

GUIDELINES FOR THE **DEVELOPMENT** OF NEW SELF-SUPPORTING AND SENATE-
REGULATED GRADUATE DEGREE PROGRAM PROPOSALS AT THE UNIVERSITY OF
CALIFORNIA, IRVINE

Approved by the Academic Senate Cabinet February 20, 2018

Self-Supporting Program proposals must comply with all aspects of the July 2016 University of California Office of the President (UCOP) *Policy on Self-Supporting Graduate Professional Degree Programs (SSGPDP)*, and the August 2016 CCGA adopted *Guidelines for Review of New and Continuing Self-Supporting Graduate Professional Degree Programs*.

1. **DEFINITION OF SELF-SUPPORTING PROGRAMS:** Graduate programs that primarily serve students and professionals seeking to advance their careers. These programs allow the University to serve additional students above and beyond those supported through resources provided by the State and fulfill demonstrated higher education and workforce needs. Rather than focusing primarily on preparing graduate students to produce new knowledge in an academic discipline, self-supporting programs serve a public need by addressing the training requirements of a profession. To be accessible to non-traditional students or working professionals, many SSGPDPs are offered through an alternative mode of delivery (e.g., online or hybrid instruction); are alternatively-scheduled (e.g., during evenings, weekends, and/or summers); and/or are offered in alternative locations (e.g., off-campus).
2. **ELIGIBILITY AND CRITERIA FOR SSGPDPs:** Departments, groups of Departments, or Schools may initiate a SSGPDP proposal. Units proposing self-supporting programs must already have authorization to conduct graduate work. The following programs are not eligible to become self-supporting: Ph.D. programs, academic master's degree programs solely or primarily leading to a Ph.D., and undergraduate programs.

The proposal must make a compelling academic case that the program will provide knowledge and skills that enhance students' professional development to an extent that justifies the program fees. The proposal must make a compelling budgetary case that the program will benefit the unit/campus financially, that the program will not rely on state funds, and that the state-supported teaching, research, or service (both academically and financially) within the unit will not be negatively impacted by the establishment of the self-supporting program.

In such cases where a contractual agreement is being contemplated between the program proposers and the Division of Continuing Education to support selected components (e.g., on-line instructional development and infrastructure) of the self-supporting program, the proposed arrangement and draft contract should be submitted with the proposal.

3. **RELATION TO STATE-SUPPORTED ACADEMIC PROGRAMS:** Self-supporting programs must have a plan to ensure they will not have a detrimental academic or financial impact on state-supported teaching, research, or service in the unit proposing the program. Self-supporting program proposals must provide a detailed explanation of the measures taken in the program's design to ensure that faculty members will continue to provide the current level of support to existing state-supported academic graduate and undergraduate programs. Conversion of an existing state-supported program to self-supporting status is regarded as exceptional and requires special justification as described in the July 2016 UCOP *Policy on SSGPDPs*.
4. **PROGRAM INTENT AND CONGRUENCE WITH UNIVERSITY MISSION:** Proposals should explain the intent for creating the self-supporting program and how it is congruent with the mission of the university and the department's educational programs. Proposals should describe how the program will contribute to meeting campus strategic goals and priorities. Additionally, the proposal should state how the proposed program will enhance the reputation of the department, school and/or university.

