

**Graduate Council April 6, 2022**  
**3:30 p.m., via Zoom**  
(The Bylaws prohibit representation by proxy.)

**AGENDA**

**I. Reading, Correction and Approval of Minutes (March 16, 2022)**

**II. Graduate Council Committee Reports**

A. Appeals Committee  
Committee Report (Shavannor Smith)

B. Program Committee  
Committee Report (Seth Wenger)

Since the last report to Graduate Council, the Program Committee reviewed the following seven proposals online.

- *Action Item:* From the College of Family and Consumer Sciences, a proposal to create a new online Graduate Certificate in Behavioral Financial Planning and Financial Therapy.
- *Action Item:* From the College of Public Health, a proposal to create a new Doctor of Philosophy (Ph.D.) in Health Services Research and Policy.
- *Action Item:* From the Terry College of Business, a proposal to create an online version of the already existing Master of Business Administration program (M.B.A.).
- *Action Item:* From the Mary Frances Early College of Education, a proposal to terminate Ed.S. in Learning, Design, and Technology with an emphasis in Instructional Design and Development at the Gwinnett Campus.
- *Action Item:* From the Mary France Early College of Education, a proposal to terminate the M.Ed. in Learning, Design and Technology with an emphasis in Instructional Technology at the Gwinnett Campus.
- *Action Item:* From the Mary Frances Early College of Education, a proposal to terminate the M.Ed. in Learning Design and Technology with an emphasis in Instructional Design and Development at the Gwinnett Campus.
- *Action Item:* From the Mary Frances Early College of Education, a proposal to change the name of the Department of Career and Information Studies to the Department of Workforce Education and Instructional Technology.

C. Policy and Planning Committee  
Committee Report (Kaori Sakamoto)

- *Action Item:* Graduate programs shall have a program handbook for students that is publicly available on the program website.
- *Action Item:* Assistantship policy for graduate students on warning or probation.
- *Action Item:* “No clear path to degree completion” policy.

**III. New Business**

**IV. Information Items**

A. Curriculum Report: The Graduate School has approved 16 new courses, 3 course revisions, and 0 deletions.

B. Next meeting: TBD, August 2022

**V. Adjourn**



**UNIVERSITY OF  
GEORGIA**

College of Family and Consumer Sciences  
*Sheri Worthy, Interim Dean*

Dean's Office  
224 Dawson Hall  
305 Sanford Drive  
Athens, Georgia 30602  
TEL 706-542-4879  
facsdean@uga.edu  
www.fcs.uga.edu

TO: Ron Walcott, Ph.D  
Vice Provost for Graduate Education and  
Dean of the Graduate School

FROM: Sheri Worthy, Interim Dean

DATE: March 15, 2022

RE: Proposal for Online Graduate Certificate in Behavioral Financial Planning/Financial  
Therapy

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Attached please find the proposal for the online Graduate Certificate in Behavioral Planning/Financial Therapy. This certificate program will meet the needs of adult learners who are seeking to increase their knowledge in this area and will specifically target financial and mental health professionals. This proposal is supported by the Department Head and has been approved by the faculty in the Department of Financial Planning, Housing and Consumer Economics and has also been approved by the College Curriculum Committee. I also support this proposal. If you have any questions, please feel free to reach out.



# College of Family and Consumer Sciences

*Financial Planning, Housing & Consumer Economics*

**UNIVERSITY OF GEORGIA**

Date: 3/9/2022

To: The College Curriculum Committee

I support the proposed Online Certificate in Behavioral Financial Planning/Financial Therapy. Currently, the Financial Planning program offers an online M.S. degree that is 30 credit hours. The proposed graduate online certificate will allow us to expand our offerings online in a way that meets the needs of prospective students, including (a) those who are entering the profession of financial planning, (b) those who are wanting to expand their skillset to better work with their clients, and (c) to provide in-depth knowledge for experienced financial planners who are seeking graduate education. The Online Graduate Certificate will also leverage the current capacity already in place for our Online Master's program in Financial Planning. The BFP/FT graduate certificate will target financial and mental health professionals in Georgia and nationally. The curriculum covered in this certificate will meet the educational requirements of the CFT-I™ certification provided by the Financial Therapy Association. Expanding our online programs at UGA taps into unreached market of prospective students to fulfill these gaps.

The current online MSNT-FP program enrollment is around 65. We expect a similar similarly high demand for the Online Graduate Certificate in Behavioral Financial Planning. The Online graduate certificate that is closest in structure to the proposed Online Graduate Certificate is the Financial Therapy Graduate Online Certificate offered by Kansas State University. The Kansas State online certificate program currently has over 60 students.

We believe that by offering the Online Graduate Certificate Program in Behavioral Financial Planning/Financial Therapy, we will be able to meet the needs of adult learners who are seeking to increase their knowledge in this area, while working as financial planners, counselors, or therapists in their professional life, and those who are planning to make career transition in the area of financial counseling and financial therapy.

Please do not hesitate to reach out to me if you have any questions or concerns.

*Swarn Chatterjee*

Swarn Chatterjee, Ph.D., Head  
Bluerock Professor of Financial Planning  
Department of Financial Planning, Housing and Consumer Economics  
University of Georgia  
Email: [swarn@uga.edu](mailto:swarn@uga.edu)

## PROPOSAL FOR A CERTIFICATE PROGRAM

**Date:** 3/10/2022

**School/College/Unit:** College of Family and Consumer Sciences

**Department/Division:** Financial Planning, Housing and Consumer Economics

**Certificate Title:** Certificate in Behavioral Financial Planning

**Effective Term:** Fall 2023

**Which campus(es) will offer this certificate?** Athens

**Level (Undergraduate, Graduate, or Post-Baccalaureate):** Graduate

### **Program Abstract:**

Currently, the Financial Planning program offers both online and on campus (Athens) M.S. degree programs that are 30 credit hours each. A strategic goal is for the Financial Planning program to offer three stackable certificates for graduate credit. This will allow us to expand our offerings online in a way that meets the needs of prospective students, including (a) those who are entering the profession of financial planning, (b) those who are wanting to expand their skillset to better work with their clients, and (c) to provide in-depth knowledge for experienced financial planners who are looking to obtain a M.S. a degree. These options also add additional entry points into the online M.S. program.

This proposal is intended to accomplish the initial goal and highest priority of developing a graduate certificate in behavioral financial planning/financial therapy (BFP/FT) that can be used as part of the degree requirements for an M.S. in financial planning or as a standalone graduate certificate. Currently, we offer a behavioral financial planning and financial therapy track within our on campus financial planning M.S. degree program. This track launched in the fall of 2020 and attracts mostly traditional graduate students and Double Dawgs students. The courses that are part of the BFP/FT track would be the same required courses to complete the BFP/FT graduate certificate.

The vision and mission of the UGA Financial Planning program is to prepare students in behavioral financial planning. Demand for this type of program is high as having a working knowledge of the psychological and relational aspects that drive financial decision-making is the future of the financial planning profession. The CFP Board, our registration body, has recently added client psychology as a learning objective as they recognize the need for financial planners to understand the human aspects of money.

Few universities across the country offer such a program. Kansas State University has a similar graduate certificate in financial therapy. Creighton University, Golden Gate University, Texas Tech University, and Columbia University also have courses that are similar to some of the courses that would be required for the graduate certificate we are proposing. Kansas State University, for example, saw a substantial increase in demand for their financial planning M.S. degree program online when they added the financial therapy graduate certificate as an option to complete the M.S. degree program.

Faculty proposing certificates offered by one academic unit should complete page 2. Faculty proposing certificates offered by multiple academic units should complete pages 3-5.

After approval by school/college/unit, proposals for undergraduate programs should be sent to the Office of Curriculum Systems ([currsys@uga.edu](mailto:currsys@uga.edu)). Proposals for graduate programs should be sent to the Graduate School ([gradassociatedean@uga.edu](mailto:gradassociatedean@uga.edu))

## **Certificates Offered By One Academic Unit**

### **1. Purpose and Educational Objectives**

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The BFP/FT graduate certificate will target financial and mental health professionals in Georgia and nationally. The curriculum covered in this certificate will meet the educational requirements of the CFT-ITM certification provided by the Financial Therapy Association. Students in the certificate will gain in-depth training around concepts related to our registration body's new learning outcomes related to psychology of money.

Introducing this content into our online programs at UGA in addition to our on-campus program taps into unreached market of prospective students to fulfill these gaps. The proposed graduate certificate program will be among the first to introduce an experiential learning practicum course where students work with clients and are supervised by faculty. The idea is that students will provide virtual services through the FACS ASPIRE Clinic.

### **2. Need for the Program**

The vision and mission of the UGA Financial Planning program is to prepare students in behavioral financial planning. Demand for this type of program is high as having a working knowledge of the

psychological and relational aspects that drive financial decision-making is the future of the financial planning profession. The CFP Board, the registration body, has recently added client psychology as a learning objective as they recognize the need for financial planners to understand the human aspects of money.

The universities that offer similar programs include Kansas State University, which has a similar graduate certificate in financial therapy. Creighton University, Golden Gate University, Texas Tech University, and Columbia University have courses that are similar to some of the courses that would be required for the proposed graduate certificate. Kansas State University, for example, saw a substantial increase in demand for their financial planning M.S. degree program online when they added the financial therapy graduate certificate as an option to complete the M.S. degree program. Thus, offering this program will not only serve students in the Southeast who are looking to learn about behavioral financial planning, but will also potentially provide a feeder program for the already existing online MSNT-Financial Planning program.

Explain why this program is necessary. In addition, provide the following information:

- a. Semester/Year of Program Initiation: **Fall, 2022**
- b. Semester/Year of Full Implementation of Program: **Fall, 2023**
- c. Semester/Year First Certificates will be awarded: **Spring or Summer 2024**
- d. Annual Number of Graduates expected (once the program is established): **15**
- e. Projected Future Trends for number of students enrolled in the program: **50 (20-25 in the fall cohort and 20-25 in the spring cohort).**

### **3. Student Demand**

- a. Provide documentation of evidence of student demand for this program, which may include a student survey.
- b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.
- c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

FHCE already offers an online-MSNT in Financial Planning program, which has maintained consistent growth, and robust enrollment over the past several years. The current online MSNT-FP program enrollment is around 65. We expect a similar similarly high demand for the Online Graduate Certificate in Behavioral Financial Planning.

