Academic Program Authorization and Review

CURRICULUM SECTION

December 4, 2020

Welcome

Dr. Martha Venn

Vice Chancellor for Academic Affairs

AGENDA

1. Program Authorization Responsibilities
2. Curriculum Section
3. Training and Support

Getting to know our audience

Zoom Poll Questions

Board of Regents Program Authorization Responsibilities

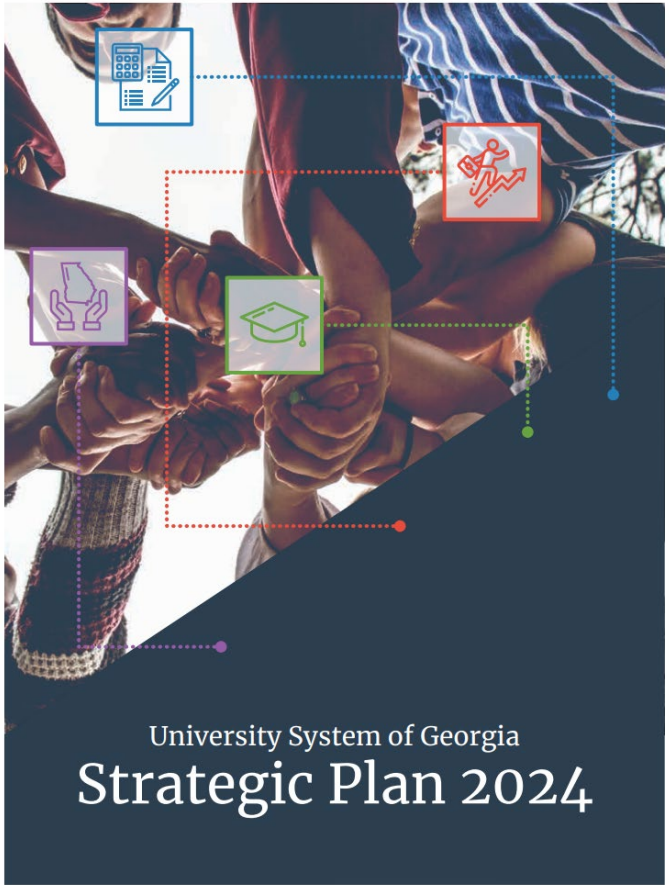
Georgia State Constitution – Section IV. I. b

"The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia."

Board of Regents Authorization

Official Code of Georgia Annotated TITLE 20. EDUCATION; CHAPTER 3. POSTSECONDARY EDUCATION; ARTICLE 2. BOARD OF REGENTS AND UNIVERSITY SYSTEM; PART 1. BOARD OF REGENTS

- **§ 20-3-32. Powers as to institutions, departments, courses, and degrees of university system**
- (a) The board of regents is authorized to consolidate, suspend, or discontinue institutions; merge departments; **inaugurate or discontinue courses; and abolish or add degrees.**
- (b) Whenever any such modifications, changes, consolidations, or suspensions are put into effect, the board is authorized to readjust budgets to the extent necessary by the reallocation of the moneys appropriated for the institutions affected.



"Institutions must build more partnerships with both local officials as well as Georgia business and economic development leaders and seek their input about educational programs and what knowledge and skills students need to be successful [in order to] improve the alignment of our degree programs with industry demands and focus on our communities' need for talent."

USG 2024 Strategic Plan

USG Program Authorization Steps

1. Annual Academic Forecast
2. Program Proposal
3. Board Review and Approval
4. Monitoring New Programs
5. 7-Year Review cycle

Roles and Responsibilities

Board of Regents

- Program Authorization
- Review of recently authorized programs and ongoing review of existing programs (enrollment and graduation trends)
- Make process clear and as transparent as possible
- Provide tools to facilitate program requests, monitor enrollment and graduation, and inform decision making

Institutions

- Curriculum and learning outcomes
- Alignment to mission
- Alignment to local and regional employment needs
- Institutional alignment: Finance, Academics, Facilities, Economic Development, Admissions, Career Services
- Analysis of program enrollment and graduation trends and learning outcomes
- Graduate outcomes

