

**Guidelines for the Development of New Self-Supporting
Graduate Professional Degree Program Proposals at UCLA**

Self-supporting graduate professional degree programs (SSGPDPs) should help enhance the academic environment, and promote graduate student diversity and access throughout UCLA. Self-supporting means that all program costs, both direct and indirect, are covered by revenues generated by the program.

- 1) **PROGRAM CRITERIA:** SSGPDPs allow UCLA to serve additional students above and beyond those supported through resources provided by the State; and fulfill demonstrated higher education and workforce needs. SSGPDPs may introduce new fields or promote interdisciplinarity that would enrich the academic environment at UCLA. Models of SSGPDPs include, but are not limited to, those that serve non-traditional populations with specialized goals, such as full-time employees, mid-career professionals, international students, and/or students whose professional education is supported by their employers.
- 2) **AIMS OF SSGPDPs:** All proposals must include/address the following:
 - (a) How the proposed program will enhance the reputation of the department, school and/or university.
 - (b) Program structure, curriculum, and the type of students to be served.
 - (c) A comparison to existing departmental degree programs and a description of how the SSGPDP may impact the goals and missions of the proposing unit(s).
- 3) **NO NEGATIVE IMPACT ON STATE-SUPPORTED PROGRAMS:** Proposals must include a detailed explanation of the measures taken in designing the SSGPDP to ensure that faculty members will continue to provide at least the current level of support to existing state-supported graduate and undergraduate programs. Specifically, TA support must be addressed. If mixed enrollment is proposed, justification must be provided. The percentage of SSGPDP students in mixed enrollment state-supported courses must be specified. If the enrollment cap for such a course is less than 20, there is no restriction. If between 20 and 50, then the share of SSGPDP students should be less than 49%. If more than 50, then the share of SSGPDP students should be less than 33%. The Academic Planning and Budget Office (APB) must provide an assessment that supports the above, including the impact on the size and students of state-supported programs. It is expected that the unit(s) commit that faculty who teach in the proposed program will do so on an overload basis with no exceptions.
- 4) **SENATE FACULTY INVOLVEMENT:** Academic Senate faculty must be involved in the conception, review, approval, teaching, and ongoing evaluation of all proposed SSGPDPs. A significant share of courses must be continuously taught by Senate faculty. A proposal for a SSGPDP must include/address the following:
 - (a) A description of Senate faculty's teaching role in the proposed SSGPDP; if the percentage of Senate faculty teaching in the program deviates from standard unit practices, the deviation must be explained in the proposal.
 - (b) The proposed sample syllabi of courses.
 - (c) A list of faculty that have committed to teach in the program and their CVs.
 - (d) Faculty of the proposing unit(s) vote on the proposal.
- 5) **PROGRAM GOVERNANCE:** A proposal must include proposed bylaws. The bylaws must detail the governance structure of the program, including faculty oversight bodies, and levels of engagement by relevant faculty in the administration and execution of the program. The faculty oversight committee must have jurisdiction over the curriculum, teaching assignments, and the use of available net revenue to ensure financial transparency. A majority of the faculty oversight committee members should be Senate faculty.

- 6) MARKET ANALYSIS/STUDY. To ensure a SSGPDP is designed to meet projected need for the program, it is necessary to carry out a thorough market analysis based on relevant data. The analysis must address the following.
 - (a) Student demand for the program. Who will be the target audience?
 - (b) Planned efforts to identify and recruit prospective underrepresented minority students.
 - (c) A study, including tuition costs, of similar programs offered by similar universities across the world. How will the program distinguish itself from existing programs?
 - (d) An analysis of potential employment outcomes (and earnings) and its relation to program costs.
 - (e) Recruitment and marketing strategies that will be employed to reach out to prospective applicants and to prospective employers.
 - (f) Five-year enrollment plan.
 - (g) Concrete employment options for students upon completing the degree.

- 7) ADMISSIONS REQUIREMENTS: The general requirement for admission is a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from the University of California. An overall scholastic average of B (3.0 on a 4.0 scale) or better is required, or its equivalent if the letter grade system is not used, and in any post-baccalaureate study. Appropriate alternative professional achievement or/and additional life experiences may be considered through the existing exception process.

- 8) PROFESSIONAL DEVELOPMENT/STUDENT OUTCOMES: A proposal must clearly state the expected student learning outcomes. It should describe how the program will provide professional and career development skills, information, and services. The proposal should include a job placement strategy for those students that are not employed or those that plan not to return to an existing place of employment.
 - (a) Detail provisions for career and professional development.
 - (b) Detail partnerships with industry, non-governmental, and governmental organizations.
 - (c) Describe how the program will ensure that students will receive the necessary tools that will allow them to be successful in their future employment. How will the program implement the above? How will the program ensure that the skills are in line with current needs?

- 9) CONTRIBUTIONS TO DIVERSITY: The proposal must include a plan detailing efforts to identify and recruit underrepresented minority students. Per a Memorandum of Understanding, The EVC/Provost will allocate resources proportional to SSGPDP revenue from the central fund to support all graduate students from across campus who represent diversity. Such funds will be administered by the Graduate Council in close collaboration with the Vice Provost for Graduate Education.

