**

USG Academic Degree Program

Application

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**Point of Contacts**

Dr. Martha Venn Dr. Rebecca Corvey

Vice Chancellor for Academic Affairs Associate Vice Chancellor for Academic Affairs

[martha.venn@usg.edu](mailto:martha.venn@usg.edu) [rebecca.corvey@usg.edu](mailto:rebecca.corvey@usg.edu)

**Version Control**

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| --- | --- | --- | --- |
| *Date* | *Changes* | *USG Approved date* | *Website update date* |
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*NOTE:*

*Italicization* indicates a question or field on the in-take form

^= indicates accreditation related content

**USG Routing**

* *Program was part of the Annual Academic Forecast*
* *This proposal can be expedited (Nexus, established concentration with strong enrollment)*
* *This proposal requires USG integrated review*

**USG ACADEMIC PROGRAM APPLICATION**

1. **OVERVIEW**

*To be completed as part of SharePoint Submission*

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name:*

1. *USG Sector:*
2. *School/Division/College:*
3. *Academic Department:*
4. *Proposed Program Name:*
5. *Major:*
6. *CIP Code (6 digit):*
7. *Degree Level:*
8. *Anticipated Implementation Semester and Year^:*
9. *Was this program listed in the most recent Academic Forecast?*

*Yes*

*No (If no, explain why below)*

1. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*
2. Accreditation^: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).
3. Specify [**SACSCOC**](https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf) or other accreditation organization requirements^.

Mark all that apply.

Substantive change requiring notification only *[[1]](#footnote-1)*

Substantive change requiring approval prior to implementation *[[2]](#footnote-2)*

Level Change *[[3]](#footnote-3)*

None

1. **STRATEGIC PLAN**
2. How does the program align with your institutional mission and function^?

If the program does not align, provide a compelling rationale for the institution to offer the program.

1. How does the program align with your institution’s strategic plan and academic program portfolio?   
   Identify the number of existing and new courses to be included in the program.
2. **NEED**
3. *Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?*

*No*

*Yes (If yes, use the space below to explain how their input informed this proposal)*

1. *Does the program align with any local, regional, or state workforce strategies or plans?*

*No*

*Yes (If yes, please explain below)*

1. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)
2. *Identify the partners you are working with to create a career pipeline with this program[[4]](#footnote-4).^*

*Mark all that apply*

High School CTAE

High School STEM

Career academies

TCSG programs

Other USG institutions

Other universities

Employers

Community partnerships

Professional associations

Other (specify below)

Click or tap here to enter text.

None

1. *Are there any competing programs at your own institution?*

*No*

*Yes (If yes, provide additional information about the competing program(s) below).*

## The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program’s service area is a region within the state, include a map showing the counties in the defined region.

## Do any other higher education institutions in close proximity offer a similar program?

*No*

*Yes (If yes, provide a rationale for the institution to offer the program)*

## Based on the program’s study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik [**IPEDS Application**](https://dataviz.usg.edu/login/sense/app/3669f52b-2fae-4286-99e8-e4602e89bf33)**^**. An Excel version of the CIP to SOC crosswalk is also available from [NCES](https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55). If data for the study area is not available, then use state- or national-level data.

* 1. Click [**here**](http://projectionscentral.com/Projections/LongTerm)for US and Georgia occupation projections
  2. Click [**here**](https://dataviz.usg.edu/login/sense/app/08b605af-56a4-47db-bfaa-cbaf08b119b1/overview)for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](https://explorer.gdol.ga.gov/vosnet/Default.aspx)
  3. For a custom Georgia geography – request a Jobs EQ report from [**USG Academic Affairs office**](https://www.usg.edu/divisions/academic_affairs)**.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Related Occupation | SOC code | Current Employment  [Enter Year] | Projected Employment  [Enter Year] | # Change | % Change | Average Annual Openings |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Using IPEDS data, list the supply of graduates in the program and related programs in the service area.^

|  |  |  |  |
| --- | --- | --- | --- |
| Similar or Related Programs | CIP Code | Supply1 | Competitor Institutions2 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1 Supply = Number of program graduates last year within the study area

2 Competitors = List other institutions that offer this program or a similar program in the area (see [**Question 23**](#_Do_any_other))

