



NEW GRADUATE DEGREE AND GRADUATE CERTIFICATE PROGRAM PROPOSAL GUIDELINES

A new graduate degree or certificate proposal must include the items below and be submitted with a cover sheet and appendices I through IV. Units must submit a draft proposal to the Office of Academic Affairs at progprop@uw.edu for review and comment. Prior to final submission, the proposal must be reviewed and approved by program faculty and endorsed by the Dean. UW Bothell and UW Tacoma proposals also require endorsement by the Chancellor/Vice Chancellor. Units should include a list of six potential external reviewers from different peer institutions with submission of the final proposal.

> Contact the [Office of Academic Affairs](#) in the Graduate School at progprop@uw.edu with any questions you may have about the guidelines.

Cover Sheet

Include the cover sheet available on the [Academic Affairs website](#) for draft and final submission. Signatures required for final submission only.

SECTION I: INTRODUCTION

(Limit 2 pages)

Overview

Provide a summary description of the proposed degree/certificate program, including rationale for the program and how it reflects or responds to current trends in the field. State the program's administrative location, i.e. where it is academically housed, and the proposed degree/certificate title as it should appear on the student transcript.

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Response to PNOI

Provide a brief response to any comments received during the Planning Notice of Intent (PNOI) tri-campus comment period. The response should address the following:

- Correct or clarify any misunderstandings
- Describe how the final proposal addresses any concerns raised
- Provide rationale for any concerns not addressed
- Describe result of Duplicative Program Evaluation process, if relevant

SECTION II: PROGRAM STRUCTURE

(Limit 6 pages. 8 if proposal includes transcribed options)

This section outlines the essential components of the proposed program—its curriculum, admissions criteria, student experience, commitment to inclusive excellence, faculty resources, and administrative framework—providing a clear picture of how the program will operate and support student success.

Curriculum

Provide the required curriculum (which must adhere to the requirements in [Policy 1.1](#)) in the following outline format. Provide full course descriptions and learning objectives in Appendix IV.

Curricular Outline: Outline all coursework with course number, title, and credits only (no course descriptions). This outline will be used for creating a degree audit and catalog copy. Please list all degree/certificate requirements under subheadings in the following order:

- Required/core coursework
- Electives (it is acceptable to provide only the number of credits required and indicate that an elective course list is maintained internally by the unit in the degree audit)
- Culminating experience or integrated experience across the curriculum. Examples of culminating experiences for degree programs include a thesis, dissertation, other creative work, capstone project, comprehensive examination, or supervised field experience. Integrated learning experiences connect concepts and experiences across the curriculum to form a meaningful whole. If included as part of the degree requirements, a program may offer multiple culminating experience options, provided the overall level of achievement for the degree remains the same. Graduate certificates require a capstone or equivalent unifying experience.
- Additional non-credit requirements (e.g. prerequisites, competency requirements, etc.)
- Total credits

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In addition to required coursework, proposals must address the following:

- For master's degrees and graduate certificates, describe how the curriculum is structured as a meaningful progression of coursework and experiences, including a culminating or integrated experience. For master's degrees, note whether it is a thesis or non-thesis program.
- Describe expected student learning goals and outcomes of the program (i.e., what are the students expected to learn? What are the students expected to be able to do as a result of the education provided?), how they will be measured and results used. Indicate how the curriculum will introduce students to questions and considerations of ethics that are relevant to the field of study. It may be appropriate to provide a matrix that links learning objectives or outcomes to individual courses or other specific program components.
- Indicate when the program will be offered (day/evening/weekend), where the program will be offered (campus location(s) and/or distance learning), and the delivery mechanism (in-person classroom, online, hybrid, other distance), including the type of technology to be used. Describe whether students will be able to enroll full-time.
- State that program requirements meet or exceed Graduate School minimum degree/graduate certificate requirements, or describe in detail any areas where they do not align with Graduate School policies.

