REPORT OF THE MITX SUBCOMMITTEE OF THE
FACULTY POLICY COMMITTEE

May 2014

The MITx Subcommittee of the FPC met over the course of two semesters to consider how to (a) provide faculty governance and oversight, (b) assign credit for online courses while assuring academic integrity, and (c) preserve the quality of the MIT educational program. Our recommendations for managing intersections between MITx and other online coursework and the residential program are summarized below and elaborated in the report.

SUMMARY OF RECOMMENDATIONS

A. Ensuring faculty governance and oversight

1. While we strongly support curricular innovation, we are concerned that MITx-related innovation activities are being reviewed by faculty committees in piecemeal fashion without sufficient overview of the cumulating consequences. Thus, we recommend that *all experimental proposals involving MITx-related* curricular changes be first channeled through departments, then schools, and ultimately, Institute faculty committees for evaluation and approval in order to gather informed and diverse feedback from faculty, staff, and students. *(p. 3)*

2. We recommend that faculty committees review departmental decisions to award credit toward majors and General Institute Requirements as part of regular oversight, and periodically review transfer credit to assure maintenance of degree quality. *(p. 4-5)*

3. Consideration should be given to constituting a term-limited subcommittee of the standing faculty committees for periodic review of MITx questions until this becomes stable and routine. *(p. 5)*

B. Assigning credit and ensuring academic integrity

4. We recommend that online activity be reflected in the 3-category designation for subjects (e.g., x-y-z), and that careful consideration be given to the accuracy of units. Specifically, online delivery cannot be part of the first number. *(p. 6-7)*

5. It is the subcommittee's sense that departments can award transfer credit for edX study within the framework of the current transfer credit system. We recommend that mechanisms be put in place to assure students' adequate mastery of materials, particularly when the edX or residential equivalents serve as prerequisites for advanced subjects. Specifically, we recommend that departments have in place an exam system— or other means as appropriate to the discipline—to test student proficiency, as currently used for advanced standing subjects. *(p. 7-8)*

6. Until online learning platforms become more robust in both pedagogy and assessment, we do not believe that there is sufficient basis to justify letter grades for MITx/edX subjects. In order to work with the current transfer system, we encourage the Registrar to work with MITx/edX to develop acceptable documentation, until some form of transcript can be made available. *(p. 9)*

C. Preserving the quality of MIT's educational program

7. a) We recommend that the Committee on the Undergraduate Program put limits on the number of subjects that can be taken as part of an MIT degree, when those subjects lack co-present faculty and face-to-face interaction between faculty and students. b) We encourage the Committee on Curricula and the Committee on Graduate Programs to consider how to ensure the quality of faculty-student interaction when evaluating subject proposals. *(p. 9-11)*
8. We recommend that graduate students working as teaching assistants be given training in working face-to-face with students in classrooms, as well as with diverse curricula materials relevant to the online context. *(p. 11)*

CONTEXT

This committee has been asked to recommend processes for integrating online courseware to preserve and enhance the quality of MIT's educational programs and the value of the associated credentials. At its core, MIT values a "triad" of academics, research, and community that nurtures the "intensity, curiosity, and excitement" characteristic of the MIT residential student experience. To achieve the highest standards of intellectual merit and citizenship, the residential experience emphasizes commitment to social responsibility achieved through a combination of liberal and professional education. MIT prizes useful knowledge learned in the process of addressing concrete problems while developing and practicing skills for moral and ethical living.

For the purposes of this narrative, we view MITx as representative of a range of pedagogical innovations associated with online delivery of educational materials. Some of the distinctions will be mentioned in appropriate sections below. This is an emerging phenomenon, with many exciting and uncertain possibilities. We expect ongoing discussion and evolution of the practices suggested here.

Online teaching technologies excite many in our community as an opportunity for incomparable positive transformation in the MIT education. The online platforms build upon a history of distance learning of various sorts that have existed for decades with strong positive reception. For others, this technology is a harbinger of increasing standardization and impoverishment of human interaction. Still others, and the majority of this subcommittee, have adopted a pragmatic, cautious embrace, seeking to retain what is excellent in our current education, while experimenting with new and challenging technologies. In this report we recommend processes to accommodate current uncertainties concerning the ways in which students will develop social skills, be assessed and verified in their mastery of materials, and pursue opportunities for critical and creative engagement.

While our charge applies equally to undergraduate and graduate programs, the subcommittee believes there to be greater urgency and relevance to the undergraduate residential program. For that reason, many of our recommendations focus on undergraduate considerations, although we recognize that the proliferation of online study may have significant impact on the training of teaching assistants and recommend that this be explicitly addressed.

We considered each of the questions in the charge (see Appendix II), noting that the issues raised under one or another question implicated other questions. Thus, we have organized our report not according to the questions as listed in the charge, but in terms of the three overarching priorities we identified in our discussions: processes of faculty governance and oversight; the need to develop techniques for assigning credit and ensuring integrity of academic credit; and the central importance of face-to-face, co-present, student-faculty interactions for assuring quality education and the value of associated credentials.

Finally, we also take this opportunity to reflect on the substantial personnel, financial, and administrative overhead of translating and developing material for the MITx platform. It is our hope that the Institute finds an appropriate way to acknowledge the tremendous faculty labor dedicated to developing online modules. We recognize that curriculum development has always been part of the faculty's responsibility and workload, for example, in writing textbooks, designing new subjects, and preparing educational materials. At the same time, we recognize the potential discrepancy in the required investment of faculty time for online-assisted teaching, and the resulting student experience. Given finite capacity of instructional staff, we encourage careful planning for any significant experimentation and would welcome the dedication of additional Institute resources to support course development needs.

