

**EDUCATIONAL POLICIES AND PROGRAMS COMMITTEE (EPPC)
PROCEDURES, FUNCTIONS, & GUIDELINES**

I. Committee Name: Educational Policies and Programs Committee (EPPC)

II. Establishing Authority

EPPC was created/authorized under Article VI of the Constitution of the Chico State Academic Senate as a Standing (i.e., permanent) Committee of the Senate.

III. Amendments to Standing Committee Procedures and Guidelines

As the guidelines for EPPC are a set of agreements on expectations for how meetings will be conducted, and the expectations for the behavior of members and guests while conducting EPPC business and in meetings, those expectations must be agreeable to the majority of the committee. As such, it is the duty of each new session of EPPC to review the guidelines of the committee and come to a consensus about those expectations at the beginning of each academic year. In accordance with the Bylaws of Academic Senate (2022),

Session is defined to include all meetings during an academic year and the preceding summer. This definition shall apply to the Academic Senate, standing committees, and ad hoc committees with respect to prohibiting the reintroduction of measures during a session, unless the measure has been substantively revised.

(https://www.csuchico.edu/sen/_assets/documents/approved-clean-acadsen-bylaws-ec-subcommittee.pdf)

At the first meeting of each academic year, the committee guidelines shall be opened for review and discussion as an Introduction Item.

A notice of intent to review and open the guidelines for amendments must be distributed to the committee via agenda at least two (2) workdays before the first meeting of the academic year.

At the second meeting of the year, amendments to the guidelines may be proposed and subsequently approved under the following parameters:

1. During the meeting, amendments to the guidelines may be proposed by any voting member of the committee.
2. Approval of proposed amendments to the guidelines requires a 2/3 or greater vote of all members of the committee present.
3. No amendment may set aside or suspend a provision of the Academic Senate Constitution or Bylaws.

Guidelines for the committee expire at the end of the session or academic year.

IV. Membership & Voting Rights

The Academic Senate Constitution specifies membership on EPPC as follows:

- A. Chair, elected by and from the Academic Senate, voting.
- B. Half of the Academic Senate's at-large and college-elected faculty senators and up to three faculty non-senators appointed by the Chair in consultation with Senate Executive Committee, voting.
- C. Provost or designee, voting.
- D. The Vice President for Student Affairs or designee, non-voting.
- E. Up to three student members, appointed by the Student Academic Senate, voting.
- F. One College Dean appointed by the Provost, voting.
- G. Two staff members selected by Staff Council, voting.
- H. Representatives from the Office of Advising, Graduate Council, and Curriculum Services, non-voting.

A quorum consists of a majority of the elected Academic Senators who are members of EPPC.

V. Meeting Procedures

- A. EPPC normally meets on the Thursdays during which meetings for the Academic Senate are not scheduled.
- B. The agenda is compiled by the Chair, in consultation with the Academic Senate Executive Committee. At the beginning of each meeting, the members of EPPC approve or modify the agenda of the meeting.
- C. Meetings follow the published agenda unless modified by the Academic Senate Executive Committee or amended with EPPC approval. Any member of EPPC may make a motion to amend the EPPC agenda. Amendments to the agenda can include various actions, including adding a new item, removing an item on the agenda, and rearranging the order of the agenda, as example.
- D. Members who wish to amend the agenda will ‘make a motion to amend the agenda’, typically when the agenda is approved at the beginning of the EPPC meeting. The member proposing the amendment should be specific about what they wish to amend, where on the agenda the item should be listed (e.g. “to delete item number 7 from the agenda.”). The proposed amendment must be seconded, followed by discussion of the amendment. After relevant discussion, the chair will call for a vote to approve or reject the motion to amend the agenda. The agenda will be modified by a majority vote of members of EPPC present and voting.
- E. Suspension of committee rules: Suspension of the standing committee rules will follow a 2/3 vote of all members present. Suspension of these rules may not set aside or suspend a provision of the Academic Senate Constitution or Bylaws, or fundamental Robert’s Rules of Orders.
- F. In the absence of the Chair, a Vice Chair, who is elected by/from the committee at the first meeting of the year, will preside over the meeting.
- G. Minutes for each meeting are kept by a Secretary. During the first meeting of the year, the Chair will assign EPPC members to the meeting(s) in which they will be the Secretary and take minutes.

