

SECTION 7

Curricular Policies and Procedures

- I. Curricular Committees
 - A. Functions
 - B. Individually Designed Interdepartmental Major (IDIM) Committee
 - C. Academic Standing Committee
 - D. Study Away Review Committee
 - E. General Education Requirement Committee
- II. Procedures for Requesting Catalog Changes
 - A. General
 - B. Courses
- III. Policies Involving Academic Structure
- IV. Policies Involving Departments Offering Major Courses of Study
- V. Policies Involving Courses
 - A. Policy on Minimum Class Size
 - B. Policy Governing Final Examinations
 - C. Policy on Course Syllabi
 - D. Policy on Reporting Final Grades
- VI. Allocations Guidelines
 - A. Guiding Assumptions
 - B. First Order Criteria
 - C. Second Order Criteria

I. Curricular Committees

A. The faculty maintains four curricular committees to provide the first level of consideration for particular academic matters at the College.

1. All actions of these curricular committees are subject to review by the Educational Policy and Governance (EPAG) Committee.

2. Membership

a. Membership of these curricular committees is comprised of the Associate Dean of the Faculty, a member of EPAG and the Registrar.

b. Membership on the General Education Requirements Committee is comprised of one member of the EPAG Committee and four faculty members. The four faculty members will be nominated by the EPAG Committee Chair and appointed by the Provost upon consultation with the Faculty Personnel Committee. Non-EPAG faculty appointments to this committee shall last two years.

3. Procedure for Appealing Curricular Committee Decisions

a. In cases where students or faculty wish to appeal a curricular committee's decision, a written appeal must be submitted to the Director of Academic Programs. After ensuring that the appeal includes all of the relevant facts pertinent to the decision and articulates a rationale for appealing, the Director of Academic Programs will send the appeal to the Provost.

b. If the Provost does not evaluate the appeal as having a procedural basis, then the appeal will be denied and the curricular committee's decision shall be upheld. The Provost will inform the proposer and all concerned college officials of the results of the appeal.

c. If the Provost evaluates the appeal as having a procedural basis, then the appeal will be presented to the EPAG Committee for review. The Chair of the EPAG Committee will inform the proposer and all concerned college officials of the results of the committee's determination.

B. The Individually Designed Interdepartmental Major (IDIM) Committee

1. This committee is convened by the Registrar.
2. There are three voting members of the committee: the Associate Dean of the Faculty, the Registrar, and a member of EPAG.
3. The IDIM Committee approves or disapproves all proposed Individually Designed Majors.
4. Procedures
 - a. Students seeking an IDIM must present to the Registrar, not later than the beginning of the registration period for the first semester of their junior year, a completed proposal, signed by the student, the IDIM's primary faculty advisor, and two additional faculty sponsors.
 - b. The Registrar shall thereafter present the proposal to the IDIM Committee for their review and approval.
 - c. The Registrar will inform the proposer and all concerned college officials of the results of the committee's determination.

C. The Academic Standing Committee

1. This committee is convened by the Director of Academic Programs.
2. There are three voting members of the committee: the Associate Dean of the Faculty, the Registrar, and a member of EPAG.
3. The Academic Standing Committee reviews all cases of possible non-compliance with college regulations regarding Academic Standing.
4. Procedures
 - a. The Registrar's office reviews all student transcripts each term and informs the Director of Academic Programs of all cases possibly warranting academic sanctions. In consultation with the Registrar and the Dean of Students, the Director of Academic Programs assembles all necessary information and presents it to the Academic Standing Committee for its consideration and action.

- b. The Committee may issue an academic warning or place a student on academic probation, on strict academic probation with specific academic criteria, suspend a student, or drop a student from the College for low scholarship.
- c. Students wishing to return from a suspension must have complied with the conditions specified for readmission during their absence from the College and must submit an application for readmission to the College. This application should be submitted to the Registrar and is reviewed by the Dean of Students before final determination by the Academic Standing Committee.

D. Study Away Review Committee

- 1. This committee is convened by the Director of the International Center.
- 2. There are three voting members of the committee: the Associate Dean of the Faculty, the Registrar, and a member of EPAG.
- 3. The Study Away Review Committee approves or disapproves all applications for participation in all off-campus study programs in accordance with guidelines issued by the Director of the International Center upon the approval of the EPAG Committee.
- 4. Procedures
 - a. Students intending to study off campus must present to the Director of the International Center a completed application as specified in guidelines issued by the International Center.
 - b. The Director of the International Center shall thereafter present the proposal to the Study Away Committee for its review and approval. For more details on the review and approval process, refer to the International Center's website, which includes the SARC Guidelines for Assessing and Ranking Student Proposals.
 - c. The Director of the International Center will inform the applicant and all concerned College officials of the results of the committee's determination.

