Academic Degree Program Proposal Form

A.A. Policy 2.04: Academic Planning and Degree Program Proposals

A. Overview

Institution Name:		Designation (flagship, statewide, regional, HBCU, 2-year):			
College/School/Division:		Academic Department:			
Degree Designation[a]:	Proposed Degree Name:		CIP Code:	Credit Hrs[b]:	Contact Hrs[c]:
Planned Implementation Semester/Term & Year:		Was this program listed in the most recent Three-year Academic Plan? [ ] Yes [ ] No			

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.
[c] If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents A.A. Policy 2.13: Program Accreditation). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
   [ ] Substantive change requiring notification only
   [ ] Substantive change requiring approval prior to implementation
   [ ] Level Change
   [ ] None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
   [ ] MJ Foster Promise Program
   [ ] Cyber-security Initiatives
   [ ] Louisiana Transfer Pathways
   [ ] Other:_____

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

B. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

7. How does the program align with your institution's strategic plan and academic program portfolio?

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

   * Accessibility (mode of delivery, alternate course scheduling)

   * Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

   * Partnerships (with industry, community-based organizations, other institutions)

   * Work-based learning (paid or experiential internships, apprenticeships, etc.)

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   * Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.

C. Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

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10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders, and explain how those conversations shaped the design and curriculum of this proposed degree.

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11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

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12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

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13. What is the employment outlook for occupations related to the program?
    You may find this information using the following information sources among others:
    a. EMSI's Program Overview Report (check with your Office of Academic Affairs for access)
    b. Louisiana Workforce Commission
    c. US Department of Labor Projections Managing Partnership
    d. The NCES CIP to SOC crosswalk.

    If data for the program's service area is not available, then use state- or national-level data and indicate below.

    [ ] Service Area Data   [ ] Sate Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

16. What impact will the proposed program have on similar or related programs at your institution?

17. Using data from the US Department of Labor O*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O*-Net/EMSI associated with the related occupations.

Occupation	Occupation specific skills & KSAs

D. Curriculum

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

19. The National Association of Colleges and Employers (NACE) provides the list of career ready competencies included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	
Oral/Written Communications	
Teamwork/ Collaboration	
Digital Technology	
Leadership	
Professionalism/ Work Ethic	
Career Management	
Equity and Global/Intercultural Fluency	
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see https://www.aacu.org/trending-topics/high-impact). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	
Undergraduate Research	
Common Intellectual Experiences	
Diversity/Global Learning	
Learning Communities	
ePortfolios	
Writing Intensive Courses	
Service-Learning, Community-based Learning	
Collaborative Assignments & Projects	
Internships	
Capstone Courses and Projects	

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
    - Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
    - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
    - List all major course requirements. Indicate the word "new" beside new courses.
    - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
    - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

23. Check all proposed program modes of delivery that apply:
    [ ] On campus (<50% online)
    [ ] Hybrid (51-99% online)
    [ ] 100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program's curriculum. (see Board of Regents Policy AA 2.23)

25. Describe how Open Education Resources (OER) have been incorporated into the program's instructional materials. Identify other measures the institution will take to ensure course material affordability.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

    [ ] High school CTAE   [ ] Employers
    [ ] High school STEM   [ ] Community organizations
    [ ] Career academies   [ ] Professional associations
    [ ] 2-year college   [ ] Other Programs at your Institution
    [ ] 4-year college/university   [ ] Other Partner

    List specific partners for each category checked above.

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

28. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

E. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

32. Provide current institutional and department/college overall retention and graduation rates.

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	202x-xx	202x-xx	202x-xx	202x-xx
Base enrollment*		0	0	0
Lost to Attrition (should be negative)	0	0	0	0
New to the institution	0	0	0	0
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	**0**	**0**	**0**	**0**
Graduates	0	0	0	0
Carry forward base enrollment for next year	0	0	0	0

*Total enrollment becomes the base enrollment for the following year

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

35. 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.

F. RESOURCES
F1. Finance
36. Attach the completed Regents budget template

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

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

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

F2. Instruction and Student Support
40. Faculty
    a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty, for the program.

    b. How will current faculty be re-directed to this program from existing programs?

    c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)

41. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

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F3. Facilities

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

[ ] Main Campus [ ] Satellite campus (specify campus here) [ ] Other (specify here) [ ]100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under "other" as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces				
Classrooms				
Meeting Rooms				
Student Study Space				
Shared Space with other campus units				
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. 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: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

45. 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.

46. 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.

47. 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 and Equipment

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start up Costs	On going Costs	Est. Start Date of Operations/Use
Total Technology and Equipment Costs	**0**	**0**	

G. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the impact (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	Impact	Probability	Risk Mitigation Strategy