Transcripted options

- **Degree Options:** If proposing a transcripted degree option(s) within the parent degree program, provide a summary description of the proposed option, including rationale. Describe the required coursework using the same guidelines found in the "Curriculum" section. Review Graduate [Policy 1.3.3](#) for curricular overlap expectations.
- **Advanced Standing (for master's degrees):** If it is anticipated that students may regularly enter the program having already completed applicable coursework that exceeds the limits of transfer credits indicated in [Policy 1.1](#), units can consider creating an Advanced Standing option for programs that would allow students with previous degrees or sufficient background experience in the discipline to complete the program with fewer course requirements. If an Advanced Standing option is appropriate for the proposed graduate program, list both the full and Advanced Standing curriculum requirements and the required background/admissions criteria for Advanced Standing status. Advanced Standing options must still require a minimum of 36 credits for master's degrees and follow all degree requirements outlined in [Policy 1.1](#). Up to 12 of those 36 credits may be fulfilled through GNM or transfer credits as described in [1.1](#). Advanced Standing is most common in disciplines where a previous degree, credential, or specific type of work experience is standard in the field. Clear admissions criteria are required for Advanced Standing options and student learning outcomes and assessment standards must be consistent for both Advanced and Regular Standing students.

Admission

Identify the requirements for admission to the program and describe the unit's admission process. If the program includes an Advanced Standing option, or any option with alternative admissions criteria, clearly identify the differences between criteria.

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ADMISSION FOR GRADUATE CERTIFICATES THAT ONLY ADMIT CURRENTLY ENROLLED GRADUATE STUDENTS

Describe the minimum admission standards for currently enrolled graduate students. Describe the admission process, including how the program will assure that students will apply and be admitted prior to completing significant coursework, or at the latest prior to completing the capstone or unifying experience. Describe who will manage admissions, track student progress, and submit the request to Graduate Enrollment Management Services in the Graduate School for granting of the certificate.

Students

Describe the student population to be served. Include information on scholarships or other financial support available to students. In Appendix II, provide projected student enrollments for five years or until full enrollment is reached (whichever is longer). Describe the plan to advertise and recruit students to the program.

Inclusive excellence

The Graduate School supports programs which advance a culture of excellence and inclusion.

Proposals must address how the program will prioritize inclusive excellence in each of the following stages:

1. **Assessment (before recruitment)**
2. **Recruitment (before enrolling)**
3. **Retention (after enrolling)**
4. **Post-graduation/Career Preparation**

If the academic unit has a written plan for inclusive excellence, reference it here and indicate how the proposed program supports that plan. Consult the Inclusive Excellence in Graduate Programs guide on the Graduate School [website](#) for examples for each stage of the graduate program lifecycle.

Program assessment

Describe the academic unit's plan for assessing how well program objectives will be met. Describe how the assessment information will be gathered and used.

Accreditation

Indicate whether the academic unit will seek specialized program accreditation. If so, discuss plans for accreditation and identify the appropriate accrediting body.

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Faculty

Describe in detail how appropriate faculty expertise and teaching capacity exist for the new program. Provide a profile of the anticipated faculty in Appendix I (e.g., rank, full-time, part-time, etc.), including the amount of effort in the program by full-time-equivalent (FTE).

Clearly describe how graduate faculty maintain program oversight and involvement in the program. Indicate which participating faculty have graduate faculty status. Describe how the program will assure continuity in program delivery and quality over time, especially if non-tenured faculty have significant involvement in the program.

Indicate the mechanism of faculty oversight of the program, including any special committees or directors associated with the program. Describe the process for curriculum management and other aspects of faculty oversight. Indicate who will serve as [Graduate Program Advisor \(GPA\) and Graduate Program Coordinator \(GPC\)](#).

Administration

Describe the staffing plan for administrative and support services for the program.

SECTION III: PROGRAM VALUE AND INVESTMENT

(Limit 3 pages)

This section explains how the proposed program aligns with the university's mission and priorities, demonstrates its strategic value, and provides evidence of demand and a sustainable financial plan to justify the investment.

Relationship to the institutional role, mission, and academic unit priorities

Describe how the proposed degree/graduate certificate program supports the academic unit's priorities and [the role and mission of the University of Washington](#).

Questions to consider (Units should work with their dean or EVCAA to determine which questions are most relevant for their unit/college/school or if additional questions should be addressed):

- How does this program advance the university's reputation or competitiveness?
- What societal or workforce needs does it address?
- How will it contribute to student success beyond employment outcomes (e.g., leadership, global perspectives)?
- What partnerships (industry, government, nonprofit) will strengthen the program?
- How does this program create opportunities for interdisciplinary collaboration or research synergies within the university?

