

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 on UCI's Graduate Council page under 'Resources': <http://senate.uci.edu/committees/councils/graduate-council-gc/>

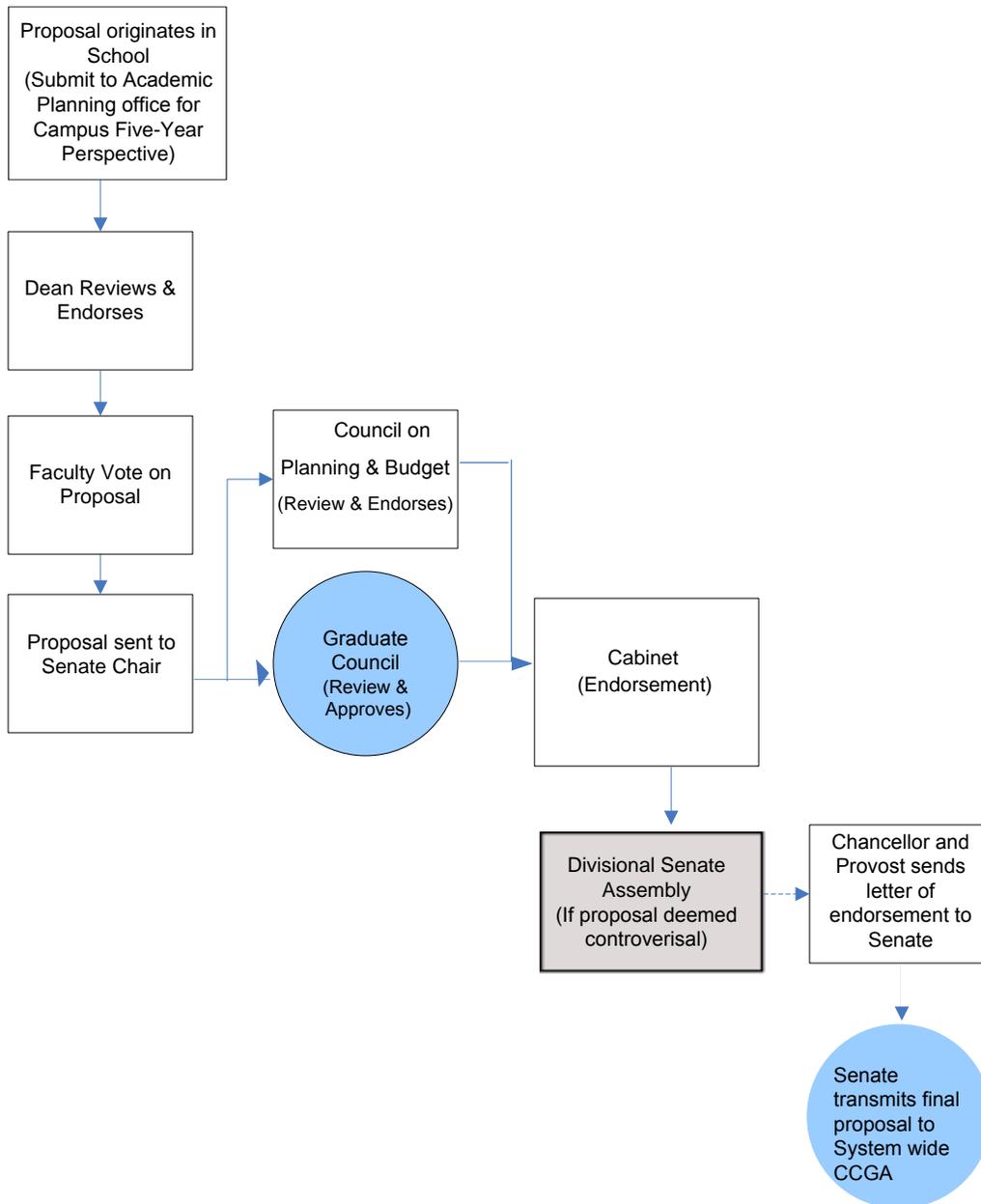
So how do I start this process?

- ❖ If you're reading this document you're already off to a great start! These are the Senate instructions to help guide you through the process and inform you of what needs to be done to submit a new graduate degree proposal. Your main contact through this process will be the Graduate Council Analyst, Adriana Collins.
- ❖ A consultation meeting 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.
- ❖ 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 submission is Tracy Molidor, Associate Vice Provost for Academic Affairs.

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 to get an idea of what to expect: <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.

