

ANNUAL REPORT 2000-2001

THE EDUCATIONAL POLICY COMMITTEE

The Educational Policy Committee of the Faculty of Arts and Sciences is charged with conducting “a continuing study of the undergraduate educational program, regularly reviewing the educational policies and procedures of the Faculty.” As such, the EPC approves courses and concentration requirements, brings proposals involving changes in policy to the Faculty, reviews assessments of the General Education Requirements, and advises and approves assessment plans developed by the Office of Assessment.

Normally the Chair is elected from the nine-member Arts and Sciences faculty cohort of the EPC. Barbara Watkinson, Dean of Undergraduate Studies and a member of the Faculty was elected Acting Chair in September 2000 and Chair of the Committee in October 2000.

The main actions of the EPC for 2000-2001 were:

- A study of the Concentration Computing Requirement
- A re-evaluation of the policy on Internships for academic credit
- Approval of courses and concentration curricula
- Review and Acceptance of the GER 1 and GER 7 assessment reports
- Development of an EPC web-site with online applications and database
- Creation of an EPC Policy Manual

The Concentration Computing Requirement: Established in 1993 and implemented over several years, the CCR is currently satisfied by a wide-range of requirements. The Report on Computing Proficiency can be found at the following URL: <http://www.wm.edu/FAS/Meetings/DOCS/ED-POL/DIL2.html>. The EPC found that the requirements for technological proficiency varied from discipline to discipline and, because it is a concentration requirement, often comes too late in an undergraduate's course of study.

The report included the result of a small study of computing requirements of William and Mary's peer institutions and the University of Virginia and found that not many of them mention proficiency in any area of computer technology. The committee found, however, that many institutions have devoted considerable resources to the development of instructional and testing methods to ensure undergraduate students, especially freshmen, have the requisite skills and ability to use digital information literacy as responsible scholars and citizens.

At the April meeting of the Faculty, the EPC presented a proposal for a pilot study of digital information literacy and how to best instruct it in a sampling of freshmen in 2001-2002. The proposal is found at: <http://www.wm.edu/FAS/Meetings/DOCS/ED->

[POL/Computing-A&S.htm](#). This passed by unanimous vote of the Faculty with some amended language. (Please refer to the Minutes of the April 2001 Meeting of the Faculty of Arts and Sciences.) A committee comprised of Arts and Sciences faculty, Instructional Technology personnel, and others will develop online tests and instructional methods for the pilot program.

Internships for Academic Credit: At the request of several faculty, the EPC conducted a study and review of the policy on internships for academic credit. The primary concern was the proscription of academic credit if students were paid for the internship. The study revealed that it is common for some sort of remuneration, i.e.: cost of living expenses, salary, or general expenses, is a feature of internship opportunities. Agencies or businesses providing the internship often require academic credit for the experience.

The EPC polled departments and programs for their policies and concluded that the problem was not whether remuneration was a factor, but whether there was an academic component to internship experience. A proposal for new requirements for internships for academic credit is found at: <http://www.wm.edu/FAS/Meetings/DOCS/ED-POL/DRAFT1.html>. The Faculty unanimously approved the motion with slightly amended language at the March meeting:

Qualified students, usually in their junior or senior year, may receive credit from cooperating departments for an approved program that provides an opportunity to apply and expand knowledge under expert supervision for an on-campus or off-campus position. These internships should provide a structured learning experience and must be approved in advance by the department, and evaluated by a William and Mary faculty member. Academic credit is awarded for a project that incorporates the hands-on experience of the internship but which also includes an analytic or research component, and a final, written report. Individual departments determine the number of credits in an academic internship that may count toward the minimum number of credits required in a concentration. Normally three credits are awarded, but in exceptional and approved cases a department may award more. No more than six credits in academic internships may be applied to the 120 credits required for graduation. An internship agreement must be completed with signatures of the student, evaluating faculty member and any external supervisor. These are to be filed in the Office of Academic Advising before the student begins the internship. There will be no consideration of academic credit without an internship agreement. Students undertaking internships that will take them away from campus for a semester or year should notify the Office of the Dean of Students before beginning the internship. International students who anticipate receiving payment should contact the Office of Multicultural Affairs concerning visa requirements. For general information and counseling about internships contact the Office of Academic Advising, Ewell Hall 127.

