**

USG Academic Degree Program

Application

Released

Updated Version: Summer 2023

**Points of Contacts**

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**Version Control**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Date*** | ***Changes*** | ***USG Approved date*** | ***Website update date*** |
| *7/15/2023* | *Overview: Added Degree Acronym* | *7/31/2023* | *8/28/2023* |
| *7/15/2023* | *Overview: Changed 6-Digit CIP Code to 8\_Digit CIP Code* | *7/31/2023* | *8/28/2023* |
| *7/15/2023* | *Chart #28 deleted to reduce redundancy.* | *7/31/2023* | *8/28/2023* |
| *7/15/2023* | *Minor grammatical edits for clarity* | *7/31/2023* | *8/28/2023* |
| *7/15/2023* | *Prompt #30 – Delivery Mode chart changed to match DMA* | *7/31/2023* | *8/28/2023* |
| *12/1/2022* | *Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”* | *12/1/2022* | *12/1/2022* |
| *12/1/2022* | *Corrected numbering* | *12/1/2022* | *12/1/2022* |
| *12/1/2022* | *Corrected footnote dates* | *12/1/2022* | *12/1/2022* |
| *8/19/2022* | *Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.* | *8/19/2022* | *8/19/2022* |
| *8/19/2022* | *All questions are required for ALL degree levels.* | *8/19/2022* | *8/19/2022* |
| *8/19/2022* | *Some charts have been modified/deleted for consistency and to reduce redundancy.* | *8/19/2022* | *8/19/2022* |
| *8/19/2022* | *Signature page must be fully completed. Any addendums must be signed off by CBO.* | *8/19/2022* | *8/19/2022* |
| *8/19/2022* | *External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.* | *8/19/2022* | *8/19/2022* |

**USG Routing Only**

* *Program was part of the Annual Academic Forecast*
* *This proposal requires USG integrated review*

**USG ACADEMIC PROGRAM APPLICATION**

1. **OVERVIEW *To be completed as part of SharePoint Submission***
2. *Request ID: (SharePoint Generated unique ID)*
3. *Institution Name:*

1. *USG Sector:*
2. *School/Division/College:*
3. *Academic Department:*
4. *Degree Level:*
5. *Proposed Program Name:*
6. *Major:*
7. *Degree Acronym:*
8. *CIP Code (8 digit):*

(Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)

1. *Anticipated Implementation Semester and Year^:*
2. *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 the USG System Wide/Strategic Plan Context (within mission fit):
3. 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. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?
4. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

[ ]  *No*

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

1. 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)

[ ]  None

1. Are there any competing or complementary 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 USG higher education institutions in close proximity or sector service area offer a **similar** program?

[ ]  *No* [ ]  *Yes (If yes, provide a rationale for the institution to offer the program)*

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

|  |  |  |  |
| --- | --- | --- | --- |
| Similar or Related Degrees/Programs | CIP Code | Supply1(Graduates/Completers) | Competitor Institutions2 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

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

## Based on the program’s study area, what is the employment outlook for occupations related to the program. 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. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

 **Possible resources:**

* + Click [**here**](http://projectionscentral.com/Projections/LongTerm)for US and Georgia occupation projections
	+ 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)
	+ For a custom Georgia geography – request a Jobs EQ report from [**USG Academic Affairs office**](https://www.usg.edu/divisions/academic_affairs)**.**
	+ Using data from [***O\*-Net***](https://www.onetonline.org/)***,*** identify the average salary for the related occupations identified in question.

 **Labor Market/Career Placement Outlook/Salary:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Occupation** | **O\*Net1** | **Current Employment** | **% Growth** | **Average****Salary**(O-Net data) | **Future Earnings Potential**(O-Net data) |
|  | (Outlook) |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

 1National Center for O\*NET Development. *O\*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

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?

*(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).*

## Using data from [***O\*-Net***](https://www.onetonline.org/)***,*** identify the average salary for the related occupations identified in question. 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://www.onetonline.org).

|  |  |  |
| --- | --- | --- |
| Occupation | SOC Code | Occupation specific technology skills & KSAs  |
|  |  |  |
|  |  |  |
|  |  |  |

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 and/or complete the program^

**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*)*

Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Format (Check 1)** |  |  |  | **Program Percentage** |
|  | On Campus |  |  |  | <50% |
|  | On Campus AND Online |  |  |  |  50-94% |
|  | Online |  |  |  |  95-100% |
|  | Partially Online |  |  |  | Unknown |
|  | External |  |  |  |  |
|  | Campus/Online/External |  |  |  |  |
|  | On Campus & External |  |  |  |  |

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

## For **ALL** degree proposals, which [**High Impact Practices**](https://www.aacu.org/node/4084)**[[6]](#footnote-6)** (HIPs) will faculty embed into the program? Mark all that apply.

[ ]  Internships [ ]  First-Year Experiences

[ ]  Common Intellectual Experiences [ ] Undergraduate Research

[x]  Diversity/Global Learning [ ]  Capstone Courses and Projects

[ ]  ePortfolios [ ]  Learning Communities

[ ]  Service Learning, Community Based [ ]  Writing-Intensive Courses

 Learning [ ]  Collaborative Assignments and Projects

## For **ALL** degrees, 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

1. List the learning outcomes for the program?^ Attach the curriculum map for the upper division or major curriculum.
2. For **ALL** 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. 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 from 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.*

***Note****: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.*

**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 forms 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 questions 47a & 47b)

* 1. 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

* 1. 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** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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 cost and benefit to students, per fee.
3. 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?

## 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^ – 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:
2. 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

***If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.***

## 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.

## If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

## What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

## What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

**F4. Technology**

|  |
| --- |
| 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. [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)
6. 1 Direct measures may include assessments, HIPs, exams, etc.

 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)