UC Irvine Flowchart for Graduate Degree Proposals



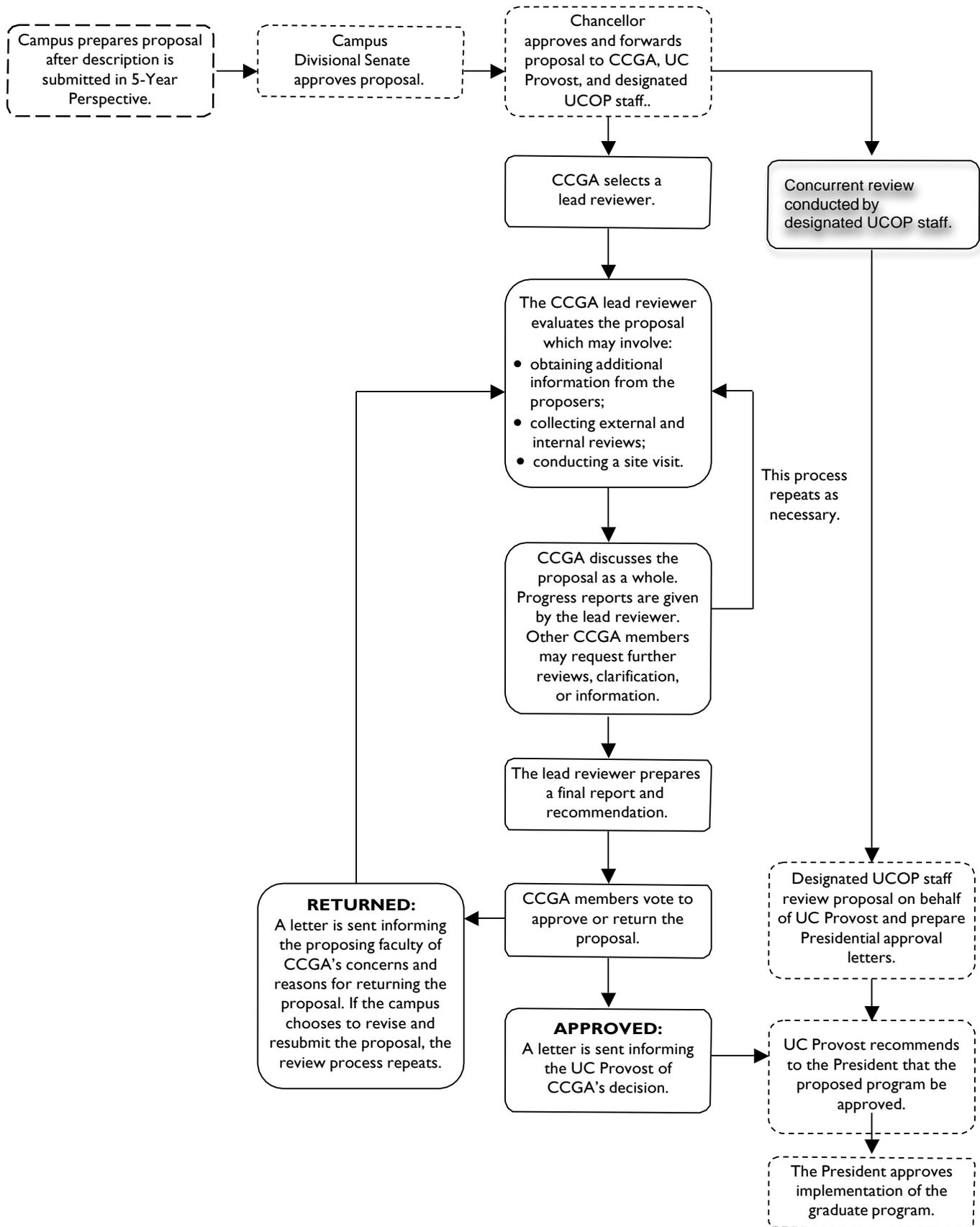
2016-17 Academic Senate Contacts

Senate Chair, Bill Parker (william.parker@uci.edu)
 Executive Director, Natalie Schonfeld (nschonfe@uci.edu)

Graduate Council
 Chair, Susan Charles (scharles@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



Who do I go to with my questions?

