

**Educational Policies Committee
Standard Operating Procedures**

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Overview.....	2
Charge	2
Ad hoc Committees	2
Membership.....	2
Representational Role.....	2
Composition	2
Elected Members	2
Appointed Members	2
Limitations on Committee Service.....	2
Committee Chair	3
Executive Secretary.....	3
Temporary Absences.....	3
Vacancies.....	3
Replacement of Elected Members.....	3
Replacement of Appointed Members.....	3
Committee Business.....	4
Agendas	4
Minutes.....	4
Annual Report	4
Parliamentary Authority	4
Discussion	4
Voting	5
Quorum.....	5
Committee Communication	5
Curriculum Proposals.....	5
Curriculum Review Procedures.....	2
Approval and Recertification of General Education Courses.....	2
General Education Goals and Student Learning Outcomes	2
Loss of General Education Status	2
Recertification of Existing General Education Courses.....	3
Appendices.....	3
Appendix A: Resource Implications for Curricular Change.....	3
Appendix B: Standards for the Inclusion of Learning Outcomes and Methods of Assessment in Curriculum Proposals	3
Appendix C: University General Education Policy	4
Appendix D: EPC Curriculum Review Cycle.....	4
Appendix E: Early Implementation of Curriculum Proposals	4
Appendix F: Guidelines for Curricular Consultation.....	4
Appendix G: Process for Requesting a Pattern Modification	5

Overview

The Educational Policies Committee (EPC) is a Standing Committee of the Faculty.
(see [Bylaws of the Faculty](#) - Article V, Section 6)

Charge

(see [Bylaws of the Faculty](#) – Article V, Section 6.3)

This committee shall study policy areas and make recommendations affecting undergraduate curriculum, general education, and undergraduate academic standards.

Ad hoc Committees

(see [Bylaws of the Faculty](#)– Article V, Section 1.2)

EPC may establish such *ad hoc* committees as it deems necessary from time to time.

Membership

(see [Bylaws of the Faculty](#) – Article V, Section 6.3)

This committee shall consist of eleven members: eight members elected by the Senate, two members appointed by the President of the University, and one student member appointed by the Associated Students Senate.

Representational Role

(see [Bylaws of the Faculty](#) - Article V, Section 2)

Each committee member represents the entire University rather than any College, discipline, or other constituency.

Composition

(see [Bylaws of the Faculty](#) - Article V, Section 3)

Except for student members, only members of the teaching faculty may serve on EPC. Non-tenured members of the teaching faculty, including part-time and full-time Lecturers, may be elected or appointed to EPC.

Elected Members

(see [Bylaws of the Faculty](#) - Article V, Section 3.1)

EPC members who are elected by the Senate shall be elected from a slate nominated by the Senate Executive Committee.

EPC members elected by the Colleges, the Library, Student Affairs, and Athletics shall be elected by Faculty within each of the respective units.

Elected committee members shall serve overlapping three-year terms.

Appointed Members

(see [Bylaws of the Faculty](#) - Article V, Section 3.2 and Section 6.3)

The President of the University shall appoint two members of the Faculty to EPC.

Limitations on Committee Service

(see [Bylaws of the Faculty](#) - Article V, Section 3.3)

EPC members may not serve simultaneously on another Standing Committee.

EPC shall not have more than two members from any one College, the Library, Athletics, or Student Affairs.

Committee Chair

(see [Bylaws of the Faculty](#) - Article V, Section 3.4)

The EPC Chair shall be chosen by and from the new and continuing membership of the committee at the final meeting of the academic year. The Chair shall be an elected member who has previously served at least one year on the committee. The term of service for the Chair is one year.

Executive Secretary

(see [Bylaws of the Faculty](#) – Section 3.5)

The President of the University shall appoint an administrative officer to serve as executive secretary for EPC but not as a member of the committee. The President's appointment of the executive secretary shall be subject to the advice and consent of EPC.