ENSURING FACULTY GOVERNANCE AND OVERSIGHT

1. **While we strongly support curricular innovation, we are concerned that MITx-related innovation activities are being reviewed by faculty committees in piecemeal fashion without sufficient overview of the cumulating consequences. Thus, we recommend that *all experimental proposals involving MITx-related* curricular changes be first channeled through departments, then schools, and ultimately, Institute faculty committees for evaluation and approval in order to gather informed and diverse feedback from faculty, staff, and students.**

To produce better and more successful innovations, we recommend that instructors developing residential subjects with significant MITx components work with department colleagues, faculty curricular committees, and appropriate administrative offices when creating experiments and developing processes to assess experiments.

Departments have long held the authority to offer experimental subjects—known as special subjects—without specific oversight by a standing faculty committee. The Committee on Curricula (CoC), however, has expressed concern regarding proposals to offer experimental versions of established subjects for degree and General Institute Requirement (GIR) credit.

In addition, the subcommittee is concerned that incremental changes through experiments and policies cumulate without sufficient notice or coordinated oversight. As a result, the student experience is significantly reconfigured with less than adequate Institute-wide faculty deliberation. Decisions are made in one area, while activities are organized elsewhere and independently. Although the shape and content of the MIT degree is always a work in continuing production, faculty governance of the curriculum is challenged to keep apace of current innovations and experiments. We are worried that concerns about competition and market forces undermine deliberation and deeply considered decision-making. Thus, our first recommendation

urged continuing scrutiny and oversight by a dedicated subcommittee coordinating across the various governing committees during this time of hyper innovation.

At the same time, this subcommittee and the associated governance committees perceive tremendous innovation and potential in the subjects that are currently experimenting with the MITx platform and mixed-media training. The committee is confident that the faculty developing and deploying MITx are dedicated to the highest standards of academic excellence. Thus, we encourage the CoC and the Committee on the Undergraduate Program (CUP), as applicable, to work with departments, faculty, and administrative offices to develop time-limited experiments, with agreed upon assessment methods and criteria. Recalling the processes used for D'Arbeloff funding of experimental subjects, there are examples around the Institute for developing serious assessment of new subjects, including faculty working simultaneously in groups to develop common processes across multiple subjects. We might build on these experiences to evolve more complex, valid, as well as reliable, modes of observation of student performance and consequences of diverse pedagogical practices.

2. **We recommend that faculty committees review departmental decisions to award credit toward majors and GIRs as part of regular oversight, and generally review transfer credit to assure maintenance of degree quality.**

As subjects integrate innovative pedagogical approaches, the faculty governance system is challenged to develop new criteria to review subject proposals that rely heavily on online technology to deliver content. Some committee members are concerned about the opportunities for inconsistencies in criteria—and therefore quality—if decisions are made at the department level without regular review through the faculty governance system. Moreover, some faculty pointed out the escalating consequences of having departments approve MITx subjects as acceptable, and then having other departments rely on those subjects for their majors, and possibly minors. There was concern that the curriculum would be slowly, inadvertently transformed through processes outside the governance system.

We express reservations in offering standing credit for subjects that have not gone through conventional faculty review. For undergraduate subjects, CoC, CUP, and the Subcommittee on the HASS Requirement should develop processes to review departmental practices concerning credit for MITx work. While we perceive this to be a less relevant question for graduate students, any questions should be directed to the Committee on Graduate Programs (CGP).

Thus, we emphasize the need for vigorous faculty oversight via cooperation between CoC, CUP, CGP, and the Subcommittees on the HASS (SHR) and Communications Requirements (SOCR).

- CoC is the review body responsible for adopting all types of proposals for undergraduate degree programs and minors. It reviews individual subjects, as well as proposals to create, revise, or terminate undergraduate curricula.[1]

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[1] See Appendix IV for an overview of subject review pathways.

- The CUP plays a complementary role, being broadly responsible for undergraduate education (including the freshman year, undergraduate advising, and General Institute Requirements).

- A third standing faculty committee, CGP, oversees graduate subjects and degree programs.

3. **Consideration should be given to constituting a term-limited subcommittee of the standing faculty committees for periodic review of MITx questions until this becomes stable and routine.**

It is our sense that the issues identified here can, and should, be managed through the standing committees of the faculty; however, it is possible that this work could expand rapidly. An ad hoc subcommittee may be particularly beneficial during this period of transition and curricular innovation, as a mechanism for managing the complexity of new proposals. We are also aware that faculty governance is expected to react at the speed at which the curriculum is being developed. For this reason as well, we could imagine an interim subcommittee serving as a resource to handle issues addressed by multi-committee review processes. We suggest that this ad hoc committee comprise members of the standing committees (including several members of the Faculty Policy Committee), the Registrar's office, the office of the Dean for Undergraduate Education, and the office of the Dean for Graduate Education as a site for handling the policy issues for an interim period, and not as an extra step in the review processes.

However, we are not sanguine that speed is always the best policy. Careful, considered deliberation and a few checkpoints on the way to curricular innovation might well serve to promote excellence in the long run. A pragmatic balance of responsiveness and deliberation seems warranted.