- ❖ **Your main contact will be** Adriana Collins, the Graduate Council Analyst in the Academic Senate. Questions about the policy and curriculum portion of a new graduate program proposal (Program framework, courses, governance, changes in Senate Regulations, CCGA guidelines, etc.) can be sent her way. The Grad Council Analyst serves as the record keeper of graduate degree proposals until completion (Presidential approval). Questions about where your proposal is in the process should be directed her way.
 - Contact info: ajcollin@uci.edu or (949) 824-5205
 - Secondary contacts are:
 - Susan Charles, the 2016-17 GC Chair, scharles@uci.edu or
 - Natalie Schonfeld, Executive Director of the Academic Senate who can be reached at nschonfe@uci.edu or (949) 824-6727
- ❖ **Administrative questions** - Kate Triglia, Graduate Academic Programs Manager, in Graduate Division can assist you with administrative questions such as admissions requirements over and above Graduate Division minimum requirements, etc.
 - Contact info: ktriglia@uci.edu or (949) 824-9031
- ❖ **For Schools proposing ‘Self-Supporting’ Master degree 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, the Student Fee Program Coordinator, in the Office of Planning and Budget for questions related to program 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, Associate Vice Provost for Academic Affairs.
 - Contact info: tmolidor@uci.edu or (949) 824-4979

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

- ❖ Submit the proposal to the Graduate Council Analyst, Adriana Collins (ajcollin@uci.edu) for review by the Graduate Council.
 - **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 700 pages. For this reason we give our Council two weeks to review the materials. As such we require that proposals be sent 3-4 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 reviewers. 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/>

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

- ❖ Graduate Council typically provides a response within two weeks. The response will be sent in a formal memo, via email, 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.
 - For self-supporting master's programs that are more than 50% online you may also need WASC approval.

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 subsections, of your proposal as CCGA has laid out. Section 10 as well as some of the appendices, listed below, are specific to UCI and required for this campus.*

**To view online see pages 14-18 in the CCGA handbook:*

<http://senate.uci.edu/committees/councils/graduate-council-gc/>

Note: Page 19 of the CCGA guidelines provides a template for an external review letter. Please - only include 2 review letters (3 max) in the proposal. Providing more makes it difficult for CCGA to find external UC reviewers without prior review.

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.

Required appendices (Please insert these appendices in the order that they are requested)

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.
 - b. It is highly encouraged to include letters of support from potential employers.
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. CVs of core Faculty participating in the program
6. CIM print outs and Syllabi for all required and newly proposed courses
7. Catalogue/Web Announcement
8. Program Summary
9. Bylaws (School, Department or Program)

Only required for Self-Supporting Graduate Professional Degree Programs**

10. Budget – use UCI excel template
11. Cost Analysis – use UCI excel template
12. Campus loan, if applicable
13. Market Research Report

**Note: Letters of support must be formal; email printouts are not accepted.*

*** See UC Self-Supporting Graduate Professional Degree Programs Policy (updated 7/12/2016) here: <http://sites.uci.edu/academicsenate/files/2014/06/SSDPDP-Policy.pdf>*

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 in-state, 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 requirements⁶

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 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.

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.

Appendix C

Overview: Review Process for New Graduate Degree Proposals

Based on the CCGA Handbook and the Compendium of Universitywide Review Processes.
[formerly Appendix E]

Divisional Graduate Council

- Approves proposal for new graduate degree program after consultation with divisional Planning and Budget committee.

Divisional Assembly or Divisional Executive Committee

- Approves new degree proposals and explicitly approves use of any new degree title.

Chancellor

- After approval by the Chancellor or designee, sends all required materials to Systemwide reviewers, including the UC Provost, designated UCOP staff, Academic Council Chair, CCGA Chair and Vice-Chair, and CCGA analyst. The items to be sent are as follows:
 - the complete proposal and all appendices (see Appendix B for format);
 - 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.

CCGA

- Assigns CCGA lead reviewer.
- Conducts review.
- CCGA review normally includes full committee discussion, interchange with the campus to clarify issues, and written review of the proposal by at least two disciplinary experts external to UC. If needed, one or two internal UC reviews may also be requested. If the CCGA or consultation by the lead reviewer with the Chair and Vice-Chair deems it necessary, a site visit may be performed by the lead reviewer. Program proposers must cover all costs of a site visit.

CCGA approval

- For new degree with a title already authorized for the campus, Letter to UC Provost copied to Council Chair.
- For new degree with a degree title that has never been used before on the campus, then the approval letter is sent to the Academic Council Chair, who will arrange for approval by the Assembly (or the Council if the Assembly is not meeting within 60 days) and then submit the approval to the Provost. (See *Compendium*, Section II.C).

President

- Designated UCOP staff draft letter to forward UC Provost's recommendation for approval to the President.
- President reviews proposal and campus is notified of President's action.
- If approved, campus may proceed with program implementation.

WASC

In some circumstances, a new degree proposal requires approval by the Western Association of Schools and Colleges.



Self-Supporting Graduate Professional Degree Programs Policy

Responsible Officer:	President
Responsible Office:	AA - Academic Affairs
Issuance Date:	7/12/2016
Effective Date:	7/12/2016
Last Review Date:	6/24/2016
Scope:	This Policy applies to all UC campuses and academic units.

