GUIDING QUESTIONS FOR EPC CURRICULUM APPROVAL
[rev. 5-18-11]

The following questions arise frequently for new concentrations, co-concentrations, programs, or tracks presented to the EPC. The EPC recommends that you address these questions in your proposal (all may not apply to you). The word “program” is used generically below, meaning “curricular unit” – see the note at the end for usual definitions of Albright curricular units.

1. **Mission.** How does the proposed program relate to the college's mission as a liberal arts institution? How will it strengthen the department (if it is an addition to an existing department)?

2. **Curriculum.** How would you describe the program and its learning objectives? What are the proposed courses in the program? Will any current courses require revision? What is the description of any new courses in the program? How do the courses lead to a capstone experience in the program? What course prerequisites or captured courses are there in the program? Do you expect any new courses to fulfill a general studies requirement? (Details of new courses will be reviewed later by the Curriculum Committee, which approves individual courses.)

3. **Interdisciplinary curriculum.** If the proposal is for an interdisciplinary curriculum, what disciplinary perspectives does it include? How will the students be asked to integrate the material or demonstrate an awareness of disciplinary assumptions?

4. **Demand.** How will the program benefit students’ future academic or professional needs? What demand for the program exists in the current study body? What demand exists locally, among competitor schools, and nationwide? What features of the program reflect adherence to accepted standards for such programs and will make it distinct and competitive among similar programs? Give specific curricular comparisons.

5. **Effects on department.** How will the program affect current faculty loads, departmental enrollments, and current course offerings in your department? (Consult with the Registrar and Enrollment Management as needed. *If proposing a new concentration or co-concentration, give a three-year enrollment forecast that distinguishes between new students and those re-directed from existing curricula.* How often will new courses be offered? Who will coordinate this program, and what are the qualifications of current faculty to teach any new courses? Will additional faculty be required?

6. **Effects on other departments.** If there are courses in the program from other departments, have those departments been consulted on this proposal? How will this program affect their faculty loads, departmental enrollments, and current course offerings?

7. **Resources.** What special library resources, information technology needs, equipment or facilities are required for the program? Are any new financial resources required? Are grants available to start such a program?
8. **On and Off Campus Support.** Will the program require support from the Experience program, the Center for Experiential Learning and Research, the Academic Learning Center, the Career Development Center, the Honors program, etc.? Are there possibilities of partnering with other institutions, community organizations or businesses for internships or other opportunities?

**Note on definitions of curriculum:**

- A concentration typically of about 14 courses in a department with a 400-level senior seminar. A student can graduate with a degree in this concentration. The EPC, the faculty, the Provost, and Board of Trustees approve new concentrations.

- An interdisciplinary concentration has significant coursework in more than one department, but otherwise aligns with the concentration model. Interdisciplinary courses may be included.

- A co-concentration consists of about 7 courses in a department with a 400-level senior seminar that a student can combine with another co-concentration to graduate. The EPC, the faculty, the Provost and Board of Trustees approve new co-concentrations.

- A program consists of about 5 courses around a common theme; one or more required courses provide coherence. The EPC, the Provost and the faculty and approve new programs.

- A track typically consists of a small number of courses within a concentration that provide a particular focus to those concentrators. The EPC approves new tracks.