

2009 – 2010 EPC STANDARD OPERATING PROCEDURES

TABLE OF CONTENTS

EPC STANDARD OPERATING PROCEDURES	
Agendas; Minutes; Discussion; Voting	2
EPC CURRICULUM REVIEW PROCEDURES	3
COMMITTEE COMMUNICATION (EPC EMAIL LISTS)	3
EPC Standards for the Inclusion of Learning Outcomes and Methods of Assessment in Curriculum Proposals	4
STANDARDS FOR CURRICULUM PROPOSALS	4-5
ASSOCIATE DEANS' DRIVE AND WEBSITE	5
Helpful Link: File Naming Conventions for Proposals	6
Helpful Link: Course Classification List	6
RESOURCE IMPLICATIONS FOR CURRICULAR CHANGE	6
EPC REVIEW OF GENERAL EDUCATION PROPOSALS	
General Education Goals and Student Learning Outcomes	7
Certification of General Education Courses	7
Recertification of Existing General Education Courses	7
Appendices: University General Education Policy	8
Policy on Certification and Recertification of GE Courses	8
Spring 2010 Curriculum Deadlines	8

EPC STANDARD OPERATING PROCEDURES

Agendas

The agenda of the Educational Policies Committee is prepared on Wednesday, one week before the EPC meeting. Materials are distributed one week before the meeting. Materials not previously submitted to the Office of Undergraduate Studies may not be distributed or used for action at that meeting.

Minutes

Minutes of each meeting will be approved at the next regularly scheduled Committee meeting with the exception of the last meeting in December and the last meeting in May.

Discussion

Committee members will be recognized first in all matters involving discussion. However, Committee members, may pass their turn to any guest. Whenever possible, the Committee will hear interested parties.

Voting

EPC follows Robert's Rules of Order. Motions before EPC are adopted if they receive a majority of the votes cast. Member may vote "For" or "Against" a proposal. They may also "Abstain" from voting. Abstentions do not count as a vote.

The Chair may vote on all motions. Any EPC member may request a show of hands vote. Twenty percent of those EPC members present may request a roll call vote. Votes on Committee actions requiring a counted vote are to be recorded in the minutes.

EPC CURRICULUM REVIEW PROCEDURES

All curriculum proposals shall receive close scrutiny at the Department and College levels to ensure that they are academically sound and comply with the guidelines contained in the EPC Curriculum Manual. Curriculum proposals shall not be forwarded to EPC until approved by the appropriate College-level Committee(s). The signature of the College Dean (or designee) signifies that there has been proper consultation and review within the College. Proposals should be reviewed for the following:

1. Completeness: The necessary or required information provided must communicate that which is requested on the proposal cover sheet;
2. Substantial overlap;
3. Proliferation;
4. Resources (facilities, equipment, faculty, staff support, etc.)
5. Concurrence in consultation

COMMITTEE COMMUNICATION

1. Concerns pertaining to proposals are normally routed back through the appropriate College Associate Dean.
2. After corrections are made to proposals, revised copies should be uploaded to the shared drive and a hardcopy sent to the Executive Secretary.
3. EPC Email Communication:
 - a) Emailing Exclusively to EPC Committee Members
To send an email only to EPC Members, use
epcmembers_only-l@csun.edu
 - b) BIG EPC LIST
Emailing to the Campus Community's Extended EPC Listserve
csun.epc-l@csun.edu

Note: the "l" is a lower case "L"

This listserv is sent to a much wider audience which includes the following other campus listerves:

deans-l@csun.edu senate-l@csun.edu
deans.sec-l@csun.edu prov.council-l@csun.edu
dept.chairs-l@csun.edu mars-l@csun.edu
directors.sec-l@csun.edu associate.deans-l@csun.edu

CURRICULUM PROPOSALS

All undergraduate curriculum proposals should be forwarded to the Educational Policy Committee. All graduate curriculum proposals should be forwarded to the Graduate Studies Committee.

Each semester EPC will review (1) Curriculum proposals for permanent changes in programs and courses and (2) Experimental Courses proposals.

All curriculum proposals from a college for permanent curriculum changes will be reviewed at the same time. This includes new programs, new courses, program modifications, course modifications and general education curriculum. All experimental courses from a college will be review separately and at the beginning of each semester.

