Creating a proposal for a new graduate degree program

FAQ’s

How do I create a new graduate degree program?

❖ The template below is what should be used when drafting a proposal for a new graduate degree program. The template is based off of system wide guidelines and requirements from the Coordinating Committee of Graduate Affairs (CCGA). For more details the CCGA Handbook can be found here: http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf

So how do I start this process?

❖ If you’re reading this document you’re already off to a great start! It means you’ve gotten in touch with the Senate’s Graduate Council Analyst, Adriana Collins (ajcollin@uci.edu) to see what needs to be done and what the process for new graduate degree proposals is.
❖ An initial consultation with the Dean of Graduate Division is encouraged by the Senate. The person to contact and arrange this meeting is Kate Triglia, Graduate Academic Programs Manager, in Graduate Division; (ktriglia@uci.edu).
❖ Additionally, Schools are required to submit the name of their intended degree to the Provost’s Academic Planning office to be included in the Campus five year perspective (http://provost.uci.edu/academic-planning/index.html). The person to contact for this is Tracy Molidor, Interim Assistant Vice Provost (tmolidor@uci.edu).

How long will this take?

❖ There are many steps in this process (both academic and administrative). At minimum we estimate the total process to take 12-18 months. There are many variables (School adherence to Senate deadlines, the strength and completeness of the proposal, Council discussion, School response time to Senate questions, Council approval, Cabinet endorsement, Provost approval, the workload of CCGA, etc.) so every School and proposal has its own experience. See the tracking history of recently submitted proposals here: http://senate.uci.edu/items-under-review/
❖ Attached are two flowcharts for a snapshot of what the review process will look like, both at the campus and systemwide level.
Proposal originates in School (Submit to Academic Planning office for Campus Five-Year Perspective)

Dean Reviews & Endorses

Faculty Vote on Proposal

Proposal sent to Senate Chair

Council on Planning & Budget (Review & Endorses)

Graduate Council (Review & Approves)

Cabinet (Endorsement)

Divisional Senate Assembly (If proposal deemed controversial)

EVC/Provost reviews proposal and sends letter of endorsement to Senate

Senate transmits final proposal to System wide CCGA

2015-16 Academic Senate Contacts

Senate Chair, Alan Terricciano (aterricc@uci.edu)
Executive Director, Natalie Schonfeld (nschonfe@uci.edu)

Graduate Council
Chair, David Brownstone (dbrownst@uci.edu)
Analyst, Adriana Collins (ajcollin@uci.edu)

Council on Planning and Budget
Chair, James Steintrager (jsteintr@uci.edu)
Analyst, Thao Nguyen (thao.nguyen@uci.edu)
Flow Chart

Campus prepares proposal after description is submitted in 5-Year Perspective.

Campus Divisional Senate approves proposal.

Chancellor approves and forwards proposal to CCGA, UC Provost, and designated UCOP staff.

CCGA selects a lead reviewer.

Concurrent review conducted by designated UCOP staff.

The CCGA lead reviewer evaluates the proposal which may involve:
• obtaining additional information from the proposers;
• collecting external and internal reviews;
• conducting a site visit.

CCGA discusses the proposal as a whole. Progress reports are given by the lead reviewer. Other CCGA members may request further reviews, clarification, or information.

The lead reviewer prepares a final report and recommendation.

CCGA members vote to approve or return the proposal.

APPROVED:
A letter is sent informing the UC Provost of CCGA’s decision.

RETURNED:
A letter is sent informing the proposing faculty of CCGA’s concerns and reasons for returning the proposal. If the campus chooses to revise and resubmit the proposal, the review process repeats.

Designated UCOP staff review proposal on behalf of UC Provost and prepare Presidential approval letters.

UC Provost recommends to the President that the proposed program be approved.

The President approves implementation of the graduate program.

This process repeats as necessary.
Who do I go to with my questions?

- It depends what questions you have.