E. General Education Requirement Committees

1. For requirements new to the General Education Curriculum or significantly revised—Multiculturalism [M], Internationalism [I], Quantitative Thinking [QT], Writing [W]—one General Education Requirement Committee is established.
2. The committee is convened by the Registrar.
3. The duties of the General Education Requirement Committee will be to:
 - a. Review course proposals and recommend courses for approval to EPAG and the faculty;
 - b. Respond to issues raised by transfer students, student requests for retroactive approval or approval for courses taken during study abroad/study away, etc.;
 - c. Assist with the design and implementation of professional development opportunities in consultation with the CST and other relevant College programs, offices, and individuals;
 - d. Assist in evaluating whether the goals of the requirement are being fulfilled on an institutional basis in consultation with relevant College programs, offices, and individuals;
 - e. Monitor the current number and status of general education offerings to ensure that the graduation needs of students are being met.
4. The course approval process shall be consistent across all general education requirements.
5. The committee will evaluate and recommend sections of courses for approval on a semester basis.
6. Requests for approval should be made on a timely basis and coordinated through the Registrar's Office. The course approval form will require descriptive information about the proposed course and a brief statement of how the course fulfills the course approval criteria.
7. Approved courses will be granted continuing approval unless there is significant change in the course content or structure that will necessitate resubmission to the committee for re-evaluation.
8. To strengthen academic advising and support student planning and access to courses, prior to the registration period each semester the Registrar

shall post a list of all courses that fulfill M, I, QT, and W requirements to be offered the following term.

II. Procedures for Requesting Catalog Changes

A. General Procedures

Significant changes to existing departments and programs which appear in the College Catalog require approval by the Educational Policy and Governance (EPAG) Committee. Examples include:

- changes in the names of departments or programs
- changes in the names of majors, minors or concentrations
- substantive changes in the description of majors, minors or concentrations
- adding/discontinuing majors, minors or concentrations (see Section 7.III)
- adding/discontinuing emphases and tracks within majors
- creating a new culminating course for a concentration

Minor changes to existing departments and programs do not require EPAG approval and new Catalog copy should be sent directly to the Registrar. Examples include:

- changes in the department chair or program director
- changes in the composition of department or program faculty
- changes in the number of courses required for the major
- inconsequential changes in the description of majors, minors or concentrations

Please contact the Registrar or Chair of the EPAG Committee if you are uncertain about whether Catalog changes require EPAG approval.

Catalog copy for new departments and programs should accompany proposals for these administrative units. Guidelines for the creation of proposals are given in Section 7.III.

Revision requests for the Catalog must be submitted prior to November 1st.

B. Procedures for Course Changes

1. All changes in course offerings, including adding new courses, deleting courses, changing course descriptions, changing course titles and numbers, and changing course prerequisites, and variances from the standard four semester hours of credit are normally initiated by the academic departments and programs.

2. Departments and programs must inform the EPAG Committee in writing of any course changes they wish to make, and provide a rationale for requested changes. The appropriate form is available from the Registrar (<http://www.macalester.edu/registrar/FORM-CourseChangeProposal.pdf>). EPAG Committee approval is not required for up to two offerings of a four semester hour topics course.
3. All courses not taught within the previous three years will be dropped from the catalog after consultation with the department or program.

III. Policies Involving Academic Structure

The academic structure of the College is comprised of two types of units: *Departments and Programs*; and three courses of study: *Majors, Minors, and Interdisciplinary Concentrations*.

A. Administrative Units

1. Departments

Departments are the basic administrative units of the College. They have deep roots in the academy and provide scholarly homes for faculty. Departments allow students to follow a primary course of study by offering majors and enable non-majors to develop a broad understanding of the liberal arts through minors, general education requirements, and electives.