Temporary Absences

(see [Bylaws of the Faculty](#) – Article V, Section 4)

An EPC member may choose to serve during a leave of absence from the University or other non-teaching faculty activity, provided the committee member is available for meetings and other committee activities. EPC may grant a leave of absence from the committee to an elected member who will be absent for no more than one semester and returning thereafter. Non-teaching semesters for committee members participating in the Faculty Early Retirement Program shall be treated in the same way as University leaves of absence.

A committee member who will be absent and is not granted leave, or who will be absent for more than one semester, must be replaced for the duration of the term, in accordance with the procedures for filling a vacancy.

Vacancies

(see [Bylaws of the Faculty](#) – Article V, Section 5)

The Executive Committee of the Senate shall determine when a vacancy has occurred in EPC. Vacancies shall be filled in the following manner:

Replacement of Elected Members

(see [Bylaws of the Faculty](#) – Article V, Section 5.1)

Replacements for members elected by a College or other administrative unit shall be appointed by the unit. Replacements for members elected by the Senate shall be appointed by the Executive Committee of the Senate.

Replacement of Appointed Members

(see [Bylaws of the Faculty](#) – Article V, Section 5.2)

Replacements for members appointed by the President of the University shall be appointed by the President of the University. Replacements for members from the student body shall be appointed by the Associated Students Senate. Replacements for the executive secretary shall be appointed by the President of the University.

Committee Business

All meetings are open. (see [Bylaws of the Faculty](#) – Article V, Section 8)

Agendas

(see [Bylaws of the Faculty](#) – Article V, Section 8.2)

The EPC chair, in consultation with the executive secretary, shall prepare an agenda prior to each meeting. Any items submitted by a committee member in sufficient time to be included shall be placed on the agenda. Materials not previously submitted to the Office of Undergraduate Studies or not following the [Curriculum Review Checklist](#) may not be distributed or used for action at the meeting. The executive secretary shall distribute the agenda one week before the meeting to all members of the committee and post it on the EPC website at: [Agendas and Minutes](#). Agendas are distributed widely to the campus community by email and are also available to EPC members and ADs in a [shared Box folder](#). The agendas for the current academic year and past three academic years are available on the EPC website at: [Agendas and Minutes](#). All agendas are archived in the [institutional repository](#).

Minutes

(see [Bylaws of the Faculty](#) – Article V, Section 8.3)

In consultation with the committee chair, the executive secretary shall prepare approval copies of the minutes of each committee meeting and promptly distribute them to the committee. Minutes of each meeting will be considered for approval at the next regularly scheduled committee meeting. Draft minutes are available to EPC members and ADs in a [shared Box folder](#). The approved minutes for the current academic year and past three academic years are available on the EPC website at: [Agendas and Minutes](#). All minutes are archived in the [institutional repository](#).

Annual Report

(see [Bylaws of the Faculty](#) – Article V, Section 10)

EPC shall prepare by May 31 of each academic year a summary report of its activities during the year and its recommendations for future study. The annual report shall be submitted to the office of the Faculty President and shall be available on the EPC website at: [Annual Reports](#). Annual reports for the past three academic years are available on the EPC website at: [Annual Reports](#). All annual reports are archived in the [institutional repository](#).

Parliamentary Authority

(see [Bylaws of the Faculty](#) – Article VI, Section 1)

The rules contained in the current edition of [Robert's Rules of Order, Newly Revised](#), shall govern in all cases to which they are applicable and in which they are not inconsistent with the [Bylaws of the Faculty](#) and any special rules of order the Faculty may adopt.

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

(see [Bylaws of the Faculty](#) – Article V, Section 8.1)

All members of the committee are voting members. The executive secretary is not a committee member. Committee decisions may be made by voice vote, except that on the request of any member present a countable vote or a roll-call vote shall be taken.

Quorum

A quorum is 50% + 1 of the voting membership of the committee (6 of the 11 voting members).

