



NEW GRADUATE DEGREE PROGRAM PROPOSAL GUIDELINES

A new graduate degree proposal must include the items below and be submitted with a cover sheet and appendices I through III. 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.

> Contact the Office of Academic Affairs in the Graduate School at progprop@uw.edu with any questions 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.

RESPONSE TO PNOI

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

- Correct or clarify any misunderstandings
- Describe how the final proposal addresses any concerns raised
- Provide rationale for any concerns not addressed

OVERVIEW

Provide a summary description of the proposed degree 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 title as it should appear on the student transcript.

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RELATIONSHIP TO INSTITUTIONAL ROLE, MISSION, AND ACADEMIC UNIT PRIORITIES

Describe how the proposed degree program supports the academic unit's priorities and the role and mission of the University of Washington.

DOCUMENTATION OF NEED FOR PROGRAM

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.

CURRICULUM

Describe the required coursework (which must adhere to the guidelines in [Policy 1.1](#)) in both the following two formats:

Format 1 (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 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 (thesis/capstone/dissertation)
- Additional non-credit requirements (e.g. prerequisites, competency requirements, etc.)
- Total credits

Format 2 (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 brief 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.

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

- For master's degrees, describe how the curriculum is structured as a meaningful progression of coursework and experiences, including a capstone or unifying experience. 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.

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- 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.¹
- State that program requirements meet or exceed Graduate School minimum degree requirements, or describe in detail any areas where they do not align with Graduate School policies.

TRANSCRIPTED OPTIONS

- **Degree Options:** If proposing a transcribed 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. Information on creating the admission application is available [here](#).

INFRASTRUCTURE REQUIREMENTS

Describe required infrastructure improvements, including the 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 in the budget section of the proposal.

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FOOTNOTE

1. Certain international students must enroll in a full course of study to satisfy visa requirements.

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 [GPA and GPC](#).

ADMINISTRATION

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

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.

EQUITY

The Graduate School supports programs which advance a culture of excellence, inclusion, and equity by eliminating barriers of exclusion such as racism, cis-sexism, sexism, heterosexism, ableism, classism, and unexamined privilege.

Proposals must address how the program will prioritize equity and inclusion including support for minoritized students:

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 equity, inclusion, and diversity, reference it here and indicate how the proposed program supports that plan. Consult the [Equity in Graduate Programs guide](#) on the Graduate School website for examples for each stage of the graduate program lifecycle.

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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.

BUDGET

Include a program budget that includes total program operation cost. Describe the impact of the new program on overall resources within the academic unit, including on existing degree or certificate programs. Identify the amounts and all sources of funding for the first year of the program and the year it is expected to reach full enrollment. Provide a summary of costs and revenue in Appendix III.

Describe how the program fits within the following categories and make sure the proposal addresses the items raised in the appropriate section.

1. The degree program is revenue neutral.² "Revenue neutral" means that no additional resources are needed. A business model/plan demonstrates that no new courses or course sections are needed; no additional faculty resources or staff support is needed, no new operational funds are needed, etc.
2. The degree program increases revenue. New revenue will derive from the proposal, (e.g., higher enrollments, fee based program, etc.) Include a business model/plan that identifies start-up revenue, program costs, projected revenues, and a clear plan and timeline for reaching financial goals.
3. The degree program requires new revenue, but has a compelling strategic value. Include a business model/plan that identifies start-up revenue, program costs, projected revenues, and a clear plan and timeline for reaching financial goals (within a few years of inception).
 - E.g., the proposal positions a unit strategically to take advantage of an important opportunity that will shape the unit for the future.
 - E.g., the proposal meets workforce needs in the state, or important needs in the discipline or field that no other institution in the state will provide, etc.
4. For fee-based (self-sustaining) programs, include the fee structure.
5. For state-funded programs, indicate the tuition tier both in the narrative and on the cover sheet. See the [Office of Finance, Planning & Budgeting](#) website for information on tuition schedules.

For a fee-based program, include the Service Selection Form from the Continuum College.

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FOOTNOTE

2. Revenue is defined as: tuition, program fees, state-funds allocated by the Provost and endowment income.

FINANCIAL AID

Program proposers are responsible for working with the Office of Student Financial Aid (OSFA) to submit a financial aid program eligibility worksheet after program approval. If any of the following apply, program proposers should contact OSFA early in the proposal development process for guidance:

1. The program will have a significant distance learning component.
2. The program or courses will not follow the standard UW calendar (including standard start and end dates for each quarter).
3. Over 50% of the program's instruction will be provided at an off-campus site.

UNIT AND COLLEGE/SCHOOL/CAMPUS APPROVAL

The program proposers are responsible for assuring formal approval at the appropriate levels (department or unit, Dean's Office or Chancellor's Office, etc.) before submitting the final document to the Graduate School for review and approval.

EXTERNAL EVALUATION OF PROPOSAL

Under separate cover, provide the Graduate School with the names, contact information and brief biographies of 6 possible external reviewers.

- The Office of Academic Affairs will contact the external faculty and solicit evaluations of the program proposal.
- Once evaluations have been received, they will be forwarded to the proposing unit. The unit will then submit a formal response to the evaluations to the Graduate School. The proposal may be revised depending on the recommendations of the external reviewers.
- The evaluation letters and academic unit's response will be submitted with the final proposal to the Graduate School Council.

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APPENDIX I PROGRAM PERSONNEL

FACULTY

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

ADMINISTRATION & STAFF

| Name | Title | Responsibilities | % Effort in Program |
|-------------------|-------|------------------|------------------------|
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| 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