



# ACADEMIC AFFAIRS GUIDELINES

<b>Section 2:</b>	Academic Programs and Curriculum: Guidelines and Procedures	
<b>Title:</b>	New Graduate Degree	
<b>Number (Current Format)</b>	<b>Number (Prior Format)</b>	<b>Date Last Revised</b>
2.10	II.C.3.c	10/2018
<b>Reference:</b>	<a href="#">AAC Guideline 2.10.A</a> – Campus Handbook for New Graduate Program Approval Process <a href="#">BOR Policy 2:1</a> – External Review of Proposed Graduate Programs	
<b>Related Form(s):</b>	<a href="#">AAC Form 2.10</a> – New Graduate Degree Program Form	

## Approval Summary Quick View

New Graduate Program ► CAO ► AAC Program Tracker ► Univ. Website ► AAC ► External Review ► BOR

## 1. Definitions of System Graduate Degrees:

### 1.1. Doctor of Philosophy Degrees

Doctor of Philosophy (Ph.D.) programs prepare a student to become a scholar; that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. A well-prepared doctoral graduate develops the ability to understand and critically evaluate the literature of the field and to apply appropriate principles and procedures to the recognition, evaluation, interpretation, and understanding of issues and problems at the frontiers of knowledge. The doctoral graduate will also have an appropriate awareness of and commitment to the ethical practices appropriate to the field.

A central purpose of scholarship is the extension of knowledge, and students in a doctoral program become scholars by choosing an area of specialization and a professor with whom to work. Individualized programs of study may then be developed and committee members selected cooperatively as course work is completed and research undertaken. When all courses are completed, the research finished, the dissertation written, and all examinations passed, the doctoral graduate should have acquired the knowledge and skills expected of a scholar who has made an original contribution to the field and has attained the necessary expertise to continue to do so.

### 1.2. Professional Doctoral Degree

The professional doctoral degree requires two or more years of professional study past the baccalaureate degree. This degree prepares an individual for entry into the practice of a recognized profession. Examples of professional doctorates are the M.D., Pharm.D., J.D., DVM, Ed.D., Au.D., and DPT degrees.

### 1.3. Educational Specialist

The Education Specialist (Ed.S.) degree/certificate is a post-master's award recognizing completion of an organized program of study beyond the master's degree that does not meet the requirements for a doctoral degree.

### 1.4. Master's Degree

In broad terms, the master's degree indicates that the recipient has mastered a program of advanced, specialized study in a particular field. Normally, degree titles indicate one of two major categories. The first category, the Master of Arts (M.A.) and Master of Science (M.S.) degrees, provides an introduction to scholarship activities and research. These degrees often serve the needs of individuals teaching in public schools or community colleges and/or preparation for further graduate study. The second category leads to professional master's degrees, such as the Master of Education (M.Ed.) or Master of Business Administration (M.B.A.). Although similar to the M.A. and M.S., these programs tend to emphasize professional practice.

Despite differences in titles and objectives, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study (or equivalent) and the completion of a minimum of 30 semester hours of credit, depending on the plan of study. Award of the degree depends upon completion of a coherent program designed to ensure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate degree. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline. The common core typically includes:

- a concentration in a subfield of study;
- cognate courses outside the department as a means of broadening the curriculum or provide needed skills;
- an integrative experience to synthesize the program's content and/or to translate theory into practice such as seminars, practicums or internships, etc.;
- a summative experience to measure achievement and intellectual growth such as a thesis, research paper, and/or comprehensive examination.

2. Board of Regents (BOR) action is required to establish a new graduate program.
3. Permission to submit a new graduate degree proposal is dependent upon prior approval or waiver of an Intent to Plan.
4. Board of Regents Policy 2:1 requires external consultants to review new graduate program proposals. Consultants provide a written report that becomes part of the agenda item presented to the Board of Regents; the Board of Regents requires completion of the external review prior to approval. Universities considering proposing a new graduate program should consult Board of Regents Policy 2:1 and the Campus Handbook for the New Graduate Program Approval Process ([AAC Guideline 2.10.A](#)).
5. The university Vice President for Academic Affairs (VPAA) will review the new graduate program proposal request with the system Chief Academic Officer (CAO). The notification to the system CAO shall occur at least one AAC meeting prior to the initial posting of the new graduate program proposal. If the proposal involves new courses for the university, the

notification to the system CAO shall include a brief justification for the new graduate program proposal and evidence that the program does not duplicate existing programming within the Regental system (or that the duplication is justified).

6. The Executive Director grants formal approval to move forward with the new graduate program proposal request and for posting on the [AAC Program Tracking Dashboard](#).
7. Program development notifications will be posted to the [AAC Program Tracking Dashboard](#), and institutions shall have the opportunity prior to the next AAC meeting to make formal inquiries with the posting institutions about the intent and nature of the program. Such inquiries shall be made directly with the provost/VPAA at the posting institution and should include both the system CAO and the system Assistant Vice President for Academic Affairs.
8. The system CAO and the Executive Director may approve, deny, or send the proposal form back to the campus for revisions. The Executive Director has final authority for advancing a new specialization request forward for AAC review and to the Board of Regents. Final recommendations to the Board may outline Board staff or institutional concerns for the requested graduate program proposal in the “Impact and Recommendation” section of the Board cover sheet.
9. The system CAO will place the request on the AAC agenda.
10. Proposals approved by the AAC move to the agenda of the Board of Regents for review and approval.
11. Two or more universities may submit a joint new graduate program form for collaborative program proposals.

**SOURCE:**

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