The Graduate Certificate in Financial Therapy offered by Kansas State University is the closest structure to this proposed certificate. The Kansas State University certificate program currently has over 60 students in its financial therapy graduate certificate.

The minority student enrollment is expected to be similar to the proportion of minority students currently enrolled in our existing financial planning programs offered by FACS FHCE.

#### 4. Program of Study

Provide a detailed program of study for the certificate program, including:

- a. Specific course prefixes, numbers, and titles
- b. Identify any new courses created for this program

The courses outlined in Table 1 will be required as part of the Behavioral Financial Planning and Financial Therapy graduate certificate program. All of these courses are currently being taught in our on-campus programs. But, the online versions for three of the courses—FHCE 8500E, 8550E, and 7205SE will have to be developed for this certificate. No electives are required for this certificate. Courses can be substituted by program director, graduate coordinator, or department head's discretion.

**Table 1**

#### 5. Model Program and Accreditation

- a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

<b>Courses</b>	<b>Semester Offered</b>
FHCE 7200E: Financial Counseling	Fall 1 (2 <sup>nd</sup> 8 weeks)
FHCE 8500E: Survey of Financial Therapy	Fall 21(1 <sup>st</sup> 8 weeks)
FHCE 8550E: Money and Relationships	Spring 1 (1 <sup>st</sup> 8 weeks)
FHCE 7205S: Practicum in Financial Planning	Spring 1 Full Semester
FHCE 6270E: Behavioral Finance	Summer 1
Total Credit Hours: 15	

- b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Kansas State University has a similar graduate certificate in financial therapy. The curriculum for which is available through the following link:

<https://online.k-state.edu/programs/certificates/graduate-certificates/financial-therapy.html>

Creighton University, Golden Gate University, Texas Tech University, and Columbia University offer courses similar to some of the courses that would be required for the graduate certificate being proposed.



The curriculum covered in this certificate will meet the educational requirements of the CFT-ITM certification provided by the Financial Therapy Association.

## **6. Student Learning Outcomes**

Describe the proposed learning outcomes for the certificate program.

The following learning outcomes are expected to be covered in this certificate program:

- Students will learn how to assess the financial health of their clients using various counseling and client communication strategies.
- Students will learn to provide counseling to improve the financial well-being of their clients.

Learn cognitive, emotional, relational interventions, tools and strategies that are evidence-based to apply in work with clients to obtain successful financial well-being outcomes. Provide experiential learning opportunities to synthesize content found within the behavioral financial planning and financial therapy curriculum and effectively apply and integrate this information in the formulation of a culminating project.

## **7. Assessment and Admissions**

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

### **Admission**

We seek applicants with a 3.0 or higher undergraduate GPA (3.5 for graduate coursework). Students need to have completed a baccalaureate or graduate level course in Fundamentals of Personal Finance similar to FHCE 3200, FHCE 3250, or FHCE 8200. A fundamentals in personal finance course will be waived if applicants hold Certified Financial Planner(TM) (CFP(R)) or Accredited Financial Counselor(R) (AFC(R)). Applicants must submit a Statement of Purpose, a resume, and 2 letters of recommendation. The entire application package of the student will be reviewed before a decision is made.

Prospective students for this graduate certificate will include current Double Dawgs, Master's and Ph.D. students in the department as well as outside of the department. Additionally, this Certificate is also being proposed in support of the Provost's call for new Graduate Certificates <https://ovpi.uga.edu/initiatives/image/> with the intention of “*Expanding access for working professionals to high-demand programs by delivering them at multiple campuses, in low-residency formats, completely online, or a combination of online and on-campus instruction*”. So, with this goal in mind, we are also hoping to reach the financial planning and mental health professionals who hold a M.S. or Ph.D., our own alumni in financial planning, and financial planning professionals who hold a bachelor's degree who are looking or may be required to expand their knowledge and skillset in behavioral financial planning or financial therapy. The certificate program could serve as a feeder into either the on-campus or online financial planning graduate programs.

## **Assessment**

Behavioral Financial Planning Certificate students demonstrate the ability to synthesize the content found within their curriculum and effectively apply and integrate this information in the formulation of a culminating practicum experience.

- 80% of the Online BFP/FT graduate students in the Practicum course (FHCE 7205S) will receive an overall score of acceptable, very good, or outstanding on their practicum project, and exemplary or proficient overall score on the associated 20 minute oral presentation.

## **Please submit documentation of the following approvals with the proposal:**

- Department Head/Director
- Dean/Vice President
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs

Approval letter is attached.

## **8. Faculty Resources**

Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Specify how many full-time faculty will provide direct instructional support to this program.

- a. Identify the extent to which such faculty resources currently exist at the institution

- b. Identify the extent to which additions to the faculty will be needed to fully implement the program
- c. Where it is deemed necessary to add faculty in order to fully develop the program, give the desired qualifications of the persons to be added.

Three of the five courses proposed in the curriculum are already offered by the department on a regular basis. The remaining two classes (FHCE 8500 and FHCE 8550) are also currently offered in an on-campus format to our current students. These classes will be developed in online format by Dr. Kristy Archuleta. The proposed budget for the startup costs for this certificate have been approved by the Office of Academic Affairs. Currently, the courses can be covered with the existing resources, but as the program grows and more classes are needed, new faculty may be required at that point.

## **9. Faculty Members**

For each faculty member directly involved in this program, please provide:

- a. Name, rank, degree(s), academic specialty, and educational background
- b. Special qualifications related to this program
- c. Relevant professional and scholarly activity for the past five years
- d. Projected responsibility in this program and required adjustments in current assignments

The two faculty members directly involved in this program will be:

Dr. John Grable, Ph.D. CFP®--Athletic Association Endowed Professor of Family and Consumer Sciences.

Dr. Kristy Archuleta, Ph.D., LMFT, CFT—ITM--Professor of financial Planning.

Dr. Archuleta will be developing the online versions of the FHCE 8500,8550, 7205S courses using the funding she has received from the UGA OFA.

## **10. Facilities and Resources**

- a. Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation should also be identified.
- b. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.
- c. Document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc., available to adequately support this program. Specify improvements needed in these support areas.

The Online Certificate will be taught virtually in an asynchronous format. The access to UGA library resources and facilities will be similar to those for other students enrolled in other graduate programs at FHCE.

**11. Budget**

- a. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not the minimum investment required to mount and sustain a potentially marginal program.

Budget is included separately.

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
<b>Personnel</b>			
<b>Operating Costs</b>			
<b>Capital Outlays</b>			
<b>Library Acquisitions</b>			
<b>TOTAL</b>			

- b. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.
- c. Identify sources of additional funds needed to support the program and the probability of their availability.
- d. Identify long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

The Online certificate program students will have similar access to the UGA facilities and libraries as those available to other students in enrolled in existing UGA online graduate programs, including the program that is currently offered by FHCE. The online students will also have the ability to participate in the FHCE Financial Planning program and other departmental activities and celebrations. Student support for the Online Graduate Certificate program students will be similar to other online program students currently enrolled in the FHCE online MSNT-Financial Planning program.

**12. Administration**

Describe and evaluate the structure for the administration of the program. Describe the process and criteria for how students will be admitted to and retained in the program.

Dr. Kristy Archuleta who serves as the Graduate Coordinator, will also manage the online graduate certificate program in BFP/FT. Dr. Grable who serves as the Director of the Online Graduate Program will work closely with Dr. Archuleta in this effort. Graduate Coordinator Assistant Mr. Justin Miller will support the Online Certificate program students along with other graduate students whom he currently supports.

**Please submit documentation of the following approvals with the proposal:**

- Department Heads/Directors of all units involved in the program
- Deans/Vice Presidents of all units involved in the program
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs

(See attached).

## PROPOSAL FOR AN ONLINE PROGRAM

Date: 3/10/2022

College/School: College of Family and Consumer Sciences

Department/Divison: Financial Planning, Housing and Consumer Economics

Program (Major and Degree): Online Certificate in Behavioral Financial Planning

Will any approved areas of emphasis be offered under this major? \_\_\_\_\_

Proposed Effective Date: Fall 2023

The proposal for an online program must include a brief narrative that addresses the following points:

**1. Assessment:**

The Financial planning program currently already has a successful and growing online MSNT program in Financial Planning, which currently has over 65 graduate students. Kansas State University offers an online Financial Therapy Graduate Certificate, which is similar in structure and curriculum to the proposed Online Certificate in Behavioral Financial Planning/Financial Therapy (BFP/FT), and has an enrollment of over 50 students. It is expected that the Online Certificate in Behavioral Financial Planning/Financial Therapy will also have excellent demand and will be able to generate significant credit hours leveraging the strength and reputation of the existing UGA MSNT Online Financial Planning.

**2. Admission Requirements**

All requirements for admission to an Online Graduate Certificate Program will be the same as those for the current graduate programs in FHCE. We seek applicants with a 3.0 or higher undergraduate GPA (3.5 for graduate coursework). The applicants will be evaluated based on a combination of their GRE or GMAT scores, a Statement of Purpose, a resume, and 2 letters of recommendation. The entire application package of the student is reviewed before a decision is made.

**3. Program Content**

The basic curriculum of the program will be equivalent to FHCE's approved programs. The criteria for electives or substitutions for specific requirements will be equivalent online.

**4. Student Support Services**

Each proposal must describe how students will have access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an advisory committee, technology

support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.

The student support for the online Graduate Certificate in BFP/FT will be similar to those currently offered to graduate students enrolled in the graduate programs in FHCE.

**5. Resident Requirements**

Residence requirements will be identical to those established for other graduate programs offered by FHCE, which closely follows the Graduate School’s requirements and guidelines.

**6. Program Management**

Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

Program maintenance and program quality for the program will be assessed through the learning outcomes set for graduate program in the area of financial planning. Details regarding the scheduling and sequencing of courses, and duration of the program are shown below:

\*Pre-requisites for 7200E, 8500E, 8550E, and 7205S is 8200E or fundamentals of personal finance equivalent.

We do not expect any possible duplication with other programs in the immediate area

**7. Library and Laboratory Resources**

The proposal must include a review of existing library and laboratory resources (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

	<b>Semester Offered</b>
FHCE 7200E: Financial Counseling (8200 & 7200 already pre-requisites for 8500, 8550 & 7205S)	Fall 1
FHCE 8500E	Fall 2
FHCE 8550E	Spring 1
FHCE 7205S	Spring 1 Full Semester
FHCE 6270E: Behavioral Finance	Summer
<b>Total Credit Hours: 15</b>	

The access to library resources will be similar to those for other students enrolled in other graduate programs at FHCE.

