The EPC’s two principal activities this year were (1) supporting its subcommittee AC3 in the development of a plan to adjust course credits and graduation requirements to conform to federal guidelines, as required by NEASC; and (2) designing policies and interfaces for student access to course evaluations.

AC3 (the Academic Credit Compliance Committee) is an ad-hoc subcommittee of EPC chaired by Dean Carmen Lowe. Its job has been to propose a revision to our system of assigning credit to courses, based on the experiences of other universities and colleges that have changed their own credit systems. The first tangible step came at the March meeting of the AS&E faculty, when EPC proposed that “The faculty will change the requirements for graduation so that they conform with federal requirements. Credit will be assigned to courses in a way that reflects the amount of learning time that the course requires,” and the faculty approved this proposal. The second public step came at the April AS&E meeting, when the faculty voted to measure credits by semester-hours (Carnegie units), with an ordinary course to count as 3 semester-hours.

Other AC3 matters that we have just begun to discuss are: the guidelines for assigning credit to courses; the details of requirements for students whose time at Tufts will straddle the two credit systems; the more-or-less mechanical changes to Bulletin language (for example, to the definition of Dean’s List honors); and the more substantial changes to policies, such as the number of pre-matriculation credits to be accepted.

This work will continue next year.

We brought course evaluations before the AS&E faculty at its September meeting. At the October AS&E meeting, the faculty approved our proposal to start the evaluation period earlier, and our proposal that students be allowed to revise evaluations between initial submission and the end of the evaluation period. The faculty did not approve the remainder of the proposal, namely to let students see the results of evaluations; the proposal was returned to the Committee for more detail.

Over the course of the year we decided what the eventual display should include and who should see it. We retained the “carrot–and–stick” portion of the original proposal and also considered what could be done with comments. We will bring a revised proposal to the faculty in the fall.

We accomplished a few smaller things as well. In response to the winter’s snow, we first extended the drop-without-record date for the spring semester by a week (at the request of the TCU, whose engagement and collaboration we gratefully acknowledge), then proposed make-up dates for the lost classes. We have also drafted a policy for making up cancelled classes in general, which we will bring before the faculty next year.

We joined with other faculty in deploring Barnes and Noble’s attempt to “partner” with flashnotes.com; the Tufts bookstore quickly dropped the program.

We briefly considered the 8-semester residence requirement for undergraduates and the number of students who want to graduate more quickly, but decided that the changes to graduation requirements may obviate further discussion.

Respectfully submitted,
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Anne Mahoney
co-chairs, for the Committee