

## Appendix B

### UNDERGRADUATE DEGREE PROGRAM PROPOSAL

#### Submission Packet and Proposal Format

##### **PART 1. Undergraduate Degree Program Proposal Submission Packet**

The overseeing academic dean submits a completed new program proposal packet to the Vice Provost for Academic Affairs. For all new programs, the program proposal, a commitment letter from the program faculty and a resource commitment letter from the overseeing dean are required. Additional endorsement letters may be required as a consequence of the proposed program's organizational structure. Below are typical examples of complete proposal submission packets. If your proposed program doesn't fit, contact the Vice Provost for Academic Affairs office for guidance.

A completed submission packet should include:

- Undergraduate degree program proposal (see Part 2, below).
- Endorsement letter from the sponsoring department chair to the overseeing dean.
- Endorsement and resource commitment letter from the overseeing dean to the Vice Provost for Academic Affairs.

Completed submission packets for interdisciplinary undergraduate program proposals offered by faculty from *multiple departments* should also include:

- Charter (governance contract): see Appendix A.
- Endorsement letter(s) from contributing department chairs and divisional deans.

##### **PART 2. Undergraduate Program Proposal Format**

The proposal template for undergraduate programs is modeled after the format for new graduate degree program proposals which is established by the University of California.<sup>1</sup> The template has been augmented with descriptive details necessary for UCSC approval procedures.

##### **TITLE:**

A proposal for a program of undergraduate studies in \_\_\_\_\_ (English/Biology) for the \_\_\_\_\_ degree[s] ( B.A., B.S.).

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<sup>1</sup> Universitywide Review Processes for Academic Programs, Academic Units, and Research Units effective July 1, 1999.

## **DATE OF PREPARATION:**

### **SECTION 1. INTRODUCTION**

A statement setting forth the following:

1. Aims and objectives of the program. Describe distinctive features.
2. Historical development of the field and of faculty strength in the field.
3. The timetable for development of the program including enrollment projections.
  - a) Specify the timing for:
    - i) Program Approval.
    - ii) New faculty hires.
    - iii) Course approvals.
    - iv) First availability of core offerings.
    - v) Preparation/availability of catalog copy.
    - vi) Availability of space/facilities needed for program.
    - vii) Coordination of outreach efforts.
    - viii) Development of articulation agreements with community colleges.
    - ix) Admission year for first cohort of frosh.
    - x) Admission year for first cohort of junior transfers.
    - xi) Anticipated year of awarding first degrees.
  - b) Consistency of enrollment projections with the campus enrollment plan. State if any other programs will have their enrollments reduced in order to accommodate the proposed program.
4. Relationship of the proposed program to existing campus programs and the to the campus academic plan.
  - a) If the program is not in the campus academic plan, why is it important that it be begun now? State evidence of high campus priority.
  - b) Could the curriculum be offered just as effectively within an existing structure (e.g. as a pathway within an existing major program)?
  - c) What overlaps exist between the proposed curriculum and the curricula of other units on this campus?
  - d) Effect of the proposed program on other programs offered by the sponsoring departments.
5. Interrelationship of the program with other University of California campuses and/or regional public or private institutions if applicable.
  - a) Discuss the possibility of cooperation or competition with other programs within the university.
  - b) Differences from other similar programs within the University and other California institutions.
6. Plan for evaluation of the program within the offering department(s) and campus-wide.

## **SECTION 2. PROGRAM**

A detailed statement of the requirements for the program, including the following:

1. Pedagogical goals:
2. Admission requirements:
  - a) High school student preparation:
    - i) Course requirements.
    - ii) Foreign language requirements.
    - iii) Test requirements.
  - b) Transfer student preparation:
    - i) Articulation agreements with community colleges.
    - ii) Course sequencing strategies to ensure transfers can make up any missing prerequisites in a timely manner.
    - iii) Impact of any special requirements from 2a) above.
    - iv) Assurances that junior transfers making normal progress will be able to complete degree in two years.
  - c) Field examinations, portfolios and other pre-qualifying examinations for acceptance to major.
    - i) Will students be accepted directly to the major or must a course of study be completed first?
    - ii) If special acceptance criteria are invoked, assurances that the selection process will not put any group of students at a disadvantage.
    - iii) Strategies for working with students who fail on initial trial but who wish to persist in their pursuit of the major.
3. Student Program of study:
  - a) Specific fields of emphasis.
  - b) Unit requirements.
  - c) Required and recommended courses - if multiple pathways offered, provide separate description for each.
  - d) Student sample program for each year - demonstrating students can complete degree in normative time.
  - e) General education and college requirements.
  - f) Explanation of any special requirements. (e.g. Education Abroad, internships, etc.)
4. Graduation requirements, including comprehensive exit requirements.

