

CHECKLIST FOR DEVELOPING PROPOSALS

Checked items are required.	Type 1: Non-substantive Changes.	Type 2: Substantive changes	Type 3: Creation/ Elimination of Degrees, Majors, Minors, Concentrations and Programs Requiring Action by the Board of Regents
EPC Form	X	X	X
Departmental and Division Signature(s)	X	X	X
Signatures of other affected Departments <i>Please collect ALL signatures/approval before submittal</i>		X	X
*New Program Notification and Institutional Impact Evaluation form			X

Format for Preparing EPC Proposals

- Complete the EPC Proposal Form.

Proposals require a completed EPC Proposal Form. Forms and templates for proposals can be found in both the EPC section of the [Provost website documents and forms](#), and [Faculty Governance website documents and forms](#).

**Note: Type 3 proposals first require submission of the [New Program Notification Form](#). This form must be submitted to the Provost (provost@plu.edu). The Provost will share the form with the Provost Academic Council for review and will then provide the originator of the proposal with feedback. Only then should the entire Type 3 proposal be submitted.*

- All proposal forms must be submitted to the Office of the Provost. Also submit an electronic copy of the proposal (word format preferred) to the Faculty Governance Manager (facgov@plu.edu).
- *Collect all signatures or electronic approval from other affected areas before submitting. COVID-19: In lieu of all actually signing the same piece of paper, electronic signature or approval (email) indicating whether “support”, “undecided”, or “do not support”.*

All proposals must include both a proposal summary and a statement of rationale, as well as information, where appropriate, about changes to course numbers, title, credit hours, and catalog description.

Proposals should be formulated carefully, with any inherent problems carefully addressed. This is particularly important in the case of major curricular revisions (Type 2 and Type 3). Proposal rationales should discuss the philosophic, strategic, demographic, and economic aspects of the proposed changes, and take into account comparable practices at other peer institutions and those suggested by national, regional and state certifying bodies. Proposals must also address, using verifiable data and sound argumentation, the direct and indirect consequences and costs of the changes on staffing and enrollment in departments, divisions, schools and the university.

Non-substantive changes do not typically require the same level of detail as Type 2 or Type 3 proposals. Type 1 proposals include changes in course number, title, or editorial changes to the catalog description. EPC may, at its discretion, determine whether a proposed change is substantive or non-substantive. If a determination is made that the proposal is indeed a substantive change, it may be sent back to the originating unit for additional detail. Minor corrections of language, grammar or typos may be requested directly by memo to the Registrar and do not require EPC approval.

Activation of special topics courses that are not intended to meet a core curriculum element do not require EPC action. (However, the course number, title, credit value, and catalog description of such courses must still be filed with the Registrar’s Office before a special topics course is included in the class schedule.) Special topics courses that are intended to meet a core curriculum element are considered substantive changes (Type 2) and require approval by the Core Curriculum Committee.