During the course of discussions, the subcommittee identified a number of additional critical issues that need considered judgment. These include, but are not limited to:

- means of coordinating curricular innovation across departments, schools, and administrative offices

- policies for research access to MITx data, and

- increased attention and resources for various forms of intensive as well as extensive assessment not limited to standardized indices of efficiency or proficiency.

We encourage the Faculty Policy Committee (FPC) and the other standing committees of the faculty to facilitate channels for continued active dialogue and faculty engagement.

We consider it important to differentiate between two types of classes, which are often discussed without distinction. The first is for credit, on-campus subjects listed in the course catalog, for which enrolled students register through MIT. Part of the regular residential program, such subjects are increasingly integrating MITx technologies. The second type is the class of subjects offered through edX, or more narrowly, MITx, where students register through the edX platform. Within this edX/MITx category, we have addressed two variables: subjects with comparable MIT offerings, and those without.

4. **We recommend that online activity be reflected in the 3-category designation for subjects, and that careful consideration be given to the accuracy of units. Specifically, online delivery cannot be part of the first number.**

Faculty must be conscious of the student experience, particularly in how we ask students to spend their time. Credit for all MIT subjects is broken down into three numbers.

- The first number signifies "face-time," in which students are physically co-present with an instructor in a lecture, seminar, or recitation. Based on the working definition of a unit being equal to one hour per week, this number reflects weekly contact hours for full term subjects and a proportional calculation for half-term and IAP subjects. This number should clearly signify co-present, instructor-led class time.

- The second number signifies <u>scheduled</u> weekly hours of additional hands-on practice, involvement with materials (e.g., labs), and/or engagement with phenomena (e.g., film screenings) that are the subject matter studied, and that require scheduled times and places for student presence.

- The third number signifies the homework, projects, reading, or writing students do outside of scheduled class time (class time understood as weekly hours designated by the first and second numbers). It is expected that there is variation in the activities signified by the third number, which could include problem sets, writing a paper, reading, rehearsing, or working with materials online. As a best practice, we suggest that faculty include a sentence in the subject description detailing the components of the third unit designation—e.g., "The outside activities for this subject include…." This practice will specifically note planned use of online materials in this descriptor of the course catalogue, and provide means to track such use among subjects and over time. It should be noted that changing unit designation is considered a revision and must be submitted for CoC approval.

The subcommittee expresses some concern that the numbering system should reflect actual practice. Faculty submitting (new or modified) subject proposals for CoC and CGP consideration should include a brief, clear explanation of activities that will make up each of the three buckets, with quantification where appropriate.

The subcommittee recognized that student-faculty, face-to-face interaction time in the first category might include sessions taught by TAs and instructors. Some committee members were concerned that this number needed to be monitored to insure that faculty participation not be displaced by supporting personnel, particularly in MIT subjects that are co-developed for MITx.

Others voiced concern that our obligation in graduate education is, in part, to prepare future college and university faculty and thus graduate students also require training in teaching. The subcommittee recommends a pragmatic balance between these competing interests.

While the subcommittee considered the option of adding a fourth unit to the current numbering system to signify expected weekly hours of online activity, our sense is that the objective can be achieved through means that would be far less burdensome for instructors, departments, and faculty review committees to administer and permit more facile integration of online materials into the curriculum in diverse and multiple ways.

5. **It is the committee's sense that departments can award transfer credit for edX study within the framework of the current transfer credit system. We recommend that mechanisms be put in place to assure students' adequate mastery of materials, particularly when the edX or residential equivalents serve as prerequisites for advanced subjects. Specifically, we recommend that departments have in place an exam system—or other means as appropriate to the discipline—to test student proficiency, as currently used for advanced standing subjects.**

The subcommittee was tasked with evaluating whether MIT should award credit for subjects offered by MITx and other edX partners, and if so, how such credit should be reflected on a student's transcript. In parallel, the subcommittee considered issues related to the academic integrity of MITx transfer credit.

As defined by the *Rules and Regulations of the Faculty* (section 2.84) in February 2014, an MIT undergraduate degree requires 180-198 units (96 of which must come from subjects offered by MIT), plus 17 GIRs. Our inclination is to take a conservative initial approach to awarding credit for subjects offered by MITx on edX, and by other university programs on edX. For many members of the committee, online learning is still in an early stage of development and cannot yet be considered a substitute for residential subjects. At the same time, we must imagine a future where a more robust platform may enable students to earn credit for online work.

Departments are best positioned to determine equivalency and thus should have the discretion, in concert with the CoC, to award (or recommend, in the case of GIR) credit. MITx subjects may be considered for credit as elective subjects, departmental requirements for a major, and/or GIRs. To this extent, MITx classes may fulfill prerequisite requirements.

We anticipate the most likely early candidates for credit are subjects that might serve to fulfill Science GIRs and/or general engineering subjects. This would require careful consideration, however, because many of the online subjects may not cover as much material as the on-campus MIT Science GIRs, or cover the material with equally demanding difficulty, or require additional hands-on skills that come with class demonstrations or laboratory modules. We are also conscious that certain curricula must meet external criteria, such as those determined by the Accreditation Board for Engineering and Technology (ABET), and the Association of American Medical Colleges (AAMC).

