Pepperdine University
The Graziadio School of Business and Management
Curriculum Change Process Update

Purpose

The Curriculum Review Process was approved by faculty vote in spring 2011. After three years of experience with the process, the Faculty Council of the Graziadio School reviewed the process and proposes changes/refinements as described below. The purpose of the process and changes are two-fold. First, curriculum change and development often impacts resource allocation. The process is designed to give the faculty as a whole input into the allocation process to determine if the allocation is appropriate given student needs and the mission, values, and strategy of the university and the school. Second, curricula should change to reflect the ever changing business and economic environment. The process is designed to encourage innovation in courses, concentrations, and programs.

The Process

The first step is to determine which category a proposal falls into – minor, accelerated, or major.

<u>**Minor:**</u>

To be considered **Minor**, a proposal must have (1) no resources implications and (2) must not impact a discipline other than the one sponsoring the change. If the proposal meets these criteria, the steps are as follows:

1. The sponsoring faculty members send the proposal to the appropriate Program Committee, or committees if the proposal impacts more than one program.
2. The Program Committee members will be notified and have the opportunity to comment prior to the proposal going to the Graziadio Curriculum Committee,
3. If approved by the Curriculum Committee, the proposal goes to the Dean,
4. If supported by the Dean, the proposal goes to UAC.

If there is any question about whether the change is minor, it will be sent to the chair of the Graziadio Faculty Council, the AD of Academic Affairs, and the AD of the respective program involved will determine unanimously whether the change should follow a minor, accelerated, or major process.

<u>Included:</u> Changes in course titles, course descriptions, course numbers, pre-requisites within a discipline, and other minor administrative changes that have no implications for resource allocation.

<u>**Accelerated:**</u>

To be considered **Accelerated,** a proposal would normally have little or no resource implications. If the proposal has resource implications, the chair of the Graziadio Faculty Council, the AD of Academic Affairs, and the AD of the respective program involved will determine unanimously whether the change should follow an accelerated process. Proper documentation should be submitted to the Faculty Council about decisions on whether a proposal should follow the Accelerated or Major approval process. If the proposal meets the criteria for the Accelerated process, the steps are as follows:

1. The sponsoring faculty members send the proposal to the appropriate Program Committee, or committees if the proposal impacts more than one program, at least two weeks prior to the next scheduled meeting(s).
2. The Program Committee members should vote on the proposal at the next meeting, and if approved by at least 51% of the voting members, the proposal will be sent to the Department Chairs for review.
3. If the Department Chairs agree that this is a viable proposal given current or the specified new resources, the proposal is implemented.
4. The purpose of this category is to encourage innovation. If a new course is proposed, it can be listed as GSBM 698 and offered up to three times to provide data on student demand, relevance to the market, and support of the mission and strategy of the school. If evidence suggests that the course is viable after the pilot period, the Faculty should be informed prior to it being added to the catalog.

Included: New courses (including pilot courses) which would fall within a current concentration or program and would require little or no additional resources such as new faculty, marketing, recruiters, etc. New pathways between programs with little or no additional resource implications.

Note: Courses which follow the accelerated process can be combined at a later date into a new concentration or program. At that point, the concentration or program would be required to follow the **Major** proposal process.

Major:

If a proposal is deemed to be **Major**, it must follow all steps of the current Curriculum Change Process. These include the following:

1. The sponsoring faculty members will send the proposal to the appropriate Program Committee. Included with the proposal should be the following information:
   a. Program Learning Goals and objectives and full program assessment plan, including quality assurance
   b. Rationale: the problem being solved or the opportunity which is being addressed by the proposal,
   c. Resources: the resources needed for this proposal (e.g. FTE, financial, staff, technology, faculty, etc.),
   d. Implementation: timing, schedule and criteria for a sunset clause.
   e. Projections: enrollment, revenue, expenses and brand recognition (if proposal includes courses which followed the accelerated process, data gathered from those offerings should be included),
   f. Innovation: unique features benefits, value to students, market conditions, etc.
2. The proposal must be approved by at least 51% of the voting members of the Program Committee, by anonymous closed ballot.
3. If approved by the Program Committee, the proposal with all supporting data is sent to the Associate Dean of the respective program, the Associate Dean of Academic Affairs, the Executive Director of Administration and the Department Chairs. Each will independently

evaluate the proposal and provide a written analysis, assessment and recommendation. These should include the following:

    a. AD Program and AD Academic Affairs – fit with the school's strategy and Christian mission, impact on other programs, resources and timing,

    b. Director of Administration – impact on the budget,

    c. Department Chairs – circulate the proposal within their departments for faculty input.

4. Two steps occur simultaneously. First, the Graziadio Faculty Council will review the process to make sure all steps have been followed, and to ensure appropriate participation and data were provided. Second, the Program Committee will review comments and revise proposal as appropriate.

5. The proposal is sent to the Graziadio Curriculum Committee for review and evaluation. An anonymous closed ballot of members is taken. Any vote to abstain is considered as not supporting the proposal. Proposals must be supported by 2/3 of the members to be moved forward to step 6. If not supported, the proposal is sent back to the Program Committee with an explanation.

6. The Program Committee chair or the sponsoring faculty members present the proposal to the faculty in an open meeting (either before or after the Graziadio Curriculum Committee review). All documents and supporting data will be provided to by faculty by email prior to the meeting. During the meeting, all changes made or comments not included in the proposal since the faculty review in step 3 are highlighted, explained and discussed.

7. Following the meeting, the faculty will vote anonymously for the proposal. All participating faculty with contracts stipulating 12 units or more of teaching are eligible to vote. To pass, 51% percent of eligible participating faculty must support the proposal. If the required votes are not achieved, the proposal does not pass. The Dean and Associate Deans are not eligible to vote.

8. If the required vote is obtained, the proposal is sent to the Dean. The Dean can SUPPORT, NOT SUPPORT or CONDITIONALLY SUPPORT the proposal. Rationale for the last two decisions must be sent to the Program Committee for review. If the Dean supports the proposal, it is sent to the University Academic Council by the chair of the Graziadio Curriculum Committee.

9. Once the proposal is approved by UAC, it is entered into the school's catalog.

Included: New programs, new concentrations, changes that affect another discipline's offering, and substantive and/or significant changes within an existing program or concentration, which involve resource allocation, such as increasing or decreasing units, changing FTE, etc.