**

USG Academic Degree Program

Application

Spring 2025

**Points of Contacts**

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*Additional guidance and templates as well as the change history for this document is available at* [*https://www.usg.edu/academic\_programs/new\_program\_review*](https://www.usg.edu/academic_programs/new_program_review)*.*

# A. OVERVIEW

1. Institution Name:
2. School/College:
3. Academic Department:
4. Degree Name:
5. Degree Acronym:
6. Major:
7. CIP Code (8 digit):

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

1. Delivery Mode: Mark all that apply.

[ ]  ON CAMPUS: A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center or instructional site. (Consistent with SACSCOC requirements concerning notification of changes in delivery mode.)

[ ]  HYBRID: A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center or instructional site.

[ ]  ONLINE: A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

1. For On Campus or Hybrid programs, where will the program be offered? Mark all that apply.

[ ]  Main campus

[ ]  Branch Campus or other Off Campus Instructional site: (Specify Here)

1. Anticipated Semester and Year of Initial Student Enrollment:
2. Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).
3. Specify SACSCOC requirements. Check with your SACSCOC Liaison and 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. Enter the number of credit hours required to complete the degree program, excluding any institutional requirements such as physical education activity/basic health or orientation courses.
	1. Required Program Hours:
	2. 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 the Academic and Student Affairs Handbook Section [*2.3.5*](https://www.usg.edu/academic_affairs_handbook/section2/handbook/C731/) Degree Requirements.

[ ]  No

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

# B. PROGRAM ALIGNMENT

1. How does the program align with the [USG System Wide Strategic Plan](https://www.usg.edu/strategic_plan/)?
2. How does the program align with your institutional mission, and the function of institutions in your institution’s sector as outlined in [Board Policy 2.8](https://www.usg.edu/policymanual/section2/C324)?
3. How does the program fit with the current strengths and overcome existing gaps of the department(s)/unit(s) that will coordinate this program? What was the impetus for this program? Consider current program offerings, course offerings, faculty expertise, and available resources.

# C. NEED

1. 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)? This should be based on enrollment patterns, local needs, and the labor market. If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program.
* If the program is proposed to be online, the service area should be the entire state of Georgia.
* Click [*here to access the MEDLI tool*](https://www.usg.edu/academic_programs/new_program_proposal_forms_and_resources) for identifying workforce demand within a 50-mile radius of the institution’s main campus.

##  C1. WORKFORCE DEMAND

1. Based on the program’s service 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, but additional SOC codes can be selected with rationale. For each SOC Code/Occupation listed below, please specify if this degree will allow students to go directly into the occupation or if additional education is required before entering the occupation. If data for the service area is not available, then use state- or national-level data. **Only list the jobs for which the program actively prepares students for that career.**

 Possible resources:

* Click [here](https://projectionscentral.org/home) for US and Georgia occupation projections
* Click [here](https://dataviz-auth.usg.edu/qliklogin/dataviz-main?proxyRestUri=https%3a%2f%2fborqlik.bor.local%3a4243%2fqps%2flogin%2f&targetId=cc54fd56-2bf7-44fc-b78c-9d71a1a05d5f) 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.
* Using [data from O\*-Net](https://www.onetonline.org/), identify the median salary for the related occupations identified in question.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SOC Code & Occupation** | **Additional education required for entry level?** | **Current Employment** | **Annual Openings** | **% Growth over Five Years** | **Median****Salary**(O-Net data) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Rationale for selected SOC Codes:** SOC Codes should only be included if the proposed program will explicitly prepare students for such a career. Please address how the selected SOC Codes/Occupations will align with employment demand in the service area.

## C2. SUPPLY

1. Target Market.
	1. Who is the target market/audience for recruitment into this program? Include any special populations this program may target, including alumni, non-traditional (e.g., working adults, veterans), and underrepresented populations of students.
	2. Who are the specific partners you are working with to reach your target market and create a career pipeline with this program. Describe the partnerships. (For example, internal pipelines, high schools, career academies, institutions of higher education, employers, community partnerships, professional associations).
2. Are there any similar programs at your own institution? This includes programs with similar/same course content (beyond general education).

[ ]  No

[ ]  Yes (Provide additional information below about the program(s) including the percentage of similar/same coursework and any opportunities there may be for synergy/collaboration between programs.)