1. Based on the data provided in questions [**24**](#_Based_on_your)and [**25**](#_Using_labor_market),discuss how this program will help address a need or gap in the labor market?^

## Using data from [***O\*-Net***](https://www.onetonline.org/)***,*** 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:

1. *Using* [***GOSA Earning and Learnings data***](https://learnearn.gosa.ga.gov/noauth/extensions/ghle_earnings/ghle_earnings.html)*, what is the typical salary range 5 years after graduation from the program?*

|  |  |  |  |
| --- | --- | --- | --- |
| Average Salary | 75th Percentile | 50th Percentile | 25th Percentile |
| 1 year after graduation |  |  |  |
| 5 years after graduation |  |  |  |

Provide any additional comments, if needed:

1. *Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^*
2. **CURRICULUM**
3. *Enter the number of credit hours required to graduate^*

**Enter #**

1. *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***](https://www.usg.edu/academic_affairs_handbook/section2/handbook/C731/) *for more information).*

*No*

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

Related to SACSCOC accreditation, 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 |

1. *Is the program synchronous or asynchronous?[[5]](#footnote-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*

1. If the proposed program awards undergraduate degrees, which [**High Impact Practices**](https://www.aacu.org/node/4084)**[[6]](#footnote-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

## 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. It should also indicate 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.”).

1. *Does the program take advantage of any USG initiatives?*

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

*[ ] eCampus [ ] Georgia Film Academy*

*[ ] FinTECH [ ] Other:* *Specifiy Initiative Here*

## ^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.

|  |  |  |  |
| --- | --- | --- | --- |
| Alignment of Occupational KSAs 1 | Student Learning Outcome (s) | Direct Measure (s) | Data Source |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

1. For associate’s, Nexus, and bachelor’s degree proposals, fill in the table below to demonstrate the link between the [**learning outcomes**](https://www.usg.edu/academic_affairs_handbook/section2/C738/) and NACE [**career ready competencies**](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/).

Insert more rows as needed.

|  |  |  |
| --- | --- | --- |
| Career Ready Competencies  [(NACE)](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/) | 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.

1. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.
2. How will outcomes for graduates of the program be assessed?

*(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)*

1. List the entire course of study required to complete the academic program.^

Include course: prefixes, numbers, titles, and credit hour requirements

Indicate the word “new” beside new courses

Include a program of study

1. **IMPLEMENTATION**
2. *Provide an enrollment projection for the next four academic years^*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| Fiscal Year (Fall to Summer) | 202x-xx | 202x-xx | 202x-xx | 202x-xx |
| Base enrollment1 |  |  |  |  |
| Lost to Attrition  (should be negative) |  |  |  |  |
| New to the institution |  |  |  |  |
| Shifted from Other programs within your institution |  |  |  |  |
| **Total Enrollment** |  |  |  |  |
| Graduates |  |  |  |  |
| Carry forward base enrollment for next year |  |  |  |  |

1Total enrollment for year 1 becomes the base enrollment for year 2

1. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)
2. *If projections are significantly different than enrollment growth for the institution overall, please explain.*
3. If projected program enrollment is not realized in year two, what actions are you prepared to take?
4. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?
5. Provide a brief marketing description for the program that can be used on the Georgia [**OnMyLine website**](https://www.georgiaonmyline.org/).
6. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

*Note: External reviewers must hold the rank of associate professor or higher in addition to other*

*administrative titles.*

**Reviewer 1 Name**

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email Address

Reviewer 1 Phone Number

**Reviewer 2 Name**

Reviewer 2 Title

Reviewer 2 Institution

Reviewer 2 Email Address

Reviewer 2 Phone Number

**Reviewer 3 Name**

Reviewer 3 Title

Reviewer 3 Institution

Reviewer 3 Email Address

Reviewer 3 Phone Number

**USG Reviewer Name**

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

1. **RESOURCES**

**F1. Finance^: Complete and submit the Excel budget template, supporting Excel worksheets, and the questions below** (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

1. *Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)*

No (Move to answer question 48)

Yes (If yes, answer question 47a)

* 1. *What is the requested differential rate being requested?*

In-State per Semester: $Enter Amount

Out-of-State per Semester: $Enter Amount

1. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.
2. If student fees are being charged (excluding mandatory fees), explain the benefit to students, by fee.
3. Are there any additional financial costs that students will have to take on as part of this program? If so, what strategies have you considered to offset the cost burden? (e.g. software licenses, equipment, travel, etc.)