- **Administrative questions** - Kate Triglia, Graduate Academic Programs Manager, in Graduate Division can assist you with the administrative portion of new graduate program proposals (i.e. admissions, explanations of special requirements over and above Graduate Division minimum requirements, etc.)
  - Contact info: ktriglia@uci.edu or (949) 824-9031

- **Policy, Curriculum and Senate questions** - Adriana Collins, Graduate Council Analyst, for the Academic Senate is the contact for the policy and curriculum portion of any new graduate program proposal (Program framework, courses, governance, changes in Senate Regulations, CCGA guidelines, etc.). Additionally the Grad Council Analyst serves as the keeper of graduate degree proposals until completion (Presidential approval) so questions about where your proposal is in the process should be directed her way. The tracking history of proposals can also be viewed on the Senate’s website: http://senate.uci.edu/items-under-review/
  - Contact info: ajcollin@uci.edu or (949) 824-5205

- For Schools proposing ‘Self-Supporting’ programs, you will need to consult and work with the Office of Planning and Budget for all fee related questions. Your contact on campus will be Karen Mizumoto in the Office of Planning and Budget for questions related to the program’s fees
  - Contact info: karen.mizumoto@uci.edu or (949) 824-6629

- **WASC accreditation questions** - For Schools whose proposal will also require WASC accreditation contact Tracy Molidor, Interim Assistant Vice Provost, in the Academic Planning office
  - Contact info: tmolidor@uci.edu or (949) 824-4979

Ok my proposal is ready, where do I send it?

- Please submit the proposal to the Senate Chair, Alan Terricciano (attericc@uci.edu), and cc Graduate Council Analyst, Adriana Collins (ajcollin@uci.edu).
- **Please note, the proposal must adhere to the CCGA format and requirements. Failure to do so will result in the return of the proposal. All items should be included and submitted in ONE single PDF file. The Senate is not responsible for the organization of a School’s proposal and its components. Items sent piecemeal will not be accepted.**
How soon can my proposal be reviewed by Grad Council?

- It depends when the proposal is received and how full the agenda is. Graduate Council meets every 2nd Thursday of the month from October to June. A typical agenda exceeds 600 pages and for this reason we give our Council two weeks to review the materials. As such we require that proposals be send 4 weeks prior to a Graduate Council meeting for agenda consideration. The Graduate Council Analyst and Chair will review the proposal prior to putting it on the agenda and assigning reviews. This pre-review will ensure that all the required materials are submitted, questions by either the School or Senate are answered, and the proposal is ready for Graduate Council review.
- A list of Grad Council meeting dates and deadlines for submission can be found on the Senate website: [http://senate.uci.edu/committees/councils/graduate-council-gc/](http://senate.uci.edu/committees/councils/graduate-council-gc/)

How soon will I hear back from Graduate Council about my proposal?

- Graduate Council typically provides a response within 8 working days. So for example if the proposal was reviewed at the January 14th, 2016 Graduate Council meeting, a response would be sent by January 26th. The response will be send in the form of a formal memo which documents the thorough review and provides comments, questions and concerns.

How soon can I start recruiting?

- For state supported programs you can start recruiting once you receive Presidential approval
- For self-supporting master’s programs you need both Presidential approval and fee approval from the Regents before you can start recruiting.
Format to follow for graduate degree proposals

Attached are the CCGA guidelines for the format of graduate degree proposals*. We ask that you follow these guidelines very carefully and list the sections, and sub-sections, of your proposal as CCGA has laid out. Section 10, listed below, is specific to UCI and required for this campus. Finally, include the appendices listed below, in this order, to ensure all relevant and required material are included in the proposal.

*To view online see pages 16-21 in the CCGA handbook:

Section 10. Diversity (UCI requirement)
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.

Appendices

1. Letter of support from the Dean
2. Additional Letters of support
   a. Examples include: Associate Dean, Faculty Director, Department Chair, participating faculty, industry supporters, community partners, etc.
3. Letter of support from the library
4. School/Departmental faculty vote
   a. Include total number of eligible faculty, number voting, and date of vote
5. Faculty CVs
6. CIM and Syllabi for all proposed courses
7. Catalogue/Web Announcement
8. Program Summary
9. Budget – use UCI excel template
10. Cost Analysis – use UCI excel template
11. Campus loan (if applicable)
12. Bylaws
Appendix B
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 should be included in a single PDF file:

- the complete proposal and all appendices (formatted as described below);
- a contact information sheet (located at the front of the proposal) with the lead proponent clearly identified;
- transmittal letters indicating the necessary campus approval and support;
- feedback from campus review committees and other entities as well as the proposers’ responses (separate from proposal and appendices);
- a list of the chairs (or program directors) of comparable UC programs to whom the proposal was sent, a sample of the cover letter, and any feedback received from those chairs;
- additional requirements for special circumstances, including new degree title, degree to be offered by as an interdepartmental program or with participation from other institutions (see notes below);
- strongly recommended: list of potential internal and external reviewers.