General Education Requirement Assessments: The EPC is charged with the oversight of the general education requirements and in this capacity reviews the reports prepared by working groups appointed to conduct a careful evaluation of the GERs. In 2000-2001, the EPC received two reports: GER 1 and GER 7. These studies require the working group to review the objectives and criteria of each GER and to score course portfolios to see if each course and section or faculty member is satisfying the intent of the requirement. This analysis does not single out specific courses, sections or faculty for comment.

Each working group reported that each GER was working well. However, each working group also made suggestions for improvement. In 2001-2002, the last of the GER reports

will be completed (GER 2, GER 6 and GER 4). The EPC will review all suggestions and present to the Faculty recommendations for changes in the GER as necessary.

The EPC thanks Jim Baron, John Charles, Adam Potkay, and Jennifer Taylor for the GER 7 report and Dave Lutzer, Bob Archibald, Harvey Langholz, and George Rublein for the GER 1 report.

Approval of Courses and Concentration/Minor Requirements: The EPC approves applications for new or changed courses, GER designations, and requirements for concentrations and/or minors. The following is a catalogue of the actions approved by the EPC:

NEW COURSES:

AMST 201, American Popular Culture and Modern America
ANTH 300, History of Anthropology
ANTH 328, Sun Dance Peoples
ANTH 454, Quantitative Research Methods in Anthropology
ANTH 486, Cultural Politics of Art
ART 440, Topics in Art
ART 460, Senior Exhibition
BIO 201, Freshman Research
BIO 413, Microbiology Lab
BIO 427, Wetlands Ecosystems
BIO 430, Readings in Biology
BIO 439, Topics in Gene Regulation
BIO 480, Mechanisms of Bacterial Symbiosis
CHIN 316, Women in Chinese Literature
CIV 320, Pagans and Christians in the Roman World
ECON 320, Economics of Information
ECON 456, Economics of Health Care
ECON 485, Seminar on Macroeconomics of Development
ENG 462, The Harlem Renaissance
ENG 463, Major African American Women Writers
FR 299, French Studies abroad at the upper-intermediate level
FR 300, French Studies abroad at the advanced level
GEO 311, Field Methods in the Earth Sciences
GER 408, Senior Seminar in German Studies
GOVT 347, Southern Africa: Politics and Society
HIST 207, The Crusades
HS 280, Introduction to Hispanic Studies
HS 281, Introduction to Hispanic Studies
HS 480, Cultures of Dictatorship
HS 490, Internship in Hispanic Studies
HS 493, Senior Research
INTR 250, Introduction to American Sign Language I
INTR 251, Introduction to American Sign Language II
KIN 210, Assessment and Evaluation of Injury and Illness
KIN 211, Athletic Training Clinical Course I
KIN 212, Athletic Training Clinical Course II
KIN 213, Athletic Training Clinical Course III
KIN 214, Athletic Training Clinical Course IV

KIN 215, Athletic Training Clinical Course V
 KIN 313, Athletic Training Management
 MATH 113, Calculus II for Life Sciences
 MATH 213, Multivariable Calculus for Science and Mathematics
 MUS 350, Special Topics in Music Performance
 PHIL 215, Contemporary Moral Issues
 PHIL 220, Philosophy and Feminism
 PHIL 225, Philosophic History of American Environmentalism
 PHIL 230, Philosophic History of Universal Rights
 PHYS 177, Astronomy Laboratory
 RUS 250, Russian Myths and Legends
 RUS 280, Russian Cinema
 RUS 300, Russian Study Abroad
 RUS 350, Topics in Russian Literature
 SPAN 280, Introduction to Hispanic Studies
 SPAN 281, Introduction to Hispanic Studies
 SPAN 418, Gender Issues in Hispanic Studies
 THEA 331: Feminist Theory and Contemporary Theatre
 THEA 331W, Feminist Theory and Contemporary Theatre

COURSE CHANGES:

AMST 201, American Popular Culture and Modern America (from 3 to 4 credits)
 ANTH 426, Foodways and the Archaeological Record (number change)
 ARTH 489, Topics in Art History (variable 1-4 credits)
 BIO 402, Microbiology (from 4 to 3 credits and change prerequisites)
 BIO 404, Topics in Biology (no Prerequisites)
 BLS 301, Seminar in Black Studies (variable 3-4 credits)
 CSCI 312, Principles of Programming Language (title change/catalog description and prerequisites)
 CSCI 424, Computer Architecture (number change)
 CSCI 434, Network Systems and Design (catalog description and prerequisites)
 CSCI 498, Internship (change Pass/Fail)
 DANC 220, The History of Modern Dance (title change)
 ED 400, Problems in Education (variable 1-6 credits and repeatable)
 ENG 365 to ENG 460, Early Black American Literature (catalog description)
 ENG 366 to ENG 461, Modern black American Literature (catalog description)
 FR 304, French Phonetics and Diction (number change)
 GEO 160, Investigating the Earth: Intro Geology Lab (number and title change)
 GEO 200, History of the Earth (number and title change)
 GEO 201, Mineralogy (change prerequisite and co-requisite)
 GEO 301, Sedimentology and Stratigraphy (change prerequisite)
 GEO 304, Surface Processes (title change and catalog description)
 GEO 305, Environmental Geology (catalog description)
 GEO 403, Geochemistry (change prerequisites)
 GEO 408, Hydrology (title change and catalog description)
 GOVT 307, Political Polling and Survey Analysis (catalog description)
 HIST 423, America's Gilded Age (catalog description and concentration computing proficiency requirement)
 HS 380, Cultural Transformation (number/title/catalog description, revision SPAN 310)
 HS 381, Issues Mexican Culture (number/title/catalog description, revision SPAN 350)
 HS 382, Mexican Culture Research (number/title/catalog description, revision SPAN 351)
 HS 383, Issues in Visual Culture (number/ title/catalog description, revision SPAN 416)
 HS 384, Landscapes of Spain (number/title/catalog description, revision SPAN 302)
 HS 385, Modern Spanish Culture (number/title/catalog description, revision SPAN 309)

HS 390, Topics in Hispanic Studies (number/title/catalog description, revision SPAN 310)
 HS 481, Local and Global (number/title/catalog description, revision SPAN 415)
 HS 482, Love and Prostitution (number/title/catalog description, revision SPAN 401)
 HS 483, Translation Practicum (number/title/catalog description, revision SPAN 317)
 HS 484, Gender Issues (number/title/catalog description, revision SPAN 418)
 HS 484, Post-Franco Literature and Culture (number/title/catalog description, revision SPAN 310)
 HS 490, Seminar in Hispanic Studies (number/title/catalog description, revision SPAN 310)
 HS 492, Independent Study (number change, SPAN 411)
 HS 495-496, Honors (change prerequisite)
 INTR 491, Short Course in Interdisciplinary Studies (repeatable if topics are different)
 MATH 104, The Mathematics of Powered Flight (catalog description)
 MATH 410, Special Topics in Mathematics (repeatable if topics are different)
 MATH 432, Combinatorics (title change)
 PHYS 176, Introduction Astronomy (catalog description)
 REL 207, Topics in Religion (catalog description)
 REL 307, Topics in Religion (changed to REL 208)
 REL 308, Topics in Religion (catalog description)
 REL 310, Topics in Judaic Studies (catalog description)
 REL 317, Women in Islam (concentration computing proficiency requirement)
 REL 318, Islam in the Modern World (concentration computing proficiency requirement)
 REL 351, The Holocaust (catalog description for Junior/Seniors and advanced credit for Religion concentrators)
 REL 391, Theory and Method in the Study of Religion (concentration computing proficiency requirement)
 REL 404, Jesus in Early Christianity (concentration computing proficiency requirement)
 RUS 320, Introduction to Russian Culture (new name and description)
 THEA 331, Feminist Theory and Contemporary Theatre (course number/title/catalog description)
 WMST 380, Rhymes with Witch: Sexual Politics in Contemporary Culture (title change)

GER 1:

MATH 113, Calculus II for Life Sciences

GER 4A:

AMST 201, American Popular Culture and Modern America
 GER 207, Introduction to German Cultural Studies
 HIST 219, Europe since 1945
 PHIL 225, Philosophic History of American Environmentalism
 PHIL 230, Philosophic History of Universal Rights
 RUS 320, Introduction to Russian Culture

GER 4B:

GOVT 347, Southern Africa: Politics and Society

GER 4C:

ANTH 328, Sun Dance Peoples
 HIST 207, The Crusades
 HIST 357, Free and Enslaved Blacks in the Old South

GER 5:

CHIN 316, Women in Chinese Literature
 GER 207, Introduction to German Cultural Studies
 GER 208, Introduction to German Literature
 MUS 173, Jazz
 RUS 320, Introduction to Russian Culture

GER 7:

PHIL 215, Contemporary Moral Issues
PHIL 220, Philosophy and Feminism

CROSS-LISTINGS:

CHIN 316, Women in Chinese Literature with WMST 314
CIV 320, Pagans and Christians in the Roman World with REL 320
ECON 300, Topics in Economics: Economy and Culture with ANTH 350
(only Fall 2001)
INTL: 390, Topic: Seeking our Shadows with AMST 350 (only Fall 2001)
ITAL 316, 20th Century Italian Literature with WMST 316
REL 317, Women in Islam with WMST 317
THEA 331, Feminist Theory and Contemporary Theater with WMST 331

CONCENTRATION CHANGES APPROVED (The Catalog text is in 10pt font):

American Studies: The addition of AMST 201: American Popular Culture and Modern America as one of the 4 credit introductory courses offered to students, bringing the number of introductory courses to three.

Anthropology: Changes in the undergraduate concentration and minor in Anthropology to create a better balance between the breadth and depth of anthropological education; increase opportunities for students to pursue in-depth exploration of coherent conceptual 'tracks' within Anthropology; create a capstone course experience for Anthropology seniors. (This is to be initiated in Fall 2002.)

Concentration in Anthropology requires 33 semester credits (normally 11 courses) in anthropology, including the following courses.

1. Anth 202: Introduction to Cultural Anthropology. Students may petition to have either a Freshman Seminar or a 300 level courses that focuses on Socio-Cultural Anthropology satisfy this requirement in lieu of Anth 202.
2. One course in each of the three sub-fields of Anthropology offered in the department: Archaeology, Biological Anthropology, and Socio-Cultural Anthropology. Freshmen Seminars, Anth 201, 202, 203 or courses in these three sub-fields at the 300 level may be taken to satisfy this distribution requirement.
3. Anth 300: History of Anthropology
4. Anth 470: Senior Seminar, or Anth 460: Independent Research, or Anth 495-496: Honors
- 5) The concentration computing proficiency requirement in Anthropology can be satisfied in one of two ways: (1) satisfactory completion of an anthropology course designated as a "computing intensive course" (e.g. Anth 301, 302, 366) or (2) satisfactory completion of Anthropology 380: Computing Colloquium for Anthropology Concentrators.
6. The concentration writing requirement for anthropology may be met by satisfactory completion of Anth 470: Senior Seminar, 460: Independent Research, or 495/496: Honors.

Requirements for Minor

A minor in Anthropology is fulfilled by satisfactory completion of 18 semester credits, including Anth 202: Introduction to Cultural Anthropology; at least one course in another sub-field (Archaeology or Biological Anthropology); and four additional courses in Anthropology. Only one field school (i.e. 6 credits for Anth 225 or 425) may be counted as part of the 18 credits required for a minor.

Chemistry: (new catalog copy for biochemistry track for ACS certification) “The department curriculum is accredited by the American Chemical Society. An ACS certified degree in chemistry from William and Mary is awarded if a student's academic program meets additional course criteria within the minimum 38 credit hours of course work previously described plus a minimum of 3 credits of independent research through Chem 409 or Chem 495/96. The department currently offers four tracks leading to ACS certification: chemistry, biochemistry, polymer chemistry, and chemical physics. The specific course requirements for each ACS track are summarized below.

Chemistry: Chem 402, 414, and one additional 400 level course.

Biochemistry: Chem 414, 415, and 420; Chem 305 or 335 or 402 (one additional 400 level course required if 305 or 335 is used in place of 402).