Contact:	Todd Greenspan
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I. POLICY SUMMARY

This Policy governs Self-Supporting Graduate Professional Degree Programs (SSGPDPs) at the University of California, including but not limited to establishment, discontinuance, setting student charges, and requirements for converting a state-supported graduate professional degree program to a SSGPDP.¹

¹ Nothing in this Policy constitutes a contract, an offer of a contract, or a promise that any student charges ultimately authorized by the University will be limited by any term or provision of this Policy. The University expressly reserves the right and option, in its absolute discretion, to establish student charges at any level it deems appropriate based on a full consideration of the circumstances, and nothing in this Policy shall be a basis for any party to rely on student charges of a specified level or based on a specified formula.

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II. DEFINITIONS

- A. Self-supporting** – Self-supporting means that all program costs, both direct and indirect, are covered by revenues generated by the program such as student charges or from alternative revenues that are not disallowed funds as defined in Section II.g. below.
- B. Program costs** – Program costs include both direct and indirect costs.
- C. Direct costs** – Direct costs for SSGPDPs include, but are not limited to, costs related to instruction, program support, student services, financial aid, faculty and staff salaries and benefits, supplies, and equipment.
- D. Indirect costs** – Indirect costs are costs that cannot be charged to a particular project or activity but are incurred by the University or an organizational unit of the University as a result of undertaking the project or activity. Indirect costs for SSGPDPs include, but are not limited to, the charges levied by a school, college, campus, and/or systemwide entity for a program’s share of academic and administrative support, libraries, building use, and operation and maintenance of physical facilities.
- E. Charges (SSGPDPs)** – Charges are funds paid by students to attend SSGPDPs. The charges may include approved Compulsory Campus-based Student Fees and Course Materials and Services Fees (CMSF). Although students in SSGPDPs may be required to pay Compulsory Campus-based Student Fees and CMSF, these fees are disallowed funds (as defined in II.g. below) and may not be used to support the SSGPDP.
- F. Tuition and fees (state-supported programs)** – Tuition and fees are funds paid by students to attend state-supported programs and include, but are not limited to, Tuition, Student Services Fee, Professional Degree Supplemental Tuition (PDST), and Compulsory Campus-based Student Fees and CMSF.

- G. Disallowed funds** – Disallowed funds are funds the SSGPDP may not rely on for program costs. Disallowed funds include State General Funds and tuition and fees as defined in II.f above. Although students in SSGPDPs may be required to pay Compulsory Campus-based Student Fees and CMSF, revenue from these fees may not be used to support the SSGPDP.
- H. Compendium** – The Compendium is the [Compendium of Universitywide Review Processes for Academic Programs, Academic Units, & Research Units](#). The Compendium draws on current University policies to articulate systemwide review processes for proposals to establish, transfer, consolidate, change the name of, and discontinue or disestablish undergraduate degree programs (in certain cases), graduate degree programs, schools, colleges, and research units.

III. POLICY STATEMENT

A. Introduction. Self-supporting graduate professional degree programs (SSGPDPs) allow the University of California (UC or University) to: (1) serve additional students above and beyond those supported through resources provided by the State; and (2) fulfill demonstrated higher education and workforce needs. Models of self-supporting graduate professional degree programs include, but are not limited to, those that serve non-traditional populations, such as full-time employees, mid-career professionals, international students with specialized goals, and/or students whose professional education is supported by their employers. Many SSGPDPs are: (1) offered through an alternative mode of delivery, such as online or hybrid instruction; (2) alternatively-scheduled (e.g., during evenings, weekends, and/or summers); and/or (3) offered in alternative locations (e.g., off-campus).

This Policy governs the establishment and operation of SSGPDPs at the University and its campuses.

When the University received adequate State support to honor its commitment to the California Master Plan and to expand graduate academic and professional programs in response to State and societal needs, UC directed self-supporting programs primarily to working adults and other non-traditional student populations. These programs provide alternative venues and opportunities for access to quality programs leading to graduate professional degrees. With the decline in State support, this Policy now recognizes that offering self-supporting graduate professional degree programs is also a necessary educational strategy to allow the University to serve a greater number of students above and beyond those whom State resources will support. Although these programs receive no State support, they have the potential to generate resources that would enhance the quality, accessibility, and affordability of core academic programs and departments.

A proposal to create a self-supporting program must make a compelling academic and budgetary case for the program. In addition, it must articulate how it will ensure that the self-supporting program will not have a detrimental impact on state-supported teaching, research, or service, both academically and financially, in the unit proposing the program.