Committee Communication

1. EPC members with concerns pertaining to proposals should normally route their comments back through the EPC Chair and the Associate Dean of the appropriate College.
2. When corrections or changes are made to proposals, the relevant Associate Dean should make revisions in OnBase and should notify the Executive Secretary by email.
3. EPC email communication:
 - a) To send an email only to EPC Members, use **epcmembers_only-l@csun.edu**
(Note: the “l” is a lower case “L”)
 - b) To send an email to the much larger Campus Distribution EPC List, use **csun.epc-l@csun.edu** (Note: the “l” is a lower case “L”)

The second listserv reaches a much wider audience than the `epcmembers_only` address, and includes the following other campus listservs:

<code>aa.dirfin-l@csun.edu</code>	<code>deans.assistants-l@csun.edu</code>
<code>ad.assistants-l@csun.edu</code>	<code>dept.chairs-l@csun.edu</code>
<code>associate.deans-l@csun.edu</code>	<code>prov.council-l@csun.edu</code>
<code>deans-l@csun.edu</code>	<code>senate-l@csun.edu</code>

Curriculum Proposals

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

EPC routinely reviews:

1. Curriculum proposals for new programs, new courses, permanent changes in programs and courses
2. Experimental Course proposals
3. General Education courses

Most curriculum proposals from a college asking for curriculum changes will be reviewed at an EPC meeting previously designated for curriculum from that college. This review will include the college’s new programs, new courses, program modifications, course modifications and general education curriculum.

Experimental courses and requests for early implementation from a college will be reviewed separately at a meeting near the beginning of each semester.

Some curriculum proposals will be moved onto a “consent calendar” on the agenda. The purpose of the consent calendar will be to expedite items deemed to be minor and non-controversial. The Chair of EPC will move items onto the consent calendar in consultation with the Executive Secretary of the Committee. All of these items will remain available for review by all EPC members and any EPC member may remove an item from the consent calendar at any time prior to or during the meeting at which the item is to be considered. Items on the consent calendar will be acted upon as a single item.

Curriculum Review Procedures

All curriculum proposals should receive close scrutiny at the Department and College levels to ensure that they are academically sound and comply with the guidelines in this document and on the relevant curriculum form. Curriculum proposals should not be forwarded to EPC until approved by the appropriate College-level Committee(s) and forwarded by the Associate Dean of the College. Curriculum proposals that are incomplete or that are deemed not to be ready for consideration by the Chair of EPC in consultation with the Executive Secretary will not be placed on the agenda.

Proposals should be reviewed for completeness at each level of the review process to ensure that necessary information required on the relevant form is provided.

All reviewers should consider the following points of inquiry:

1. Does the proposal create substantial overlap with an already existing course(s) or program(s)?
2. Does the proposal unnecessarily proliferate courses?
3. What is the likely impact of the proposal with regard to campus resources? (See the fuller list of questions in [Appendix A.](#))
4. How does the proposal connect to Learning Outcomes and the academic assessment policy? (See the fuller discussion provided in [Appendix B.](#))
5. Has appropriate consultation with other programs been completed? If concurrence has not been reached, further discussion should take place. However, EPC does not require concurrence of all parties to bring the proposal forward to EPC. (See [Appendix F.](#))

Approval and Recertification of General Education Courses

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 required number of goals and student learning outcomes for the particular GE section(s) or designation(s) in which they are proposed. In addition, if the course is proposed as an Upper-Division GE course, it must meet all of the Writing Intensive SLOs. The GE SLOs are available at: [General Education Student Learning Outcomes.](#)

Loss of General Education Status

Courses approved for GE that have not been offered within a five-year period shall have GE status removed.

Recertification of Existing General Education Courses

Certified GE courses will be periodically reviewed for Recertification. Normally, all of the courses in a GE section will be reviewed during the same academic year. 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 must 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.

Appendices

Appendix A: Resource Implications for Curricular Change

Proposals should thoroughly address the relevant resource implications with careful thought specific to the proposal. For example, while a department may have adequate faculty to teach a new course, that faculty member is typically already fully engaged, which would then result in providing additional WTU to adjunct faculty. Does the department have adequate WTU to accommodate the new course? Available on the EPC website at: [Resources and Documents](#).