Additionally, we note that graduate students may also petition for MITx or edX credit toward the graduate degree program, including but not limited to required electives or minor programs. Again, we agree that degree-granting departments are best positioned to determine equivalency and whether such transfer credits are accepted for graduate degree completion.

Thus, we recommend that mechanisms be put in place to assure students' adequate mastery of materials, particularly when residential equivalents serve as prerequisites for advanced subjects. Specifically, we encourage MIT departments wishing to award credit for work in an MITx subject, or other online course with direct parallel subjects at MIT, to develop an exam to test the competence of the student in the subject. The exam may be the same as or similar to an Advanced Standing Exam[2] (as currently used for advanced standing) or a version of the final exam for a residential version of that subject. For students seeking credit for an online course by taking an exam, the appropriate notation is pass/no record. It is also suggested that departments might consider offering 3- or 6-unit "supplemental" subjects for students who have taken an MITx subject.

For subjects that do not have a direct parallel academic subject at MIT—for example, the HarvardX class "The Ancient Greek Hero" —we recommend that the student submit the request to the Educational Office of the appropriate school (e.g., SHASS), which will forward the request to appropriate faculty. On a case-by-case basis, faculty may request evidence of work completed for online subjects. For subjects being substituted for a GIR, the relevant Institute faculty committee(s) would need to be consulted.

In allowing departments to award credit for MITx subjects, we are aware of the risk in increasing the pace and pressure of undergraduate life, as well as the competitive nature of admissions. For this reason, all credits awarded for edX work would remain subject to the existing policies and practices for managing credits. We would discourage departments from introducing standalone MITx requirements, with no residential equivalent, without prior consultation with faculty committees. Such requirements would be subject to the academic calendar and term regulations defined in sections 2.10 and 2.50 of the *Rules and Regulations of the Faculty*.

We are also aware that asking for verification of mastery of online materials will create additional work for faculty, and for department administrations. This should be acknowledged and appropriate adjustments in work load and resource allocation be developed.

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[2] Given the anecdotal accounts of significant disparity in passing rates of the different departmental ASEs, we encourage the appropriate faculty committees to periodically review passing rates for all ASEs.

6. **Until online learning platforms become more robust in both pedagogy and assessment, we do not believe that there is sufficient basis to justify letter grades for MITx/edX work. In order to work with the current transfer system, we encourage the Registrar to work with MITx/edX to develop acceptable documentation, until some form of transcript can be made available.**

We are concerned with the integrity of the entire transfer credit system, which edX/MITx may exacerbate. At present, we note concerns with assessment of work completed through edX. In the absence of transcripts and identity verification, how can MIT confirm that students have done the work they are reporting? This is both a policy and a practical question. As a starting point, departments interested in awarding credit for MITx subjects may wish to work with the Registrar's office and edX to identify alternatives to documentation via transcripts, which are not yet available through edX.

In terms of degree integrity, we see little cause for concern about overuse of transfer credit.[3] Historically, the number of transfer students has been limited. In addition, each year approximately 25 percent of the Freshman class qualifies for sophomore standing. However, at the time of graduation, an average of 93 percent of students have been enrolled for eight or more terms. This suggests that there is a strong perceived value in the residential experience.

PRESERVING THE QUALITY OF MIT'S EDUCATIONAL PROGRAM

7a. **We recommend that CUP put limits on the number of subjects that can be taken as part of an MIT degree, when those subjects lack co-present faculty and face-to-face interaction between faculty and students.**

This subcommittee feels very strongly that there is incomparable value in student-faculty engagement and is concerned that MITx will be used *as a substitute* for physical co-presence, active intellectual and critical discourse together among students and faculty. We urge CUP to consider putting limits on the number of subjects with minimal hours in the first unit—e.g., 0-0-x or 1-0-x—that may be taken as part of an MIT degree. (See page 6 for additional discussion of credit hour designation.)

We begin by acknowledging that there is currently a wide range of class sizes and forms of student-faculty interaction at MIT, not all of which are optimal learning environments. We have heard many times, that students sitting in a 400-person classroom are not benefitted in any cognitive or social manner by this form of co-presence with the lecturer. Some of our colleagues suggest that rather than being forced to be in a particular place at a particular hour to sit relatively anonymously with 399 other students to listen to a faculty member drone on for 50 or 80 minutes a student would have a better learning experience with less negative affect if she could watch the online version at her own pace and in whatever space she chooses. Alternatively, some persons argue that there is still something to be learned effectively in that 400-student classroom. There seems to be growing consensus that the large classroom is less effective than it might be, not specifically because of its size, but because of the heterogeneity of the student

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[3] See Appendix III for an overview of transfer credit and registration data by graduating class.

population, some of whom are further advanced and faster learners, others struggling to keep up. Because clearly not all classes are models of excellent pedagogy and critical engagement, we recognize that MITx offers an opportunity to move to a possibly better array of student classroom experiences.

Acknowledging that the classroom interaction is variable, and that online materials might be a useful means of delivering content and providing opportunities for cognitive challenge and development, we want to articulate some of the values of face-to-face engagement between faculty and students.