This Policy governs Self-Supporting Graduate Professional Degree Programs (SSGPDPs) at the University of California, including, but not limited to, establishment, discontinuance, setting student charges, and requirements for converting a state-supported graduate professional degree program to a SSGPDP. SSGPDPs shall not use disallowed funds. Nothing in this Policy is intended to prescribe campus policy or pre-empt a campus' discretion with respect to how it distributes resources with the exception that disallowed fund sources may not be used to fund SSGPDPs. Campuses may have their own policies with regard to SSGPDPs provided those policies do not conflict with this Policy.

B. Description of self-supporting graduate professional degree programs. SSGPDPs are graduate programs that primarily serve professionals seeking to advance their careers.

SSGPDPs enable the establishment of new graduate professional degree programs and, in some cases, the maintenance of existing graduate professional degree programs. This Policy governs both circumstances. With the exception of the source of funds and the costs the funds must cover, all SSGPDPs must adhere to the same policies as state-supported programs. SSGPDPs are subject to Academic Senate oversight and review to ensure that all degree programs meet UC standards of academic rigor and quality. All faculty (both Senate and non- Senate) in SSGPDPs are governed by UC academic personnel policies and practices.

All direct and indirect costs shall be covered by charges paid by SSGPDP students or by other funds that the sponsoring academic unit allocates to the SSGPDP. SSGPDPs may not use disallowed funds.

C. Programs ineligible for self-supporting status. Programs ineligible for self-supporting status include the following: all undergraduate degree programs, all academic master's degree programs leading solely or primarily to a Doctor of Philosophy (Ph.D.) degree, and all Ph.D. programs.

D. Location of offerings. SSGPDP courses and other program requirements may be offered on-campus, at appropriate off-campus locations, or online, using distance technologies as appropriate (consistent with Academic Senate Reg. 694).

E. Comparable quality to regular state-supported graduate programs. SSGPDPs are held to the same standards of quality as all other UC graduate professional degree programs. Student admission and performance standards for SSGPDPs are governed by the Academic Senate.

F. Comparable faculty. As is the case for all other UC degree programs, Senate faculty are responsible for SSGPDPs. Senate faculty who teach in SSGPDPs are appointed, evaluated, and advanced under the same processes and criteria as are other Senate faculty regardless of whether a portion of their regular compensation comes from SSGPDPs. The nature of certain practice-oriented degree programs may warrant a higher proportion than usual of non-Senate faculty (e.g., clinical faculty, adjunct faculty, lecturers, and visitors).

G. Faculty workload and compensation. SSGPDPs shall comply with the Academic Personnel Manual (APM) with respect to how faculty, both Senate and non-Senate, are compensated. Faculty are expected to comply with all relevant reporting requirements. Teaching in a self-supporting program does not constitute workload for purposes of State reporting. Faculty teaching in SSGPDPs shall be handled either through compensation to a faculty member's department for a reduction in the faculty member's workload (a "buy-out") or through additional compensation to the faculty member for additional workload above normal workload. This depends on whether the teaching replaces part of the faculty member's expected full-time load (a "buy-out") or is in addition to the full-time load (additional compensation). A "buy-out" must include the complete cost of faculty salary, health benefits, and retirement compensation. Campus policies on "buy-out" or additional compensation may be applied so long as they do not conflict with this policy or the APM.² SSGPDPs shall not in any way diminish a school or department's responsibilities to the full complement of state-supported programs. For non-Senate academic appointees covered by a Memorandum of Understanding (MOU), this Policy applies only to the extent provided for in the MOU.

H. Initiation and approval of SSGPDPs

1. Initiation. Departments, groups of departments, or schools may propose a new SSGPDP or conversion of an existing state-supported program to an SSGPDP. Proposals shall originate with an academic unit that is authorized to conduct graduate work. A proposal to create a self-supporting program must make a compelling academic and budgetary case for the program. In addition, it must articulate how it will ensure that the self-supporting program will not have a detrimental impact on state-supported teaching, research, or service (both academically and financially) in the unit proposing the program.

² Section 662 of the APM addresses additional compensation for additional teaching.

2. New Program. The establishment of a new SSGPDP must be approved according to procedures and requirements specified in the Compendium.

