GUIDELINES FOR SUBMITTING A PROPOSAL FOR A
NEW GRADUATE DEGREE OR CERTIFICATE PROGRAM

Revised 12/2009

Approved by the Graduate Council 1/2010

The Graduate School requires a systematic and rigorous appraisal of the physical resources, curriculum, faculty, and anticipated student body of any department that requests authorization to move into graduate degree work or proposes the addition of graduate degree programs or certificates to its offerings.

Ten (10) copies of the proposal should be submitted to the Graduate School office; any estimates required in the proposal should be calculated for a three-year period. Proposals should include the following information:

1. **Rationale**: Give a summary of the intellectual and academic need for each proposed degree/certificate program.
    a. Give the exact title of the degree/certificate.
    b. Discuss the purpose and goals of the degree/certificate.
    c. Describe the level of demand for the program, and what the local, regional, national and international job market outlook is for students who have obtained the proposed degree. Include existing programs at other universities, if there are any, that are similar to the one being proposed and briefly clarify how the proposed program is different. You will be asked to provide greater detail regarding other institution's programs in item #8 of these guidelines.
    d. Discuss the relationship of the proposed program to other cognate fields. Are there potential interactions with other programs/departments?
    e. Discuss the relationship of the proposed program to undergraduate and professional programs.

2. **Resources**: List and evaluate all of the resources currently available to the program and describe what will be needed in addition to implement the proposed program. Include:

    a. <u>Library:</u> A survey that assesses all pertinent library print and electronic resources, collections, documents, major sets, data, and tools in all formats, should be part of the proposal. List any special or unique resources the UM libraries currently have and describe additional library resources that will be needed and their estimated cost. Provide an estimate of incremental library needs per year. Demonstrate that library resources are adequate not only for instruction, but for the research of faculty recruited as part of the program. This survey should be conducted jointly with appropriate staff from Richter Library. Contact Yolanda Cooper, Deputy University Librarian, (305) 284-3551, for assistance.

    b. <u>Laboratory Facilities, Equipment, and Space:</u> Describe existing laboratory facilities and equipment. Discuss laboratory equipment and laboratory facilities of all types

that will be needed. Estimate incremental laboratory equipment needs for succeeding years and provide estimated cost for same. Evaluate the adequacy of existing laboratory space and provide estimated cost of the incremental need for space for any proposed work.

    c. <u>Other Resources</u>: List any other resources, such office equipment and student support services, that are necessary to the proposal. Estimate the cost of the addition of such resources.

3. **Curriculum**:
    a. List the major division or divisions of the discipline in which the proposed graduate work will be offered.

    b. Evaluate the adequacy of your present undergraduate and graduate curricular structure for the proposed program.

    c. List any anticipated additions, deletions, and changes in your current curricular structure resulting from the new program. For each item, list the faculty involved.

    d. List any current, anticipated, or agreed upon cooperative or interdisciplinary work with other components of the University or with any extramural agency as pertinent to the proposed program.

    e. Provide a detailed description of the proposed program including
- Program requirements written in a manner consistent with a graduate bulletin masthead.
- Anticipated program mission and learning outcomes.
- Assessment methods (i.e., qualitative and quantitative) intended to measure student attainment of learning outcomes.
- Describe track(s) for the degree or certificate.
- Course descriptions, including a syllabus, if possible, for each new course.
- The proposed schedule of course offerings for the first three years. For each course, list the faculty who will be teaching the course. Estimate the total teaching load for each member of the faculty who will be involved in the program when it is in place.

    f. Teaching: What kinds of teaching will prevail in the program, i.e., clinical, classroom, independent research, seminars, online, etc., and in what proportion?

    g. Describe the expected distribution of graduate students among advisors.

    h. Describe any colloquia series, special seminars, or conferences that will be held.

    i. Include Learning Outcomes Assessment Plan (see attached).

4. **Faculty**:
    a. Include the complete C.V. of each faculty member who will participate in the program. The graduate teaching experience and grants received of the person concerned should be included in each C.V.

   b. Estimate the need for additional faculty, including in each instance

- Specialization desired.
- Degree of experience desired.
- Salary anticipated.

   c. Describe the interaction of the proposed program with other graduate programs, e.g., thesis and dissertation committees.

5. **Students**:
   a. Estimate the number of students in the program and the pool from which they will be selected.

   b. Describe requirements for admission to and expected retention of students in the proposed program.

   c. Describe the anticipated need for and specific use of teaching assistants and research assistants in the program. Include the number and estimated stipends for each assistant (indicate stipend level and whether 9-month or 12-month).