**8. Budget**

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates—specified separately for authorized and cooperating units—concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

The estimated budget for developing this program is provided in Appendix A. Three of the Five courses proposed in the curriculum are already offered by the department on a regular basis. The remaining two classes (FHCE 8500 and FHCE 8550) are also currently offered in an on-campus format to our current students. But, these classes will be developed in online format by Dr. Kristy Archuleta. The proposed budget for the startup costs for this certificate have been approved by the Office of Academic Affairs.

**9. Program Costs Assessed to Students**

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

We do not anticipate costs beyond those normally associated with FHCE programs offered on line or on campus.

**10. E-Rate**

If an e-rate will be charged, an approved e-rate form must be submitted to the Office of Instruction with the proposal form.

The E-rate charged for this Online BFP/FT Certificate will be the same as the e-rate charged for our current Online MSNT program in Financial Planning. The e-rate form will be submitted to the Office of Instruction with the proposal form.



## Graduate Certificate in Behavioral Financial Planning & Financial Therapy

	Semester Offered
FHCE 7200: Financial Counseling (8200 & 7200 already pre-reqs for 8500, 8550 & 7205S)	Fall 1
FHCE 8500	Fall 2
FHCE 8550	Spring 1
FHCE 7205S	Spring Full Semester
FHCE 6270: Behavioral Finance	Summer
<b>Total Credit Hours: 15</b>	

Assumes that program begins in Fall 2023 during FY24. Certificate students will begin already existing courses of 7200 and 8200 (if needed) as both courses are pre-requisites to 8500, 8550, and 7205S. As the number of students grow, we anticipate that new sections of 7200 and 8200 will need to be added, particularly 7200.

### Budget Year 1 - FY22

Certificate Development/Coordination	8,000.00
	8,000.00

### Budget Year 2 - FY23

Marketing (1,000 x 15)	15,000.00
Practicum/ASPIRE Coordination	5,000.00
Course Development (3 courses x \$8000 - 8500, 8550, 7205S)	24,000.00
Certificate Development/Coordination (paid by department)	0.00
	44,000.00

### Budget Year 3 - FY24 - Program Begins in Fall 2023

Marketing (1,000 x 10)	10,000.00
Instructor (\$4,000 x 3 courses, 8500, 8550, 7205S - split cost to teach courses)	12,000.00
Practicum/ASPIRE Coordination	5,000.00
Course Development (2 courses x \$8000 - 8200 & 7200)	16,000.00
Certificate Development/Coordination (Paid by department)	0.00
	43,000.00

*SIGNATURE PAGE*

This proposed Ph.D. program in Health Services Research and Policy has been reviewed and approved by the following:

Signatures,

Mahmud Khan Health Policy and Management 3/9/2022

Department Head Department Date

Kate Hart Emmons College of Public Health 3/10/2022

College Graduate Education Committee Chair College Date

K. Melissa Hallow College of Public Health 3/16/2022

College Curriculum Committee Chair College Date

Marsha Davis College of Public Health 3/18/2022

Dean College Date

\_\_\_\_\_  
Dean of Graduate School Date

\_\_\_\_\_  
University Curriculum Committee Chair



# UNIVERSITY SYSTEM OF GEORGIA

## USG Academic Degree Program Application

Released  
December 21, 2020

**Point of Contacts**

Dr. Martha Venn  
Vice Chancellor for Academic Affairs  
[martha.venn@usg.edu](mailto:martha.venn@usg.edu)

Dr. Rebecca Corvey  
Associate Vice Chancellor for Academic Affairs  
[rebecca.corvey@usg.edu](mailto:rebecca.corvey@usg.edu)

**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*

**USG ACADEMIC PROGRAM APPLICATION**

**1. OVERVIEW**

*To be completed as part of SharePoint Submission*

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: University of Georgia*
3. *USG Sector: Research University*
4. *School/Division/College: College of Public Health*
5. *Academic Department: Health Policy and Management*

6. *Proposed Program Name: Doctor of Philosophy with a major in Health Services Research and Policy*
7. *Major: Health Services Research and Policy*
8. *CIP Code (6 digit):44050301*
9. *Degree Level: Doctoral*
10. *Anticipated Implementation Semester and Year^: Fall 2023*

11. *Was this program listed in the most recent Academic Forecast?*

Yes

No (If no, explain why below)

This proposal was not included in the University of Georgia's Academic Forecast because it had not yet been submitted for review through the faculty governance process.

12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

This proposed Ph.D. major in Health Services Research and Policy (Ph.D.) is designed for students who are interested in a career in academia- teaching and research in private or public universities, and public service through land and sea grant universities, governmental and public agency settings, and research positions related to health policy, health care management, health services research, health economics, etc. Students enrolled in this program will examine the organization and financing of health systems and services, assess the impact of health policies on population health, evaluate programs and policies to provide evidence during the policymaking process, and inform local state and national policies. Furthermore, it is not limited to studying the impact of upstream policies on population health. The program participants will also study the social determinants of health, health disparities, and challenges of adopting policies in the downstream, striving for equitable impact. The systems of interest are not limited to the health care systems as the health care systems do not function in isolation, but more broadly, students will follow a holistic approach to clinical-community integration. The range of interest is not limited to domestic health topics but extends to global health. The program is interdisciplinary in nature, nurturing students to expand on specific areas that they find themselves interested in, such as gerontology, disaster management, policy and program evaluation, and health management. through a selection of elective courses. Regardless of the focus area, the program will provide an interdisciplinary application of the social and behavioral sciences to health issues ongoing at real time.

The goal of the program is to prepare graduate students to play leading scientific roles to address many challenges of health care and health care systems in the nation and around the globe. Graduates will make significant contributions in the fields of health services research and health policy through teaching, research, policy practice, and leadership.

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

The accreditation requirement associated with this program is the accreditation from the Council on Education for Public Health (CEPH). Once the program is initiated, it will be included as one of the degree programs to be included with CEPH reports and annual updates. Since all the CEPH requirements were taken into account in designing the program, no separate accreditation of the degree will be needed. The College will notify CEPH that a new PhD program has been initiated based in the

Department of Health Policy and Management. CEPH’s mission is to assure quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners with the following vision “Excellence in public health education for a healthier world.”

14. Specify SACSCOC or other accreditation organization requirements^.

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

**2. STRATEGIC PLAN**

15. 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.

The program aligns with the institutional, as well as the land-grant and sea-grant, mission of the University of Georgia (UGA), the College of Public Health (CPH), and the Department of Health Policy and Management as outlined here. This major is in alignment with the University of Georgia’s mission to provide “a wide range of academic and professional programming at the baccalaureate, master’s, and doctoral levels” and to fulfill the land-grant and sea-grant mission “to teach, to serve, and to inquire into the nature of things.” The mission of the CPH is “to advance the health of all, through research, hands-on learning, and community engagement, we commit to improving the public’s health in Georgia, our nation, and the world” with a vision of “a healthier, safer, more equitable world for all in Georgia and the world.” A key component of fulfilling this mission and vision is informing health policies and structure of the health care systems that impacts every citizen of the state, country, and the world. In this, the college proudly hosts three Ph.D. programs at the present, which are as follows: Environmental Health Science, Epidemiology and Biostatistics, and Health Promotion and Behavior.

As evident, the existing programs do not include policy-focused research and teaching path. The Ph.D. program in Health Services Research and Policy will fill this gap by providing pedagogy in health services research and policy with a range of research and interest related focus options. The program will provide the skills needed for a higher-level human resource to inform health policy and health services research. Public health policies include the laws, regulations, actions, and decisions formulated and implemented at different levels and jurisdictions such as federal, state, and local. Regardless, the goal is the same – to meet health goals. The field of public health policy creates action from research and finds solutions to identified problems. Therefore, it is an essential arm of public health and is much needed to fulfill the “advance the health of all” mission and function of the college by playing roles in multiple sectors such as health care, insurance, education, business, etc.

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.

The CPH revised its strategic plan and realigned the college mission, vision, values, and goals to elevate CPH’s standings, outcomes, and contributions to the field of public health and to ensure that the

<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.

college is truly meeting the public health needs of the communities, not only in Georgia, but also nationally and globally. In alignment with the UGA strategic plan, the CPH strategic plan focuses on the following two strategic directions:

1. Promoting Excellence in Teaching and Learning
2. Growing Research, Innovation, and Entrepreneurship

The proposed Ph.D. programs aligns with each of the directions as follows:

**Promoting Excellence in Teaching and Learning:** The coursework and programs provided at the college must enhance relevant skills and subsequent employment opportunities. In this, a growing area of workforce need is in the health services research area. Having a Ph.D. in Health Services Research and Policy will open up employment opportunities for graduates. Furthermore, it is in the college's goal to "promote academic access and success for all students, with particular effort dedicated towards optimizing success levels for under-represented, rural, first-generation, older and non-traditional and other underserved students." In this, evidence suggests that first-generation, older, and non-traditional and other underserved students are under-represented in higher education programs in health services research. Having a Ph.D. program available to the students already enrolled in the master's program will result in increasing access to higher education for all.

**Growing Research, Innovation, and Entrepreneurship:** The proposed Ph.D. program is focused on health services research and hence will generate research to grow the research enterprise, and lead to innovation in the area of policy and health services research.

The Ph.D. program will respond to the ongoing and increasing need for public health researchers to support decisions, plans, and actions that are undertaken to achieve specific healthcare goals within the society, defining a vision for the future with established targets. Through a research-oriented academic doctoral program in health services research and policy, the Ph.D. program will train students to be prepared to lead scientific roles in addressing the many challenges faced by health care and public health systems not only in the state of Georgia, but also in the United States as well as around the world. Further, the program will contribute to the multidisciplinary environment at UGA. Specifically, future Ph.D. students in this program will pursue collaborative research with researchers both within and outside the department, which will be an opportunity to develop collaborative skills and enrich a multifaceted perspective needed as a health policy and health services researcher. Moreover, resources and training available for the Ph.D. program will provide students from other departments an opportunity to enhance their multidisciplinary approach in the context of Public Health. Together, this Ph.D. program will fulfill the need for health services and policy researchers and enrich UGA's multidisciplinary approach to address and solve complex social issues.

