

UNIVERSITY OF WASHINGTON
Graduate School Office of Academic Affairs

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. Prior to submission, the proposal must be reviewed and approved by program faculty and be 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 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.

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.

Relationship to Institutional Role, Mission, and Academic Unit Priorities – Describe how the proposed degree program reflects the academic unit’s priorities and supports 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 – Provide a list of the required courses including the course number, course title, credits, and a brief description of those courses. Include those for degree completion, including prerequisite coursework and any other special requirements. 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. 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 in a full-time course of study while making meaningful progress towards the degree.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.

Admission – Identify the requirements for admission to the program and describe the unit’s admission process. 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.

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).

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

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

Proposals must address how the program will prioritize equity and inclusion and support minoritized students, faculty and staff at each stage of the graduate program lifecycle:

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 [Advancing Equity in Graduate Programs](#) resource 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.

Budget – Include a program budget that includes program 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 revenue² neutral. “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).
 - a. E.g., the proposal positions a unit strategically to take advantage of an important opportunity that will shape the unit for the future.

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

- b. 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 Planning and Budgeting](#) website for information on tuition schedules.

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

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.

APPENDIX I

PROGRAM PERSONNEL

Faculty				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Total Faculty FTE				
Administration and Staff				
Name	Title	Responsibilities	% Effort in Program	
Total Staff FTE				

APPENDIX II

ENROLLMENT AND GRADUATION TARGETS

Year	1	2	3	4	5
Headcount					
FTE					
Program Graduates					

APPENDIX III

SUMMARY OF PROGRAM COSTS AND REVENUE

Part II

Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
Administrative Salaries (# FTE) Benefits @ # %					
Faculty Salaries (# FTE) Benefits @ # %					
TA/RA Salaries (# FTE) Benefits @ # %					
Staff Salaries (# FTE) Benefits @ # %					
Other Salaries (# FTE) Benefits @ # %					
Financial Aid specific to the program					
Contract Services					
Goods and Services					
Travel					
Equipment					
Other (itemize)					
Total Costs					
Program Revenue					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
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 unit separately as General Fund and Tuition, then use the projected total combination.