In the campus environment, students engage in a variety of activities—including classroom lectures, seminar discussions, laboratory experiments, the Undergraduate Research Opportunities Program (UROP), team projects, athletic competitions, and musical and theatrical performances—to develop cognitive, emotional, physical, and sensory capacities. These same activities provide the opportunities to develop normative sensibilities and moral commitments that will serve as lifelong guides. The residential experience offers opportunities to develop a variety of social skills, including body language and non-verbal cues that are significant parts of human communication. Those visual, bodily cues help to create nuance, and convey assessment and evaluation of the verbal statements. Student facial expressions, rumbling, or paper shuffling offer useful cues for a lecturer to gauge student reaction and respond accordingly. Face-to-face communication allows people to adjust their own positions more easily than in written forms, such as blogs and chat rooms, where the written text is often a form of inscription, binding the author to a more solid and fixed position than might be conveyed through both language and gesture in interactive, co-present groups. The emotion and tangential exchanges create a context for interpretation, which is lacking in the online forum, while debate and discussion encourage critical thinking. Finally, the various activities outside of class become vehicles for cognitive, emotional, and social development, because such experiences demand discipline and normative ordering—for example, in turn-taking, delayed gratification, or sharing indivisible goods.

Importantly, the classroom experience constitutes a shared experience and thus serves as a community building process. In this sense, the GIRs are not just for subject matter mastery but also play a fundamental role in community building and developing a variety of social, listening, and observational skills. In addition, the GIRs serve as a common ground of student engagement, through which they build a shared sense of participation and experience. How do we replace these common experiences?

In addition to faculty face-time, members of the subcommittee emphasize the cognitive and emotional importance of peer interactions, working in groups, and participating in discussions with several learners, and sometimes with several faculty, at the same time. Multiple sensory and cognitive capacities are developed through a variety of activities, including physical activities, performances for audiences, and traditional participation in research and laboratory experimentation—all of which are critical components for learning at MIT.

Further, students need to be known by faculty, as well as faculty known by students, in order to form advising and mentoring relationships essential for future work and education and career mobility. We wish to emphasize that students would find it significantly more difficult to approach faculty if they had not previously interacted with them in person, and equally so that

faculty will be less prepared to provide useful feedback without sustained personal interactions with students.

7b. We encourage the Committee on Curricula and the Committee on Graduate Programs to consider how to ensure the quality of faculty-student interaction when evaluating subject proposals.

As a general principle, we encourage faculty to adapt the MITx platform to be incorporated in residential subjects, enhancing the value of co-present time. There was a strong commitment that the interactions with faculty should be of high quality, and that smaller classes promote better faculty-student interaction. To this end, we are interested in the possibility of online technology to enable faculty to restructure the delivery of materials, and to reconceive and coordinate faculty-student, face-to-face interactions.

Given appreciation of the role of faculty-student interaction in learning and concerns about the possible erosion of such experiences with online coursework, particularly on the part of students, we feel that subjects with credit category designations of 0-0-x should be offered *only* with a clearly articulated goal and plan for assessment of learning objectives. Any subject designated as 0-0-x merits special consideration by the relevant faculty committees during the review process.

Noting that the early work on and discussions of MITx focus on large, introductory-level subjects, subcommittee members wanted to raise for consideration online subjects for graduate students seeking to (a) develop fundamental knowledge, as a means to allow more time for advanced work in classes and with faculty, (b) move more quickly to doing research, and (c) move more easily among different disciplines and specialties. Some committee members also mentioned the value of creating advanced rather than introductory subjects and the attractiveness of teaching those to a wider audience.

8. We recommend that graduate students working as teaching assistants be given training in working face-to-face with students in classrooms, as well as with diverse curricula materials relevant to the online context.

Many graduate programs require teaching assistance as a component of graduate education. We recognize the experience in teaching and mentoring as a valuable part of graduate training at MIT. As digital learning platforms take on a greater role in classes, it is important to preserve the component of the TA experience that involves face-to-face interactions with students. It is insufficient for teaching assistants to interact with students solely through online forums. We also recognize that if digital learning becomes more ubiquitous throughout many institutions of higher learning, it will be just as important to prepare our graduate students with the skills and experience of developing online educational material. Therefore, we recommend that graduate students working as teaching assistants be given training in working face-to-face with students in classrooms as well as with diverse curricula materials.

APPENDIX I. SUBCOMMITTEE MEMBERSHIP

Professor Susan Silbey (Chair), *Faculty Policy Committee*
Professor Isaac Chuang, *Office of Digital Learning* *
Professor David Gamarnik, *Committee on Graduate Programs*
Professor Diana Henderson, *Office of the Dean for Undergraduate Education* *
Professor Dennis Kim, *Committee on Curricula*
Professor JoAnne Stubbe, *Committee on the Undergraduate Program*
Professor Krystyn Van Vliet, *Office of the Dean for Graduate Education* *
Peter Hayes, *Office of the Registrar* *
Ravi Charan, *Class of 2014*
Colin McDonnell, *Class of 2016* #
Naren Tallapragada, *Class of 2013* ^
Daniel Day, *Graduate student* ^
Kelli Xu, *Graduate student*

Staff:
Lynsey Fitzpatrick #
Jerilyn Hall ^

* Ex-officio, non-voting

^ Spring 2013

Fall 2013

APPENDIX II. SUBCOMMITTEE CHARGE

Rapid developments in areas associated with online education, including the launch of MITx, are affecting the ways in which the Institute delivers its residential education and degree programs. A number of questions are emerging that require immediate consideration by the Institute's Faculty committees. To ensure that there is appropriate engagement with these issues, the Faculty Policy Committee (FPC), in consultation with the Committee on Curricula (CoC), the Committee on the Undergraduate Program (CUP), and the Committee on Graduate Programs (CGP), charges an ad hoc subcommittee.

