PEPPERDINE UNIVERSITY
University Academic Council New Program Proposal

1. Introductory Program Description

        a) School in which the program will be housed
        b) Program Department/Division

        c) Title of Proposed Program
        d) Anticipated Term of Program Initiation

2.Program Description – Provide overview of proposed program and the relationship of this program to its broader academic discipline. Define the anticipated outcomes of program participation including provision of degree, minor, or certification. Provide overview of the manner in which this program will be delivered to participants.

3.Rationale for New Program: Provide explanation of the perceived benefit of adding this academic program to existing programs at Pepperdine University.

4.Impact on the Institution: An assessment of the anticipated impact of the proposed program on existing components of the undergraduate and/or graduate programs including, but not limited to, other degree programs and minors.

5.Support of University Mission: Provide a brief description of the relationship between the proposed program and the Institutional Mission of Pepperdine University, as defined in the University Mission Statement and Strategic Plan.

6.Program Sustainability: Provide evidence that the proposed program will be appropriately subscribed by Pepperdine students, and provide a three-year estimate of the number of program enrollees/year. In the form of a *recruitment plan*, describe an overview of how this program will be appropriately publicized.

7.Budget Impact: Provide a summary of program needs with regard to faculty time, need for new faculty hiring, and necessary resources such as classroom space, specialized instructional space, information technology, or library resources. If this proposal has been previously reviewed by the University Planning Committee, offer a brief summary of the recommendations generated by that committee.

8.Program Curriculum: Provide a clear definition of the program curriculum, including program learning objectives (PLOs) and a curriculum matrix showing how these objectives will be met by the proposed courses. Provide appropriate syllabi for all courses to be included in the new program. Provide a five-year assessment plan, developed in alignment with materials from the Office of Institutional Effectiveness. Provide specific catalog content associated with this new program.

New Program Proposal Guide

1. Program information:
- School in which program will be housed
- Program department/division
- Title of proposed program
- Anticipated term of program initiation

SUGGESTIONS: This information can be provided by the division chair or Provost's office.

2. Program description:
- Provide overview of proposed program and the relationship of this program to its broader academic discipline.
- Define anticipated outcomes of program participation including provision of degree, minor, or certification.
- Indicate manner in which program will be delivered to participants.

SUGGESTIONS: This information can be provided by the division chair or Provost's office.

THE FOLLOWING AREAS REQUIRE DATA AND AN ASSESSMENT PLAN

3. Rationale for new program: Explain the perceived benefit of adding this academic program to existing programs at Pepperdine University.

SUGGESTIONS: A rationale should include a narrative along with a market analysis that can demonstrate a need in the market, anticipated student enrollment, and data on employment trends.

4. Impact on the Institution: Assess anticipated impact of the proposed program on existing components of the undergraduate and/or graduate programs including, but not limited to, other degree programs and minors.

SUGGESTIONS: The impact could include enrollment data from existing programs, projected data for the proposed program, as well as budgetary data.

5. Support of University Mission: Briefly describe relationship between proposed program and the institutional mission of Pepperdine University, as defined in the University Mission Statement and Strategic Plan.

SUGGESTIONS: This section will require the development of a curriculum map that demonstrates the relationship between the University institutional outcomes, the outcomes of the school, and those of the program. Examples can be found on OIE Sakai's site in Assessment OIE/ Resources.
> *https://courses.pepperdine.edu/portal/site/b5656f94-aa49-47ee-9219-cc2745312056/page/703dc4d7-69bd-42c2-a096-78fd3c290cfc*

6. Program Sustainability: Provide evidence that the proposed program will be appropriately subscribed by Pepperdine students, and provide a three-year estimate of the number of program enrollees/year. In the form of a recruitment plan, describe how this program will be appropriately publicized.

SUGGESTIONS: A comprehensive market analysis will provide the data needed and will contribute to the recruitment plan.

7. Budget Impact: Summarize program needs with regard to faculty time, need for new faculty hiring, and other necessary resources such as classroom space, specialized instructional space, information technology, or library resources. If this proposal has been previously reviewed by the University Planning Committee, include a brief summary of the recommendations generated by that committee.

SUGGESTIONS: This should be reflected using data

8. Program Curriculum:
- Provide a clear definition of the program curriculum, including program learning objectives (PLOs), and a curriculum matrix showing how these objectives will be met by the proposed courses.
- Provide appropriate syllabi for all courses to be included in the new program.
- Provide a five-year assessment plan, developed in alignment with materials from the Office of Institutional Effectiveness.
- Provide specific catalog content associated with this new program.

SUGGESTIONS: The program curriculum section of a proposal must include an assessment plan. Instructions for developing the components of the assessment plan can be found on the OIE website as well as the OIE Sakai site. The components of the program curriculum include the following:

1. *A mission statement for the program (optional but recommended)*
2. *Program outcomes written in measurable terms and at the level of a graduating student*
3. *Two curriculum maps:*
   a. *A curricular map that demonstrates the relationship between the Program Learning Outcomes (PLOs) and the University Institutional Learning Outcomes (ILOs).*
   b. *A curricular map that identifies which courses in the curriculum meet the PLOs and to what degree. The ASLC representative for your school can give examples to you.*
4. *A five-year assessment plan*
   A five-year plan must be established to show when each program outcome will be assessed (one or two per year is the average). These annual assessments will then contribute to the five-year program review.
5. *A preliminary methodology for the assessment of the first PLO, identifying both direct and indirect data that you plan on using*

The majority of the resources needed to develop an assessment plan can be found on the OIE website or the OIE Sakai site
http://oie.pepperdine.edu

https://courses.pepperdine.edu/portal/site/b5656f94-aa49-47ee-9219-cc2745312056/page/703dc4d7-69bd-42c2-a096-78fd3c290cfc

or requested from your school's ASLC member. The Office of Institutional Effectiveness can provide customized assessment assistance and help with your data needs. To request data, complete and submit a data request form at http://oie.pepperdine.edu/resources/institutional-effectiveness-request.aspx. For questions regarding assessment plans and methods, please contact Assistant Provost Lisa Bortman at lisa.bortman@pepperdine.edu.