Departments have the following characteristics:

- a. Are led by a Chair;
- b. Are the only administrative units in which tenured and tenure-track faculty have a permanent appointment;
- c. Are designated as disciplinary or interdisciplinary departments by the Provost. Disciplinary departments consist of no fewer than 3 FTE faculty while interdisciplinary departments must have no fewer than 2 FTE faculty. Because interdisciplinary departments draw on faculty resources of disciplinary departments, the former do not require as many positions as the latter;
- d. Are the only administrative units that may offer one or more majors and may administer one or more minors;
- e. Are entitled to submit allocation requests;

- f. May formally contribute to programs (see below) by temporarily transferring part of an FTE of a full-time faculty member to a program for the purpose of teaching free-standing courses. This part of a faculty member's FTE may be apportioned for one or more years as negotiated by the faculty member, the faculty member's Department Chair, the Program Director of the program to which the FTE will be apportioned, and the Provost. This negotiation should consider, but is not limited to: (1) the temporary nature of the apportionment of the faculty member's FTE; (2) the impact of the apportionment on the affected Department and Program; and (3) the impact of the apportionment on the personnel review and professional development of the faculty member;

Proposals for New Departments

Since departments involve numerous College resource considerations, proposals for any new departments must have the approval of the Provost before being submitted to EPAG. Proposals for new departments must include:

- a. A direct statement of how the proposed department advances the College's mission;
- b. A direct statement of how the proposed department's curriculum complements, but can be distinguished from, existing courses of study at the College;
- c. Letters of support from all departments and/or programs affected by the proposal;
- d. Letters of support indicating faculty interest and commitment to the proposed department;
- e. Evidence of consultation with the Library about available scholarly resources and support for the proposed department;
- f. An estimate of FTE and other resources necessary to support the proposed department and a plan for meeting these needs that does not substantially increase the Academic Affairs budget of the College;
- g. Evidence of student demand for the proposed department (e.g., enrollments) reflected in courses that will be associated with the department.

EPAG will determine if the proposed department should be recommended for approval to the faculty. If EPAG decides to recommend approval, the proposal will be referred to the faculty for a vote at its next regular meeting.

2. Programs

Programs are interdepartmental units traversing traditional disciplinary lines that exist at the College and reflect the shared scholarly interests of faculty across diverse fields. Programs serve several functions. First, they enable the College to explore emerging fields of knowledge that cross disciplinary boundaries. Second, they provide an institutionalized opportunity for faculty to enrich their scholarship and teaching through communities where kindred intellectual spirits interact. Third, they allow students to broaden their educational experience by exploring particular fields of knowledge from different methodological and disciplinary perspectives.

Programs have the following characteristics:

- a. Are led by a Director;
- b. Are the units in which tenured and tenure-track faculty may formally have a fraction of their FTE apportioned from a department for one or more years as specified in Handbook Section 7.III.A.1. above;
- c. Are the only administrative unit that may offer an interdisciplinary concentration;
- d. May not submit allocation requests, but can support allocation requests made by departments;
- e. Are reviewed by EPAG every five years and will be dissolved or retain their status as a program. The outcome of the program review will be based on an assessment of its contribution to addressing College curricular needs, commitment of existing faculty, regularity of course offerings, and student interest.

Proposals for New Programs

Any new proposals for programs will be evaluated by EPAG. Such proposals must include:

- a. A direct statement of how the College mission will be enhanced by the proposed program's curricular focus;

- b. A direct statement of how the proposed program's curricular focus will complement, but be distinguishable from, existing courses of study at the College;
- c. Letters of support from all departments contributing required courses associated with the proposed program;
- d. Letters of support indicating faculty interest and willingness to formally commit courses to the proposed program;
- e. Evidence of consultation with the Library about available scholarly resources and support for the proposed program;
- f. An estimate of resources necessary to support the proposed program and a plan for meeting these needs that does not substantially increase the Academic Affairs budget of the College;
- g. Information about numbers of students served (past, present, and future projections) in courses to be associated with the proposed program.

B. Courses of Study

EPAG will determine if the proposal for new courses of study should be recommended for approval to the faculty. If EPAG decides to recommend approval, the proposal will be referred to the faculty for a vote at its next regular meeting.

1. Majors

Majors are extended courses of study in recognized fields of scholarship.

Majors have the following characteristics:

- a. Consist of no less than 32 and no more than 68 credit hours, with no more than 44 credit hours from one department;
- b. May have required courses, including introductory course(s) to provide basic knowledge of a discipline;
- c. May have breadth requirements to encourage broad understanding of a discipline;
- d. May sequence courses by requiring prior courses to be completed before other courses can be taken;

- e. May have *tracks* associated with them to facilitate focus on an area of specialization within a field;
- f. Must include a capstone experience in which students conduct original research or produce an original performance work.