1. Do any other USG higher education institutions in close proximity or sector service area offer a similar program? Look at 4-digit CIP Codes in the DMA to identify similar programs.

[ ]  No

[ ]  Yes (Provide a rationale below for the institution to offer the program.)

1. Using IPEDS data, list the supply of graduates in similar programs in the service area. Use the 4-digit CIP Code to identify similar programs, and include programs at your institutions, at USG institutions, and at non-USG institutions within the service area.

Consider also programs/institutions that recruit within your service area. If your institution is near a border, this may include programs/institutions in border states.

|  |  |  |  |
| --- | --- | --- | --- |
| **Similar Programs** | **CIP Code** | **Supply[[4]](#footnote-4)****(Graduates/Completers)** | **Institutions** |
|  |  |  |  |
|  |  |  |  |
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## C3. ANALYSIS OF DATA

1. Based on the data provided above, discuss how this program will help address a need or gap in the labor market? To what extent does the program align with talent demand or workforce strategies for the service area?

If any workforce letters of support, surveys or other qualitative indicators are being supplied to support the need, this should also be addressed here.

# D. CURRICULUM

1. List program-specific goals (objectives) and specific student learning outcomes for the program.
2. List the entire course of study required to complete the academic program.
* Include course: prefixes, numbers, titles, and credit/contact hour requirements
* For undergraduate programs, specify pre/co-requisites
* Indicate the word “new” beside new courses
1. Provide a curriculum map that aligns the program learning outcomes to the courses within the major (excluding Core IMPACTS and general electives). Specify if courses are required or elective.
2. Describe the assessment plan for program learning outcomes. You may also describe other aspects of the overall assessment plan that will be used for ongoing program reviews.

Each degree program is required to evaluate as part of a [*comprehensive program review process*](https://www.usg.edu/academic_affairs_handbook/section2/C731/#p2.3.6_comprehensive_program_review_cpr) the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission. The review should occur at least every 7 years for undergraduate programs and at least every 10 years for graduate programs. It should include both quantitative and qualitative data, including assessments of students in the program as well as after they graduate, such as employment and placement rates, student or employer surveys, or other assessments of graduate outcomes. The plan must also describe how this data will be used.

1. Using data from O\*-Net, identify at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the primary SOC Code/Occupation. Choose ones that are more specific, appropriate, and important to the occupation (e.g., quality control analysis) and not general skills (e.g., reading comprehension). How will this program address those career skills? Specify courses and activities that will help students develop these career skills.

**Primary SOC Code**:

|  |  |
| --- | --- |
| **Technology Skills and KSAs** | **Courses and Activities** |
| T1. |  |
| T2. |  |
| T3. |  |
| K1. |  |
| K2. |  |
| K3. |  |
| S1. |  |
| S2. |  |
| S3. |  |
| A1. |  |
| A2. |  |
| A3. |  |

1. Which [High Impact Practices](https://www.aacu.org/trending-topics/high-impact)[[5]](#footnote-5) (HIPs) will faculty embed into the program? Mark all that apply.

|  |  |  |
| --- | --- | --- |
| **High Impact Practice** | **Program Requirement** | **Program Elective** |
| Capstone Courses and Projects |  |  |
| Collaborative Assignments and Projects |  |  |
| Common Intellectual Experiences |  |  |
| Study Abroad/Study Away/Global Learning |  |  |
| ePortfolios |  |  |
| First-Year Seminars and Experiences |  |  |
| Internships, Work Based Learning |  |  |
| Learning Communities |  |  |
| Service Learning, Community Based Learning |  |  |
| Undergraduate Research |  |  |
| Writing-Intensive Courses |  |  |

For each of the HIPs selected above, give specific examples of activities and/or assignments and when students will be expected to engage in them.

(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. Will other innovative pedagogies in the curriculum be used to make this program attract students and help them succeed (e.g., problem-based learning)? Provide specific examples of activities associated to these pedagogies.
2. Provide a sample program map demonstrating how students will progress through the curriculum (e.g., first semester courses).

