Educational Policy Committee Annual Report, 2012-2013
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The Educational Policy Committee met roughly every other week. Our topics over the year included policies around the foundation and distribution requirements, in general and with specific attention the mathematics foundation requirement and the world civilization distribution requirement, the pass-fail option, and online courses.

**Foundation and distribution requirements:** We spent most of the first several EPC meetings trying to reconsider our approach to foundation and distribution requirements. The topic mainly concerned Arts & Sciences, but we were told that there is no other faculty committee whose charge it would be to revisit these requirements. Some of us felt it was important to revisit them; some of us did not. In the end we decided to leave the topic, perhaps to take it up again after the Strategic Plan is in place, thinking it is likely to have relevant ideas.

**Quantitative reasoning foundation requirement:** We crafted the following proposal that will be brought to the faculty for a vote in the Fall: We propose to eliminate the quantitative reasoning requirement and raise the threshold of SAT and ACT scores that allow to count Math 4 as part of the mathematics distribution requirement.

**World civilization distribution requirement:** We considered this requirement in light of concerns that there are very many ways to satisfy it and that it was in a form quite different from what its original design. For now, however, we decided not to take any action. Again, it is possible that the Strategic Plan or work by other committees may bear on foundation and distribution requirements.

**Pass-fail option:** We discussed, proposed, and the faculty passed a proposal to allow first-year students until the tenth week of classes to make a decision with respect to taking a course pass-fail.

**Online courses:** We have drafted a proposal that would (1) raise the limit for online courses from two to five, to count for undergraduate degrees, and (2) put in place a two-tier process for approving courses to be taught online. The first tier we propose involves a review of the syllabus, to ensure interactivity and identity verification; the second involves a review of data from pilot implementations with respect to the substance of student work. We have submitted this proposal for the faculty to consider in the fall semester.