



**UNIVERSITY SYSTEM OF GEORGIA**

# USG Academic Degree Program Application

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## Point of Contacts

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## Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
12-18-2020	<i>Revised question 34 and 61 for clarity; Revised question 47 to include part b with the tuition comparison table for peer or competitive programs; reworded question 49 to include costs and benefits per fee; Revised question 50 related to additional costs to students; Revised question 51 to clarify the question related to indirect costs.</i>		

### 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*

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## **USG ACADEMIC PROGRAM APPLICATION**

### **A. OVERVIEW**

*To be completed as part of SharePoint Submission*

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name:*
3. *USG Sector:*
4. *School/Division/College:*
5. *Academic Department:*
6. *Proposed Program Name:*
7. *Major:*
8. *CIP Code (6 digit):*
9. *Degree Level:*
10. *Anticipated Implementation Semester and Year^:*
11. *Was this program listed in the most recent Academic Forecast?*  
 *Yes*  
 *No (If no, explain why below)*
12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

13. Accreditation<sup>^</sup>: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

14. Specify **SACSCOC** or other accreditation organization requirements<sup>^</sup>.

Mark all that apply.

- Substantive change requiring notification only <sup>1</sup>
- Substantive change requiring approval prior to implementation <sup>2</sup>
- Level Change <sup>3</sup>
- None

## **B. STRATEGIC PLAN**

15. How does the program align with your institutional mission and function<sup>^</sup>?  
If the program does not align, provide a compelling rationale for the institution to offer the program.

16. 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.

## **C. NEED**

17. *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*)

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

- No
- Yes (*If yes, please explain below*)

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<sup>1</sup> See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>2</sup> See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>3</sup> See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

19. Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers)

20. Identify the partners you are working with to create a career pipeline with this program<sup>4</sup>.^

Mark all that apply

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> High School CTAE | <input type="checkbox"/> Other USG institutions | <input type="checkbox"/> Professional associations |
| <input type="checkbox"/> High School STEM | <input type="checkbox"/> Other universities     | <input type="checkbox"/> Other (specify below)     |
| <input type="checkbox"/> Career academies | <input type="checkbox"/> Employers              | Click or tap here to enter text.                   |
| <input type="checkbox"/> TCSG programs    | <input type="checkbox"/> Community partnerships | <input type="checkbox"/> None                      |

21. Are there any competing programs at your own institution?

- No
- Yes (If yes, provide additional information about the competing program(s) below).

22. 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.

23. 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)

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<sup>4</sup> 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)

24. 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](#)<sup>^</sup>. An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data.
- Click [here](#) for US and Georgia occupation projections
  - Click [here](#) 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](#)
  - For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).

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

25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.<sup>^</sup>

Similar or Related Programs	CIP Code	Supply <sup>1</sup>	Competitor Institutions <sup>2</sup>

<sup>1</sup> Supply = Number of program graduates last year within the study area

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

26. Based on the data provided in questions [24](#) and [25](#), discuss how this program will help address a need or gap in the labor market?<sup>^</sup>

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](http://onetonline.org). (Standard Occupation Code = SOC)

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

Notes:

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile
1 year after graduation			
5 years after graduation			

Provide any additional comments, if needed:

29. 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?^

**D. CURRICULUM**

30. Enter the number of credit hours required to graduate<sup>^</sup>

**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, specify if the program format of the proposed program is a<sup>^</sup>:

Format (Check 1)	50% or more of the program is delivered online
<input type="checkbox"/> Combination of on-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Hybrid, combination delivery	<input type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?<sup>5</sup> 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

34. For associate’s, Nexus, and bachelor’s degree proposals, which **High Impact Practices**<sup>6</sup> (HIPs) will faculty embed into the program? Mark all that apply.

First-Year Experiences

Diversity/Global Learning

Common Intellectual Experiences

ePortfolios

Learning Communities

Service Learning, Community Based Learning

Writing-Intensive Courses

Internships

Collaborative Assignments and Projects

Capstone Courses and Projects

Undergraduate Research

<sup>5</sup> See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

<sup>6</sup> 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).



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. 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.”).

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

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

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.

<sup>1</sup> Direct measures may include assessments, HIPs, exams, etc.

Alignment of Occupational KSAs <sup>1</sup>	Student Learning Outcome (s)	Direct Measure (s)	Data Source

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) <sup>1</sup>
Critical Thinking/Problem Solving		
Oral/Written Communications		
Team Work/ Collaboration		
Digital Technology		
Leadership		
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency		

<sup>1</sup> Direct measures may include assessments, HIPs, exams, etc.

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map for the upper division or major curriculum.

40. 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)*

41. 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

**E. IMPLEMENTATION**

42. Provide an enrollment projection for the next four academic years<sup>^</sup>

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

<sup>†</sup>Total enrollment for year 1 becomes the base enrollment for year 2

- a. 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.)
  
- b. *If projections are significantly different than enrollment growth for the institution overall, please explain.*

43. If projected program enrollment is not realized in year two, what actions are you prepared to take?

44. 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?

45. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

46. 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

**F. RESOURCES**

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

47. 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 questions 47a & 47b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

48. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

49. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

50. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

51. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

**F2. Faculty**<sup>^</sup> – Explain your faculty and staff plan for the program

52. Discuss how existing courses may be incorporated into this new program:

a. 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 #**

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

53. Explain how **current faculty and staff** will contribute to the program.<sup>^</sup>

a. *How many faculty will be re-directed to this program from existing programs?*

**Enter #**

b. 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?

c. List the faculty that will be redirected from their current teaching load assignments to support this new program

d. 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.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

f. 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.

54. Explain your plan for new faculty and staff for the program:

- a. *How many new faculty will be needed for this program over the next four years? Enter #*  
*Explanation:*

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

**Enter #**

- a. 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:**

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

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

57. 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
<b>New Construction</b>					
<b>Renovations and Infrastructure*</b>					
<b>Purchases: Land, Buildings etc.</b>					
<b>Lease space</b>					
<b>TOTAL Cost</b>		<b>\$0</b>	<b>\$0</b>		

\*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.

58. 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.



59. 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.^

60. Are any of these new facilities or major renovations listed in the table above (**Question 57**) **NOT** included in the institution-level facilities master plan?

61. *Will any of the following types of space be required: instructional, fine arts, meeting, study, or dedicated office?*

No (Move to Question 63).

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

62. 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 Spaces <sup>1</sup>				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

<sup>1</sup>Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

63. 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**

64. 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				
<b>Total Technology Costs</b>		<b>0</b>	<b>0</b>	

**G. RISKS AND ASSUMPTIONS**

65. 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

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

**H. INSTITUTION APPROVAL**

Have you completed and submitted the signature page?