- 10) INTERDISCIPLINARITY: Partnerships and interdisciplinary curricula between cross-campus Faculty, Departments, Divisions, and Schools are welcome. Proposals with an interdisciplinary component must include a clear commitment of level of resources and personnel from each participating unit and a statement of how those participating units will share responsibilities in the operation of the program and the distribution of resources. In addition, such proposals must clearly state how the interdisciplinary program will enhance the academic environment of UCLA.

- 11) UNIT(S): Participating unit(s) are defined as groups of faculty within a department(s) or Dean(s) that create and oversee the SSGPDP. Two or more units can jointly propose a SSGPDP.

- 12) FACULTY REMUNERATION: A proposal must include a plan for compensation for the faculty that launch, operate, and teach in the SSGPDP.

- 13) STAFF: A plan for hiring dedicated staff must be included in the proposal. For those programs where new staff will not be hired, provide a detailed plan for compensation for existing staff. It is expected that the budget specify compensation levels provided to indirect and direct staff.
- 14) RESOURCE ANALYSIS: Provide a financial statement over five-years that details all revenue, expenses, balances and uses of balances. The program must work with APB to provide a detailed spreadsheet spanning a 5-year period. If startup funds are required, specify how those startup costs will be covered. The following categories should be included in presenting this analysis: Revenues; Instructional costs; Direct staff costs; Indirect staff support costs; Materials; Space; Marketing; Taxes and fees levied by the university.
- 15) DISPOSITION OF PROGRAM REVENUE AND EXPENSES: A proposal must include an agreement between APB, the Unit(s), the Dean(s), Graduate Council (GC), and the Council on Planning and Budget (CPB) detailing how revenues of the program will be distributed. The Unit(s) should be able to anticipate a steady stream of available net revenue to maintain appropriate incentives and ensure flow of funds for academic quality. For SSGPDPs operated by departments, it is anticipated that the department(s) should receive at least seventy-five percent of the tuition. For interdisciplinary SSGPDPs, the agreement must specify the percentages for each unit operating the SSGPDP.
- 16) PROGRAM SUSTAINABILITY: To ensure that the SSGPDPs do not draw from external financial resources during cyclical downturns and to provide investment in support of academic excellence, proposed programs should have a strategy and mechanism to carry forward an appropriate level of available net revenue. The SSGPDP bylaws shall detail the ways in which these savings will be controlled by the faculty oversight committee of the program.
- 17) MODE OF DELIVERY. SSGPDPs may be offered through alternative modes of delivery, such as: online or hybrid instruction; low-residency programs, alternatively-scheduled (e.g., during evening, weekends, and/or summers); and/or offered in an alternative location (e.g., off-campus, abroad). Proposals for SSGPDPs that rely heavily on digital technologies in the delivery of instruction should have mechanisms in place to ensure weekly synchronous interaction between instructors and students. Furthermore, proposing units should explain how those technologies will enhance learning and provide access to a larger and more diverse student population. If a 3rd party vendor will be hired to support an online program, the proposed contract must be included. In addition, units that propose to convert more than 25% of an existing on-campus graduate program to an alternative mode of delivery must be reviewed through the same processes as a newly proposed graduate degree program.
- 18) CONTRIBUTION TO ACADEMIC EXCELLENCE AT UCLA. SSGPDPs should make a meaningful contribution to the academic environment of the campus beyond the financial benefits it may bring. A proposal should specify concrete ways it will attain this end. These may include: making available additional curricular offerings to state-supported students, data sources and physical equipment unavailable otherwise; bring experts in new fields as visiting faculty; invite as speakers, public policy experts; help introduce new technologies to educational programs; establish links with alumni and the community; help establish relationships with government, industry and NGOs to provide new opportunities for UCLA students and graduates.
- 19) PROGRAM EVALUATION/REVIEW: Following approval of the proposal and three years after the admission of the program's first cohort, the Graduate Council will conduct an independent review of the SSGPDP. Such an internal review will involve the collection of a written progress report from the program's director. The review should refer to the initial proposal and the 5-year plan (as outlined in points 6 & 14) to assess whether the goals and objectives stated were attained. In the precedent years, the SSGPDP will be reviewed annually by the Office of Academic Planning and Budget; the resultant annual reports should be made available to the program's director and appended to the year-three progress report to enable the Council to consider the financial feasibility of the program, in

addition to the academic merits of the program. The Graduate Council may request assistance from the Council on Planning and Budget to conduct a more thorough assessment of the program's financial feasibility.

Following a successful year-three review by the Graduate Council, the SSGPDP will then be incorporated into the Academic Senate's regular, eight-year program review process. After the initial eight-year program review process, the Graduate Council will conduct mid-cycle audits every four years of financial and enrollment reports, diversity efforts, placement and employment outcomes (and earnings), and staffing of the program (i.e., teaching loads, advising, etc.). The review should include an assessment of the unit's ability to maintain a steady stream of available net revenue to ensure the viability and quality of the program. Should immediate concerns arise as a product of the year-three review or the mid-cycle audit, the Graduate Council will address them directly with the program director and monitor the program's progress with addressing the concerns. Should the concerns not be satisfactorily addressed within a reasonable specified period of time, the Graduate Council will move to suspend admissions to and/or discontinue the SSGPDP as afforded under the Academic Senate's Appendix V procedures and as recommended by the CCGA guidelines.

Graduate Council Approval: May 17, 2019