Polymer: Chem 411, 412, 414, and 421.

Chemical Physics: Chem 401, 414, and one additional 400 level chem course; Physics 201 and 208; one additional course selected from Math 302, 413, or Physics 303, 313, 314, 401, 402, 251-2.”

(Concentration Computing Requirement – new catalog copy) “The concentration computer proficiency requirement is satisfied by successfully completing required word processing, data and graphical analysis, molecular drawing and modeling, and literature database searching assignments made throughout the core curriculum of the chemistry major.”

French Concentration: The addition of an interdisciplinary track.

A concentration in French consists of a minimum of 33 credits plus MLL 250 (computer proficiency).

The total number of courses is to be divided among the following groups of courses:

1. FR 305; FR 315; FR 307 or 308 or 309; FR 450W
2. 2 advanced Literature courses, one pre-1800, one post-1800 (FR 316 through FR 385 and FR 391)
3. 2 electives in French at the 300 and 400 levels (excluding FR 386)
4. A) Literature Option: 3 additional literature courses (at least one pre-1800 and one post-1800)
or B) Civilization/Culture Option: 3 additional courses among 307, 308, 309, 310, 390, 393
or C) Language Option: 3 additional courses among 304, 392, 406, 408, 410, MLL 346
or D) Interdisciplinary Option : 3 additional courses outside the French section of the Dept of MLL. These courses must be selected in consultation with a Faculty Concentration Advisor and subsequently approved by the French Faculty. Departments and Programs offering appropriate courses include: African Studies; Anthropology; Art History; Classical Studies; Economics; English; Film Studies; Government; History; Linguistics; Literary & Cultural Studies; Modern Languages and Literatures; Music; Philosophy; Religion; Sociology; Theater; Women's Studies.

Concentrators in French are strongly encouraged to include study abroad in a French-speaking context at some point in their undergraduate experience.

Geology: Revisions of the requirements for the concentration and minor in Geology that included the renumbering and renaming of existing courses, changing the Environmental Geology track, and adding one new course.

The Concentration: A concentration in geology requires a minimum of 38 credits distributed as follows:

1. A core for all concentrators of nine semester courses totaling 28 or 29 credits, which are Geology 101 or 110 or 150, 160, 200, 201, 301, 304, 401, 404, and either 406 or 496.
2. The Geology Option:

- a. Two semester courses totaling eight credits, which are Geology 202 and 302.
 - b. One additional semester course totaling at least three credits elected from among Geology 303, 306, 309, 403, and 408.
 - 3. The Environmental Geology Option:
 - a. Two semester courses totaling seven credits, which are Geology 305 and 408.
 - b. One additional semester courses totaling at least three credits elected from among Geology 202, 302, 306, 309, and 403.
 - c. Biology 108, Biology 417, or Biology 426.
- Geology concentrators are required to take two courses with their associated laboratory (eight credits) from the following list of five choices: Chemistry 103 and 151, Chemistry 206 and 252, Chemistry 308 and 354, Physics 101, and Physics 102.
- For a career in the earth sciences, the department strongly recommends a year of calculus, a year of chemistry, and a year of physics.

The Minor: A minor in geology requires seven courses distributed as follows:

- 1. One from Geology 101, 110, 150
 - 2. Geology 160, 200, 201
 - 3. One from Geology 202, 301, 302, 304, 401
 - 4. Two from Geology 303, 305, 306, 309, 403, 408
- A course from group 3 may substitute for one from group 4.

Hispanic Studies: Curriculum change from the concentration in Spanish: new name, changed prefix, changed course numbers, and changed requirements.

Hispanic Studies is an issues-based, interdisciplinary curriculum that seeks to make students proficient in Spanish and the analysis of Hispanic cultures.

Requirements for Concentration

A minimum of 33 semester credits (plus 1 for MLL 250 Concentration Computing Proficiency) are required for concentration in Hispanic Studies distributed in the following manner.