Program Proposal Form

Answers to questions that are italicized will be entered in the SharePoint form

Internal coordination within the institution in the development of a proposal is critical

New Components

1. Labor Market Data
2. **Occupational Competencies**
3. **Career Competencies**
4. **High Impact Practices**
5. Marketing & Start up Costs & Plans
6. Faculty Redirect Costs and Plan
7. Risk Analysis

First 4 questions in the section are not new

D. CURRICULUM

*30. Enter the number of credit hours required to graduate^*

Enter #

*31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual **here** for more information).*

☐ *No*

☐ *Yes* (If yes, explain the rationale for the request in the space below)

32. Related to SACSCOC accreditation please specify if the program format of the proposed program is a^:

Format (Check 1)		50% or more of the program is delivered online
☐	Combination of on-campus and online	☐ Yes
☐	Combination of off-campus and online	☐ Yes
☐	Hybrid, combination delivery	☐ Yes

33. Is the program synchronous or asynchronous?[5] Mark one of the options below.

☐ *Synchronous*

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

☐ *Asynchronous*

New Component: High Impact Practices

Specific to Undergraduate Program Proposals

- Identifying if high-impact practices will be integrated into the program, & if so, which HIPs and whether they are required/optional experiences

34. If the proposed program awards undergraduate degrees, which **High Impact Practices**[6] (HIPs) will faculty embed into the program? Mark all that apply.

- ☐ First-Year Experiences
- ☐ Common Intellectual Experiences
- ☐ Learning Communities
- ☐ Writing-Intensive Courses
- ☐ Collaborative Assignments and Projects
- ☐ Undergraduate Research
- ☐ Diversity/Global Learning
- ☐ ePortfolios
- ☐ Service Learning, Community Based Learning
- ☐ Internships
- ☐ Capstone Courses and Projects

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component/experience, and at what point the experience is offered or required.

(i.e. "Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in… etc.").

USG Partnerships

36. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

[ ] eCampus

[ ] FinTECH

[ ] Georgia Film Academy

[ ] Other: Specifiy Initiative Here

Note: Liberal Arts Degrees

Liberal arts degrees do prepare students for success in a variety of careers.

Some links

- Putting your liberal arts degree to work : Career Outlook: U.S. Bureau of Labor Statistics (bls.gov)
- What You Can Do With a Liberal Arts Degree | Best Colleges | US News
- 10 Careers You Can Pursue With a Liberal Arts Degree | Indeed.com
- What Can You Do with a Degree in Liberal Arts Careers? | My College Guide
- US Census Post-Secondary Outcomes Data

New Component: Occupational Competencies

- Using Standard Occupation Codes (SOC) to CIP code crosswalks to identify specific :
  - Knowledge
  - Skills
  - Abilities
- These *KSAs* should inform the proposal & program design

37. ^For associate's, Nexus, and bachelor's degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed.
Complete this chart for the upper division or major curriculum only.

[1] Direct measures may include assessments, HIPs, exams, etc.

Alignment of Occupational KSAs [1]	Student Learning Outcome (s)	Direct Measure (s)	Data Source

