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 a SSGPDP, please also refer to **Appendix K for additional information required to 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.

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[6]

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?

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[6] For guidelines on discussion of resource requirements for SSGPDPs, see Appendix K, 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 L.

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.

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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.