Normally, EPPC proceeds informally. When a formal motion is under consideration, or when a member of EPPC calls for formal procedures, the Academic Senate’s rules of parliamentary procedure are followed.

- H. Agenda items will normally require two separate readings, first as an Introduction Item, and subsequently as an Action Item, except as noted below for Consent Calendar items. At Introduction, no changes are allowed to the documents, but potential changes certainly can, and should be,

discussed. At Action, discussion continues, and motions for revisions may be made at this time.

I. Procedures for the Consent Calendar during the meeting:

1. The Consent Calendar is a procedural mechanism to help expedite the work of the committee. It is not intended to circumvent necessary debate on agenda items.
2. The Consent Calendar is approved when the meeting agenda is approved.
3. During approval of the agenda, the Chair of the committee will call attention to the Consent Calendar.
4. Questions for clarification are permitted for items on the Consent Calendar.
5. To allow for questions for clarification, the chair should ask, “is any clarification needed on any item on the Consent Calendar?”
6. Once clarifications are cleared, the chair should ask, “are there any objections to these consent calendar items?”
7. If an item is objected to, or if an EPPC member requests an item be removed from the Consent Calendar, the item will be removed without debate.
8. An item removed from the Consent Calendar shall be added to the current meeting agenda as an Introduction and be placed as the last item on the list of “Introduction Items”. The item will then be considered by the committee in accordance with the committee procedures for full proposals.
9. The Consent Calendar as amended shall be approved by general consent without debate.
10. Consent Calendar items are presented at committee once, and then move to Academic Senate for consideration.
11. At Academic Senate, items approved in a standing committee on a Consent Calendar may be considered as either items on a Consent Calendar or as full proposals requiring Introduction/Action, a decision which is the purview of the Academic Senate Chair and the Executive Committee of Academic Senate, in consultation.

J. Meetings are public, and guests, upon recognition of a member of the committee, will be allowed to speak to issues before the committee.

K. Proxies: When an EPPC member is absent from all or part of a meeting, the use of proxies is permitted. Proxies in EPPC meetings will follow rules aligned with those set forth for Academic Senate proxies in the Academic Senate Constitution (Article 9, Section 2):

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1. A member of the EPPC committee may appoint any member of EPPC as their proxy.
2. A written proxy shall be delivered to the Chair of the EPPC Committee via e-mail or in writing at least 24 hours before the EPPC meeting, if possible.
3. A notice of proxy must be received from the EPPC member who is absent.
4. No individual may carry more than one proxy.
5. A proxy may be granted for a period not exceeding one academic semester.
6. For absences that exceed one semester, Academic Senate Constitution Replacement rules shall apply (Article 8, Section 4).
7. Exceptions will be allowed to maintain a quorum at the discretion of the Chair.

VI. Functions

A. EPPC has representation on:

1. Curriculum Advisory Board (CAB) - appointed by the Academic Senate Chair in consultation with the Provost.
2. Graduate Council.
3. The All-University Responsibility for Teacher Education Committee

EPPC Chair serves on this committee.

4. The University Writing Committee.
 5. Liberal Studies Advisory Committee.
- B. EPPC establishes (in conjunction with Chico State administration and faculty); reviews, and monitors all curricular policies, both state-support and self-support. Curricular issues under EPPC's review include, but are not limited to, degrees (and degree options), minors, certificates, honors programs, General Education, and proposed changes in existing programs and course offerings.
- C. EPPC establishes (in conjunction with Chico State administration and faculty), reviews, and monitors all academic requirements, which include, but are not limited to, exit requirements for graduation, grading systems, academic probation and disqualification, final examination schedule, reciprocity agreements within the CSU system and between the CSU, UC, Community Colleges, and articulation with the Consortium.
- D. EPPC reviews and recommends on proposed changes in the reorganization of departments, schools, programs, etc.
- E. EPPC establishes (in conjunction with Chico State administration and faculty), reviews, and monitors policies in International Education and Global Engagement, Professional and Continuing Education, the Meriam Library, and centers and institutes, as they relate to the academic mission of Chico State.
- F. All motions, proposals, recommendations, etc. approved by EPPC are normally routed to the full Academic Senate for action within that body as prescribed by the tenets of collegiality and shared governance.
- G. EPPC also makes recommendations to the President and Provost when appropriate.