## **SECTION 3. PROJECTED NEED.**

A statement setting forth the following:

1. Student demand for the program:

- a) Provide three to five years of enrollment and admissions statistics from this or other institutions to document that demand exists for such a program. (data on rate of student inquiries can also be used)
  - b) Provide evidence supporting the view that this demand will be stable and long lasting.
  - c) For new programs that are extensions of existing disciplines, enrollment statistics from related courses can also be used to demonstrate demand.
  - d) Statistics or other detailed documentation of need should be provided.
2. Opportunities for placement of graduates; cite employment prospect data and literature where possible. Append relevant statistics and clippings.
  3. Describe importance of new program to the discipline.
  4. Ways in which the program will meet the needs of society.
    - a) What evidence justifies the assumption that the proposed degree program would meet a genuine need at UCSC and for the State of California?
    - b) Cite relevant literature and sources when available.
    - c) Describe ways in which program will meet the need.
  5. Relationship of the program to research and professional interests of the faculty (list core faculty first and then affiliated faculty).
  6. Program Differentiation. How will the proposed program distinguish itself from existing UC and California public or private institutions if applicable? From similar programs proposed by other UC campuses? Statistics or other detailed documentation of need should be provided.

#### **SECTION 4. FACULTY**

1. Provide a statement on present faculty, immediately pending appointments, and projected future hires.
  - a) List program faculty, their ranks, their highest degree and other professional qualifications, and a citation of no more than 5 recent publications (abbreviated Curriculum Vitae).
  - b) Data concerning faculty should be limited to only that information pertinent to the committee's evaluation of faculty qualifications.
  - c) Solicit and append comments from chairs of departments with programs and/or faculty closely related to or affected by the proposed program.
  - d) For participating faculty outside of the sponsoring department, include copies of letters indicating their interest in the program (critical for interdisciplinary programs).

#### **SECTION 5. COURSES**

1. List all present and proposed courses and instructors. Distinguish clearly between existing and new course offerings.
  - a) Indicate when newly proposed courses will become available.
  - b) Include courses offered in related fields.

- c) Append the catalog description of all required and recommended courses.
- d) Discuss the relationship of these courses to specific fields of emphasis and future plans.

## 2. Curriculum Plan

- e) Describe how the new course load will be distributed among existing faculty and future hires for three years taking account existing course loads and projected ladder faculty leaves and absences.
- f) Define schedule on which required and elective courses will be offered (e.g. annually, every quarter, semi-annually etc.).

## **SECTION 6. RESOURCE REQUIREMENTS**

1. If applicable, state that no new resources will be required and describe how the program will be funded.
2. If new resources are required, estimate for the first 5 years the additional cost of the program, by year, for each of the following categories.
  - a) FTE faculty.
  - b) Library acquisitions.
  - c) Computing costs.
  - d) Equipment. (append inventory of current equipment and future needs)
  - e) Space and other capital facilities. (append inventory of current facilities and future requirements)
  - f) Other operating costs (supplies and expense, maintenance of labs and other facilities).
  - g) Teaching Assistants.
  - h) Technical and administrative staff. (append description of current staffing level and future requirements)
3. Indicate the intended sources of funding for all new costs.
  - i) If program is to be funded by internal reallocation, explain how internal resources will be generated and/or realigned and the effects of reallocation on existing programs.
  - j) Clearly separate out any unmet needs.
  - k) Describe opportunities/activities for securing external support.
  - l) What resources (soft funding for instructors and staff, space, etc.) are indispensable to the operation of the proposed program; clearly separate basic requirements from long-term desires.
  - m) Over the five-year initial planning period for the new program, describe the schedule on which these resources need to become available.
  - n) Relate phasing of funding to targets for enrollments, majors, degrees, or other measures of workload accountability.

## **SECTION 7. PROGRAM ADMINISTRATION**

Describe how the program will be administered so as to assure its long-term stability and coherence. Include:

1. Department or faculty group which will administer the program.

2. Administrative home for purposes of student major advising *etc.*
3. Specific provisions for the succession of the chair and leadership responsibilities.
4. Append agreements assuring that any courses and other faculty effort essential to the program will be available to guarantee any current cohort of students the opportunity for timely major completion.
5. Append a signed charter (Appendix A) if the proposal is sponsored by a Program Committee from multiple departments and/or divisions.

### **SECTION 8. CHANGES IN SENATE REGULATIONS**

The proposal should state clearly whether or not any changes in Senate Regulations at the Divisional level or in the Academic Assembly would be required. If changes are necessary (e.g., for all proposals for new degree titles), the complete text of the proposed amendments or new regulations should be provided.

### **SECTION 9. WASC APPROVAL**

The Western Association of Schools and Colleges (WASC) is the accrediting agency for the University of California. New programs that involve instructional activities at off-campus locations or use distance-learning technologies may require prior approval from WASC. WASC substantial change requirements are posted at: <http://www.wascweb.org/senior/subchange.html> State if the proposed program requires WASC notification.