

**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 CSU, Chico Academic Senate as a Standing (i.e., permanent) Committee of the Senate.

III. Date of Acceptance

This document should be accepted and/or modified at the first EPPC meeting of the academic year.

IV. Membership & Voting Rights

The Senate Constitution specifies membership on EPPC as follows:

- A. Chair, elected by/from the Senate.
- B. Up to fourteen faculty Senators and up to three faculty non-senators appointed by the Chair in consultation with Senate Executive Committee.
- C. Provost or his/her representative.
- D. The Vice President for Student Affairs or his/her representative.
- E. Up to three Student Members, appointed by the A.S. BOD.
- F. One member from the Deans' Council appointed by the Provost.
- G. One staff member from a department, school, or college office appointed by the Chair of the Staff Council.
- H. A representative from the Academic Advising Programs.

All members have voting privileges. A quorum consists of a majority of the elected Academic Senators who are members of EPPC.

EPPC Procedures, Functions, & Guidelines

Last revised: September 21, 2017

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 Senate Executive Committee and the EPPC membership, and distributed in advance of meetings.
- C. Meetings follow the published agenda unless procedures are suspended by majority opinion of committee.
- D. 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.
- E. Minutes for each meeting are kept by a Secretary. During the first meeting of the year members will each select an EPPC meeting in which he or she will take minutes.
- F. Meetings will normally be conducted informally. Should conflicts arise within this, Robert's Rules of Order shall be followed.
- G. Formal motions will normally require two separate readings -- first as an Introductory Item, and subsequently as an Action Item. 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 actual changes (revisions) may be made at this time.
- H. Meetings are public, and visitors, upon recognition of a member of the committee, will be allowed to speak to issues before the committee.
- I. Proxies in EPPC meetings will follow the rules set forth for Academic Senate proxies in the Academic Senate Bylaws (Section 2).

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 Coordinators Committee.
 - 3. The All-University Responsibility for Teacher Education Council –

EPPC Procedures, Functions, & Guidelines

Last revised: September 21, 2017

- EPPC Chair serves on this committee.
4. The University Writing Committee.
 5. Liberal Studies Advisory Committee.
 6. Special Majors Committee.
- B. EPPC establishes (in conjunction with CSU, Chico administration and faculty); reviews, and monitors all curricular policies. Curricular issues under this rubric include -- but are not limited to -- degrees (and degree options and patterns), minors, certificates, honors programs, General Education, and proposed changes in existing programs and course offerings.
- C. EPPC establishes (in conjunction with CSU, Chico 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 CSU, Chico administration and faculty), reviews, and monitors policies in the Office for International Education, Regional and Continuing Education, the Meriam Library, and centers and institutes, as they relate to the academic mission of CSU, Chico.
- F. All motions, proposals, recommendations, etc. approved by EPPC are normally routed to the full 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

The EPPC deals with the curricula of the undergraduate and graduate programs and other academically related issues at CSU, Chico. It works closely with the Provost through determining which new and revised program proposals and academic reorganization proposals come to the committee. It also generates

EPPC Procedures, Functions, & Guidelines

Last revised: September 21, 2017

projects like the course numbering description, the study of academic probation, 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 appended in the 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 poll 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 CSU, Chico 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 CSU, Chico?
 - 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

EPPC Procedures, Functions, & Guidelines

Last revised: September 21, 2017

CSU, Chico'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 insure 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 FTE, number of graduates, 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?

EPPC Procedures, Functions, & Guidelines

Last revised: September 21, 2017

- 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 CSU, Chico and/or the CSU?

Annual Reports

Study Abroad Committee

EPPC Representative to the 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)