The role of the subcommittee will not be to oversee MITx—that responsibility rests with the Director of Digital Learning—but to define and recommend the standards and policies necessary to guide discussions and decisions regarding the Institute's residential education and degree programs in the context of MITx and other edX partners. Specifically, the subcommittee will address the following questions:
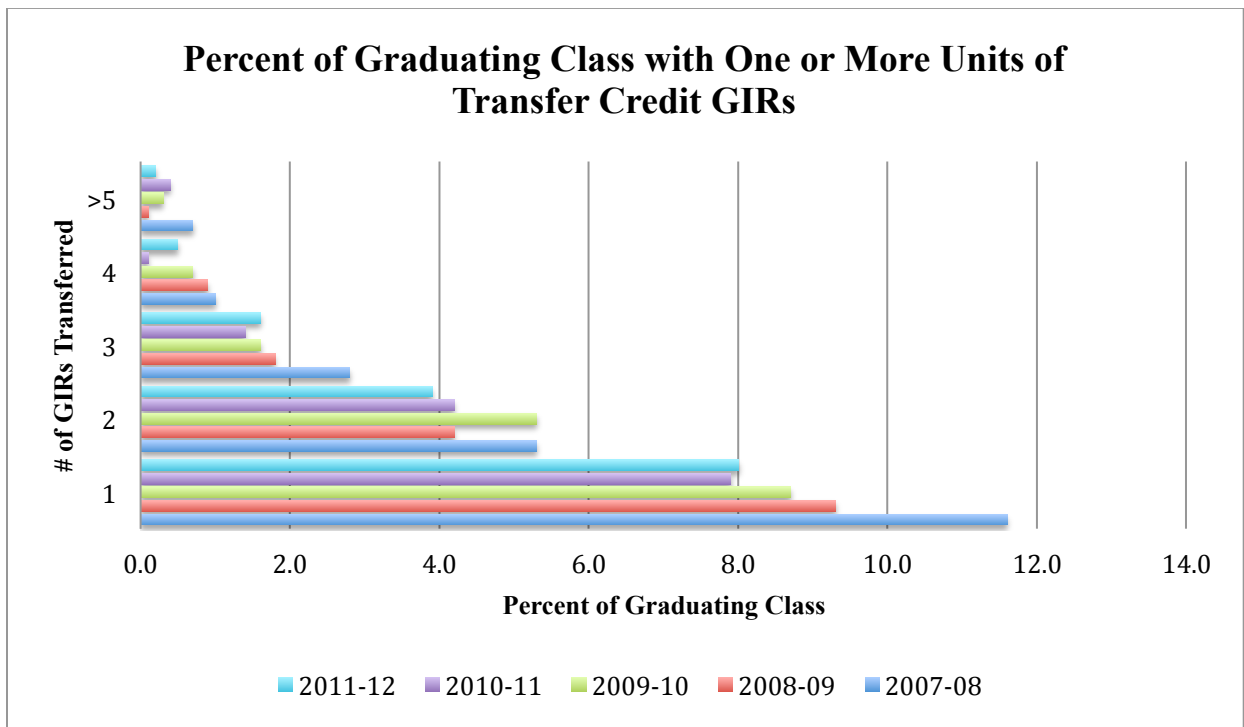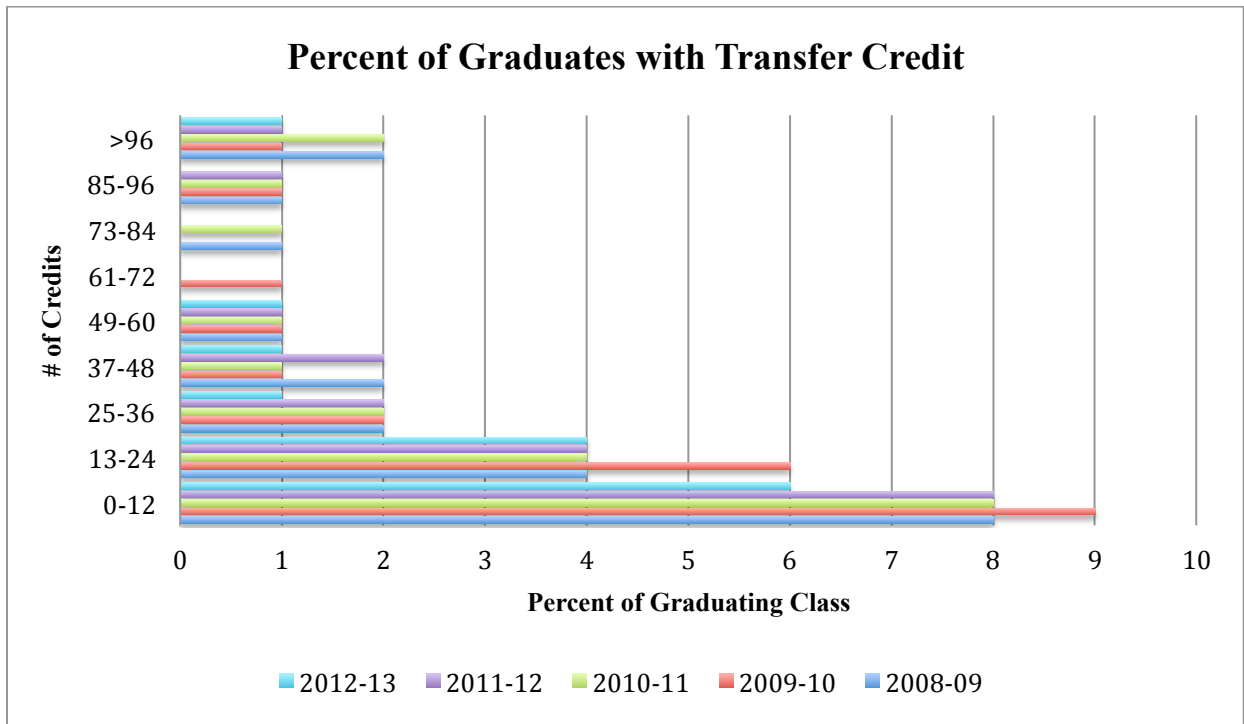
1. Should MIT assign credit for subjects offered by MITx and other edX partners? If so, how should the credit be reflected on a student's transcript?