The Ph.D. program in Health Services Research and Policy will require 49 hours of coursework. Students must have a master's degree, preferably in public health. If the student admitted to the program is from a non-public health related master's degree, the student must complete PBHL 7100, Fundamentals of Public Health. All students will be required to take one ethics course (#3 in the course list below). There are two sequential courses in Health Economics (#1 and #9 in the list below) and Research Methods (#4 and #5 in the list below). Students also take an 8000-level course on policy analysis (#8 in the list below) and an 8000-level course on Social Determinants of Health (#6 in the list below). In addition, students must take directed and doctoral research, and dissertation credit hours (#10 to #14 in the course list below). Therefore, the program will include at least 13 existing courses and one new course. The 14 courses include, three elective courses as chosen between the major professor and the student. The elective courses can be in or outside of the department. In addition to the coursework, students can enroll in at least one semester of teaching assignment in years 3 and 4 and engage with ongoing research over the four-year program.

Furthermore, the students will engage in health services research; and produce an advanced research project as a part of their program of study. The students will also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge in the context of a population health framework.

Provided below is the list of courses with new next to the new course.

1. BIOS 8010, Regression and Analysis of Variance
  2. HPAM 7600, Health Economics I
  3. HPAM 7760, Public Health Law for Public Health Practitioners
  4. HPAM 8010, Doctoral seminar I (New)
  5. HPAM 8020, Doctoral seminar II (New)
  6. HPAM 8030, Doctoral seminar III (New)
  7. HPAM 8040, Doctoral seminar IV (New)
  8. HPAM 8300, Research Methods I in Health Policy
  9. HPAM 8340, Social Determinants of Health and Health Disparities
  10. HPAM 8350, Research Methods II in Health Policy (New)
  11. HPAM 8400, Advanced Policy Analysis in Public Health
  12. HPAM 8600, Advanced Health Economics
  13. HPAM 9000, Doctoral Research
  14. HPAM 9300, Doctoral Dissertation
  15. Graduate level elective course (at the 7000 or 8000 level) 1
  16. Graduate level elective course (at the 7000 or 8000 level) 2
  17. Graduate level elective course (at the 7000 or 8000 level) 3
- GRSC 7770 Graduate Teaching Assistant, one credit hour

## 18. 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)*

**Yes**, the proposal was informed by talking with alumni, employers, and community representatives. This Ph.D. proposal is based on numerous interactions, requests, and inquiries from UGA students and from students outside of UGA. During current Doctor of Public Health (Dr.P.H.) program application cycles, there are applicants that are more appropriate for a Ph.D. program. The current Dr.P.H. program is geared towards working professionals, and therefore requires three years of professional experience. Even as such, at least 10% of the applications from those who are interested in the program but do not have the working experience, and would be more suitable for the proposed Ph.D. program. The acceptance rate for the Dr.P.H. program is 20%, indicating a strong demand outpacing the capacity offered by the Dr.P.H program and interest from students who are new to the field of public health, health policy, and health services research.

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

No

*Yes (If yes, please explain below)*

Yes, the program aligns with the national workforce strategies. Georgia and the neighboring states in the Southeastern region saw a growing demand for public health students focusing on health services research, health policy analysis, and health economics. For example, the Centers for Disease



Control and Prevention (CDC) has the Prevention Effectiveness Fellowship (PEF) program that recruits doctoral students majoring in health economics, health services research, or decision sciences. This year, the CDC established the Center for Forecasting and Outbreak Analytics and recruited more PE fellows than in the past years. Augusta University (formerly the Medical College of Georgia) is developing its research track on health services research and population health management. This year, they opened several post-doctoral positions for doctoral students focusing on health services research.

Employment in healthcare occupations is projected to grow 16% from 2020 to 2030, much faster than the average for all occupations, adding about 2.6 million new jobs.<sup>a</sup> Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for health care services. Among the healthcare occupations, the public health workforce is the first line of defense against outbreaks and other health threats. As the healthcare industry transforms into a data-driven industry, professionals trained in health services research who can lead work with big data are needed. The leaders must be able to lead a team with a vision for improvement that fully harnesses data capabilities. The demand for data scientists is growing, in general, and data science is a high-demand skill. A large sector of data comes from the healthcare industry, and as such, there is an opportunity for data-driven healthcare improvement. The proposed Ph.D. will train a cadre of researchers who can lead research using public-health related big data to inform policy.

Furthermore, the COVID-19 pandemic has brought to light the existing health disparities faced by the U.S. South and generated more need and interest in research to inform policies and programs in this region. Therefore, it is even more important to have students trained to conduct health services research in Georgia.

19. Provide any additional evidence of regional demand for the program<sup>^</sup> (e.g. prospective student interest survey data, community needs, letters of support from employers)  
Please see appendix 1 for letters of support from colleges in the University, and prospective employer.

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 checked="" type="checkbox"/> Community partnerships    |
| <input type="checkbox"/> High School STEM                  | <input checked="" type="checkbox"/> Professional associations |
| <input type="checkbox"/> Career academies                  | <input type="checkbox"/> Other (specify below)                |
| <input type="checkbox"/> TCSG programs                     | HBCUs   |
| <input checked="" type="checkbox"/> Other USG institutions | <input type="checkbox"/> None                                 |
| <input checked="" type="checkbox"/> Other universities     |   |
| <input checked="" type="checkbox"/> Employers              |   |

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<sup>a</sup><https://www.bls.gov/ooh/healthcare/home.htm>

<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)

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

No

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

The only doctorate program at the UGA that may have some overlap with the quantitative methods with the proposed program is the Ph.D. in Public Administration and Policy in the School of Public and International Affairs (please see support from this program in the Appendix). Although there are some similarities in the research methods, methodology courses, and policy coursework, there are some major differences between these two programs that will ensure the proposed program in Health Services, Research, and Policy will not be in direct competition with the major in Public Administration and Policy (Ph.D.). The existing major in Public Administration and Policy (Ph.D.) does not have any specific course offerings in public health, healthcare, health services, or health policy. In fact, students in that major who are interested in taking courses in these topic areas are commonly sent to the Department of Health Policy and Management to fulfill those elective courses to meet their interest and demand in the area of healthcare.

Thus, the topic areas of public health, healthcare, health services, and health policy are only offered in the Department of Health Policy and Management for both the masters and doctoral level. This is the most substantial reason that faculty believe the proposed program will not be in direct competition with existing programs. This program specifically focuses on the area of health services research, which is not a focus of any existing program. The only similarity with the major in Public Administration and Policy (Ph.D.) is that there is some overlap in the policy curriculum that forms the basic skill set in analysis. These similarities are not uncommon across many different academic programs in the social sciences. When it comes to the focus on health, however, it is a completely unique area of focus. Graduates of this program will likely find employment opportunities in health economics, while graduates of Public Administration and Policy (Ph.D.) tend to pursue employment in public policy.

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.

The proposed program's service area is regional, national, and international.

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)

Emory University, University of South Carolina, University of North Carolina Chapel Hill, and University of Alabama Birmingham, Georgia State University, Clemson University, and University of Tennessee Knoxville all have a Ph.D. program in health services research or health policy and management, though the latter two universities do not have an accredited College of Public Health. However, the Ph.D. program at the Georgia State University does not have a focus on grantsmanship development unlike the proposed. Many of their graduates are hired by hospitals, governments, and academic institutions, demonstrating a growing job market in health policy and health services research. The job market is growing, as mentioned in response to question 18, and UGA's College of Public Health would be the only one in the state without a doctoral level offering in the area of health services research and policy.

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 [2018]	Projected Employment [2028]	# Change	% Change	Average Annual Openings
<b>UNITED STATES</b>						
Medical and Health Services Managers	11-9111	406,100	477600	71500	17.6%	42200
Education Administrators, Postsecondary	11-9033	192,600	206100	13500	7%	16800
Medical Scientists, Except Epidemiologists	19-1042	130700	141200	10500	8.0	13200
Economists	19-3011	21000	22800	1800	8.6	1800
Survey Researchers	19-3022	12600	12800	200	1.6	1500
Social Scientists and Related Workers, All Other	19-3099	39400	41500	2100	5.3	4800
Health Educators	21-1091	62100	68500	6400	10.3	8000
Health Specialties Teachers, Postsecondary	25-1071	254800	313900	59100	23.2	29400
<b>GEORGIA</b>						
Medical and Health Services Managers	11-9111	9160	11610	2450	26.7	1070
Medical Scientists, Except Epidemiologists	19-1042	1570	1860	290	18.5	180
Economists	19-3011	340	360	20	5.9	30
Social Scientists and Related Workers, All Other	19-3099	2040	2420	380	18.6	290
Health Educators	21-1091	2710	2990	280	10.3	350
Health Specialties Teachers, Postsecondary	25-1071	4810	7000	2190	45.5	710

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>

The need for graduates of this program is growing faster than the current graduation rates

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. (Standard Occupation Code = SOC)

SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
11-9111	\$50.13 hourly, \$104,280 annual	Technology skills: Analytical or scientific software, computer based training software, Knowledge: English language, administration and management, education and training, customer and personal service, personnel and human resources Skills: Speaking, critical thinking, reading comprehension, active listening, instructing, monitoring Abilities: Oral expression, written comprehension, written expression, inductive reasoning
11-9033	\$46.87 hourly, \$97,500 annual	
19-1042	\$43.99 hourly, \$91,510 annual	
19-3011	\$52.09 hourly, \$108,350 annual	
19-3099	\$41.95 hourly, \$87,260 annual	
25-1071	\$99,090 annual	

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	NA	NA	NA
5 years after graduation	\$111,350	\$79,001	\$57,044

Provide any additional comments, if needed: The GOSA Earning and Learnings data, does not list public health programs of study, statewide, the numbers reported in the table above are for all programs of study. In comparison, for Professional Degree in Health Professions and related Programs the statewide summary is as below:

Average Salary	75 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile
1 year after graduation	\$120,170	\$82,595	\$64,991
5 years after graduation	\$140,818	\$109,535	\$78,543

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?<sup>^</sup>

The job outlook is robust, as the health industry is growing rapidly.