Appendix B: 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. (See [CSU General Education Breadth Requirements](#) from the Chancellor's Office as well as CSUN's [Student Outcomes Assessment Policy](#).) 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. Curriculum proposals should outline both how assessment activities have contributed to the proposal and how the curriculum proposal will fit into the program and/or GE assessment program. This information may be provided in narrative form, but the narrative must contain all of the information that would be presented in the course alignment matrix and course objectives chart available on the EPC website at: [Resources and Documents](#). EPC will expect to review the relevant SLOs and assessment information as part of new course proposals and as part of significant course and/or program modifications.

The following curriculum proposals do not have to be accompanied by student learning objectives as long as:

1. The program has **published** program objectives in the catalog and provided an assessment plan and
2. The change does not affect the student learning objectives or the assessment plan.

If course or program content is changing or has changed since the most recent proposal then all portions of the proposal form must be submitted.

If course content is changing or has changed since the most recent proposal then a sample syllabus and selected bibliography must be submitted. (See the [Syllabus Policy](#).)

A selected bibliography should be informational to help define the scope of the course and provide future reviewers and instructors an understanding of the content breadth and scope in the discipline to be covered by this course.

NOTE: For pattern modifications, please refer to [Appendix G: Process for Requesting a Pattern Modification](#) regarding the inclusion of syllabi.

Appendix C: University General Education Policy

The vision of General Education (GE) is to ensure that all CSUN students have a broad background in disciplines at the University level in order to appreciate the breadth of human knowledge and the responsibilities of concerned and engaged citizens of the world. Students must become lifelong learners and leave the University with a set of skills that includes the ability to read critically, to write and communicate orally with clarity and persuasiveness, to evaluate and draw appropriate inferences from limited information, and to access the wealth of technical, scientific and cultural information that is increasingly available in the global community. Students must gain an understanding of the major contributions made by individuals from diverse backgrounds in the sciences, business and economics, the arts, literatures, politics and technologies. It is through the GE Program that CSUN ensures that all students gain a sincere appreciation of how the diverse cultures housed in the United States, and specifically Southern California, lead to creative thinking and expression during a time in human history when cultural diversity provides different perspectives and insights from which to view human endeavors. (See the [University General Education Policy](#))

Appendix D: EPC Curriculum Review Cycle

Curriculum will be reviewed twice each academic year. The EPC Curriculum Review Cycle is based upon a one-year implementation cycle. Curriculum approved in the fall semester will normally be implemented no earlier than the following fall semester. Curriculum approved in the spring semester will normally be implemented no earlier than the following spring semester. Program modifications (e.g., new/revised options in the major, new/revised minors) are implemented only in the fall semester. The calendar of deadlines for curriculum review will be posted on the EPC website at: [Meeting Dates](#).

Appendix E: Early Implementation of Curriculum Proposals

Early implementation of curriculum proposals is possible but will only be granted in one of the following circumstances:

- Programmatic/curricular need (e.g., accreditation requires early implementation or students' time-to-degree is negatively impacted without early implementation)
- Significant resource implications (e.g., a course is too expensive to run without a change in the S or C-factor or needing courses for a new faculty member to teach)

Appendix F: Guidelines for Curricular Consultation

The general purposes of consultation are to ensure that other departments and colleges around campus are aware of new and changed curriculum, to identify areas of overlap, to identify implications of curricular changes for other departments and colleges, and to simply make other

units aware of new or changed offerings in areas that may be of interest. Available on the EPC website at: [Resources and Documents](#).

Appendix G: Process for Requesting a Pattern Modification

A pattern modification is a change to the General Education pattern of courses for a specific major. A program may request to use a non-GE major course that meets the SLOs of the appropriate GE section as a GE requirement. If approved, the course will not count as GE for students who are not in the specified program. A list of approved pattern modifications is available in the [University Catalog](#). Available on the EPC website at: [Process for Requesting a Pattern Modification](#).