have their enrollments reduced in order to accommodate the proposed program.

4) Relation of the proposed program to existing programs on campus and to the Campus Academic Plan. If the program is not in the Campus Academic Plan, why is it important that it be begun now? Evidence of high campus priority. Effect of the proposed program on undergraduate programs offered by the sponsoring department(s).

5) Interrelationship of the program with other University of California institutions, if applicable. The possibility of cooperation or competition with other programs within the University should be discussed. Proponents should send copies of their proposal to all departments on other campuses offering similar degrees. Review letters should be obtained from chairs of such departments and these letters should be attached to the proposal. In order to expedite CCGA’s review process, program proposers may wish to ask chairs who write review letters to address the review criteria that are listed in the sample letters in Appendix M.

6) Department or group which will administer the program.

7) Plan for evaluation of the program within the offering departments(s), by the Academic Senate and campus wide.

Section 2. Program

A detailed statement of the requirements for the program including the following:

1) Undergraduate preparation for admission.

2) Foreign language. “CCGA recognizes that foreign language competence may be an important element of graduate education of doctoral programs. It is the responsibility of the Divisional Graduate Councils to insure that the proponents of new doctoral programs have carefully considered the value of a foreign language requirement. We shall assume that when a proposal for a new doctoral degree has been forwarded to CCGA, this issue has been addressed and resolved to the satisfaction of the Division. Divisional Graduate Councils should apply the same standard adopted for new programs in reviewing existing doctoral programs” (CCGA Minutes, 5/14/85, p.6)

3) Program of study:

a) Specific fields of emphasis

b) Plan(s): Master’s I and/or II; Doctor’s A or B

c) Unit requirements

d) Required and recommended courses, including teaching requirement

e) When a degree program must have licensing or certification, the requirements of the agency or agencies involved should be listed in the proposal, especially the courses needed to satisfy such requirements (CCGA Minutes, 1/17/78, p.5)

4) Field examinations – written and/or oral.

5) Qualifying examinations – written and/or oral.

6) Thesis and/or dissertation.

7) Final examination.

8) Explanation of special requirements over and above Graduate Division minimum requirements.

9) Relationship of master’s and doctor’s programs.

10) Special preparation for careers in teaching.

11) Sample program.

12) Normative time from matriculation to degree. (Assume student has no deficiencies and is full-time.) Also specify the normative lengths of time for pre-candidacy and for candidacy periods. (If normative time is subsequently lengthened to more than six years, prior approval of CCGA is required.) Other incentives to support expeditious times-to-degree: what policies or other incentives will assure that students make timely progress toward degree completion in the proposed program?

Section 3. Projected need

A statement setting forth the following:

1) Student demand for the program.

2) Opportunities for placement of graduates. It is important for proposals to provide detailed and convincing evidence of job market needs. This is especially true for programs in graduate fields now well represented among UC campuses and California independent universities, as well as programs in the same field proposed by more than one campus. If UC already offers programs in the field, what are their placement records in recent years? What recent job listings, employer surveys, assessments of future job growth, etc. can be provided to demonstrate a strong market for graduates of this program, or for graduates of specialty areas that will be the focus of the program?

3) Importance to the discipline.

4) Ways in which the program will meet the needs of society.

5) Relationship of the program to research and/or professional interests of the faculty.

6) Program Differentiation. How will the proposed program distinguish itself from existing UC and California independent university programs, from similar programs proposed by other UC campuses? Statistics or other detailed documentation of need should be provided.

Section 4. Faculty

A statement on current faculty and immediately pending appointments. This should include a list of faculty members, their ranks, their highest degree and other professional qualifications, and a citation of relevant publications; data concerning faculty should be limited to only that information pertinent to the Committee’s evaluation of faculty qualifications. If proposers wish to submit full CVs for participating faculty, they should combine the CVs into a single, separate PDF supporting document, to be submitted simultaneously with the proposal.

For group programs only, one copy of letters from participating faculty indicating their interest in the program should be included. MOUs for teaching resources required to administer the graduate program curriculum must be provided by each of the affected departments. In addition, comments from all chairs of departments with graduate programs closely related to or affected by the proposed program should be included.

Section 5. Courses

A list of present and proposed courses including instructors and supporting courses in related fields. The catalog description of all present and proposed courses that are relevant to the program should be appended, along with descriptions of how the courses will be staffed and how the staffing of the program will affect existing course loads, as well as descriptions of the relationship of these courses to specific fields of emphasis and future plans.

Section 6. Resource requirements[[2]](#footnote-2)

Estimated for the first 5 years the additional cost of the program, by year, for each of the following categories:

1) FTE faculty

2) Library acquisition

3) Computing costs

4) Equipment

5) Space and other capital facilities

6) Other operating costs

Indicate the intended method of funding these additional costs.

If applicable, state that no new resources will be required and explain how the program will be funded. If it is to be funded by internal reallocation, explain how internal resources will be generated.

State Resources to Support New Programs. The resource plan to support the proposed program should be clearly related to campus enrollment plans and resource plans. Campuses should provide detailed information on how resources will be provided to support the proposed program: from resources for approved graduate enrollment growth, reallocation, and other sources. What will the effects of reallocation be on existing programs? For interdisciplinary programs and programs growing out of tracks within existing graduate programs: What will the impact of the new program be on the contributing program(s)? When the proposed program is fully implemented, how will faculty FTE be distributed among contributing and new programs?

Section 7. Graduate Student Support

It is recommended that all new proposals include detailed plans for providing sufficient graduate student support. In fields that have depended on federal research grants, these plans should also discuss current availability of faculty grants that can support graduate students and funding trends in agencies expected to provide future research or training grants. Are other extramural resources likely to provide graduate student support, or will internal fellowship and other institutional support be made available to the program? If the latter, how will reallocation affect support in existing programs? Describe any campus fund-raising initiatives that will contribute to support of graduate students in the proposed program.

How many teaching assistantships will be available to the program? Will resources for them be provided through approved enrollment growth, reallocation, or a combination? How will reallocation affect support in existing programs?

Section 8. Governance

If the new program is being offered by a unit that does not/has not offer(ed) graduate degrees, then a setting forth of “the Department or Group that will administer the program” is required, and the proposal should include bylaws associated with the new program. Bylaws should also be included with all proposals submitted by interdepartmental programs (IDPs). IDPs are graduate degree granting programs that are not offered by a single department, but administered by a group of faculty who are constituted for that purpose, and whose governance lies outside that of any single department.

Section 9. Changes in Senate regulations

The proposal should state clearly whether or not any changes in Senate Regulations at the Divisional level or in the Academic Assembly will be required. If changes are necessary (e.g., for all proposals for new degrees), the complete text of the proposed amendments or new regulations should be provided.

Section 10. Diversity *(UCI only)*

What efforts will be made to ensure the programs develop and implement initiatives, to enhance diversity and to create an inclusive and equitable climate for graduate study? This may include yield activities, criteria for admission, supportive mentoring, and retention efforts.

1. For required accompanying documents, see Appendix E, note 9 in CCGA Handbook. [↑](#footnote-ref-1)
2. For guidelines on discussion of resource requirements for SSPs, see Appendix T, and for discussion of resource issues related to conversions of state supported to self-supported or self-supported to state-supported degree programs, see Appendix U in CCGA Handbook. [↑](#footnote-ref-2)