3. Conversion. Conversion of an existing state-supported program to self-supporting status is regarded as exceptional. Special justification must be given for a conversion application to be approved. For example, clear and overwhelming evidence must be provided to demonstrate that the existing state-funded model is no longer sustainable or has unduly restricted development of the program. Graduate professional degree programs converting to self-supporting status must meet the same criteria as new SSGPDPs and are subject to the same review criteria as new SSGPDPs. This includes criteria related to financial sustainability, financial accessibility, faculty appointments, and course approvals. Initial review of a conversion proposal shall be conducted by the Graduate Council of the proposing campus. The campus Graduate Council determines whether the converting program is in good academic standing and provides CCGA with a statement of support or non-support for the proposal.
 - i. Conversion when changing academic requirements. A proposal to convert a state-supported program that includes changes to the program’s academic requirements shall be reviewed through the same processes as a newly-created graduate professional degree program.
 - ii. Conversion when not changing academic requirements. A proposal to convert a state-supported program that includes no changes to the program’s academic requirements shall be reviewed through Academic Senate processes at the campus and at the system level to evaluate context and justification for the conversion and to assure that the program proposed for conversion is in good academic standing. In order for a conversion proposal to be reviewed at the system level, the program must have undergone and received a meritorious academic review within the previous five years. At the discretion of systemwide review bodies, system level review may be expedited.
 - iii. Review of conversion to SSGPDP. The first academic review of a program that converted from state-supported to self-supporting status shall be in the fourth year of establishment (after three years of operation). Thereafter the program joins the campus’ regular academic review cycle.

I. Phase-in period. All SSGPDPs shall be fully self-supporting within three years of inception. The sponsors of each proposed self-supporting program shall submit to UCOP a cost analysis and fiscal phase-in plan for review and approval.

J. Failure to become or remain self-supporting. If a new or converting self-supporting program does not reach financial sustainability within the required three years, the campus shall be responsible for all costs of continuing or phasing out the program and shall not use disallowed funds for those purposes. Similarly, if an existing SSGPDP is no longer financially self-supporting, the campus shall be responsible for all costs of continuing or phasing out the program and shall not use disallowed funds for those purposes.

K. Reversion to state-supported status. Any SSGPDP (existing, new, or converted) seeking to become a state-supported graduate professional degree program shall be subject to the same campus and systemwide approvals required to establish new state-supported graduate academic or professional degree programs and enrollments.

L. Discontinuation. Consistent with the requirements for the discontinuation of any UC academic program, a discontinued SSGPDP must ensure that students have the opportunity to complete their degrees or transfer to other programs.

M. Review of SSGPDPs. Campus Graduate Councils shall review SSGPDPs as part of regularly-scheduled campus program reviews on the same basis as state-supported academic programs are reviewed. Once established, the SSGPDP shall be under the purview of the campus Graduate Council and the Graduate Division to ensure adequate progress of students according to campus criteria. Campuses may apply additional review measures so long as they do not conflict with this Policy. SSGPDP courses are subject to normal campus procedures for approval, revision, and termination.

N. Admission and enrollment. Admission standards for SSGPDPs shall be comparable to those in effect for analogous state-supported programs, if such programs are available.

Admissions criteria may specify some type or period of work experience in the field, as applicable to the specific graduate professional degree offered. Students must be admitted through the Graduate Division through the regular admissions process. Enrollments in SSGPDPs do not count for purposes of calculating the number of students supported by the State. SSGPDP enrollments will be reported separately from enrollment of students in state-supported programs. During the approved phase-in period, the reporting of enrollments as either state-supported or self-supporting will conform to the specifications of the approved plan referenced in I above.

O. Approval by President of student charges and phase-in plans. In addition to the program approval requirements above, proposed student charges and the phase-in plan for each SSGPDP shall be submitted to the President for approval.

P. Student charges. The President will review and approve proposed student charges for each SSGPDP upon establishment or conversion, as well as subsequent proposed annual increases or decreases in such charges. The President will report annually to The Regents on the level of student charges for each approved program. Student charges for SSGPDPs will cover all program costs within the required three-year period unless the campus chooses to use other non-disallowed funds to assist in meeting program costs. The Chancellor must approve the use of non-disallowed funds to subsidize SSGPDPs. Chancellor approval authority may not be delegated. The level of student charges shall be based on a full and accurate assessment of all program costs as defined in the Policy and further detailed in the Implementation Guidelines. Program deficits, including deficits during the approved phase-in period, are the responsibility of the campus; disallowed funds cannot be used to cover any deficit. State-supported degree programs and SSGPDPs must separately account for their use of resources. Campuses shall not charge a blended tuition/fee level for any course or program. However, self-supporting and state-supported students may be enrolled in the same courses if there is an appropriate accounting for the self-supporting and state-supported costs. Charges may not be assessed prior to approval.