## 19. CURRICULUM

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

**46 credit hours with Master’s degree in public health and an intro course in health economics; 49 credit hours with Master’s in Public Health and no health economics course; 52 hours with non-Public Health Master’s degree.**

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 checked="" 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. [Most courses are in-person courses for this program] N/A The program is an in-person program with limited number of online courses.

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

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

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.

- |   |   |
|---|---|
| <input type="checkbox"/> First-Year Experiences                 | <input type="checkbox"/> Diversity/Global Learning                  |
| <input type="checkbox"/> Common Intellectual Experiences        | <input type="checkbox"/> ePortfolios                                |
| <input type="checkbox"/> Learning Communities                   | <input type="checkbox"/> Service Learning, Community Based Learning |
| <input type="checkbox"/> Writing-Intensive Courses              | <input type="checkbox"/> Internships                                |
| <input type="checkbox"/> Collaborative Assignments and Projects | <input type="checkbox"/> Capstone Courses and Projects              |
| <input type="checkbox"/> Undergraduate Research                 |   |

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.

N/A

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

N/A

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.

N/A

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.

N/A

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

Consistent with all graduate programs at the University of Georgia, the program faculty will engage in annual evaluation of students in this doctoral program. This analysis will include assessment of competencies in coursework and adequate yearly progress in degree completion activities including, for example, learning competencies and scholarship. In addition to assessments in the courses, assessments will include a comprehensive examination at the end of first year, an oral exam at the end of second year, and a research-based dissertation and associated assessment of the dissertation. The passing of the comprehensive exam at the end of first year and passing of the oral exam at the end of second year is required for the students' advancement to candidacy.

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<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).

The curriculum for this Ph.D. program is based on the following five competencies. The competencies and course map is provided below.

Competency	Course
Assess and evaluate health care policies and programs, and undertake the following: identify appropriate data, design studies, and execute quantitative and qualitative analytic approaches	<ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law for Public Health Practitioners</li> <li>2. HPAM 8340, Social Determinants of Health and Health Disparities</li> </ol>
Apply advanced statistical and econometric techniques to health services research data, and disseminate the findings through research papers and through the doctoral dissertation, demonstrate inter and intra-professional written and oral communication skills.	<ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law for Public Health Practitioners</li> <li>2. HPAM 7600, Health Economics I</li> <li>3. HPAM 8600, Advanced Health Economics</li> <li>4. BIOS 8010, Regression and Analysis of Variance</li> </ol>
Develop research questions to answer current public health and healthcare needs. Plan, manage, and analyze data, and interpret research results to answer research questions. Identify knowledge gaps and methodological shortcomings that, if addressed, hold potential for advancing the understanding of public health problems.	<ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law for Public Health Practitioners</li> <li>2. HPAM 8300, Research Methods I in Health Policy</li> <li>3. HPAM 8350, Research Methods II in Health Policy</li> </ol>
Collaborate with other public health researchers and professionals through team-based project work, or through the process of peer review and feedback.	<ol style="list-style-type: none"> <li>1. HPAM 7760, Public Health Law for Public Health Practitioners</li> <li>2. HPAM 8000, Directed Research in Health Policy and Management</li> <li>3. HPAM 9000, Doctoral Research</li> <li>4. HPAM 9300, Doctoral Dissertation</li> </ol>

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)*

The department will gather data job placement sites of graduates and their accomplishments, such as research productivity with publications and grants, participation in professional associations, leadership roles, and service to the public health profession.

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

**Ph.D. in Health Services Research and Policy Course of Study**

<b>HPAM Core Requirements</b>	<b>15 hours</b>
HPAM 7600, Health Economics I*	3 credit hours
<i>HPAM 8600, Advanced Health Economics</i>	3 credit hours
<i>HPAM 8400, Advanced Policy Analysis in Public Health</i>	3 credit hours
HPAM 8340, Social Determinants of Health and Health Disparities	3 credit hours
HPAM 7760, Public Health Law for Public Health Practitioners	3 credit hours
<b>Methods Core</b>	<b>9 hours</b>
<i>HPAM 8300, Research Methods I in Health Policy</i>	3 credit hours
HPAM 8350, Research Methods II in Health Policy (new)	3 credit hours
<i>BIOS 8010, Regression and Analysis of Variance</i>	3 credit hours
<b>Seminars</b>	<b>16 hours</b>
HPAM 8010, HPAM 8020, HPAM 8030 and HPAM 8040: Sequence of Doctoral Seminar courses for preparing students in writing research proposals and articles for publication	1 credit hour/semester for the first 4 semesters
GRSC 7770 Graduate Teaching Assistant Seminar	1 credit hour
HPAM 9000, Doctoral Research	6 or more hours
HPAM 9300, Doctoral Dissertation	6 or more hours
<b>Electives<sup>++</sup></b>	<b>9 hours</b>
<b>Total</b>	<b>50 hours</b>
<p>*For students who have completed a master’s program in health policy or health services research HPAM 7600 may be waived  <sup>++</sup> Electives will be selected by the student in consultation with the major professor and dissertation committee members if applicable            Student who have a non-public health related master’s degree will be required to take PBHL 7100 Public Health.</p> <p><b>EXAMS:</b>  <u>Comprehensive exam:</u> <i>Italicized courses must be completed for a written comprehensive exam to be taken end of 1<sup>st</sup> year.</i>  <u>Oral exam:</u> There will be an oral exam at the end of first year based on a research proposal prepared in the two doctoral seminars completed; to be evaluated by <i>PhD program committee.</i>  <u>Proposal and oral defense:</u> The student will undergo proposal and oral defense with the <i>thesis advisory committee.</i></p>	



Sample: Program of study			Year 1		Year 2		Year 3		Year 4	
Course	Course #	Hours	F	S	F	S	F	S	F	S
			2023	2024	2024	2025	2025	2026	2026	2027
TA training	GRSC 7770	TA training	1	X						
PH Core	PBHL 7100	Public Health*	3	X						
HPAM Core	HPAM 7600	Health Economics I*	3	X						
HPAM Core	HPAM 8400	Policy Analysis	3							
HPAM Core	HPAM 8600	Health Economics II	3							
HPAM Core	HPAM 8340	Social Determinants of Health	3			X				
HPAM Core	HPAM 7700	Public Health and Healthcare Ethics	3			X				
Methods Core	HPAM 8300	Research Methods I	3	X						
Methods Core	HPAM XXX	Research Methods II	3			X				
Methods Core	BIOS 8010	Regression and Analysis of Variance	3							X
Elective			3				X			
Elective			3				X			
Elective			3					X		
Seminar/ Research	HPAM 8010, 8020, 8030, 8040	Directed Research in HPAM (1 credit/semester)	4	X	X	X	X			
Seminar/ Research	HPAM 9000	Doctoral Research (3 credits/semester)	3				X			
Seminar/ Research	HPAM 9300	Doctoral Dissertation (3 to 6 credits/semester)	9					X	X	X X
		Total (without a Master's degree in PH)	52							
		* HPAM may waive these requirement on a case by case basis								
		Written comprehensive								
		Oral exam								
		Form dissertation committee								

### 3. 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)	2023-24	2024-25	2025-26	2026-27
Base enrollment <sup>1</sup>		4	8	12
Lost to Attrition (should be negative)	0	0	-1	-1
New to the institution	4	4	5	5
Shifted from Other programs within your institution	0	0	0	0
<b>Total Enrollment</b>	4	8	12	16
Graduates	0	0	0	2
Carry forward base enrollment for next year	4	8	12	14

<sup>1</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.)

New students will apply to the program in response to marketing strategies. There are also applicants to the Dr.P.H. who are interested in a full-time program such as this Ph.D. Anticipated expansion of faculty research will also attract attention to the program

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

N/A

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

The department does not anticipate not realizing the target enrollment, as the enrollment forecast is based on current demand and applications received in the Dr.P.H. program. Regardless, if the numbers are not met, more intensive marketing will be done in year 2, including research expansion to provide assistantships, and catering to national and international fellowships and scholarships. Furthermore, the college's Office of Academic Affairs will market and organize recruitment events at professional conferences such as the American Public Health Association conferences and American Society for Health Economics conference. Furthermore, the department will market the program through the Association of Schools and Programs of Public Health.

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?

The department will use SOPHAS application system which is the centralized application service for public health, this application system will allow applicants to see all available program options. The department will also outreach with HBCUs and universities serving historically underrepresented students. The college also has marketing and communications team at the college for strategic communications regarding the program. The faculty are also a means of recruitment through opportunities to engage in their ongoing research. The college also participates annually in professional conferences like the American Public Health Association, etc. The department will also reach out to associations catered to underrepresented students.

45. Provide a brief marketing description for the program that can be used on the Georgia OnMyLine website.

Offered through the Department of Health Policy and Management in the College of Public Health, the University of Georgia's Ph.D. in Health Services Research and Policy is a full-time doctoral program designed to train rising health services and policy researchers to pursue original research of all kinds that can be translated into policy, programs, and/or practice. The program is developed to prepare students for a career in academia, government agencies, research institutes, nonprofits, foundations, and corporations that are on a mission to tackle the health policy challenges of the 21<sup>st</sup> century. For students with Master's degree in Public Health and with introductory Health Economics course already completed as part of the Master's program, this Ph.D. program requires a minimum of 46 credit hours in areas related to research methods, ethics, and economics, and includes flexibility in the curriculum to adapt the program to fit a variety of interests and research through the elective courses. The credit hours include a minimum of 12 credit hours of doctoral research and/or doctoral dissertation.

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

*External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.*

*Please find support letter in the Appendix. Within UGA support emails are also included in the Appendix*

**Dr. Phaedra Corso**  
Vice President for  
Research  
Kennesaw State  
University  
pcorso@kennesaw.edu  
470-578-6046

**Donglan Zhang**  
Associate Professor  
NYU Langone  
Donglan.zhang@nyulangone  
.org  
310-873-8347

**Lizheng Shi**  
Endowed Regents Professor  
Tulane University  
Lchi1@tulane.edu  
504-988-6548

Click or tap here to enter text.

**4. 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: \$ 428.00/hr for 1-11 credit hours

Out-of-State per Semester: \$1095.00/hr for 1-11 credit hours

**Justification:** In the Department of Health Policy and Management, College of Public Health, the tuition differentials will be used to support doctoral and graduate student services, professional advisement services (including hiring of a part-time program administrative person), student travel for professional development, and a part to be used for annual accreditation costs of the department. The revenue from the differential tuition may also be used to purchase specialized software and secondary data for the use of doctoral students and the faculty members teaching in the program. In necessary and subject to availability of resources, money can also be used to pay for peer-reviewed publication fees for faculty members and papers jointly drafted by faculty members and doctoral students. Part-time faculty members, if necessary, will be hired using this funds.

