**Pace University**

**FY27 Business case program proposal**Updated 8/12/2024

**Please complete the following information as it relates to the new program proposal submission:**

1. **Title of Proposed Program and Formal Degree Designation:**

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1. **Proposed Semester Start Date:**

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1. **School Submitting Proposal (*i.e., represents the HOME School of the program):***

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1. **What additional schools/colleges will be involved in administering this program?**

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1. **Course Delivery Method(s):**

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1. **Primary Contact Person Name and Title**

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1. **Accrediting Agency (if any):**

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**Evaluation Criteria**

All actions in the approval of new programs are subject to a comprehensive market research study and program assessment *(see Appendix A)*. All new programs should align with the academic priorities of the Provost, the strategic plan of the school/college, and the University as a whole. **Final endorsement of the program will depend on demonstrated viability.**

1. **Alignment with School/College Academic Plan**

How does this program align with the academic plan of the school/college?

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1. **Demand for the Program**

Proposed programs must have a demonstrated market demand. Please include a comprehensive and detailed market research study *(see Appendix A for details)*.

1. **Estimated Student Enrollment for the Program**

Project estimated new student enrollment for each of the **first five years** of the program. Note: These should be students new to the university, not students coming into the program from another program.

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| **Academic Year** | **Enrollment** |
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1. **Employer Demand (direct):** Clearly describe all evidence of sufficient employer demand, including job market demand in both the short and long term, and the earning potential of graduates. This should include an analysis of growth potential and a competitive analysis including the *local advantage*. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials.

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1. **Employer Demand (indirect):** For liberal art majors, the immediate benefits of a new major in these fields may not be quantifiable in the same salary terms as the more professionally orientated majors. Graduate school is often needed to be fully prepared for high level careers. Please use the space below to detail the indirect benefits of this program to a potential employer *(e.g., capacity to think critically, communicate clearly, and solve complex problems, opportunity to have a positive impact on society).*

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1. **Program Delivery**

Will this program have an online delivery component?

Yes No

If yes, describe how the program will be delivered *(exclusively online, hybrid, both online and traditional tracks)* and the delivery method that will be used to deliver the program content *(e.g., Classes)* and the major features that will facilitate learning.

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If yes, please describe the resources needed to support the online delivery *(e.g., faculty training, instructional design and storyboarding, video/taping, …)*

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**5. Curriculum**

Please attach the **curriculum worksheet** indicating the total number of new and required courses for this program. Please also indicate if additional courses/course sections will be needed that are offered by other schools/colleges to support the program (*e.g.,* core courses, science courses, or other specialized requirements for undergraduate and/or graduate programs). Identify how the curriculum will align with the strategic goal of being an anti-racist institution (ARE).

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*Please note that the financial proforma will provide the opportunity to include the resources needed from other schools for these additional courses/course sections at an adjunct level (including recruiting costs) and at the full-time level if the courses require specialized expertise. Funding for teaching supplies may also be needed and space requirements if additional facilities are needed.*

**6. Faculty**

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. Do our current faculty have the requisite knowledge to support the program? Or are new faculty resources needed?   
  
Please note that the number of new faculty required should include classification and salary, research, and seed funding, and if additional office and/or research space is needed. Please also specify anticipated release time requirements and how adjuncts can be used to support the program.

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1. **Support Resources**

Access to qualitative and quantitative library resources must be appropriate for the proposed program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

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Physical facilities and instructional equipment must be adequate to support a high-quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources currently available as well as any anticipated capital needs.

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Marketing and admissions support must be adequate to meet enrollment projections. Describe all resources currently available as well as identify and quantify additional needs.

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1. **Academic Support**

Please provide a detailed assessment of staff resources that will be needed to support the program such as a Program Director, full-time/part-time staff, Federal Work Study (FWS), student works, etc.

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**Program Review, Assessment, and Accreditation**

Describe the program evaluation and assessment procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements should be detailed. Program assessment must satisfy the needs of the department, any specific field/school accreditors, the University, and MSCHE. MSCHE requires that the assessment be periodic, pervasive and simple/efficient enough to implement and sustain. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. **Present a detailed first-year program-based assessment plan by completing the assessment grid in Appendix B. In addition, align your Student Learning Outcomes (SLO) to the approved Institutional Learning Outcomes (ILO) (for details on ILOs, see** [**https://www.pace.edu/provost/about/undergraduate-institutional-learning-outcomes-ilo**](https://www.pace.edu/provost/about/undergraduate-institutional-learning-outcomes-ilo) **) using the grid in Appendix C.**

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Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings *within the school/division as well as with other programs offered by Pace University* and potential negative effects on current program enrollment, i.e., ‘cannibalization of existing programs.’