Q. Financial accessibility. SSGPDPs must have a financial accessibility goal for their student population and a student financial support plan for achieving this goal. It is expected that the plan will address access for students from a wide range of income levels. Examples of possible student financial support include scholarships or grants from the program’s own resources (i.e., return-to-aid from student charges), privately raised funds, participation in federal and/or private loan programs, or other external support. For the purposes of state and federal student financial aid programs, “student charges” has the same meaning as “tuition.”

R. Consultation. Input on program characteristics and the level of student charges must be regularly sought from program stakeholders and must cover a multi-year period. Stakeholders must include students in and faculty from the program.

Implementation procedures are part of the policy and included in Section V below.

IV. COMPLIANCE / RESPONSIBILITIES

All University of California campuses and academic departments that offer or seek to offer a self-supporting graduate professional degree program are subject to this policy. Responsibilities for program approval are detailed in the [Compendium of Universitywide Review Process for Academic Programs, Academic Units, and Research Units](#). Responsibilities for the process of certification of self-supporting status and Presidential approval of self-supporting program charges are detailed in the implementation procedures in Section V.

V. REQUIRED PROCEDURES

IMPLEMENTATION OF SELF-SUPPORTING GRADUATE PROFESSIONAL DEGREE PROGRAMS (SSGPDP) POLICY

The President issues the following Policy implementation procedures for the SSGPDP Policy:

A. Program approvals

1. Prior to operation, all SSGPDPs must obtain necessary program approvals according to procedures and requirements specified in this Policy and any other applicable academic program approval policies. The Compendium is the procedural document that implements the policies governing academic program approvals.
2. Newly-approved SSGPDPs will be reviewed on the campus after three years through a process chosen by the campus Graduate Council. Subsequent to that review, the programs will be subject to the regular program review cycle.
3. SSGPDP proposals should pay particular attention to addressing the program review criteria specified by the Academic Senate, including sufficient financial information for reviewers at the campus and systemwide levels to assess the likelihood that the SSGPDP within three years will meet all these criteria using funds from charges to the program's students primarily and, if necessary, funds from other sources allowed by SSGPDP policy.
4. A proposal for a new or conversion SSGPDP must be accompanied by letters of support from the Graduate Council, the formally recognized group that serves as the Academic Senate's executive board or cabinet, the Executive Vice Chancellor/Provost, and the Chancellor.
5. New SSGPDPs and state-supported programs seeking to convert to SSGPDP status may apply for review of proposed student charges [see III (P) in the Policy] prior to completion of program approval processes. However, no student charges can be imposed in advance of final program approval by the Academic Senate and the President.
6. SSGPDPs that are being discontinued or converted to state-supported status must adhere to the requirements of this Policy, any other applicable academic program approval policies, and the requirements for discontinuance and establishment respectively, as described in the Compendium.

- #### B. Process for certification of self-supporting status and Presidential approval of self-supporting program charges.
- SSGPDP student charges must be approved by the President annually. In order to receive Presidential approval for student charges, each SSGPDP and each campus with one or more SSGPDPs shall follow the following procedures:

1. Annual program templates. For each SSGPDP, an SSGPDP template shall be completed that covers the following elements:
 - a. Program approval status. The completed template shall indicate the program approval status for the SSGPDP, the date, and results of its most recent academic program review, and/or the dates the next academic program review will begin and be completed.
 - b. Current and proposed student charges. The completed template shall include, at a minimum, the current level of student charges and the projected student charges for the next two years. Newly-proposed programs shall include projected student charges for the three-year phase-in period. Approved Compulsory Campus-based Student Fees may be charged to SSGPDP students when it can be shown that SSGPDP students benefit from the services funded by those fees.
 - c. Financial accessibility. The completed template shall include a clear statement of and rationale for the program’s financial accessibility goal; the SSGPDP’s student financial support plan, and the extent to which the program is attaining the its financial accessibility goal. For programs that have converted or are proposing to convert from state-supported status, the description shall compare the program’s student financial accessibility with that expected when it was State supported and with that of other UC programs offering similar degrees (whether self-supporting or not).
 - d. Cost analysis. The completed template shall include a cost analysis that demonstrates that the proposed student charges cover full direct and indirect costs (“program costs,” or (to the extent that student charges are insufficient to cover these costs) that no disallowed funds will be used to subsidize program costs. The required elements and format of the cost analysis shall be specified in the SSGPDP template. New SSGPDPs are subject to the same cost analysis. Programs are expected to become fully self-supporting within three years, though campuses may continue to subsidize program costs with non-disallowed funds at their discretion. Program cost deficits, including any deficits during the phase-in period, must be covered by the campuses; disallowed funds may not be used to cover any deficit. The template shall require campuses to identify in advance fund sources that will be used to cover any projected deficits and to verify that those fund sources (or substitute non-disallowed sources) are being used to cover any current deficits.
 - e. Consultation. The completed template shall include a section identifying the stakeholders who were consulted and when and how the consultation took

place, and providing a short summary of the feedback received from each category of stakeholders. Stakeholders should have the opportunity to have their comments or their summary of their comments included in the materials submitted with the template. Input on program characteristics and the level of student charges must be regularly sought (at least every other year) from program stakeholders. Stakeholders must include students in and faculty from the program. Prior to establishing a new program, student input shall be sought from students likely to apply to such a program.