EPC Standards for the Inclusion of Learning Outcomes and Methods of Assessment in Curriculum Proposals

CSUN has a campus assessment policy that requires program assessment at the department and program level to support curricular revision and program review. (www.csun.edu/assessment) Since the establishment of that assessment policy EPC has included questions regarding course and program student learning outcomes and assessment methods on all curriculum forms used to propose curriculum revisions. However many minor curriculum revisions sent to EPC are not accompanied by responses to these questions and EPC generally does not reject curriculum proposals for lack of response. This leaves the departments and colleges in a quandary. What is it exactly that EPC requires in the way of assessment and student learning outcomes for curriculum changes?

STANDARDS FOR CURRICULUM PROPOSALS

EPC has considered the issue and decided that the following types of curriculum proposals require complete responses to the Student Learning Outcomes and Assessment Methods questions on the curriculum forms. Curriculum proposals that do not have complete responses will be returned to the Departments.

- New Program Proposals
- Major Program Modifications
- New Course Proposals
- New Experimental Course Proposals
- Course Modifications when the Nature of Request is to Change Unit Value, Change Course Content, Change Course Type (Classification), Change Basis of Grading or Change Use of Course in Program.

The following curriculum proposals do not have to be accompanied by Student Learning Objectives or Assessment Methods as long as the program has published program

objectives and an assessment plan and as long as the change does not affect the student learning objectives or the assessment plan.

- Course Modifications when the Nature of the Request is to Delete Course, Change Course Title, Change Current Catalog Description (without changing Course Content), Change Course Abbreviation or Course Number or Change Requisites.
- Minor Program Modifications (e.g., updating the program to reflect changes in course numbers, course titles, course requisites or minor changes in lists of electives.)

If a college has curriculum proposals that are not covered in the previous lists, the Associate Dean should consult with the chair of EPC before the beginning of the semester in which the curriculum is being considered at EPC. The chair of EPC will let the Associate Dean know whether or not student learning outcomes and/or assessment methods are required.

OTHER HELPFUL DOCUMENTS

- Proposal File Naming Conventions
<http://www.csun.edu/EPC/documents/filenamingconventions.pdf>
- Course Classification Document
<http://www.csun.edu/EPC/documents/Course%20Classification.pdf>

ASSOCIATE DEANS' DRIVE AND WEBSITE

The associate deans will post their college undergraduate and graduate curriculum on the Associate Deans' Udrive (\\udrive.csun.edu\assocdeans) for initial review by the associate deans. The Udrive is only accessible to the Associate Deans.

After the initial review, the associate deans will post their college curriculum on the Associate Deans' website www.csun.edu/associate.deans/curriculum.proposals via the new **webdrive**: [\\webdrive.csun.edu/assocdeans](http://webdrive.csun.edu/assocdeans). This website is accessible to all members of the campus community.

If members are connecting to the website from off-campus, they will be asked for their user name and campus password. **The off-campus user name is the full campus email address (e.g. joe.smith@csun.edu).** Only the Associate Deans' Offices will be able to post or modify curriculum at this website.

Resource Implications for Curricular Change

Departments may wish to consider the following items when assessing potential fiscal, physical, technical, and human resource implications of changes in curriculum. The list is not intended to be all-inclusive, nor is it intended as a required checklist. Not all items on the list will apply to all curricular changes. This document serves as a guide to resource considerations for those creating new courses and programs or modifying existing courses and programs.

Facilities Changes/Additions

- Will new space be needed to accommodate this new course?
- Will changes to existing facilities be required to accommodate this new course?
- What is the cost for facilities changes/additions (including infrastructure costs)?
- Are there ongoing costs (such as utilities for off-periods)?

Equipment/Software

- Will equipment or software need to be purchased for this new course?
- What is the cost of the equipment? (Start up, ongoing, maintenance, insurance, and replacement costs.)
- Are there training costs for staff or faculty?

Low Enrollment (when first offered)

- At what point will the course be fully-enrolled?
- What is the estimated cost of low enrollment while the course is building enrollments?

Administrative/Staff Support

- Will the new course require additional administrative or technical support?
- What are the costs for this support?

GA/TA Support

- Will the course be taught with Graduate Assistant or Teaching Associate support?
- What are the estimated costs for this support?

Faculty Costs

- Does the department have sufficient full-time faculty to provide leadership to this program?
- Will the new course require the hiring of part-time faculty to either backfill for other courses taught by full-time faculty or to teach the new course?
- What are the estimated costs for part-time faculty?