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Does this program require accreditation? If so, please describe any specific faculty, staff, or space requirements required for accreditation. Please provide the name and contact of the accrediting agency as well as an estimated time for approval.

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1. **Cost and Funding of the Proposed Program**

The resource requirements and planned sources of funding of the proposed program must be detailed to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

Provide evidence of adequate funding, which will include, but not be limited to:

1. **Reallocation of Existing Resources**: The school/division must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

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1. **Tuition and Fees:** The institution must provide evidence of a projected increase in total student enrollments to the campus because of the proposed program. Please indicate the proposed tuition and any program specific fees.

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1. **Discontinuance or Downsizing of an Existing Program or Organizational Unit:** The school/college must 1) identify what program will be sunset for resource reallocation, and 2) provide adequate documentation to demonstrate sufficient savings to offset new costs and justify approval for the proposed program.

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1. **Costs Associated with Accreditation:** Please provide the costs specific to accreditation, including those costs associated with MSCHE. MSCHE requires that the assessment be periodic, pervasive and simple/efficient enough to implement and sustain. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

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**Appendix A  
  
Market Research Data: Types of data to be collected and reported**

The following are examples of the type of data to be collected and included in the market research study new program proposal. Please remember to cite your market research source(s).   
  
**If you are interested in using EAB to get a full market report, please contact Jean Gallagher and allow for the appropriate lead time of 4-6 weeks.**

**Types of information to collect**, where available:

* Title of proposed degree program
* Formal degree designation
* Format (number of credits, traditional/online//hybrid/other, full-time/part-time, duration to complete)
* Tuition
* Enrollment trends
* Any other relevant information (marketing, corporate partnerships, cohorts)

**Market Demand Analysis**

* Job prospects for graduates/hiring trends for positions requiring this degree
  + Evidence of employer demand, including job market demand in both the short and long term and the earning potential (base salary) of graduates
  + Evidence of any local advantage
* Evidence demonstrating demand and growth, including the ability to attract and maintain enough tuition-paying students to remain financially viable
  + External competitive assessment with local institutions, private institutions, and national institutions (if applicable)
  + Identification and analysis of competing programs (internal and external)
  + Statistics and opinions by authorities about the external environment, reflecting the current environment as well as the projected future demand
* Information for how the program will draw students from other University programs or locations or how it will attract new learners
* Anticipated impact (negative or positive) of the proposed program on the wider community (campus and non-campus), provide supporting information and data
* Other supporting data including industry associations, general literature review, trade journals, general web searching

**Appendix B**

Program-based Assessment Grid (for your proposed first-year assessment plan)

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| **Student Learning Outcome(s)** | **Methodology Used to Assess the Student Learning Outcome** | **Semester when Assessment data are Collected** | **Analysis of Results** | **Evaluation of Results** | **Action Plans Taken Based on Evaluation** |
| List the learning outcome(s) being assessed in this cycle (academic year) | Describe what information/student work was collected; what rubric/scale and/or qualitative methods were used; who performed this analysis | Identify the term when data are collected | Summarize results, incorporating any quantitative and qualitative collected and describing both positive and negative results | Based on your analyses, discuss how well the learning outcome is demonstrated in student work. Discuss gaps and areas for improvement | Describe what action needs to be taken based the analysis and evaluation of results; the timetable for implementing these actions; and are how faculty will be involved in implementing action plans |
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**Appendix C**

Mapping Program SLOs to Undergraduate Institutional Learning Outcomes (ILO)

Instructions: Place a check mark in the box or boxes to identify SLO/ILO alignment. An SLO can align with more than one ILO and an SLO may not align with any ILO.

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| **Student Learning Outcome(s)** | **ILO 1**  **Students are equipped to thoughtfully discuss, analyze and apply discipline-based subject matter in writing and verbally** | **ILO 2**  **Students possess effective problem-solving strategies**. | **ILO 3**  **Students are engaged in discipline-based professional practice in a socially responsible manner.** | **ILO 4**  **Students demonstrate strong leadership and communication skills** | **ILO 5**  **Students understand and value diversity** |
| List the student learning outcome(s) being assessed in your first-year assessment plan below | **These attributes reflect the ability to locate primary and secondary source material, understand source integrity, and use that information in an effective manner.** | **These skills promote effective use of textual material and scientific and quantitative reasoning and the ability to adapt strategies relevant to changing contexts**. | **Development of these skills were, in part, shaped via the myriad of experiential learning opportunities offered to students.** | **These skills manifest in group activities, fostering effective change, augmented by values that respect opinions of others.** | **These skills have been shaped by civic engagement activities and an understanding of social justice issues.** |
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