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
UGA, DrPH	<a href="https://busfin.uga.edu/bursar/bursar_tuition_2022/">https://busfin.uga.edu/bursar/bursar_tuition_2022/</a>	428	1095		
Johns Hopkins	<a href="https://publichealth.jhu.edu/offices-and-services/office-of-admissions-services/tuition-and-fees">https://publichealth.jhu.edu/offices-and-services/office-of-admissions-services/tuition-and-fees</a>	1270	1270		
Univ of SC	<a href="https://sc.edu/about/offices_and_divisions/bursar/tuition_and_required_fees/index.php">https://sc.edu/about/offices_and_divisions/bursar/tuition_and_required_fees/index.php</a> Also see department level additional fees listed under School of Public Health	572	1240	Additional enrichment fee of \$1,000/yr	\$1000/yr

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

Yes. Current faculty members will be participating in the PhD program. One faculty member will be assigned with the administrative duty of coordinating the program and a program committee will be formed.

49. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.  
N/A
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? No additional costs other than books, supplies, etc. Travel is not required but students will be encouraged to participate in professional meetings. If students decide to participate in professional meetings, they may incur additional expenses.
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.  
We have requested one additional faculty slot. The tuition differential being proposed to hire a part-time administrative person for student support services, career services, etc.

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

All faculty in the Department of Health Policy and Management in the College of Public Health will be involved with executing this program, please see Appendix 2.

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

- a. Course Development
- |   |   |
|---|---|
| # of total courses in the curriculum:               | <b>17 (including four 1-credit doctoral seminars)</b> |
| # of existing courses to be part of the new program | <b>13</b>   |
| Net number of new courses to be developed           | <b>1 three-credit course + 4 one-credit seminars</b>  |
- c. Comment on the costs and workload related to the new course development.  
A tenure-track faculty member recently hired will be requested to develop the three credit-hour course and a team of faculty members will develop the sequential doctoral seminar courses that will focus on developing research proposals and drafting of research papers.

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?*  
Four faculty members will be involved, at least for a part of their time, to the new program. Since the courses are already being offered, this will not significantly affect the workload of faculty members, except for increasing enrollment in the classes. One course and four doctoral seminar services will be developed and this will require hiring of a new faculty member.
- 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?  
The courses listed for this program are already developed and are being taught by current faculty members. Only one new course and four doctoral seminar series will be developed.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program  
A redirection is not needed from the current faculty members. If necessary. Part-time faculty will be hired until a new faculty member is hired for offering specific PhD courses.
- 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.  
The new course development does not involve faculty release.
- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)  
N/A
- 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?*  
One new faculty and one part-time staff positions are requested for this program  
*Explanation:* The program will require a part-time staff member to provide support to students and faculty members in the program. We are also requesting one faculty position.

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

**0.5 FTE**

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)  
Student services, student support, faculty support, helping with registration and advisement, keeping track of student progress and coordinate with the faculty coordinator of the program.

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

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

- Main campus
- Satellite campus: Specify Here
- Other: Wright Hall, Health Sciences Campus
- 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.

N/A

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.^

No

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?

No

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		X		Fall, 2023 onwards
Fine Arts Spaces <sup>1</sup>				
Classrooms		X		Fall, 2023 onwards
Meeting Rooms		X		Fall, 2023 onwards
Student Study Space		X		Fall, 2023 onwards
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.

N/A

#### 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>	



**5. 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
Lack of faculty due to turnover	high	low	Communication with faculty and identification of adjunct faculty
Actual enrollment exceeds anticipated enrollment	low	medium	Only one new courses is required to launch this program, other courses are being taught at present and can manage high enrollment.
Actual enrollment lower than expected	High	low	Department will market the program through various outlets including participation in professional meetings.

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

None

**6. INSTITUTION APPROVAL**

Have you completed and submitted the signature page?

Yes

## APPENDIX

### Appendix 1: Letters of Support

#### FROM: Terry College of Business with PhD program in Economics

**From:** [Christopher Cornwell](#)  
**To:** [M.Mahmud Khan](#)  
**Cc:** [Christopher Cornwell](#)  
**Subject:** RE: New PhD proposal  
**Date:** Sunday, January 30, 2022 2:46:53 PM

---

Mahmud,

Thanks for contacting me about the proposal. I have no objections to HPAM starting a PhD program, but I would be interested to know more details about the new degree program.

Best,  
Chris

---

Christopher M Cornwell  
Professor and Head  
Department of Economics  
Terry College of Business  
University of Georgia  
Athens GA 30602  
+1 706.542.3670  
[ecordh@uga.edu](mailto:ecordh@uga.edu)  
[cornwl.github.io](http://cornwl.github.io)

---

**From:** M Mahmud Khan <Mahmud.Khan@uga.edu>  
**Sent:** Friday, January 28, 2022 10:30 AM  
**To:** Christopher Cornwell <cornwl@uga.edu>; Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** New PhD proposal

Dear Professors Cornwell and Willoughby:

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD from in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

**FROM: College of Pharmacy with PhD in Pharmaceutical Health Services, Outcomes and Policy**

**From:** [Henry N Young](#)  
**To:** [M Mahmud Khan](#)  
**Subject:** RE: New PhD proposal  
**Date:** Sunday, January 30, 2022 5:37:55 PM

---

Hello,

I am supportive of this new program.

Sincerely,  
Henry

**Henry N. Young, Ph.D.**  
Email: [hnyoung@uga.edu](mailto:hnyoung@uga.edu)  
Office Phone: (706) 542-0720

---

**From:** M Mahmud Khan  
**Sent:** Friday, January 28, 2022 10:33 AM  
**To:** Henry N Young <[hnyoung@uga.edu](mailto:hnyoung@uga.edu)>  
**Subject:** New PhD proposal

Dear Professor Young,  
College of Pharmacy.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD from in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

**FROM: College of Public Health with Doctor of Public Health (DrPH) degree**

Reply Reply All Forward IM



Mon 1/31/2022 10:27 AM

**Zhuo Chen**

**RE: New PhD proposal**

To: M Mahmud Khan

Cc: Janani R. Thapa

Dear Dr. Khan and Dr. Thapa:

I am enthusiastically supporting the new initiative. A new PhD Program within the Department of Health Policy and Management will fill a critical gap and provide opportunities for students in Georgia to further develop their expertise in health policy and services research. Thanks,

Best,  
Adam

---

**From:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>

**Sent:** Monday, January 31, 2022 10:16 AM

**To:** Zhuo Chen <[zchen1@uga.edu](mailto:zchen1@uga.edu)>

**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>

**Subject:** New PhD proposal

Dear Adam:

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD program in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program. Thank you very much for your assistance.

M. Mahmud Khan, PhD

Professor and Department Head,

*John A. Drew Professor in Healthcare Administration*

Department of Health Policy and Management,

University of Georgia, Athens

Tel: 706-542-6083

Fax: 706-542-6730

**FROM** College of Family and Consumer Sciences with PhD program in Nutritional Sciences

---

**From:** Alex Kojo Anderson  
**Sent:** Sunday, February 6, 2022 11:40 AM  
**To:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** RE: New PhD proposal

Hi Dr. Khan,

Thank you for your email and sorry for my delayed response. I have been overwhelmed.

I support this new PhD proposal.

Let me know if I can be of further assistance.

Regards,

Alex

---

**From:** M Mahmud Khan  
**Sent:** Monday, January 31, 2022 10:22 AM  
**To:** Alex Kojo Anderson <[fianko@uga.edu](mailto:fianko@uga.edu)>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** New PhD proposal

Dear Professor Anderson,  
PhD Program, Nutritional Sciences, UGA.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD program in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program.  
Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens

**FROM School of Social Work with PhD in Social Work**

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**From:** Tiffany Washington <twashing@uga.edu>  
**Sent:** Tuesday, March 1, 2022 2:39 PM  
**To:** Janani R Thapa <jrthapa@uga.edu>; M Mahmud Khan <Mahmud.Khan@uga.edu>  
**Subject:** RE: New PhD proposal

Hello,

Yes, I am in full support of this new initiative. A PhD program in Health Policy and Management Program would be an asset for the University and Georgia. Thank you for seeking my support.

Regards,  
TRW

---

**From:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>  
**Sent:** Monday, January 31, 2022 10:19 AM  
**To:** Tiffany Washington <twashing@uga.edu>  
**Cc:** Janani R Thapa <[jrthapa@uga.edu](mailto:jrthapa@uga.edu)>  
**Subject:** New PhD proposal

Dear Professor Washington,  
PhD Program, School of Social Work, UGA.

We, in the Department of Health Policy and Management, College of Public Health, are proposing to start a PhD program in Health Policy and Management. Currently, we do not have any PhD program in the Department. I am requesting your support for this program being proposed. Below, I am copying the description of the program for your information. If you are supportive of this new initiative, a simple email will suffice. Please feel free to contact me or Dr. Thapa if you need additional information on the proposed program.

Thank you very much for your assistance.

M. Mahmud Khan, PhD  
Professor and Department Head,  
*John A. Drew Professor in Healthcare Administration*  
Department of Health Policy and Management,  
University of Georgia, Athens  
Tel: 706-542-6083  
Fax: 706-542-6730

## FROM School of Public and International Administration and with PhD in Public Administration and Policy

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**From:** Bradley Wright <bew@uga.edu>  
**Sent:** Tuesday, March 1, 2022 3:12 PM  
**To:** M Mahmud Khan <Mahmud.Khan@uga.edu>; Janani R Thapa <jrthapa@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** Re: New PhD proposal

I apologize. I wanted to run this by the Dean but then forgot to send the note afterwards.

The department of public administration and policy support your proposal to establish a PhD program in Health Policy and Management.