Occupational Knowledge, Skills, and Abilities

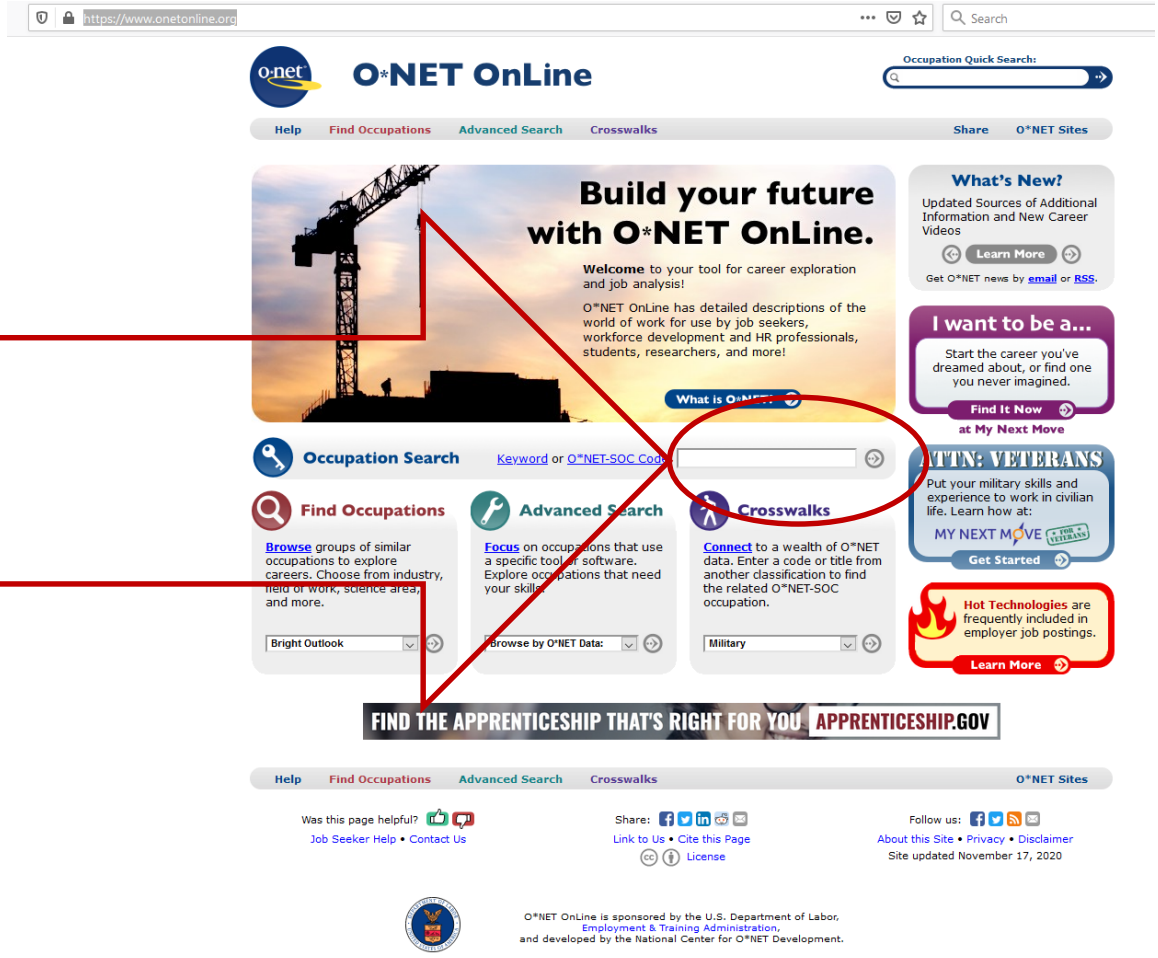
27. Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs

Notes:

https://www.onetonline.org/

Enter the SOC code here



O*NET OnLine

Occupation Quick Search:

Help | Find Occupations | Advanced Search | Crosswalks | Share | O*NET Sites

Quick Search for:
13-1161

2 O*NET-SOC codes matching "13-1161"

Code	Occupation
13-1161.00	Market Research Analysts and Marketing Specialists Bright Outlook
13-1161.01	Search Marketing Strategists

Help | Find Occupations | Advanced Search | Crosswalks | O*NET Sites

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Site updated November 17, 2020

Wages and Employment data

Technical Skills and KSAs

O*NET OnLine

Occupation Quick Search:

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Updated 2020

Bright Outlook

Summary Report for:

13-1161.00 - Market Research Analysts and Marketing Specialists

Research conditions in local, regional, national, or online markets. Gather information to determine potential sales of a product or service, or plan a marketing or advertising campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution. May employ search marketing tactics, analyze web metrics, and develop recommendations to increase search engine ranking and visibility to target markets.