6. **Administration**:
   a. Estimate the anticipated administrative increments imposed by addition of this program, i.e.,

- Need for additional secretarial help.
- Need for additional office equipment and supplies.
- Need for additional travel, publication costs, and other funds.

   b. Describe the arrangements for administration and for academic direction of the program as it pertains to

- The day-to-day administration of the program.
- The academic policy-making mechanisms used to implement the program, including criteria for membership in the faculty of the program.

7. **Budget (three-year)**: Provide a three-year projected budget commencing with the year the program gets under way. Each year's budget should include all anticipated income (use current-year tuition credit costs and projected overhead) and all anticipated incremental costs, e.g., new faculty with fringe, library additions, teaching assistantships, laboratory equipment, staff, travel funds, etc.

8. **Comparisons**: Compare the proposed program at the University of Miami with five high-quality, established programs at comparable universities. In the comparisons, include only the sections and subsections from items #1 through #7 above that are appropriate.

9. Online and Distance Degree and Certificate Programs only

Instructional Support Benchmarks	A documented technology plan that includes electronic security measures is in place and operational to ensure both quality standards and the integrity and validity of information.
	The reliability of the technology delivery system is as failsafe as possible.
	A centralized system provides support for building and maintaining the distance education infrastructure.
Course Development Benchmarks	Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes determine the technology being used to deliver course content.
	Instructional materials are reviewed periodically to ensure they meet program standards.
	Courses are designed to require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements.
Teaching/Learning Benchmarks	Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways, including voice-mail and/or e-mail.
	Feedback to student assignments and questions is constructive and provided in a timely manner.
	Students are instructed in the proper methods of effective research, including assessment of the validity of resources.
Course Structure Benchmarks	Before starting an online program, students are advised about the program to determine (1) if they possess the self-motivation and commitment to learn at a distance and (2) if they have access to the minimal technology required by the course design.
	Students are provided with supplemental course information that outlines course objectives, concepts, and ideas, and learning outcomes for each course are in a clearly written, straightforward statement.
	Students have access to sufficient library resources that may include a "virtual library" accessible through the World Wide Web.
	Faculty and students agree upon expectations regarding times for student assignment completion and faculty response.
Student Support Benchmarks	Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
	Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, and other sources.
	Throughout the duration of the program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff.

	Questions directed to student service personnel are answered accurately and quickly, with a structured system in place to address student complaints.
Faculty Support Benchmarks	Technical assistance in course development is available to faculty, who are encouraged to use it.
	Faculty members are assisted in the transition from classroom teaching to online instruction and are assessed during the process.
	Instructor training and assistance, including peer mentoring, continues through the progression of the online course.
	Faculty members are provided with written resources to deal with issues arising from student use of electronically-accessed data.
Evaluation and Assessment Benchmarks	The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.
	Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
	Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.

Reference
Institute for Higher Education Policy (2000). Quality on the line: Benchmarks for success in Internet-based distance education. Retrieved from
http://www.ihep.com/Pubs/PDF/Quality.pdf

10. **Transfer of coursework to graduate degree programs**
    a. Indicate if the courses taken in the certificate program can be substituted for courses in a graduate degree program.
    b. Indicate if the courses can be transferred to a graduate degree program after the certificate is completed.

Program Assessment Update

School/College/Division:
Program/Administrative Unit:
Program Contact:
Academic Year:

Mission Statement/Program Objectives

<mark>Please insert program mission/objectives as stated on your Program Assessment Plan</mark>

Definition & Assessment of Intended Outcomes

Outcome 1: <mark>Please insert outcomes (number of outcomes will vary) as stated on Program Assessment Plan</mark>

    Assessment Measure 1: <mark>Please insert identified methods (number of measures will vary, but should include at least two) for considering the program's level of attainment of outcomes according to the program assessment plan.</mark>

    Assessment Measure 2:

Outcome 2:

    Assessment Measure 1:
    Assessment Measure 2:

Findings

- <mark>Please structure your response to this section according to your defined outcomes and, using the results from your assessment, provide evidence (i.e., quantitative and/or qualitative) of the level of attainment for each outcome.</mark>
- <mark>How did your faculty/staff review the assessment results to draw conclusions about the program objectives?</mark>
- <mark>Please describe the strengths and concerns of your program identified from the assessment results?</mark> (Include supporting documents, only when applicable, as attachment to this report.)

Discussions

<mark>This section is intended to substantiate the completion of the assessment cycle. Please provide a narrative that will clarify to the reader:</mark>
- <mark>What changes have been or will be made to address concerns within the program?</mark>
- <mark>What course of action (including timelines) are you implementing to make identified changes?</mark>
- <mark>Are there any ways that your program assessment plan could be improved in the future? For example, could you more accurately measure your objectives; have you identified new, more relevant objectives; do the measures align well with your available resources?</mark>