Good luck and lets stay in touch to find ways for our programs to collaborate

brad

Bradley E Wright  
Professor and Department Head  
Department of Public Administration and Policy  
School of Public and International Affairs  
University of Georgia  
[www.padp.uga.edu](http://www.padp.uga.edu)

---

**From:** Janani R Thapa  
**Sent:** Tuesday, March 1, 2022 2:24 PM  
**To:** M Mahmud Khan <Mahmud.Khan@uga.edu>; Bradley Wright <bew@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>  
**Subject:** RE: New PhD proposal

Hello Brad and Katherine,

I hope this email finds you in the best. We are putting the last pieces together on the PhD proposal and could not find a support letter from SPIA? Please suggest if you have already sent it.

An email with your statement of support should be sufficient, correct Dr. Khan?

Regards,  
Janani

---

**From:** M Mahmud Khan <Mahmud.Khan@uga.edu>  
**Sent:** Tuesday, February 8, 2022 9:59 AM  
**To:** Bradley Wright <bew@uga.edu>  
**Cc:** Katherine Willoughby <kwilloughby@uga.edu>; Janani R Thapa <jrthapa@uga.edu>  
**Subject:** RE: New PhD proposal

Thanks Dr. Wright for your email.

I am copying Dr. Thapa on this email – she is leading the effort to start the PhD program in the department. We will be happy to meet. Please suggest few days/times convenient for you in the next few days for us to meet  
Thanks  
Mahmud

## **FROM College of Ag. and Environmental Sciences with PhD in Applied Economics**

**From:** Jeff Mullen

**Sent:** Tuesday, March 1, 2022 3:21 PM

**To:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>; Octavio A Ramirez <[oramirez@uga.edu](mailto:oramirez@uga.edu)>

**Subject:** Re: New PhD proposal

Mahmud,

I have discussed this with the Graduate Committee and we feel the proposed PhD program would not impact our graduate programs so:

Yes, I am in full support of this new initiative. A PhD program in Health Policy and Management would be an asset for the University of Georgia.

Jeff

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**From:** M Mahmud Khan <[Mahmud.Khan@uga.edu](mailto:Mahmud.Khan@uga.edu)>

**Sent:** Tuesday, March 1, 2022 3:10 PM

**To:** Jeff Mullen <[jmullen@uga.edu](mailto:jmullen@uga.edu)>; Octavio A Ramirez <[oramirez@uga.edu](mailto:oramirez@uga.edu)>

**Subject:** RE: New PhD proposal

Dear Jeff Mullen:

I wanted to reach out to you again to see if you will be able to provide a support email for our PhD proposal. I am copying a support email example below for your information. You may use this email as a template if you are supportive of the proposal. If you are not supportive of the proposal, let us know as well.

Thanks

M. Mahmud Khan, PhD

Professor and Department Head,

*John A. Drew Professor in Healthcare Administration*

Department of Health Policy and Management,

University of Georgia, Athens

Tel: 706-542-6083

Fax: 706-542-6730



## Appendix 2: Letter of support from reviewers



SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE  
*Department of Health Policy and Management*

March 1, 2022

To: M Mahmud Khan, PhD  
Professor and Chair  
Department of Health Policy and Management  
School of Public Health  
The University of Georgia

Re: Doctor of Philosophy Program

Dear Dr. Khan,

I am writing to enthusiastically support the Doctor of Philosophy (Ph.D.) program in the department of health policy and management in the University of Georgia. I read the program description with great interest to know its training objectives, curriculum, recruitment, and graduation outcome assessment. There is an urgent need to train the Ph.D. scholar to conduct health policy and health services research in the state of Georgia, in light of the overall growing job market in health sector. I can clearly see the rationale for the Ph.D. in Health Services Research and Policy, which addresses the unmet needs for training a group of highly skillful scholars for academic, governmental, and non-profit research organizations.

Please do not hesitate to reach out should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lizheng Shi'.

Lizheng Shi, PhD  
Endowed Regents Professor, Interim Department Chair  
Department of Health Policy and Management

March 3, 2022

To: M Mahmud Khan, PhD  
Professor and Chair  
Department of Health Policy and  
Management  
School of Public Health  
The University of Georgia

Re: Doctor of Philosophy Program

Dear Dr. Khan,

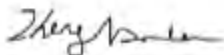
I am writing in support of the proposed PhD program in Health Services Research and Policy in the Department of Health Policy and Management at the University of Georgia (UGA) College of Public Health. I've reviewed the proposal and am strongly in favor of this proposal to establish a PhD program.

Health Services Research and Policy is a rapidly growing field and there is a clear demand for well-trained researchers in the area. Studying and working in this area for more than 10 years, I can see there is a growing job market for health services and policy researchers who can analyze big data related to public health. Public health decision makers need evidence to translate clinical and population health research into practice, and to prepare for the next pandemic or disasters. Healthcare delivery systems have been evolving rapidly to meet the demand of the aging population, as well as to solve the issues of health disparities with better policy design, optimal resource allocation, and affordable technology development. The development of this PhD program with a strong emphasis on data science, health economics and health services research methods will put UGA in the forefront of the area in Georgia, the Southeastern region, nationally and internationally.

I am pleased to see that interdisciplinary courses are required in this proposal, and thus the development of the PhD program in Health Services Research and Policy will create a significant potential for future interdisciplinary research collaborations both within and outside of UGA.

In brief, I enthusiastically support the proposed PhD program.

Sincerely,



Donglan "Stacy" Zhang, PhD  
Associate Professor  
Department of Health Services Research  
NYU Long Island School of Medicine  
NYU Langone Health System  
101 Mineola Blvd, Mineola, NY, 11501



March 7, 2022

Dear Dr. Khan,

This letter is in support of the proposed PhD program in Health Services Research and Policy in the College of Public Health at the University of Georgia.

The need for students trained in these areas of expertise is great, as we find ourselves in an ever changing landscape of public health crises impacting society.

KSU looks forward to our continuing collaboration with UGA to make Georgia a leader in health policy research.

Sincerely,

A handwritten signature in blue ink that reads 'P. Corso'.

Phaedra Corso  
Vice President for Research  
Kennesaw State University

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OFFICE OF RESEARCH

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Phone: 470-578-6046 • Fax: 470-578-9110 • [www.kennesaw.edu](http://www.kennesaw.edu)

### Appendix 3: Faculty

Name	Rank	Courses Taught	Degrees
Grace Bagwell Adams	Assistant Dean for Outreach, Engagement & Equity, Associate Professor	HPAM 3600 Introduction to Health Policy, HPAM 8900 Special Topics in Health Administration, PADP 8650 Public Policy Seminar, PADP 7110 Research Methods in Public Administration, PADP 8640 Program	BA, MPA, PhD Philosophy & Public Administration
Zhou "Adam" Chen	Associate Professor	HPAM 3500E Intro to Healthcare Management, HPAM 3600E Introduction to Health Policy, HPAM 7005 Graduate Student Seminar, HPAM 9300 Doctoral Dissertation, HPAM 9100E Doctor of Public Health Seminar I	BS & MMgt Management Science, MS Statistics, PhD Economics
Cham Dallas	University Professor	DMAN 3100 Disasters and Society, DMAN 3300 International Aspects of Disasters, DMAN 3400 Disasters, Media, Pop Culture, HPAM 3600 Introduction to Health Policy	BA Biology, MS & PhD Toxicology
Kerstin Gerst Emerson	Clinical Associate Professor	GRNT 3000E Aspects of Aging, GRNT 7100E Foundations of Aging, GRNT 7800E End of Life and Older Adults	BA Economics & Psychology, MGS & MS Gerontology, PhD Gerontology
Stuart Feldman	Professor Emeritus		BS Pharmacy, MS & PhD Pharmaceutics
Micah Gell-Redman	Assistant Professor	HPAM 4615 Politics of Disease Control, INTL 4610 Environmental Politics	BA, MPA, PhD Political Science

Mohammad Rifat Haider	Assistant Professor	HPAM 3500E Intro to Healthcare Management, HPAM 7250 Human Resources Management in Healthcare	PhD Health Services Policy and Management
Curt A. Harris	Associate Professor	DMAN 7100 Introduction to Disaster Management, DMAN 7200 Disaster Management for Health Professionals, DMAN 7400 Public Health Crises in Disaster Management	BS Chemistry, PhD Toxicology
Justin B. Ingles	Clinical Assistant Professor	HPAM 9300 Doctoral Dissertation, HPAM 8850 Economic Evaluation Methods Health and Medicine	BS, MS Chemistry, MPH Health Policy and Management, PhD Epidemiology
Daniel Jung	Assistant Professor	HPAM 3410E Health Systems Science and Informatics	BA Healthcare Management, PhD Population Health Sciences
George M. Khalil	Part-time Assistant Professor	HPAM 8840 Managerial Epidemiology	BA Religious Studies, MPH, DrPH
M. Mahmud Khan	Department Head & Professor	HPAM 7600 Health Economics I, HPAM 9100 Doctoral Seminar I, HPAM 9200 Doctoral Seminar II	MSS Theoretical Economics, MA Economics, PhD Applied Economics
Joel Lee	Professor Emeritus	PBHL 3100 Introduction to Public Health, PBHL 9000 Doctoral Research, PBHL 9300 Doctoral Dissertation, PBHL 9560 Residency in Public Health, HPAM 7010 Introduction to Health Policy and Management, HPAM 8700 Advanced	BS Communications, MPH Health Services Administration, DrPH Health Services Organization

		Management of Public Health Organizations	
Donald J. Lloyd	Part-time Associate Professor	Introduction to Healthcare Management, HPAM 4300 Essentials of Healthcare Administration, HPAM 7010 Introduction to Health Policy and Management, Public Health Policy Analysis, HPAM 8700 Advanced Management of Public Health Organizations, Professionalism, Communication, and Business Skills for Healthcare Organizations	BBA Management, MBA Management, MA Political Science, PhD Law and the Courts, PhD Public Policy
Michael P. Martin	Clinical Assistant Professor	HPAM 7700 Management of Public Health Organizations, HPAM 7820 Practice Management Consulting, HPAM 8700 Advanced Management of Public Health Organizations	MPA
Toni P. Miles	Professor	HPAM 9300 Doctoral Dissertation	BS, PhD Neuroscience, MD
Jean O'Connor	Part-time Associate Professor	HPAM 8800 Leadership in Public Health	BS, MPH, JD, DrPH
Michelle Ritchie	Assistant Professor	HPAM 3750 How to Survive the Apocalypse, DMAN 3200 Disaster Policy, DMAN 7450 Disasters and GIS	BA & MA Geography, PhD Geography & Climate Science
Shana Scott	Instructor	HPAM 8450 Policy Evaluation in Public Health	BS Biology, MPH Public Health, Law Health Law
Janani Rajbhandari-Thapa	Associate Professor	HPAM 7050 Obesity Policy, HPAM 8600 Health Economics	BS & MS Agricultural Economics, MPA

			International Development, PhD Applied Economics
Bernard Wheatley	Part-time Associate Professor	HPAM 7720 Marketing of Healthcare Organizations	BS Health Administration, MBA Business Administration, PhD Business Administration
Donglan "Stacy" Zhang	Assistant Professor	HPAM 7100 Introduction to Health Policy and Management, HPAM 8300 Research Methods in Health Policy	BA Healthcare Administration, MA Health Economics, PhD Health Services Research



**UNIVERSITY OF  
GEORGIA**

Benjamin C. Ayers, Dean  
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## MEMORANDUM

**TO:** Office of Curriculum Systems  
**FROM:** Benjamin C. Ayers, Dean *BCA*  
**DATE:** March 23, 2022  
**RE:** Proposal for an online MBA program

Please find attached a proposal for a fully online version of the extant Master of Business Administration (MBA) program offered through the Terry College of Business Professional MBA (PMBA) Program.