Sample of reported job titles: Business Development Specialist, Communications Specialist, Demographic Analyst, Market Analyst, Market Research Analyst, Market Research Consultant, Market Research Specialist, Market Researcher

Also see: Search Marketing Strategists

View report: Summary | Details | Custom

Tasks | Technology Skills | Tools Used | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Related Occupations | Wages & Employment | Job Openings | Additional Information

Tasks

5 of 13 displayed

- Prepare reports of findings, illustrating data graphically and translating complex findings into written text.
- Collect and analyze data on customer demographics, preferences, needs, and buying habits to identify potential markets and factors affecting product demand.
- Conduct research on consumer opinions and marketing strategies, collaborating with marketing professionals, statisticians, pollsters, and other professionals.
- Measure and assess customer and employee satisfaction.
- Devise and evaluate methods and procedures for collecting data, such as surveys, opinion polls, or questionnaires, or arrange to obtain existing data.

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Technology Skills

5 of 33 displayed Show 6 tools used

- **Analytical or scientific software** — IBM SPSS Statistics ; Minitab ; TNS Miriad; WinCross
- **Customer relationship management CRM software** — Blackbaud The Raiser's Edge; Insightful Corporation Confirmit; Oracle Eloqua; Salesforce software
- **Data base user interface and query software** — Amazon Redshift ; GMI NET-MR; Microsoft Access ; Structured query language SQL
- **Graphics or photo imaging software** — Adobe Systems Adobe Creative Cloud ; Microsoft Visio ; SmugMug Flickr ; Thomson Dialog
- **Information retrieval or search software** — Factiva; LexisNexis; Mintel Reports; Verispan Patient Parameters

Hot Technology — a technology requirement frequently included in employer job postings.

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Knowledge

5 of 11 displayed

- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

O*NET OnLine

Occupation Quick Search:

Help | Find Occupations | Advanced Search | Crosswalks | Share | O*NET Sites

Georgia Wages for:

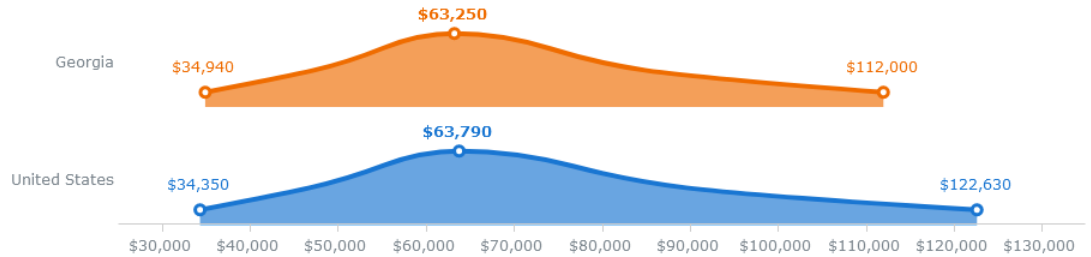
13-1161.00 - Market Research Analysts and Marketing Specialists

Bright Outlook

View wages for state: Georgia Go

View wages near ZIP Code: Go

View wages: Annual | Hourly



In Georgia:

- Workers on average earn **$63,250**.
- 10% of workers earn **$34,940 or less**.
- 10% of workers earn **$112,000 or more**.

In the United States:

- Workers on average earn **$63,790**.
- 10% of workers earn **$34,350 or less**.
- 10% of workers earn **$122,630 or more**.

Source: Bureau of Labor Statistics 2019 wage data.

37. ^For associate's, Nexus, and bachelor's degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed.
Complete this chart for the upper division or major curriculum only.

[1] Direct measures may include assessments, HIPs, exams, etc.

Alignment of Occupational KSAs [1]	Student Learning Outcome (s)	Direct Measure (s)	Data Source

Pause for Questions

New Component: Career Competencies

Where applicable, institutions will identify how specific learning outcomes from the programs major curriculum align with the 8 NACE career competencies.

1. Critical Thinking & Problem Solving
2. Oral/Written Communications
3. Team-Work/ Collaboration
4. Digital Technology
5. Leadership
6. Professionalism/ Work Ethic
7. Career Management
8. Global/Intercultural Fluency

https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

NACE®
National Association of Colleges and Employers

NACE CENTER
NACE Center for Career Development and Talent Acquisition®

MEMBERSHIP | PROFESSIONAL DEVELOPMENT | CONFERENCE | RESEARCH | CAREER READINESS | CAREER DEVELOPMENT | TALENT ACQUISITION | DIVERSITY | JOB MARKET | PUBLIC POLICY & LEGAL

Home > Career Readiness > Competencies

CAREER READINESS DEFINED

- Overview
- Career Readiness Defined
- Sample Materials
- Sample Assessments
- Practices
- Research
- Acknowledgments

NACE DEFINES CAREER READINESS, IDENTIFIES KEY COMPETENCIES

The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness. (Details about the research are available here.)