2. Minors

Minors are substantial courses of study in recognized fields of scholarship.

Minors have the following characteristics:

- a. Consist of no less than 20 and no more than 28 credit hours;
- b. May have required courses, including introductory course(s) to provide basic knowledge of a discipline;
- c. May have breadth requirements to encourage broad understanding of a field;
- d. May sequence courses by requiring prior courses to be completed before other courses can be taken.

3. Interdisciplinary Concentrations

Interdisciplinary concentrations provide an integrative intellectual experience for students, allow students to synthesize their knowledge acquired through a major field of study with learning linked to other fields of inquiry, and/or enable students to explore and interrogate their disparate intellectual interests developed through their liberal arts education. Additionally, interdisciplinary concentrations offer an opportunity to shape and focus the electives that students take in addition to their majors and/or minors.

Interdisciplinary concentrations have the following characteristics:

- a. Consist of no less than 20 and no more than 32 credit hours from a list of approved courses from two or more departments;
- b. May have free-standing required courses, including a culminating seminar designed to integrate the learning experiences of their students. Free-standing required courses will have a college-wide course designation of “INTD.” A free-standing culminating seminar will also be designated as “INTD” and may consist of no more than 2 credit hours. The “INTD” college-wide course designation may only be offered by programs (as defined in Handbook Section 7.III.A.

above). EPAG shall review and approve use of the “INTD” course designation;

- c. May have breadth requirements to encourage broad understanding of a topic.

IV. Policies Involving Departments Offering Major Courses of Study

- A. A department must provide to students a set of descriptions of various *tracks* (as defined in Handbook Section 7.III.B.1.e. above) possible within the department’s major course(s) of study.
- B. A department must review the progress of students undertaking the department’s course of study no later than students’ junior year.
- C. A department must provide opportunities at the upper class level for students undertaking the department’s major course(s) of study to receive instruction in writing in its respective discipline.
- D. A department must be reviewed periodically (see Handbook Section 8.II.). A department’s course(s) of study must demonstrate continued student and faculty interest, as well as relevance to the liberal arts, at the time of the department’s external review or be recommended to the faculty for discontinuation.

V. Policies Involving Courses

A. Policy On Minimum Class Size

The College does not hold itself bound for instruction in any elective course for which fewer than five students have registered. Such classes may, however, be organized at the option of the Department Chair with approval by the Provost.

B. Policy Governing Final Examinations

1. The Registrar announces in advance a final examination schedule for the convenience of the College. In this schedule, each course is reserved a designated two-hour period and a place to be used for a final exam, if needed, as the instructor deems necessary for the proper conduct of the course.
2. Students may negotiate exemptions or changes in schedule with instructors whenever circumstances warrant such considerations, as in the case of schedule conflict, three or more examinations in a single day.

3. Proctoring, special materials, time allotment and other matters pertaining to the actual circumstances of the examination are entirely the responsibility of the instructor.
 4. Graduating seniors receive their diplomas at commencement. In order for diplomas to be issued, all grades must be recorded and honors calculated. It is therefore essential that the spring deadline for submission of grades be strictly observed.
- C. Copies of course syllabi will be kept in a specified location in each department.
- D. Policy on Final Grades

After a final grade has been submitted, a student may not be required nor allowed to turn in extra work, to redo previous work, or to otherwise make adjustments to his or her work in order to improve the final grade. The only circumstances under which a faculty member may change a final grade once it has been submitted are as follows:

1. The professor has made a calculation error; OR.
2. Work previously considered missing is located by the professor, *and* it is clear the student turned the work in one time.

Students who believe that they have been subjected to arbitrary or discriminatory academic evaluation by faculty member are guaranteed the right to appeal. Arbitrary or discriminatory academic evaluation involves any or all of the following:

- A. Grading on a basis clearly irrelevant to the student's mastery of the course.
- B. Grading on a basis which has not been consistently applied to all students taking the same course concurrently.
- C. Grading on a basis which is not consistent with prior practices or announced policies in that course during the semester.
- D. Grading that does not take into consideration or honor accommodations granted from the Associate Dean of Students, who coordinates services for students with disabilities, following the date such notification as received by the professor.