The vote of the Terry College MBA Committee was 7 yes/ 0 no in support of the proposal and it has full support from me, the department, and the Terry College.

/abg



## PROPOSAL FOR AN ONLINE PROGRAM

Date: 3/6/2022

College/School: Terry College of Business

Department/Divison: Professional MBA Program

Program (Major and Degree): Master of Business Administration

Will any approved areas of emphasis be offered under this major? No

Proposed Effective Date: Fall 2023

The proposal for an online program must include a brief narrative that addresses the following points:

**1. Assessment**

**A needs assessment demonstrating a sufficient pool of qualified applicants.**

This document presents a proposal for a fully online version of the extant Master of Business Administration (MBA) program offered through the Terry College of Business Professional MBA (PMBA) Program. We will be applying to make this an e-rate program.

**Student Demand Assessment**

While the market for MBAs is mostly flat, with a -0.7% growth rate over the past five years with a similar trend apparent in Georgia, where conferrals grew minimally at 0.4% per year between 2016 and 2020, during the same period MBA completions across the Southeast increased at an annualized rate of 2.4%. An online program at UGA gives us an opportunity to attract students from neighboring states with potentially unmet demand. Degree completion trends are strong in Alabama (5% CAGR), Mississippi (12%), and Louisiana (31.6%).

Growth rates for institutions with MBA programs that include an online option have been much faster across all geographic areas (4 % nationally, 10.7% regionally, and 1.1% within the state of Georgia). The online MBA is also proving viable based on application trends, experiencing 75% growth in domestic applications in 2020 and 86% growth in applications from female and underrepresented students during the 2016- 2020 period.

Since the onset of COVID-19 closures in early 2020, many industries are moving their workforce into remote environments. Over 5 million U.S. employees (4%) worked remotely at least half-time in 2019, and that number has increased over the last two years. Certain large online learning providers, including Northeastern University, have begun to utilize the concept that an online degree program can prepare graduates with the technology and leadership skills needed to succeed in a remote environment.

**Labor Market Assessment**

Employment projections for MBA graduates typically anticipate faster than average employment growth when compared to the overall labor market. This trend is true nationwide, in the Southeast region, and within Georgia. Over the last six months in the Southeast region there have been a total of 4,415 postings for MBA-related jobs at the master's degree level.

Between 2021 and 2031, there is an 11.6% projected increase in the Southeast region and a 14% projected increase in Georgia for MBA-related employment opportunities, both well above average. The increase is driven by retirements in the aging baby-boomer generation, and new growth in finance and risk management with many services, such as the banking industry, maintaining minimal physical locations. Technology is also expected to be a key sector for future MBA graduate employment, with 96% of recruiters from the technology sector projecting to hire MBA graduates in 2021.

### **Competitive Assessment**

Distance MBA programs are common and increasingly prevalent in UGA’s region, with 261 colleges and universities in the Southeast region (consisting of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) conferring at least one master’s degree in the business administration field in 2020. Roughly two-thirds of these institutions offer an online program option, and the number of them conferring MBAs through distance programs grew from 148 in 2016 to 174 in 2020, a 17.5% increase.

In Fall 2021, the Terry College of Business commissioned an Academic Program Assessment, which determined that an online MBA program would be "highly feasible." The following table reflects the online MBA offering of programs in UGA’s competitor set, aspirant universities, and programs based in Atlanta:

Institution	Online MBA?
University of Florida	Yes
Auburn University	Yes
University of Kentucky	Yes
Texas A& M University	Yes
University of Michigan	Yes
Ohio State University	Yes
Pennsylvania State University	Yes
University of North Carolina	Yes
University of Maryland	Yes
Arizona State University	Yes
Georgia Tech	No
Georgia State University	No
Emory University	Yes

In Atlanta, the only peer university offering an online MBA option is Emory University who is launching an online option for their Executive MBA in Fall 2022. The Emory EMBA program often accepts students who resemble our PMBAs and we lose these students to them. Without an online MBA offering of our own, we will likely lose more students to the Emory online EMBA.

## **2. Admission Requirements**

**All requirements for admission to an Online Academic Degree Program will be the same as those for the same degree at an authorized unit.**

Requirements for admission to the online MBA program will be the same as those for the same degree offered in person today. Prospective students for the online MBA program must hold a baccalaureate degree from an accredited college or university and have a minimum of two (2)

years work experience (post bachelor’s degree) by the time classes begin. Admissions requirements include:

- Completion of online MBA application
- Submission of resume detailing career growth
- Official copy of transcripts from institution(s) where a degree was earned
- Two letters of recommendation
- For international students, official TOEFL or IELTS scores (unless waived due to applicant living and working in the U.S. for two consecutive years by the time classes begin)
- The completion of a personal essay describing the applicant's immediate and long-term professional objectives
- Completion of an interview assessing the applicant’s suitability for the program

Admissions are competitive, thus meeting the minimum requirements does not ensure admission. All completed files are evaluated by the MBA Admissions team and are evaluated holistically, and recommendations for admissions are based on a composite of the above-mentioned admission requirements.

### 3. Program Content

**The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent online.**

The academic standards for the proposed online MBA degree are the same as those for the existing PMBA degree program. Students are expected to engage fully with the curriculum and to complete the program of study as outlined below. Courses will be developed with the guidance of a dedicated instructional designer from the Office of Online Learning.

Technological resources such as Zoom and eLC will be leveraged. Students will be admitted in a pilot fall 2023 cohort of 30 students. The overall target number of online cohorts will be determined over time based on ongoing evaluation related to capacity, resources, and continuous curricular assessment.

Students who successfully complete the degree will do so in eight consecutive modules, beginning in the fall and finishing in the summer of the second academic year. The curriculum is fixed, with two elective modules (7 and 8) plus optional 3 credit hour international (spring) and domestic (fall) residencies which are included in module tuition with students paying all travel costs. If a student elects to do one or both residencies and/or extra electives and graduate a module early, the student still pays the same tuition overall but with an accelerated last module payment.

Below is an outline of the 23-month 48 credit hour online program of study. This is a sample curriculum based on the 2022 PMBA curriculum.

Semester	Module	Course	CR
Fall	1	EMBA 7010, Economic Analysis for Business Leaders	3
		EMBA 7410, Organizational Behavior & Leadership	3

Spring	2	EMBA 7100, Analytical Tools for Decision Making	3
		EMBA 7150, Financial Accounting and Reporting	3
Spring	3	EMBA 7200, Managerial Finance	3
		EMBA 7250, Marketing Management	3
Summer	4	EMBA 7450, Information Technology and Strategy	3
		EMBA 7310, Operations Management	3
Fall	5	EMBA 7710, Legal & Regulatory Environment of Business	3
		MGMT 7570, Global Strategic Management	3
Spring	6	EMBA 7400, Negotiations	3
		EMBA 7550, Strategic Management	3
Spring (choose 2 electives)	7	MGMT 7990, Human Resource Management	3
		MGMT 7260, Service Operations Management	3
		ACCT 7600, Financial Statement Analysis	3
Summer (choose 2 electives)	8	MGMT 7011, Leading Evolving Organizations	3
		MGMT 7160, Lean Six Sigma (culminates in Green Belt certification)	3
		ENTR 7515, Entrepreneurship	3

The following MBA concentrations allow students to delve deep into subjects that match their career interests:

**Finance/Accounting**

Required Core:

EMBA 7150, Financial Accounting and Reporting  
EMBA 7200, Managerial Finance

Choose the following elective:

ACCT 7600, Financial Statement Analysis

## **Leadership**

### Required Core:

EMBA 7410, Organizational Behavior & Leadership

### Choose the following electives:

MGMT 7011, Leading Evolving Organizations

MGMT 7990, Human Resource Management

## **Operations**

### Required Core:

EMBA 7310, Operations Management

### Choose the following electives:

MGMT 7260, Service Operations Management

MGMT 7160, Lean Six Sigma (culminates in Green Belt certification)

These are representative electives and concentration curricula which follows the existing PMBA curriculum. In the existing PMBA and the proposed OMBA, we will continue to monitor market and student demand as well as electives in our existing full-time MBA program and will evolve as needed.

## **4. Student Support Services**

**Each proposal must describe how students will have access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an advisory committee, technology support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.**

Students in the online MBA program will access some student support services through a designated staff member in the UGA Office of Online Learning. In addition, students enrolled in the online program will work with an academic advisor and career advisor in the Professional MBA Program. The academic advisor will be responsible for the following: advising students about the program of study, courses to be taken each semester, responding to students' needs regarding courses, how to register via Athena, how to work in eLC, and addressing any registration flags. The career advisor will be responsible for the following: advising students about career development and placement, assisting students with career tools and assessments and resume profiles. Academic and career advising will happen virtually in the following mediums: email, Zoom, or telephone.

All students will be required to have functioning computers with the latest version of a compatible web browser, a web cam, microphone, and a high-speed internet connection. These requirements are essential because all of the academic content and a majority of the advising will occur in a virtual format. Students who do not respond to communications from their advisor or course instructors will experience similar consequences to students who neglect to complete required activities in a face-to-face class and will be addressed on a case-by-case basis.

## **5. Resident Requirements**

**Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.**