Proposals for new degree or certificate programs, or for substantive changes in existing programs, must be approved by the Executive Committee of the Graduate Faculty (ECGF) and the Dean of the Graduate School. The procedures for such approval are as follows:

1. Written proposals should follow the guidelines listed under “Basic Elements of a New Program Proposal” (see below).

2. The proposal must be discussed, voted on and approved by the faculty of the sponsoring or proposed department(s) or program(s), as documented in a cover letter to the Associate Dean.

3. The proposal should be vetted by senior financial administrators and any faculty oversight committee(s) of the sponsoring school or institute. Explicit support for the proposal by the sponsoring school or institute, as communicated by the relevant dean or director, is to be detailed in a letter accompanying the proposal to the Associate Dean.

4. The Graduate School will review the proposal for adherence to academic and financial requirements. Proposals will be returned for revision if they fail to meet them. Otherwise proposals are entered into the faculty review process as soon as scheduling allows.

5. A programs subcommittee of ECGF will review the proposal. They may ask for additional information or revisions to improve the proposal. Otherwise they forward it to the full ECGF with recommendations.

6. The ECGF will meet with leaders of the proposed program as part of its deliberations. If approved, the proposal is forwarded to the Dean of the Graduate School for consideration.

7. Proposals for certificates or substantive changes in existing programs, but not involving a new global or interdisciplinary dimension, can go into effect if approved by the Dean of the Graduate School.

8. If approved by the Dean of the Graduate School, proposals for new degree programs, or for an added global or interdisciplinary dimension to an existing program, are forwarded to the Provost.

9. The Provost seeks the advice of the Academic Programs Committee (APC) and approval of the Academic Council (AC) with respect to new or revised degree programs. For interdisciplinary master’s degree proposals, or those with a global component, the Master’s Advisory Council provides extra review to advise APC and AC.

10. After receiving the endorsement of the faculty committees and councils, if the Provost supports the proposed new degree, s/he presents it to the Board of Trustees for final approval.

In cases of dual degree programs, both of the deans of the involved schools must approve the proposal, which will then follow the above procedure. Proposals for certificate programs and University training programs also follow this model. Such programs that do not result in new degrees do not require approval by the Board of Trustees.
Basic Elements of a New Graduate Degree or Certificate Program Proposal

1. Rationale for the program, including a statement of how the proposed program fits into the research and/or teaching mission of the sponsoring department or program. Describe the proposed program’s relationship to existing programs at Duke (graduate, undergraduate) and at other institutions, and justification of why this new program is needed.

2. A statement indicating why this new program, if approved, will not have negative consequences for the sponsoring unit’s other graduate and/or undergraduate programs, or those of other Duke academic units.

3. Students (sources, characteristics, opportunities available to graduates). Include a market analysis for the proposed new program: What is the evidence that there is sufficient demand among potential applicants that enrollment targets will be met consistently? What opportunities are likely to be available to graduates? Include relevant information about the most comparable programs at other universities.

4. Statement of resources needed for the program:
   a. business plan explaining program expenses and how they will be covered
   b. review of resources available (personnel, finances, space, library, etc.)
   c. statement of additional resources needed
   d. potential or actual outside funding
   e. financial aid, scholarship or fellowship mechanisms to be employed, with criteria for awards.
   f. five-year student, faculty and resources projections

5. Degree requirements for the program (credits, courses, prerequisites, RCR training, examinations, papers, internships and professional development, experience). Graduate School regulations require a minimum of three semesters of full-time enrollment and tuition, or equivalent, for master’s programs. A minimum of 24 graded credits is required, with 30 or more credits overall, for a master’s candidate to graduate. Graduate School training in Academic Integrity and Responsible Conduct of Research (4 hours) is required for matriculating master’s students, and 12-18 hours for PhD students, depending on disciplinary division of the proposed program.

6. Descriptions of courses and learning opportunities to be offered in connection with the program and identification of teaching faculty). Indicate and explain any distance-based learning opportunities proposed for the program, such as online course offerings, internships, or other educational activities away from Duke. For proposed programs with distance-based learning opportunities, please contact the Manager of Educational Compliance in the Office of the Vice Provost for Academic Affairs for a letter to include with the proposal.

7. Curriculum vitae of faculty who will participate in the program

8. A recruitment plan for meeting anticipated enrollment, and for promoting diversity among the students matriculating in the program

9. A summary of career development services that will be provided to the students, including but not limited to those that are provided centrally across the university. Consult Duke Career Services in developing this text.

10. An evaluation of the student support services that will be needed and available for students of the new program. Indicate the number of international students that are anticipated in the program, and certain to address their potential needs.

11. A learning outcomes assessment plan indicating specific student learning outcomes, how the outcomes will be measured, how data are to be gathered, and how the findings will be used to improve the program.
12. **Letters of support:** A supporting statement is required from the dean(s) or director(s) of the sponsoring school(s) or institute(s). Include any additional clearances obtained or required (e.g. from a school’s faculty/advisory board, from professional licensure organizations, etc.). Letters of support should also be provided from the head of any other unit that is expected to make a significant instructional contribution to this new program (e.g. when required courses or collaborating faculty are from another department.) Letters should also be included from the heads of other Duke units with related academic programs.