2. Should MIT offer Advanced Standing Exams to MIT students who have completed an MITx (or edX) version of a subject?
3. How might MIT ensure the academic integrity of MITx transfer credit?
4. By what criteria should the CoC assess a subject that relies heavily on online technology to deliver content? How should the Institute define and reflect contact hours for material delivered online?
5. What principles and/or guidelines might be recommended to preserve the quality of MIT's residential educational programs and degrees and the value of the associated credentials?
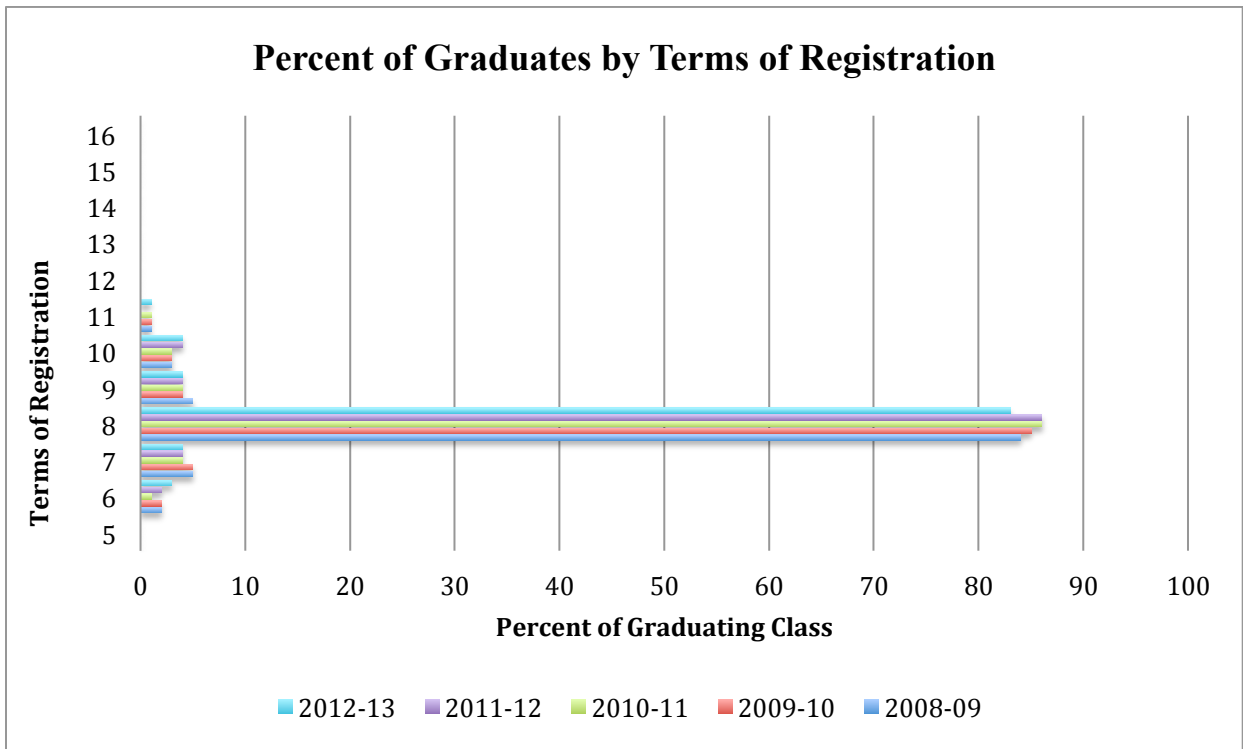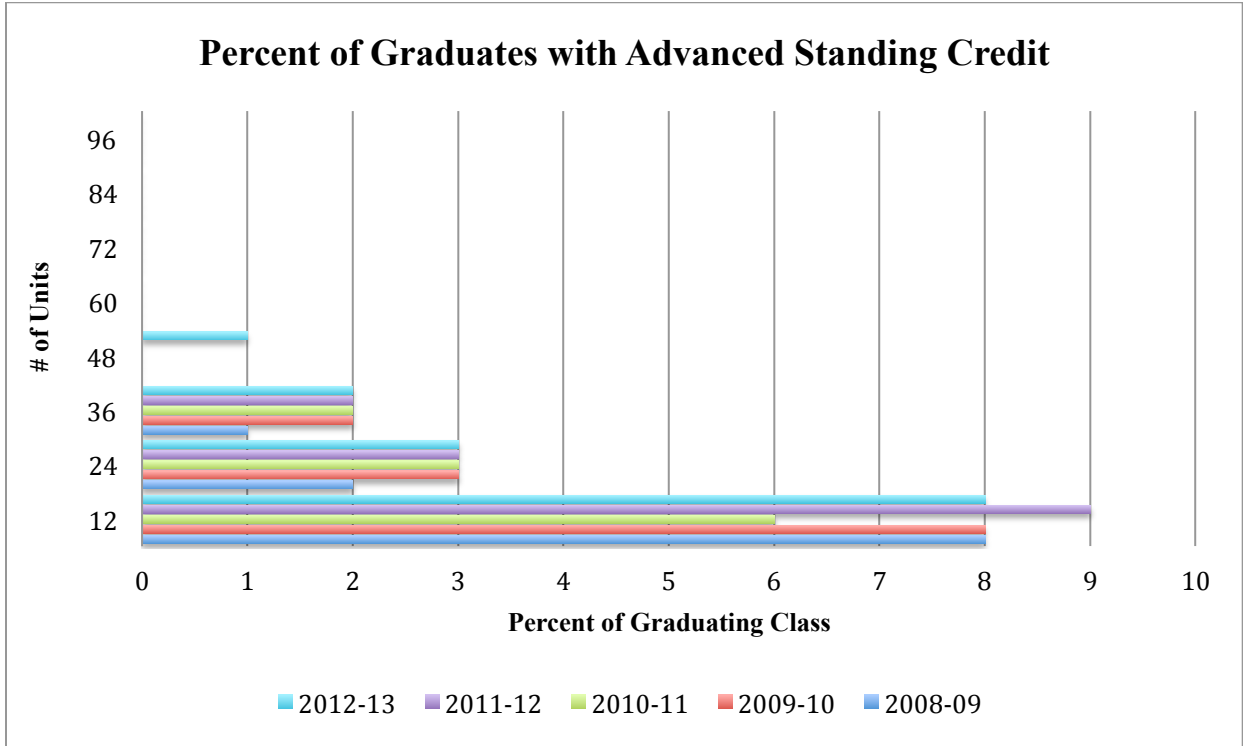6. How should these issues and others identified by the subcommittee be managed going forward?