VII. Guidelines

EPPC deals with the curricula of both undergraduate and graduate programs and other academically related issues at Chico State. It works closely with the Provost or designee through determining which new and revised program proposals and academic reorganization proposals come to the committee. It also generates projects like the course numbering description, the study of academic probation,

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and efforts to improve the operation of General Education. Program proposals have a series of reviews they must pass through before reaching EPPC (see various review forms in the Academic Department Manual).

The role of EPPC is to consider campus impact of the proposal, programmatically, fiscally, and the overall "quality" of the change. The steps for academic reorganization are less clearly defined than program proposals, requiring the committee to conduct its own research into the implications of the proposed change to students, faculty, and administration.

The committee depends on the individual members to consult with their colleagues and perhaps work in sub-committees to gather the materials necessary to reach an appropriate judgment about the issue at hand. Members are encouraged to ask questions of the proposal's author(s) for clarification, additional information, and to test the academic soundness of the proposal's underlying concepts. EPPC members should consult with colleagues within and outside of the discipline making the proposal.

Because curriculum is the central professional obligation of the institution, EPPC must be prepared to work long and carefully and present coherent recommendations; the following are traditional (though not all-inclusive) aspects of review:

A. Description

- i. Is the proposal consistent with the Mission of the CSU and the Chico State Strategic Plan and Diversity Action Plan?
- ii. What is its status as a major, option, minor, credential, or certificate program and its relation to other programs? Is it a professional or pre-professional program?
- iii. Is the support/rationale/justification adequate and educationally sound? Is it understandable?
- iv. Are there glaring omissions or problems with the proposal or any of its aspects? Does the document possess clarity, lack of ambiguity, thoroughness, and organization?
- v. Is the proposal academically sound?
 - a. Does it address the stated or implied objectives of Chico State?
 - b. Does it meet or surpass national and CSU System standards for post-secondary education?
- vi. Is the proposal too narrowly focused? too broad? Does the proposal appear too restricted in terms of electives?
- vii. How does this program compare to others in the CSU or in Chico State 's geographic region?

- viii. Is the proposed coursework at the appropriate level of instruction?
- ix. Does the proposal compromise General Education policies, requirements, or standards?
- x. How does the proposal compare to precedent and established policy?

B. Quality

- i. Are there accrediting agencies or other standard setting bodies which relate to this area and how does this proposal compare to those standards?
- ii. Does the proposal create possible redundancies with or affect the efficiency or effectiveness of existing programs?
- iii. Are there recommendations from prior program reviews that should be considered?

C. Cost Effectiveness

- i. What assessment measures are used in this program and what have been the results of such assessments?
- ii. Have considerations been made for program size, growth, and sustainability? To be effective, a degree program must have a sufficient number of faculty to provide a reasonable exposure to the discipline and a sufficient number of students to ensure the integrity and continuity of the curriculum.
- iii. Does the proposal take into account present resources?
 - a. What are the equipment, facility, and staff requirements?
 - b. How is the request to be funded?
- iv. Have enrollment trends been considered, including FTES, number of graduates, and student demand compared to similar programs across the CSU? If the proposal is for a new program, is there evidence that projections for enrollment merit the proposal? Are there enough students to sustain the program?
- v. What possibilities exist for grant and contract work related to this curriculum and what plans exist for accessing such?

D. Program Requirements

- i. Are requirements (especially units) too high/low? Are there hidden prerequisites?

E. Responsiveness to Student Needs

- i. Can the program be completed within a reasonable time?
- ii. What articulation agreements exist relating to the coursework in this area and what special problems will transfer students meet in attempting this program?
- iii. What possibilities exist for internships related to this curriculum

and what plans for accessing such?

- iv. What careers are associated with this curriculum, and what are the evaluations of professionals in these careers regarding the specifics of this program?

G. Consultation

- i. If the proposal appears to use courses and/or resources from other departments, have those departments been consulted and what are the results of these consultations?
- ii. What perspectives have been obtained on this proposal from constituents inside and outside Chico State and/or the CSU?

Annual Reports

Study Abroad Advisory Committee

Library Advisory Committee

EPPC Representative to the All University Responsibility for Teacher Education Committee (AURTEC)

EPPC Representative to the Graduate Council

EPPC Representative to the University Writing Committee

EPPC Representative to the Liberal Studies Advisory Committee

EPPC Representative to the Curriculum Advisory Committee (CAB)