Questions to guide the development of this map:

* Is it doable within the standard time expected for the degree (e.g., four years for a bachelor’s degree)?
* What is the average number of credits a student at your institution takes?
* Are prerequisite/corequisite courses scheduled before/at the same time?
* Are there courses that should or should not be taken together?
* Are you placing courses in a semester in which the institution is planning be offered? Discuss potential offerings with department chair
1. What monitoring strategies and resources will you employ to ensure students, both traditional and non-traditional, will progress? (e.g., strategies for bottleneck courses, intrusive advising, supplemental instruction, tutoring, etc.)
2. Prior Experiences.
	1. How many credits can students transfer in from other institutions, beyond general education?
	2. Will there be opportunities for credit for prior learning, beyond general education? If yes, please explain.

Prior Learning is an umbrella term that includes things like [*credit by examination*](https://www.usg.edu/curriculum/credit_by_exam) (e.g., AP, CLEP, DANTES) and credit earned through portfolio assessment for non-academic work such as work experience or microcredentials. [eCampus](https://emajor.usg.edu/current-students/credit-for-prior-learning) and [Georgia Southern](https://www.georgiasouthern.edu/academics/adult-learners/credit-for-prior-learning/) have great webpages that describe these options.

1. Will the program offer courses from any USG collaboratives?

Mark all that apply. Provide a letter of support from applicable initiatives’ leadership if your institution is not already part of the selected Collaboratives’ MOU.

[ ]  [eCore](https://ecore.usg.edu/) [ ]  [FinTech](https://georgiafintechacademy.org/)

[ ]  [eMajor](https://emajor.usg.edu/current-students/credit-for-prior-learning) Programs/Courses [ ]  [Georgia Film Academy](https://georgiafilmacademy.edu/)

[ ]  [USG Goes Global](https://www.usg.edu/international_education/usg_goes_global/usgg_study_abroad_programs) [ ]  Other: Specify Collaborative Here

1. Explain how the design of the curriculum was informed by talking with employers or community representatives (e.g. meeting a persistent, new, or emerging demand for career-related knowledge, skills, and abilities).

# E. IMPLEMENTATION

1. Admissions requirements.
	1. Will there be any program-specific admission requirements, beyond the institution’s minimum requirements? Please specify. (If none, skip to #37.)
	2. Are there any required courses a student must complete for program admission?
	3. Will there be competitive program admissions, where students who meet all requirements may not be admitted into the program? Please explain.

For bachelor’s degrees, please also describe what program these students will pursue until they are admitted into this proposed program so that they can receive federal financial aid.

1. Interaction with other program offerings:
	1. If applicable, what off-ramp programs exist for students who are not successful, either at program admission or during the program?

(e.g., students who are not successful into a Bachelor of Science in Nursing may be advised to go to a Bachelor of Science in Health Science where the prerequisite nursing courses will still count)

* 1. Is there opportunity to leverage other programs at your institution to bolster enrollment in this program?

(e.g., a program at a lower degree level, a program where this may serve as an off-ramp, or a potential dual degree)

* 1. Is there opportunity to leverage programs at other institutions to bolster enrollment in this program?
1. Enrollment Projections.

In the budget spreadsheet, you will be required to make enrollment projections in the "Enrollment & Tuition Revenue" tab.  In this section, please provide narratives to support those projections.

* 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.)

* 1. If projecting a shift from other programs, discuss the potential impact on those programs.

(e.g., course scheduling, faculty/staff resources, etc.)

* 1. If projections are significantly different from enrollment growth for the institution overall, please explain. Include overall institutional enrollment growth at the undergraduate or graduate level (depending on the proposed program) for the past 3 years by comparison.
	2. If projected program enrollment is not realized in year two, what actions are you prepared to take? This should include measures beyond additional marketing.
1. Discuss the marketing and recruitment plan for the program. This should go beyond general marketing/recruitment strategies by your institution. What resources have been budgeted for marketing the new program?

# F. RESOURCES

## F1. Finance: 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, or other BOR Approved differential tuition rates such as collaboratives*)

[ ]  No (Move to answer question 41)

[ ]  Yes (If yes, answer questions 40a & 40b)

* 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:

Out-of-State per Semester:

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

(Competitive/Peer programs are determined by the institution and may include institutions within or outside of Georgia.)