In questions of alleged improper academic evaluation, students must follow this procedure to appeal:

1. Consult with the individual faculty member. If, after this step, the student still claims arbitrary or discriminatory evaluation, the student moves to Step 2. If the concern is that the faculty member did not take into consideration or honor accommodations granted by the Associate Dean of Students, the student should consult with that Dean.
2. Visit the Director of Academic Programs, who will confer with the student, hear the student's position, describe the appeals process and help the student to assess his or her options. The student should provide the Director with a written statement giving relevant facts and the reason for the appeal. If the student decides to appeal the grade further, he or she next contacts the Associate Dean of the Faculty.
3. The Associate Dean of the Faculty makes a final determination about the appeal grounds. If the Associate Dean finds no grounds for appeal, the grade stands.
4. If the Associate Dean of the Faculty finds that the student's grade was subject to arbitrary or discriminatory evaluation, the final grade is determined by the chair of the relevant department. If it was the chair whose evaluation is being appealed, the grade is determined by a proximate tenured faculty member chosen by the Provost, ideally from the same department but if necessary from a closely related department. The final grade may go up or down, or may remain the same after review by the chair. This decision by the chair or a proximate faculty member is final.

VI. Allocations Guidelines

Introduction

The purpose of this document is to articulate a procedure and set of criteria for guiding the allocations process. It is our hope that in doing so we will improve the transparency, efficiency, and consistency of this process. The goal is to establish clear and meaningful criteria similar to those currently in place for the tenure and promotion process. A guiding assumption is that any effective allocations process will utilize information from two different sources: on the one hand, individual departments have the most useful knowledge concerning current needs and future developments in specific disciplines and areas of study; on the other hand, EPAG needs to gather input from diverse sources and articulate a coherent curricular strategy for the College as a whole. Accordingly, the allocations process is designed to allow the Allocations Committee both to learn from and consider the merits of allocations proposals made by academic departments as well

as to allow EPAG to coordinate the long-range strategic development of the College's curriculum.

It should be noted that these criteria are intended to guide EPAG in its deliberations on specific allocation requests from departments. EPAG recognizes that any significant programmatic additions or deletions must be determined by the faculty as a whole, not by EPAG acting alone. We also recognize, however, that in the case of small departments, marginal changes in allocations can have a qualitative impact on their sustainability, and the procedures and criteria articulated below attempt to address this concern. It should also be noted that, should EPAG bring recommendations to the faculty relating to significant programmatic additions or deletions, the criteria listed below would be among the considerations that would influence our thinking.

This document consists of five parts. The first describes the allocations process, including procedures for soliciting and deciding on allocations proposals. The second describes the role of EPAG in shaping long-range curricular strategies for the College. The third briefly lays out three key assumptions in the allocations process, while the remaining two sections articulate the criteria upon which allocations decisions are made.

A. The Allocations Process

Responsibility for the allocation of faculty positions among academic departments is shared by the faculty and the administration (see Faculty Constitution 2(a)). It is important that a conversation between the Provost and the Allocations Committee take place before the allocations process begins about how this sharing of responsibility will work. It is expected that both parties make all relevant information available to one another and that both work toward reaching consensus. Some key aspects of the procedure are outlined here.

In response to a call for proposals issued by the Provost, departmental allocation requests are sent directly to the Provost. The Provost reviews the proposals, soliciting additional information from departments and/or programs if necessary as well as input from the Affirmative Action Officer. Taking account of financial resources and other considerations, the Provost forwards all proposals to the Allocations Committee with comments on each proposal in the style of an amicus brief. The Provost also supplies information about the number of positions the college anticipates being able to fill. The Committee (including the Provost as member *ex officio*) evaluates the allocations requests on the basis of the allocations criteria and the information provided by the Provost. It then makes final decisions by consensus with the understanding that the Provost and/or President will overrule only in rare instances and for compelling reasons to be communicated both to the Committee and the faculty.

B. Long-range Curricular Strategy

In order to set out the College's long-range curricular strategy, EPAG is responsible for drafting and updating as necessary a Curricular Development Plan describing the most

important curricular needs facing the College. These include the need to maintain the breadth and the shape of the liberal arts curriculum; the need to address imbalances that persist regarding the ratios of enrollments and majors to tenure/tenure-track-FTE across departments; and the need for faculty diversity. These needs will be one of the factors taken into account when considering allocations requests (see D below), but will not preempt the need to continue support of long-established and important areas of the curriculum. The Curricular Development Plan must be flexible enough to allow for change over time while assuring a degree of continuity from year to year to allow departments to develop curricular strategies in anticipation of the College's stated future allocations priorities.