## How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

**F2. Faculty^ –** Explain your faculty and staff plan for the program

1. Discuss how existing courses may be incorporated into this new program:
   1. Course Development

# of total courses in the curriculum: **Enter #**

# of existing courses to be part of the new program **Enter #**

Net number of new courses to be developed **Enter #**

* 1. Comment on the costs and workload related to the new course development.

1. Explain how **current faculty and staff** will contribute to the program.^
   1. *How many faculty will be re-directed to this program from existing programs?*

**Enter #**

* 1. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?
  2. List the faculty that will be redirected from their current teaching load assignments to support this new program
  3. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.
  4. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)
  5. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

1. Explain your plan for new faculty and staff for the program:
   1. *How many new faculty will be needed for this program over the next four years?* *Enter #*

*Explanation:*

1. *How many new staff will be needed for this program over the next four years?*

**Enter #**

1. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

**F3. Facilities – complete the questions below:**

1. *Where will the program be offered?^ Mark all that apply*

Main campus

Satellite campus: Specify Here

Other: Specify Here

100% Online

## Will new or renovated facilities or space be needed for this program over the next four years?

No

Yes (*If yes, complete the table below, inserting additional rows as needed).*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Capital Costs for Needed Facilities and Space** | | | | | |
| **Facility/Space Name** | **Gross Square Footage** | **Start Up Costs** | **Ongoing Costs** | **Est. Occupancy Date** | **Funding Source** |
| **New Construction** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Renovations and Infrastructure\*** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Purchases: Land, Buildings etc.** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Lease space** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **TOTAL Cost** |  | **$0** | **$0** |  |  |

\*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

1. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.
2. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.^
3. Are any of these new facilities or major renovations listed in the table above ([**Question 57**](#_Will_new_or)) **NOT** included in the institution-level facilities master plan?
4. *Will any of the following types of space (Labs, Fine Arts Spaces Meeting Rooms, Student Study Spaces) be required?*

No (Move to Question 63).

Yes (*If yes, complete question 62. Insert additional rows as needed).*

## Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Space** | **New Space**  **(ASF)** | **Use Existing Space (as is)**  **(ASF)** | **Use Existing Space (Renovated)**  **(ASF)** | **Semester/ Year of Occupancy** |
| Dry Labs (STEM related) |  |  |  |  |
| Wet Labs (STEM related) |  |  |  |  |
| Dedicated Offices |  |  |  |  |
| Fine Arts Spaces1 |  |  |  |  |
| Classrooms |  |  |  |  |
| Meeting Rooms |  |  |  |  |
| Student Study Space |  |  |  |  |
| Other (Specify) |  |  |  |  |

1Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers,

recording studios, design labs, and other performance venues.

1. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

**F4. Technology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed) | | | | |
|  | Technology and Equipment | Start-up Costs | On-going Costs | Est. Start Date of Operations/Use |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| **Total Technology Costs** | | **0** | **0** |  |

1. **RISKS AND ASSUMPTIONS**
2. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk** | **Severity** | **Probability** | **Risk Mitigation Strategy** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).
2. **INSTITUTION APPROVAL**

Have you completed and submitted the signature page?

1. See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf). [↑](#footnote-ref-1)
2. See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf). [↑](#footnote-ref-2)
3. See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](https://sacscoc.org/app/uploads/2020/01/Level-Change-for-Member-Institutions-1.pdf) for level change requirements. [↑](#footnote-ref-3)
4. Provide letters of support and explain the collaboration and how partners will share or contribute resources. (Consider internal pipeline programs – “off-ramp program” Nursing to integrated health or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if we can) [↑](#footnote-ref-4)
5. See SACSCOC Handbook for Institutions Seeking Initial Accreditation [**here**](https://www.sacscoc.org/app/uploads/2019/08/Initial-Accreditation-2018-Edition.pdf). [↑](#footnote-ref-5)
6. See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, *14*(3), 28-29). [↑](#footnote-ref-6)