DEFINITION OF CAREER READINESS AND COMPETENCIES

CAREER READINESS IS THE ATTAINMENT AND DEMONSTRATION OF REQUISITE COMPETENCIES THAT BROADLY PREPARE COLLEGE

38. For associate's, Nexus, and bachelor's degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.
Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s)[1]
Critical Thinking/Problem Solving		
Oral/Written Communications		
Team Work/ Collaboration		
Digital Technology		
Leadership		
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency		

[1] Direct measures may include assessments, HIPs, exams, etc.

Pause for Questions

Current Data Tools

- Labor Market Data tools
  - Qlik Adult Learns App
  - Jobs EQ Reports (Upon Request)
  - CIP to SOC cross walk in IPEDS App
  - O-Net (Occupational Competencies & KSAs)
- Enrollment and Graduate Apps
  - Qlik Enrollment and Graduation tracker
  - IPEDS App – National trends; academic market analysis
- Earnings and Learning Data
  - Salary data for USG graduates 1 year and 5 years after graduation

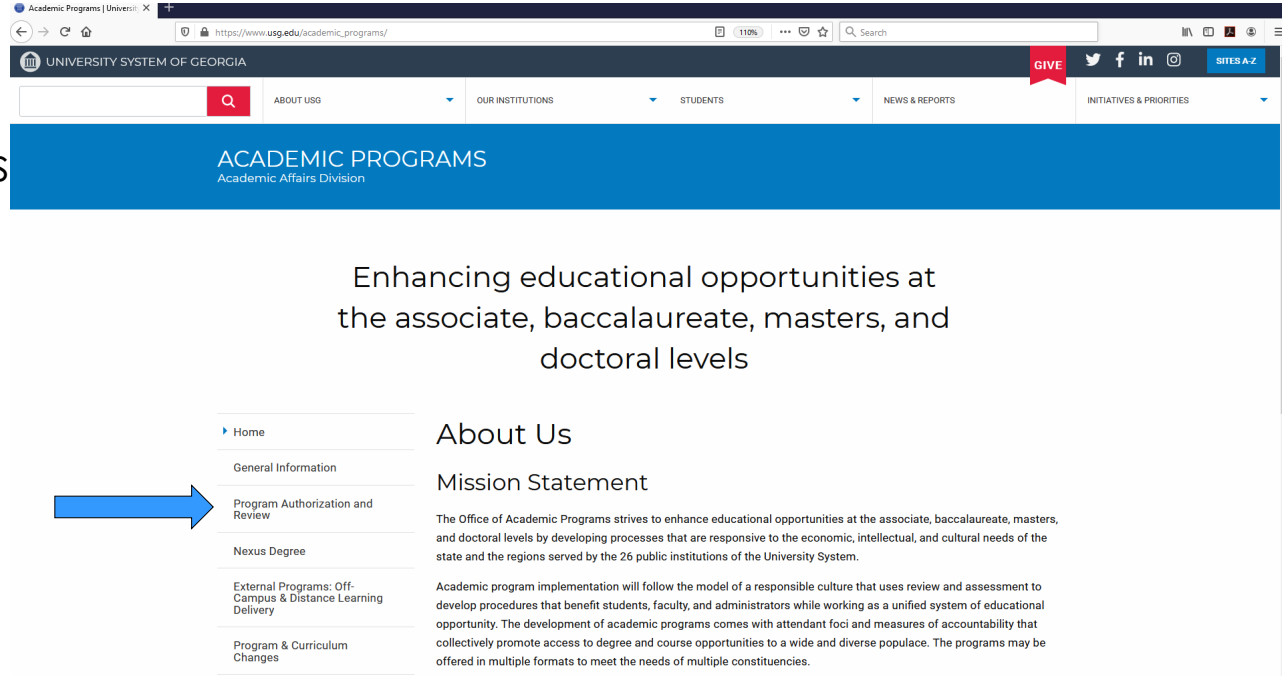
Additional Training

Dates	Academic Program Proposal Module:	Registration Link
12/04/2020 Friday 2:00 – 2:50 PM	Curriculum	https://zoom.us/webinar/register/WN_ZJ9NpVhOSaKxVVw7nE_knw
12/04/2020 Friday 3:00 – 4:00 PM	Faculty/Staff Plan	https://zoom.us/webinar/register/WN_Z0HMmlmxRXCtH1AD2JMwYw
12/11/2020 Friday 1:00 – 2:30 PM	Budget	https://zoom.us/webinar/register/WN_pS2SUtOYTZianom9RNUQ2A
12/11/2020 Friday 2:30 – 3 PM	Facilities and Technology	https://zoom.us/webinar/register/WN_ono_LPHAQmO4vha3eSx6EQ
12/16/2020 1:00 – 3:00 pm	Office Hours for Program Proposal Application	https://zoom.us/webinar/register/WN_lewoLuAOTFmo180hHSusSQ

Website Resources

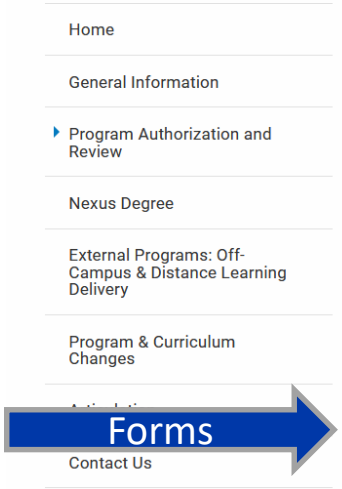
The USG academic affairs webpage will be updated to include links to the forms and presentations.

Links to the recordings of all trainings will also be posted on the "Program Authorization and Review" webpage