C. Guiding Assumptions

All allocations decisions will be guided by the following assumptions:

1. Reversion: All open positions revert to the college for allocation.
2. Equity: No departments are automatically privileged in the allocation process.
3. Sustainability: Departments will not be permitted 'accidentally' to become too small to offer a reasonable curriculum.
4. Timing: All requests are reviewed by the Allocation Committee and departments must meet the submission deadlines. However, a request received after the deadline will be considered when it is for the replacement of a faculty member who has left the College prior to the tenure decision and when the replacement is in the same area of specialization. In this case, the department will be asked to submit the allocations request which resulted in the hire of the departing faculty member, as well as an updated staffing plan for the department.

D. First Order Criteria

Beyond these basic assumptions, allocations requests will be evaluated in terms of how well the requested position will enhance the College's ability to provide an academic program based on its core value of academic excellence in a liberal arts setting.

Academic Excellence in a Liberal Arts Setting

All allocations should endeavor to sustain and strengthen the traditional core of a liberal arts curriculum or to create new domains of liberal scholarship. Individual departments serve the College and its students in a variety of ways, just as individual faculty members serve the College, their students, and their profession in a variety of ways. Rules cannot be substituted for good judgment on the part of persons responsible for allocations decisions. The following criteria are considered to be of primary importance, but it is not

always desirable or necessary that they be given equal weight. Nothing in the following criteria is intended to privilege any department or division over others.

Specific criteria include:

1. *Is the allocation essential for the integrity, that is, the central core of the departmental curricular offerings?* By central core, we refer to the generally accepted methods, bodies of theory, and accumulated conceptions of a discipline.
2. *Is the requested position consistent with the distinctive nature of a liberal arts education?* We define it in the following ways:
 - *cultivates* an ability to think, learn and express oneself both rigorously and creatively;
 - *develops* an understanding of disciplinary theory and method;
 - *encourages* an understanding that disciplines provide only partial insights into complex realities and that inter-disciplinarity is therefore important;
 - *cultivates* a capacity to address the ‘big’ issues/questions confronting society and to place more specialized knowledge in a broader historical, social, political, ethical and cultural context;
 - *fosters* life-long learning;
 - *promotes* a sense of personal and social responsibility;
 - *cultivates* a capacity for critical thinking; and
 - *cultivates* an attention to aesthetic issues.
3. *Is the position consistent with the college’s stated mission* of being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and civic engagement?
4. *Does the position fill one or more of the College’s curricular needs* as they are described in EPAG’s Curricular Development Plan?
5. *Is the position consistent with building a curriculum that sustains the requirements* that the faculty has established relating to graduation and to student competencies (e.g., writing, quantitative thinking, internationalism, U.S. multiculturalism, divisional distribution and foreign language)?

E. Second Order Criteria

After being evaluated in terms of academic excellence in a liberal arts setting, allocations requests will be judged in terms of the following ‘second order’ criteria:

Student Interest/Demand

This will be determined primarily in terms of number of majors/minors; overall course enrollments; participation in activities for which faculty or students receive credit (e.g., plays, forensics); and, recommendations from duly constituted student representative bodies within departments.

When assessing student interest, it is important to balance the need to devote resources to curricular areas with highest student demand with the need to maintain the breadth of the liberal arts curriculum. Enrollments will always vary from field to field. To help determine what levels of variation are acceptable, comparative data on enrollments, numbers of majors and minors, and FTEs in the same field at peer institutions should be taken into account when supplied by requesting departments or other parties.

Past Success and Future Prospects of the Department/Program

This will be determined primarily through a careful examination of the most recent external review (including the self-study and department/program letter of response). In cases where no recent external review exists, EPAG may request that one be completed before it will consider an allocation request.

Relationship to Other Departments/Programs

This will be determined primarily through an examination of the way in which the requested position potentially contributes (a) to other departments, (b) to programs that offer concentrations and (c) to the College’s interdisciplinary, pre-professional (e.g., pre-law, pre-med), and cooperative programs (e.g., architecture, engineering, teaching).

Revised April 8, 2009