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

NOTES: (1) for Master’s degrees, please see Appendix J concerning degree titles; (2) if the program proposes to charge PDST please expand the phrasing to read “a program of professional graduate studies with PDST in”; if the program is self-supporting, please expand the phrase to read “a Self-Supporting Professional Graduate Degree Program in”; if the program is a self-supporting M.A.S., please expand the phrasing to “a Self-Supporting Graduate Degree Program in.”

Date of Preparation
NOTE: if the proposal has been revised in the process of campus review, please include all dates: that of the first submission and that of each revision. The content forwarded to CCGA should be the latest version.

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.

Executive Summary
A concise exposition setting forth the chief features of the program in language accessible to those outside the specific field.

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. Include a description of the expected profile of the target audience (e.g., educational background; work experience; proportion of instate, out-of-state, and international students).

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). In the case of SSGPDP, explain clearly how any possible negative effects on existing graduate and undergraduate programs will be avoided or mitigated.

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. Proposers should make themselves aware of any similar proposals for new programs that may be in preparation on other campuses. Proponents are required to send copies of their proposal to the chairs (or program directors) of all departments (or programs) on other campuses offering similar degrees, with a cover letter such as the sample provided at the end of this Appendix. Any feedback received from these chairs should be included in the full submission. This solicitation is most useful if it occurs early enough to allow the proposers to take advantage of any feedback before local campus review.

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 campuswide.

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 (with thesis) and/or II (with comprehensive exam or capstone); Doctor’s A (5-member committee, mandatory oral defense) or B (3-member committee, optional oral defense)
   c) Unit requirements
   d) Required and recommended courses, including teaching requirement
   e) (For Master’s II only) Description of capstone element, either a comprehensive exam or an individual or group project (include details about supervision and evaluation)
   f) 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 (if applicable).
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. Please estimate proportion of in-state, out-of-state, and international enrollment.

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? If enrollment will be heavily international, are international graduates expected to seek employment in U.S. or to work abroad?

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.

For SSGPDP, please describe the profile (rank, Senate or non-Senate status) of the faculty teaching in the unit’s state-supported degree programs (undergraduate and graduate) and describe and compare the expected staffing of the SSGPDP courses. Estimate how much of the SSGPDP teaching will be done by Senate faculty as overload and how much as buyout, and explain whether the balance will change between the startup phase and the period when the program is well established. What effect will the staffing of the SSGPDP have on the research productivity of the faculty?

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. 

NOTE: for online courses, include details about the platform to be used; delivery partner, if any; plan for initial creation of online content, and plan for periodic refreshing of content; synchronous vs. asynchronous contact with faculty and TAs; provisions for cohort-formation and peer learning; assessment of student work, including provisions for security or identity authentication.

Section 6. Resource requirements

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?

6 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-supporting or self-supporting to state-supported degree programs, see Appendix U.
Provide an estimate of the average per student support (from all sources) and compare the estimate to systemwide norms or other comparators.

NOTE: An SSGPDP and any proposal involving PDST should explain what financial aid will be available or why it is not necessary to make a provision for financial aid, and should discuss the implications of the fee structure for the diversity of the projected clientele.

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 Assembly of the Academic Senate 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.

Optional Appendices

In addition to the main document outlined above, many proposals contain appendices, offering supporting detail, e.g., some or all of the following: the complete CVs of the principal faculty administering and teaching in the new program; documentation of market surveys or other evidence of demand for the degree; letters of support from local industry or other potential employers or sponsors of potential students; budget spreadsheets; listing of comparable degree programs; sample syllabi of proposed new courses.
SAMPLE LETTER SENT BY PROPOSERS TO CHAIRS OF PROGRAMS OFFERING THE SAME OR A COMPARABLE DEGREE AT ANOTHER UC CAMPUS

(to be sent to all appropriate chairs or program directors)

Dear Chair (or Program Director),

At UCX we are in the process of proposing a new graduate program leading to [degree title]. In accordance with the review policy established by the systemwide Coordinating Committee of Graduate Affairs (CCGA), I am providing you, as the Chair of an existing comparable program, with a copy of the current draft of our proposal. We would be very grateful for any feedback you may wish to offer us, so that the proposal may be made as strong as possible before submission.

As background, please understand that the format and contents of the proposal follow the required outline found in the CCGA Handbook, and that internal and external reviewers will later be asked to address the following four points when examining our final submission:

- Quality and academic rigor of the program
- Adequacy of the size and expertise of faculty to administer the program
- Adequacy of the facilities and budgets
- Applicant pool and placement prospects for the graduates

If you wish to provide feedback, we would like to receive it within four weeks of the date of this letter, since we expect to submit the proposal for campus review at that time.