- 3 credits of Introduction to Hispanic Studies – HS 280 or HS 281.
- 15 credits of Hispanic Studies core courses – HS 380, 381, 382, 383, 384, 385, 390, 480, 481, 482, 483, 484, 485, 489, and 495-496.
- 3 credits in the senior research course – HS 493.
- 6 credits outside the Modern Languages department selected in consultation with concentration advisor.
- 6 credits above the 300 level in Hispanic Studies, relevant Modern Language courses, or study abroad.
- Practicum – fulfilled through a specific course with a field experience – HS 382, 383, 483, 484 or through an alternative mentored field experience selected after consultation with advisor
- Concentration Writing Requirement is fulfilled through the senior research course – HS 493..

Requirements for the Minor

A minor in Spanish requires a minimum of 21 credits including 301 or 302, 303 or 304, and at least 15 additional credits chosen from courses numbered 208 and above, with the exception of 397 and 398. HS 151 may also count towards the minor.

International Relations: Modifications to the requirements, changing from 10 tracks to four core areas (Core Curriculum in IR, electives from History, electives from Government and Economics, and additional electives).

The International Relations concentration requires a minimum of thirty hours selected from the options listed under Parts A, B, C, and D below. No more than 18 hours can be from any one discipline. In choosing courses from Parts B, C, and D, students are encouraged to work with their advisors to achieve an appropriate degree of substantive coherence across disciplines and analytical approaches. Such choices should also be taken into consideration by the student in selecting the language(s) used to fulfill the language co-requisite of this concentration. The Language co-requisite: Each student must either a) complete three courses beyond the 202 level in one modern language or b) achieve a 202 level proficiency in two modern languages and take one course beyond the 202 level in one of those languages.

Linguistics: Changing the concentration by requiring more linguistic courses.

The concentration in linguistics requires 35 credit hours. Courses are to be selected by the student in consultation with an advisor on the Linguistics Committee (J. Martin, A. Reed, T.J. Taylor). A grade of C- or better in English 303 will fulfill the Concentration Writing Requirement. Each concentrator must fulfill the Computing Proficiency Requirement by earning a grade of C- or better in the course designated by the student as the computing proficiency course within their program of study. The Linguistics Committee and the Director of the Charles Center must approve the designation of courses which fulfill the Computing Proficiency Requirement. Each concentrator is normally expected to select courses in accordance with the following plan:

Required

Eng/Anth 220 (Study of Language)

Eng 303 (History of English Language)

Eng 304 (Generative Syntax)

Eng 307 (Phonetics and Phonology)

Eng/Anth 418 (Language Patterns)

Eng 405/Anth 412 (Descriptive Linguistics)

Eng 406/Anth 413 (Language & Society) or Eng/Anth 415 (Linguistic Anthropology) -- although both may be taken

Electives

Eng 404/Anth 411 (Historical Linguistics)

Eng 400 (Meaning and Understanding)

Eng 474 (Research Seminar in Linguistics)

Eng 464 (Special Topics in Linguistics) -- may be taken more than once with different topics

Intr 480 (Independent Study)

Intr 495-96 (Honors thesis)

1 semester of a non-Indo European language or Intr 250: American Sign Language.

The student may propose other courses to count towards the concentration. Such choices will be approved on a case-by-case basis, depending on the Linguistic Committee's assessment of the overall coherence of the student's proposed concentration program. Examples of such courses include but are not limited to:

Anth 350 (Topics: Primate Communication and Cognition)

Phil 406 (Philosophy of Language)

Span 410 (Modern Spanish Phonology and the History of the Spanish Language)

French 410 (French Philology)

German 406 (History of the German Language)

MLL 345 (Methods in Teaching English as a Second/Foreign Language)

Mathematics: A special track within the Mathematics concentration for students seeking certification as pre-college teachers. Th is more consistent with the certification requirements of the Commonwealth than either of the existing tracks (traditional or applied) that are currently approved within the concentration. It provides a mixture of pure and applied courses that is appropriate for prospective teachers of mathematics.

Elementary and Secondary Teacher Certification Track: This track is designed only for those students who seek certification as pre-college teachers. The concentration requirements for this track are:

- 1) Math 111, 112, 211, 212, and 214;
- 2) Math 302, 307, 308, 323, 412, 416, and 490;
- 3) either Ed 450 or Ed 477.