https://www.usg.edu/academic_programs/program_authorization_and_review

The Program Authorization and Review webpage has links to the forms and presentations



Program Authorization and Review

Guidelines and Documents for New Programs (2020)

- Terminating - Submission Form (requires SharePoint login)
- Requesting Alternate Site (requires SharePoint login)
- Endowments and Appointments (requires SharePoint login)
- Academic Program Name Change (requires SharePoint login)

Resources

- Board of Regents Meeting Dates
- Occupational Projections and Report Resources
- USG Academic Degree Program Application (November 30, 2020) (Word)
- USG Academic Degree Program Application (November 30, 2020) (PDF)

Area F System Requirements

- Area F Guidelines

External Physical Site Inventory

- BOR Policy 9.3 Facilities Approval for Off-Campus Instructional Sites
- Off-Campus Instructional Sites (as of fall 2020)

Training Links

- USG PAR Process Overview Presentation (Nov 30, 2020)

Academic Degree Proposals

- Launch new procedures, forms, and SharePoint site
  - January 4, 2021

Feedback Questions

Join at

slido.com

#1681USG

Register for detail sessions

Dates	Academic Program Proposal Module:	Registration Link
12/02/2020 Wednesday 1:00 – 1:30 PM	Annual Academic Forecast Process and Forms	https://zoom.us/webinar/register/WN_Hf0-2GoRTuma5TTfys61Ig
12/02/2020 Wednesday 1:30 – 3:00 PM	Need Section	https://zoom.us/webinar/register/WN_wQQu_wVHR0i5w6-SqVg_Rw
12/04/2020 Friday 2:00 – 2:50 PM	Curriculum	https://zoom.us/webinar/register/WN_ZJ9NpVhOSaKxVVw7nE_knw
12/04/2020 Friday 3:00 – 4:00 PM	Faculty/Staff Plan	https://zoom.us/webinar/register/WN_Z0HMmlmxRXCtH1AD2JMwYw
12/11/2020 Friday 1:00 – 2:30 PM	Budget	https://zoom.us/webinar/register/WN_pS2SUtOYTZianom9RNUQ2A
12/11/2020 Friday 2:30 – 3 PM	Facilities and Technology	https://zoom.us/webinar/register/WN_ono_LPHAQmO4vha3eSx6EQ

Thank you for joining us today