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

1. Are there any additional financial costs, beyond tuition and mandatory institution fees, that students will have to take on as part of this program? If so, please describe these costs, benefits to the students, and what strategies you have considered to decrease the student’s financial burden?
	1. Program fees
	2. Course fees
	3. Other fees (e.g., clinical insurance)
	4. Costs not assessed directly by the institution (e.g. software licenses, equipment, travel, etc.)
2. Reallocation of Existing Funds.
	1. If existing funds from programs/services across the institution are being reallocated, describe the impact and mitigation strategies.
	2. If enrollment projections included shifts from other majors, the financial impact on those majors and mitigation plan should be addressed here.
3. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program over the first four years? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

## F2. Personnel and Workload

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

|  |  |
| --- | --- |
|  | **Number** |
| Total courses in the curriculum |  |
| Existing courses to be part of the new program |  |
| Net New courses to be developed |  |

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

(Consider professional development, course development time buy out, overload pay, and re-training.)

* 1. Explanation of the costs and workload associated to new sections of existing courses needed as a result of this program’s enrollment.

(Consider whether current section offerings have capacity for new students, or if additional sections will be needed to cover student demand.)

1. Faculty.

In the budget spreadsheet, you will be required to specify new faculty as well as the redirection of existing faculty to this new program. In this section, please provide narratives to support those projections.

* 1. Explain how the effort of existing faculty being reassigned to this new program will be replaced in other programs over the first four years.

(e.g., the previous department/program will increase overload pay, hire part-time faculty or a new faculty line in order to cover teaching or other workload).

* 1. Explain your plan and rationale for new faculty for the program over the first four years.
1. Staff.

In the budget spreadsheet, you will be required to specify new staff as well as the redirection of existing staff to this new program. In this section, please provide narratives to support those projections.

* 1. Explain how current staff will contribute to the program during the first four years.
	2. Explain your plan and rationale for new staff for this program over the first four years?

(Consider staff needs and support services, such as advisement, faculty support, etc.)

## F3. Facilities

1. Can the program be accommodated using existing space based on the enrollment projections provided above?

[ ]  Yes, with no renovation

[ ]  Yes, with minor renovation

[ ]  Yes, with major renovation

[ ]  No, new space is required

1. Complete the table below. Provide the semester and year in which the space will be needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Space** | **Use Existing Space (as is)** | **Use Existing Space (Renovated)** | **New Space** |
| *Example Row* | *4 offices total:**2 faculty offices by fall 2024**2 faculty offices by fall 2025* | *50-seat classroom by fall 2025* |  |
| Classrooms |  |  |  |
| Wet Labs |  |  |  |
| Dry Labs |  |  |  |
| Other Specialized Instructional Spaces |  |  |  |
| Offices |  |  |  |
| Office Service and Support Spaces (incl. conf rooms, copy rooms, breakrooms, storage) |  |  |  |
| Student Study Space |  |  |  |
| Other (Specify) |  |  |  |

1. What building(s) will be used to accommodate these programs?
	1. Please indicate specific building areas or room numbers where possible.
	2. If new construction, leasing, or land acquisition is required, please describe those plans.
	3. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.
	4. Are proposed existing spaces currently occupied? Describe what changes need to occur to make this space available for program use.
2. 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

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** |   |

# RISKS AND ASSUMPTIONS

1. In the table below, list any risks to the program’s implementation over the next four years (e.g., accreditation approval not received). 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** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# ADDITIONAL REQUIRED DOCUMENTS

[ ]  Signature page

[ ]  Budget Spreadsheet

[ ]  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.

[ ]  Letters of support, where relevant.

* From USG Collaboratives the institution will participate in as part of this program if the institution has not previously been part of the MOU.
* For doctorate programs, at least three external and one USG reviewer of aspirational or comparative peer programs. Provide information below.

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles. It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

External Reviewers (include name, title, institution, email, and phone number):

1.

2.

3.

USG Reviewer (include name, title, institution, email, and phone number):

[ ]  If applicable, MOUs, which explain the collaboration and how partners will share or contribute resources, from other institutions for which this program will be part of a pathway (see #19b and 37)

[ ]  If referenced in the proposal, any additional letters of support such as industry professionals documenting workforce need

[ ]  If referenced in the proposal, any survey instruments with response rates

1. See page 42 (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 41 (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 20 (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. Supply = Number of program graduates last year within the service area [↑](#footnote-ref-4)
5. 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-5)