Well-prepared students may begin their studies beyond Math 111 without receiving credit for earlier courses listed in (1). Each skipped course for which the student did not receive credit must be replaced by an additional 300-400 level course.

Students in this track should take appropriate computer science courses, including CS 141. A student satisfies the Concentration Computer Proficiency requirement in this track by receiving a grade of C- or better in CS 141. A student in this track satisfies the department's Concentration Writing Requirement by earning a grade of C- or better in Math 490.

The department chair may authorize variations in the program of the teacher certification track for individual students. In particular, Math 401-402 may be substituted for Math 308, and another 400-level Curriculum and Instruction Seminar may be substituted for the requirement in (3) for students seeking double concentrations and double certifications. Also, Math 495-496 may be substituted for Math 490.

Italian Studies: Questions arose concerning whether all courses comprising the Italian Studies concentration and minor, approved in Spring 2000, were actually approved by contributing departments. The EPC was asked to review this and determine whether students could obtain the required courses for the concentration or minor. Because of the few number of courses required outside the Department of Modern Language and Literatures needed for either degree, the EPC determined that the program in Italian Studies is viable with substantive changes in the way an individual concentration is designed and monitored. The committee requested new text for the 2001-2002 College Catalog. This has not been submitted.

Statistics: The EPC considered the proscription against students applying more than one statistics course to their total number of credits for graduation. (pg. 63, 2000-2001 College Catalog) Dean Watkinson met with the departments of Economics, Kinesiology, Mathematics, Psychology, and Sociology to discuss similarities and differences in their statistics courses. Also they reviewed the AP exam in Statistics.

The EPC voted to remove the proscription against taking more than one statistics course. They reasoned that it often takes more than one time for the fundamentals of a quantitative course to be understood and that about 50% of each course includes specific narrow applications that pertain to the particular demands of each discipline. There was discussion over the abuse of this, but the EPC believes that with the evolution of statistics into demanding courses that abuses would be unlikely. The EPC also approved that a score of 4 or 5 on the AP exam would provide credit for Math 106.

Other Catalog Changes: Terry Meyers requested that the EPC look into the use of "Fair" as the meaning of a 'C' or 2.0, instead of "Satisfactory". As it is unclear how "Fair" came to be substituted, the EPC voted to return to the designation of "Satisfactory." (Pg. 53)

Transfer of Credit from Institutions in the United States (p. 61) states that courses from schools on the quarter system, 2/3s of the credits will be given equivalent status. This means that courses with as few as 2 credits can satisfy proficiency, GER, minor or concentration requirements. The EPC passed the following language: "Courses given equivalent status may be used to satisfy proficiency, minor, concentration or, if more than 3 credits, GER requirements."

EPC online applications: Following Bill Cooke's initiation in 1999-2000 of submitting applications online, Barbara Watkinson committed funds to further streamline the process. Applications are accessed at: <http://www.wm.edu/FAS/EPC/index.html>. They are sent to a ColdFusion database site for committee review, discussion and voting. Processed applications are archived and easy to retrieve for reference and report preparation.

EPC Policy Manual: A frequent obstacle to decision-making in the EPC is the lack of 'institutional memory'. Three EPC members rotate off the committee every year and, in addition, it is not uncommon to have another 2 members replaced because of academic or non-academic leaves. To help alleviate this, Barbara Watkinson assigned the intern in the Office of the Dean of Undergraduate Studies to prepare an EPC Policy Manual. This is a compilation of EPC actions from 1988 to the present culled from EPC and Faculty of Arts and Sciences minutes.

Conclusion: The Educational Policy Committee feels that this has been a successful year. It has brought to the Faculty two important proposals: the development and implementation of a pilot program to determine freshman understanding of digital information literacy and a stronger policy on internships for academic credit. It has also carefully reviewed nine concentrations, 2 GER assessment studies, and a long-list of courses.

The Educational Policy Committee would like to thank James Deffenbaugh, Assistant Dean for Collection Development and Technical Services and Donald Welsh, Head of Reference Services, both of Swem Library, for their constant advice and assistance with this year's agenda. Also the committee extends its appreciation to the Office of the Registrar, especially to Cory Butler and Kelly Lockeman.