This year, EPC's two major tasks were the semester-hours conversion and undergraduate advising. We re-wrote all the general undergraduate requirements in the Bulletin, for both Liberal Arts and Engineering, to remove the assumption that every course is one Tufts Credit, and to account for the larger number of classes students will be able to take. This also involved talking with the Tufts Daily and replying to an editorial that seemed to mis-understand what was going on.

We also began discussing undergraduate advising, at the request of the Workload Committee. We brought the following proposals before the faculty:

- Front of Bulletin language expressed in semester hours (8 February 2017).
- Procedure for make-up days in the event of campus closings (14 December 2016).
- Clarification of language around senior honors theses (10 May 2017, A&S only).

There were other discussions as well.

At the request of the English department, we discussed the foundation writing requirement, and decided that English could change which external standardized tests count for credit without involving either EPC or the faculty at large. The department has not yet proposed any further changes to the requirement itself.

At the request of the TCU Senate, we began discussing final exams. Students prefer not to have three exams within 24 hours — naturally enough — but the existing exam schedule puts all the peak blocks together on the first two days of the exam period. We have proposed a different design which the Registrar's Office will implement for Fall 2017, and we have asked the TCU Senate and the Alpha Deans to be sure students know they may ask to take an exam earlier, if they have three on the same day. We have also asked the Deans to remind faculty not to give finals in the last week of term, but to use their assigned final exam blocks.

We convened a joint subcommittee of EPC and the TCU Senate Education Committee to begin a review of the undergraduate curriculum in Arts and Sciences. That committee made little progress, and it quickly became clear that the students were not interested in a global review of curriculum. Rather, they just wanted small tweaks to requirements, mainly so that students would not have to take courses in fields far removed from their majors. Although a thorough review of undergraduate curriculum seems appropriate, it may be more convenient to wait until the semester-hours system is in place.

That subcommittee made one concrete proposal, that students be allowed to take some courses for distribution requirements pass/fail. EPC voted unanimously against it. Several faculty on the committee observed that some students take pass/fail courses less seriously, trying to do the bare minimum needed to pass (and not always succeeding). There was also strong sentiment, from faculty, students, and deans, that students shouldn't limit themselves, shouldn't decide that they only care about one field, or can only succeed in one field; rather, they should be exploring more broadly.

At the request of the Task Force on Student Mental Health, we invited members of the task force to meet with us, and spent one meeting discussing the mental and emotional state of our undergraduates and the resources available to them. One suggestion from this meeting, which EPC may
follow up on, was that faculty might want to co-ordinate mid-term exams in courses that are often taken concurrently, so the students don’t have to take two exams on the same day.

The Workload Committee asked EPC to look at undergraduate advising, especially pre-major advising in Liberal Arts, because its survey shows that faculty consider this task especially burdensome. At the same time, many students seem dissatisfied with their pre-major advisors; student members of EPC reported on their own advising experiences, not always positive ones. It seems clear to EPC that advising is a faculty function, but we recognize that other members of the faculty may be willing to pass it off to some other group. There is more work to be done here, which will continue in the next academic year.

Respectfully submitted,
Anne Mahoney, chair,
for the Committee