5. **RECRUITMENT AND RELATION TO EXISTING PROGRAMS:** Self-supporting program proposals must describe the intended audience and academic goals of the program, including how the proposed curriculum offers students an opportunity to achieve these goals. The proposal should include a comparison to existing departmental degree programs and a description of how the proposed program does or does not overlap in the goals, missions, and target audience of these programs. The self-supporting program proposal must include a detailed marketing plan that includes a description of the student recruitment process, any marketing channels and media that will be deployed to promote the program.
6. **LADDER FACULTY INVOLVEMENT:** Self-supporting programs will be held to the same standards of quality and Academic Senate oversight as State-supported graduate programs. Senate faculty are responsible for all UC Irvine degree programs, including SSGPDPs. Ladder rank faculty must be involved in the conception, review, approval, teaching, and ongoing evaluation of all proposed self-supporting programs. A description of ladder faculty's role in the self-supporting program is expected in the proposal.
7. **TEACHING ASSIGNMENTS:** Self-supporting program proposals must provide a detailed explanation of how teaching assignments will be managed. This includes a description of: (a) whether the involved senate faculty members will teach program courses on an on-load or off-load basis; (b) the current policies in the proposing unit that determine the usual workload of faculty members; (c) whether and how the SSGPDP will affect the usual teaching workload of the faculty participating in the program and non-participating faculty in the unit; (d) measures the unit will take to ensure that the unit's responsibilities to the full-complement of state-supported programs are maintained. Proposers are reminded of UC Irvine's "one-fifth rule": No more than one-fifth of a student's total required units for completion of the graduate program may be transferred from any one or a combination of the following: The Division of Continuing Education, another institution, or Summer Sessions at another UC campus.
8. **DELIVERY OF INSTRUCTION:** Proposals for self-supporting programs that rely heavily on digital technologies in the delivery of instruction should explain in the proposal how those technologies will enhance learning and provide access to a larger and more diverse student population. An assessment of whether the proposed program will create a "substantive change" as outlined by the Western Association of Schools and College (<https://www.wascsenior.org/content/substantive-change-manual>) must be conducted to ensure compliance with WASC regulations.
9. **PROGRAM GOVERNANCE:** Proposals require a set of bylaws that detail the governance of the proposed program, including the levels of engagement by ladder and adjunct faculty in the administration and execution of the program (i.e., committee structures) and assurances of financial transparency (i.e., annual reporting requirements).
10. **CAREER ADVISING:** Proposals should include any career advising resources available to students. During the 3 year review, career placement and/or career development will be examined.
11. **RESOURCE ANALYSIS AND DISPOSITION OF PROGRAM REVENUE:** There are several aspects of resource analysis required for these proposals:
 - A. The proposing faculty / department must provide preliminary market research that supports the feasibility/viability of a self-supporting program before investing resources in the extensive development of a full proposal. As per the memo issued by the EVC on June 20, 2012, faculty should contact the Graduate Division for coordination assistance with this market research process and campus decision-making prior to proposal development. This market research phase must yield a positive outcome for the viability of the proposed program in order to justify the development of a comprehensive proposal and subsequent review by the campus administration and Academic Senate committees. The recovery cost of the market analysis (paid initially by the campus administration) must be included in this cost analysis.

- B. New proposals must use the SSP cost analysis template from the UCOP in preparation of their proposal budgets. This analysis should demonstrate that student tuition and fees will cover all direct and indirect costs of the program, supplemented only by non-state fund sources, and that the program will become fully self-supporting within three years.
- C. The proposal must include a detailed resource analysis from the Office of Planning and Budget (OPB), which ensures that the disposition of the proposed program's projected revenues will be transparent and implemented to assure that secondary support services receive a return of the support (campus tax applied) needed to maintain excellence in the campus infrastructure. This OPB review must be completed before submission of the SSP proposal for review by the Academic Senate.
 - i. Proposals must identify the nature, source and extent of any set-up, seed or temporary funding, and gifts and contributions-in-kind that affect program revenues, costs or operations, whether from campus or external entities. The nature of any formal or informal obligations incurred in relation to any of these contributions must be identified. A plan must be provided for the repayment and/or fulfillment of all financial and other obligations to campus or external entities through a specific non-state funding source, which will cover any program deficits or the program's financial failure.
 - ii. Self-supporting Program Proposals must include their plan for the distribution of net revenues amongst the entities involved (department, school, campus) and how those revenues will be used to support academic programs on campus.
 - iii. Proposers must comply with University policy regarding Conflict of Interest for all program participants, administrators and staff, and should identify any known conflicts and their proposed resolution.
 - iv. All SSGPDPS shall comply with the Academic Personnel Manual with respect to faculty compensation.

12. LOAN PROGRAM ELIGIBILITY: All SSPs that are successfully reviewed by the Academic Senate are eligible to apply for the loan program, established through the OPB.

13. PROGRAM EVALUATION: Following approval of the proposal, self-supporting programs are required to submit an annual progress report to the GC and three years after the admission of the program's first cohort, the GC will conduct an independent review of the self-supporting program. Such a review will involve the collection of a written progress report from the program's department chair. In the preceding years, the self-supporting program will be reviewed annually by the Office of Planning and Budget; the resultant annual reports should be made available to the program's department chair and appended to the year-three progress report to enable the Council to consider both the academic merits and the financial feasibility of the program. The GC may request assistance from the CPB to conduct a more thorough assessment of the program's financial feasibility. Following a successful year-three review by the GC, the self-supporting program should then be incorporated into the Academic Senate's regular program review process. Should immediate concerns arise as a result of the year-three review, the GC will address them directly with the department chair and monitor the program's progress in addressing the concerns. Should the concerns not be satisfactorily addressed within a reasonable specified period of time, the GC will move to suspend admissions to and/or discontinue the self-supporting degree program as afforded under the Academic Senate's Appendix V procedures and described in the CCGA guidelines. Any voluntary suspension or termination of a self-supporting program by the faculty/department/school involved requires prompt reporting to Graduate Council via submission of the "Request for Approval to Modify Graduate Degree Program" form.