Reduction of Other Sections to Accommodate New Course

- How does this course fit into the department's course rotation?
- Will the addition of this course limit offerings of other sections in the department?
- If so, what courses have been identified for reduction?
- If so, what will be the impact on graduation rates? What will be the impact on enrollment in other departments?

Course Duplication in the Program

- Does the course cover material addressed in other classes?
- If so, how much overlap is in the course?

Publications

- Will the addition of the new course require issuance of revised department or major publications?
- What is the estimated cost of these publications?

Oviatt Library Collections and Services

- What are the estimated costs to build and then maintain a collection to support the program (include online resources also)?
- What support is needed from librarians for the reference and instructional needs of the program?

Advisement

- Will the curricular change require training of advisors or other advisement services costs?

EPC REVIEW OF GENERAL EDUCATION PROPOSALS

The Educational Policies Committee is responsible for reviewing all Policies and Procedures pertaining to the University General Education Program and all GE curriculum proposals.

General Education Goals and Student Learning Outcomes

All courses that are offered for GE credit are approved for a specific GE Section. The content of GE courses must correspond to the goals and student learning outcomes of the particular GE section for which they are proposed. See the GE SLOS here:

http://www.csun.edu/EPC/documents/GE_SLOs_approved_11_16_05.pdf

Certification of General Education Courses

The "GE Certification" form will be used when requesting that a non-GE course (new or existing) be made available for GE credit

In addition to regular EPC curriculum review procedures, GE Certification will be based upon the following:

1. The course proposed for GE credit justifiably meets the goals and student learning outcomes of the GE section in which the course would be placed;
2. An adequate course assessment plan is provided;
3. Adequate resources are available to offer the course.

Recertification of Existing General Education Courses

Certified GE courses will be periodically reviewed (at least every 5 years) for Recertification. Normally, all of the courses in a GE section will be reviewed during the same semester. Recertification will not take place during the 2009-2010 academic year because of the September 17, 2009 Faculty Senate resolution quoted below:

“That the Faculty Senate of CSUN recommends the delay of current General Education course recertification activities by Colleges and the Educational Policies Committee of the Faculty Senate until the start of the 2011-2012 academic year by which time the new General Education Council will have assumed responsibility for General Education policy and oversight at CSUN.”

Appendices: University General Education Policy

- A. Policy on Upper Division Writing Requirement : “All upper-division required GE courses shall be designated writing-intensive. In each such course, students will be required to complete writing assignments totaling a minimum of 2,500 words.” **(Approved May 14, 1997)**

The syllabi of all Upper Division GE courses must include a statement that informs students that the course is an Upper Division General Education course and requires completing writing assignments totaling a minimum of 2,500 words. **(Approved March 25, 2003)**

- B. University Approved Policy Statement for Certification and Recertification of Courses: "Certification of General Education Courses: EPC shall establish general guidelines for certification of Lower- and Upper Division General Education curricula and criteria for inclusion of courses within the various sections of GE. Criteria for interdisciplinary courses may allow their inclusion in more than one section of General Education." (Approved May 14, 1997)

Existing General Education Courses are considered Certified until assessed and reviewed for Recertification at the time scheduled for that General Education Section's periodic review. Once the guidelines and criteria are approved, EPC will create a Review Calendar. Departments/Programs shall provide evidence that their courses meet EPC-approved objectives for General Education. Failure to do so will result in De-certification of General Education Courses.

EPC CURRICULUM REVIEW CYCLE 2009-2010

Curriculum will be reviewed twice each Academic Year. The EPC Curriculum Review Cycle is based upon a one-year implementation cycle. Curriculum approved in fall 2009 will be implemented in fall 2010. Curriculum approved in Spring 2010 will be implemented in Spring 2011.

For EPC consideration, proposals must:

1. be submitted by established deadlines;
2. be complete using the appropriate curriculum forms, and records of necessary consultation and attachments
3. be written in clear and concise terms.
4. be filed electronically to the Associate Dean's shared drive

Deadlines for Curricula to be Reviewed during Spring 2010

- Initial Circulation of Curricula: **Friday, December 18, 2009**
- The Associate Deans and the EPC Chair will convene sometime in January.
- Deadline for Revised Curricula: **Wednesday, January 27, 2010**
- Deadline for Experimental, Selected and OL Requests: **Wednesday, February 3, 2010**
- These are the same deadlines for GSC.