During the spring 2013 semester, the subcommittee will focus its efforts on addressing the first four questions of the charge, and will submit written recommendations to the four committees by April 8. The work of the subcommittee will resume in fall 2013 to address questions five and six. The subcommittee will submit a full written report to the FPC by the end of October 2013.

The subcommittee's voting membership shall consist of one faculty representative each from among the current rosters of the FPC, CoC, CUP, and CGP; two undergraduate representatives; and two graduate representatives. A representative from each of the following offices will serve *ex officio* as a non-voting member: the Office of the Registrar, the Office of Digital Learning, the Office of the Dean for Undergraduate Education, and the Office of the Dean for Graduate Education. The FPC representative will serve as chair of the subcommittee.

APPENDIX III. TRANSFER CREDIT AND TERMS OF REGISTRATION

The charts below summarize data gathered on undergraduate credits and terms of registration.

Percent of Graduates with Transfer Credit

Percent of Graduating Class with One or More Units of Transfer Credit GIRs

Percent of Graduates with Advanced Standing Credit

Percent of Graduates by Terms of Registration

APPENDIX IV. UNDERGRADUATE SUBJECT APPROVAL PROCESS

Timeline for Subject Review

December: New or substantially revised HASS and communication-intensive subjects must be submitted for multi-committee review.

January: All other subject proposals due to departmental catalog administrators.

March: Final deadline for departments to submit subject proposals for Committee on Curricula (CoC) review.

April: CoC completes subject reviews for the following year. Fall subject listing and schedule published.

May: Pre-registration for fall term opens.

To ensure the integrity of official published information about all undergraduate programs, the committees charged with oversight do not accept proposals once the review period for an academic year has ended.

Committees uphold the standard that a regular subject cannot be offered under more than one version during an academic year. Major changes to a subject (including number, cluster [equivalency], title, prerequisites/corequisites, level, GIR attribute[s], units, grading rules, description, enrollment limitations) are not permitted after the review period has closed for the term in which the subject is first offered.

Committee Review Path by Subject Type

HASS	SHR $\rightarrow$ CoC
CI-H, CI-HW	SHR / SOCR $\rightarrow$ CoC
CI-M	SOCR $\rightarrow$ CoC
REST, Institute Lab	CoC
Science Core	CoC (*all proposals*), CUP (*new/removed subjects—require Faculty approval*)
Other / regular	CoC
Special (pilots or one-time offerings) intended for GIR or degree credit	CoC (*all subjects*), CUP (*Science Core*), SOCR (*CI subjects*), SHR (*HASS subjects*)

Annual Statistics

Each year, on average:
- the Committee on Curricula approves 85 new subjects and revisions to 460 subjects.
- the Subcommittee on the Communications Requirement reviews 10-15 new and revised CI proposals and 20-25 relicensing proposals for CI-H subjects.
- the Subcommittee on the HASS Requirement reviews 30 new subjects and 80 revised subjects.

Committee Contacts, AY 2013-14

Committee on Curricula (CoC)

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Subcommittee on the HASS Requirement (SHR)

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Committee on the Communications Requirement (SOCR)

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