2. Campus annual submittals. Each campus with one or more SSGPDPs must provide an annual submittal consisting of (1) a cover letter from the Chancellor to the President requesting approval of student charges for the upcoming year and (2) the SSGPDP templates for each existing or proposed SSGPDP on that campus. Specifically, the cover letter shall include:
 - a. A statement that appropriate campus leadership has reviewed and approved the attached templates for each SSGPDP on that campus. The statement must certify that each program is operating on a self-supporting basis (or is using non-disallowed funds to cover any program cost deficit) and is in compliance with this Policy.
 - b. A request to approve the proposed level of student charges for each existing or proposed SSGPDP for the upcoming year.
 - c. A completed SSGPDP student charges form showing, for each SSGPDP, the current level of student charges, the proposed level of student charges, and the percentage increase or decrease, if any. UCOP will provide the blank form to ensure that student charges can be compared across programs.

3. Timeline for submittals.
 - a. November preceding the next academic year – Campuses receive templates from UCOP together with instructions on the process for the required annual submittals.
 - b. March 1 – Budget Analysis and Planning (BAP) at UCOP receives completed campus annual submittals with the attached templates for each SSGPDP. Staff designated by BAP and the Provost begin to review proposals.
 - c. April 1 – Provost and BAP receive the results of UCOP staff review, including campus annual submittals with the attached templates for each SSGPDP.
 - d. April 15 – President makes decisions and campuses are notified of approved program student charges for the upcoming academic year (and leading summer term, if any programs enroll their students initially in the summer).
 - e. The President reports this information to The Regents annually.

C. Miscellaneous implementation procedures

1. Reporting of enrollments.
SSGPDPs should be identified in the Corporate Student System with a program code that is distinct from state-supported programs and with an attribute code flagging enrollments in each SSGPDP as self-supporting.
2. Faculty workload.
All faculty participation in the SSGPDP must be funded directly from SSGPDP revenue or other allowable sources in proportion to the faculty member's workload commitment to the program. If the faculty member's participation is in lieu of some of his or her responsibilities as a full-time UC employee, then the SSGPDP must reimburse the faculty member's department an amount equivalent to the cost of that particular faculty member's time (a "buy-out"). Consistent with the requirement that the SSGPDP must cover all program costs, for a "buy-out" the total cost of faculty salary, benefits, and retirement must be funded by SSGPDP-generated or other non-disallowed funds. If the faculty member's participation is in addition to his or her responsibilities as a full-time UC employee, then he or she should receive additional compensation which must be calculated and recorded in accordance with relevant Academic Personnel Manual policies and reporting requirements.³

For non-Senate academic appointees covered by a Memorandum of Understanding (MOU), this policy applies only to the extent provided for in the MOU.

VI. RELATED INFORMATION

Prior University of California policies on self-supporting programs can be found at <http://www.ucop.edu/institutional-research-academic-planning/areas-of-expertise/academic-planning-policy/self-supporting-programs.html>

[Delegation of Authority to the President to Set Fees for Self-Supporting Degree Programs](#)
[approved by the UC Regents, November 20, 1998]

³ The UC [Academic Personnel Manual](#) addresses additional compensation for additional teaching. Additional University-compensated teaching outside of the assigned teaching load, including teaching for self-supporting UC degree programs, UNEX courses and programs, and other continuing education programs run by the University, must be disclosed in annual reporting and count toward the faculty member's maximum 39/48 days of outside professional activities (see APM - 025-10-a(2), APM - 671-10- a(2), and APM - 662-17).

VII. FREQUENTLY ASKED QUESTIONS

Not applicable

VIII. REVISION HISTORY

This policy revises and supersedes the [Policy on Self-Supporting Graduate Degree Programs](#) and the [Implementation Guidelines for the Policy on Self-Supporting Graduate Degree Programs](#) that were [approved and implemented](#) on September 23, 2011.

The revised policy and implementation section provide more specificity on the criteria and approval process for establishing a new self-supporting graduate professional degree program or for converting an existing program to self-supporting status.