

## EPC Standard Operating Procedures

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## **Committee Business**

### Agendas

The agenda for each meeting of the Educational Policies Committee is prepared and distributed on Wednesday, one week before the EPC 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.

### 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.

### Membership and Charge

“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.”

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

### Voting

EPC follows the current edition of Robert's Rules of Order, Newly Revised. Motions before EPC are adopted if they receive a majority of the votes cast. Members may vote “For” or “Against” a proposal. They may also “Abstain” from voting. Abstentions do not count as a vote. To abstain in response to a vote, a member should simply remain silent (on a voice vote) or refrain from raising a hand (on a show of hands).

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

### 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 Associate Dean of the appropriate College.
2. After corrections are made to proposals, revised copies should be uploaded by the Associate Dean to the shared drive and a notification sent to the Executive Secretary.
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:

associate.deans-1@csun.edu  
assoc.deans.sec-1@csun.edu  
deans-1@csun.edu  
deans.sec-1@csun.edu  
dept.chairs-1@csun.edu  
mars-1@csun.edu  
prov.council-1@csun.edu  
senate-1@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.

EPC routinely reviews (1) Curriculum proposals for new programs, new courses, permanent changes in programs and courses; (2) Experimental Courses proposals; and (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), signified by the signature of the Associate Dean. 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 agendized.

Proposals should be reviewed for completeness at each level of the review process to ensure that necessary information required on the proposal cover sheet is provided. 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 under "Resource Implications for Curricular Change," below.)

4. How does the proposal connect to Learning Outcomes and the academic assessment policy? (See the fuller discussing provided under “Standards for the Inclusion of Learning Outcomes and Methods of Assessment in Curriculum Proposals,” below).
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 goals and student learning outcomes of the particular GE section for which they are proposed. In addition, if the course is proposed as an Upper-Division GE course, it must meet the Writing Intensive SLOs. Similarly, if the course is being proposed as a GE Information Competence course, it must meet the Information Competence SLOs. See the GE SLOS here: [http://www.csun.edu/sites/default/files/GE\\_SLOs\\_approved\\_11\\_16\\_05.pdf](http://www.csun.edu/sites/default/files/GE_SLOs_approved_11_16_05.pdf)

### 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.

## **Helpful Documents for EPC Members and Associate Deans**

- Proposal File Naming Conventions  
<http://www.csun.edu/sites/default/files/filenamingconventions.pdf>
- Course Classification Document  
[http://www.csun.edu/sites/default/files/Course\\_Classification.pdf](http://www.csun.edu/sites/default/files/Course_Classification.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 <http://www.csun.edu/associate.deans/curriculum.proposals> via the webdrive (\\webdrive.csun.edu\assocdeans). Materials on this website may be read by all members of the campus community.
- Members will be asked for their user name and campus password. **The user name is the full campus email address (e.g. joe.smith@csun.edu).** The Associate Deans' Offices can post or modify curriculum at this website; other users may only view and download documents posted there.

## Appendices

### Appendix A: 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 change?
- Will changes to existing facilities be required to accommodate this change?
- 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 if this change is approved?
- What is the cost of the equipment? (Start up, ongoing, maintenance, insurance, and replacement costs.)
- Are there training costs for staff or faculty to learn about the equipment or software?

#### 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 this change require additional administrative or technical support?
- If so, what are the costs for this support?

#### GA/TA Support

- Will the course be taught with Graduate Assistant or Teaching Associate support?
- If so, 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 this modification or 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?
- If so, 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 new course cover material addressed in other classes?
- If so, how much overlap is in the course?

#### Publications

- Will the change require issuance of revised department or major publications?
- If so, 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?

### 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 Executive Order 1100 and 1033 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.

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.)

### Appendix C: 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 17, 2015**)

- 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.

#### 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 be normally implemented no earlier than the following fall semester. Curriculum approved in the spring semester will be normally implemented no earlier than the following spring semester. Program modification (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 <http://www.csun.edu/educational-policies-committee>.

#### 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.

##### **When Consultation Should Occur**

Any department or program authoring curriculum proposals (new courses, course modifications, new programs, and program modifications) should consult with other departments and colleges that may be interested and impacted in the curricular change. The bullet points below offer a range of reasons why another department or college should be consulted. If any of these apply, consultation is required:

- Proposing a curricular change that utilizes another department's course or that affects enrollment in another department's course. Many majors and minors include other department's courses in their required or elective offerings. If a program is adding or deleting one of those courses from their electives, for instance, consultation with that outside program is required.
- Overlap. It is common for course offerings to have some overlap with other department's course offerings. If there is overlap either with particular courses or with the general disciplinary area of another department, consultation is required.
- GE courses. GE courses typically require more consultation for both of the reasons listed above. By definition, there tends to be more overlap with other program's offerings and there tends to be a greater chance of enrollment and other resource implications. Wider consultation is typically required in these cases.

**How Consultation Should Occur**

Consultation should always be conducted between department chairs (or, if it is not a department, program coordinators) or between associate deans. When a department proposing a curricular change seeks consultation, the chair of that department should send the proposal (via email) to all department chairs for which consultation is required. Consultation should occur as early as possible but at least by the time the proposal is finalized by the department proposing it. In general, chairs should give other chairs at least two weeks to respond to a request for consultation. If there is no response, additional outreach should be done. If a department fails to respond entirely, the consult should simply remain as IP but EPC will treat this as concurrence.

**Consultation Is Not a Veto**

The response to a request for consultation should be listed officially as “Yes” if they concur, or “No” if they do not concur, or “In-Progress” if the consultation is still in progress. While that is the response listed on the form, the purpose of consultation is to identify opportunities and problems, to open up dialogue where there are problems or conflicts or problematic resource implications, and to seek to resolve any issues that arise before the proposal comes to EPC. If a department or college ultimately declines to concur on a proposal, the non-concurrence is not a veto of the proposal. It is the case that EPC will be interested to understand the issues that came up and what the remaining objections are and will take that into account in making a decision on a proposal. But the consultation is not a veto.