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Program demand

Briefly describe the state/regional/national demand for the program, including available data demonstrating student and employer demand. Describe unique aspects of the proposed program that differentiate it from similar programs offered at the UW, in the state, the region, or nationally and how these unique aspects work to meet the demand.^[1]

Questions to consider (Units should work with their dean or EVCAA to determine which questions are most relevant for their unit/college/school or if additional questions should be addressed):

- Who is the intended student audience for this program (e.g., geographic reach, prior academic preparation, professional experience)?
- What specific job roles, industries, or sectors will graduates of this program be qualified for?
- What do current relevant reports (such as labor market forecasts or industry reports) indicate about demand for professionals in this field?
- Especially if reliable demand data is unavailable, what trends or indicators suggest the field is growing or becoming more relevant?
- What evidence of student interest exists for similar programs at peer institutions (e.g., application volume, enrollment trends, degrees awarded)?
- How does this program compare to similar offerings at peer institutions regarding cost, credit requirements, delivery format, duration, and other distinguishing factors?

^[1] **Demand Analysis Resources:** The following resources may be useful for units to consult as they gauge demand for the proposed program. Units should work with their dean or EVCAA to determine additional or alternative resources for analyzing program demand.

- [UW Continuum College](#): Units may choose to work with the UW Continuum College to create an in-depth market analysis for the proposed program in lieu of completing the Demand for Program section.
- [U.S. Department of Education Data](#)
- [U.S. Department of Education College Scorecard](#)
- [U.S. Bureau of Labor Statistics Employment Projections Databases](#)

Program budget

Describe the program budget, addressing the following. Provide a full summary of costs and revenue in Appendix III.

- Impact of the new program on overall resources within the academic unit, including total program operation cost and total tuition/fee revenue at projected full enrollment.
- Sources of funding for the first year of the program and the year it is expected to reach full enrollment.
- Infrastructure requirements, including any required improvements, need for additional library or technology resources, special space requirements (laboratory space or special classrooms), and equipment needs. Costs and sources of funding associated with these improvements should be outlined.
- **For Fee-Based Programs** – Describe fee structure and include Service Selection Form from the Continuum College.
- **For State-Funded Programs** – Indicate tuition tier. See the [Office of Finance, Planning & Budgeting](#) website for information on tuition schedules.

FACULTY

FACULTY				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full- or part- time)	% Effort in Program
TOTAL FACULTY FTE				

ADMINISTRATION & STAFF

ADMINISTRATION & STAFF			
Name	Title	Responsibilities	% Effort in Program
		TOTAL FACULTY FTE	

APPENDIX II ENROLLMENT AND GRADUATE ESTIMATES

Year	1	2	3	4	5
Headcount					
FTE					
Program Graduates					

APPENDIX III SUMMARY OF PROGRAM COSTS AND REVENUE

PROGRAM EXPENSES

Name	Year 1	Year 2	Year 3	Year 4	Year N*
Administrative salaries including benefits (# FTE)					
Faculty salaries including benefits (# FTE)					
TA/RA salaries including benefits (# FTE)					
Staff salaries including benefits (# FTE)					
Other salaries including benefits (# FTE)					
Financial Aid specific to the program					
Contract Services					
Goods and Services					
Travel					
Equipment					
Other (itemize)					
TOTAL COSTS					

PROGRAM REVENUE

Name	Year 1	Year 2	Year 3	Year 4	Year N*
State Support (General Fund)*					
Tuition and Fees (total)*					
Corporate Grants / Donations					
Other Fund Source (specify)					
TOTAL REVENUE					

*Note: If proposed program revenue will not be distributed to units separately as General Fund and Tuition, then use the projected total combination.

*Note: N = full enrollment

APPENDIX IV COURSE LIST

For each core course and any electives being developed for this program, provide course numbers, titles, credits, a brief description, and summary of course learning objectives. All pre-existing courses that will serve as electives should also be listed but do not require descriptions. This may be a full list of elective courses, or if electives must be chosen from a specific unit/department, indicate the required course level (i.e. 400 or 500) and unit/department.