

Educational Policy Committee Agenda

March 27, 2025, 3-4:20 p.m.

Completely Virtual

Attendees:

Fathima Wakeel (chair), Luke Eva (note taker), Linda Bell, Nandini Deo, Aaron Cebrero, Derick Brown, Kelly Austin, Michael Dills-Allen, Michael Gusmano, Terry-Ann Jones, Linda Lowe-Krentz, Wenyan Feng, Tom Hammond, Naomi Rothman, Corrie Vakil, Henry Odi, Lori McClaind, Marina Puzakova, Michaela Ott, Tom Hammond, Yue Yu, Linda Bell, Joanna Mishtal

1. Approval of March 6 minutes (attached)

- “Constrain” needs to be changed to “constraint”
- Unanimous approval

2. Discussion and approval of course proposals (attached)

Kelly:

- Looking to clean up and add attributes, especially to courses in the CAS
- Deactivation of the American Studies program
- Music missed a lot of courses when redesignation happened with the course curriculum
- Hadn't tagged the intermediate or advanced language courses
- A lot of students are placed directly into intermediate/advanced language courses they are not properly attributed. wanted to properly attribute them as some students would be misinformed
- Engineering college: basic housekeeping, fixed catalog discrepancies, updated pre-requisites as appropriate
- IDEAS was cleaning up core requirements and fixing issues with their seminars

Derrick:

- Changes to HSS requirements to meet new requirements for CAS and open new courses in COH
- Updates to two minor programs and updating Environmental and Electrical engineering while adding a new minor in structural engineering which is offered through civil

3. Touch base regarding revision for R&P 3.2.2.1 – Cross-listing

Fathima:

- Shared cross listing with GRC; they met after spring break and approved it
- Sent the proposal to Faculty Senate, who will do the first reading on April 4.

4. Touch base regarding catalog policy proposal

- Sent the proposal to Faculty Senate, who will do the first reading on April 4.

5. Discussion of revision of R&P 3.21.1 and 3.21.1.1 (4+1 proposed policy) (Michael Dills-Allen)

Michael Dills-Allen:

- GRC reviewed and approved this and made some changes to 4+1
- Recommendation to change 6 credits for 400-level courses
- Students who do undergrad for 4+1 - no SOS petition needed to take these 400 levels
- Students can take max of 18 credits while taking 2 400-credit courses
- Wants to give students more flexibility
- A lot of students enter Lehigh with junior standing and you need to have attendance for at least a year and have at least sophomore standing to do program
- Wants to allow each college to do what they want to do, allows it to be flexible in each college

Points raised by committee members:

- You can take these courses now and it makes it harder for the undergrad major program to insist for the students to do what they need to do to complete their undergraduate degree, (pretty much telling grad programs to tell students what courses to take as an undergrad which can cause problems)
- From personal experience in the 5 year educational program and had to take 21 credits senior year to move and but also to graduate and progress in her program,
- Wants to get rid of administrative barriers, make it easier and smoother and no more SOS petitions and sogs petitions in ways that our current policy cannot allow but doesn't want to make it too easy that the undergraduate program can suffer
- Year of attendance of Lehigh with sophomore standings and consultation with undergraduate major advisor is necessary, pay attention towards finishing your undergraduate degree and speak to advisor and not just take graduate courses as your masters program might suggest
- We are enacting rules that we have no way of enforcing - How do we know that they're in good faith working with their advisor and not just applying for random 400-level courses? Is there something that the major advisor has to sign off on, and how can we enforce this

Michael Dills-Allen:

- When I read it, students in these programs actually have to apply and be approved so getting this override requires some level of authentication

Linda Bell:

- Undergraduate admissions office will offer these, students being directly admitted into this program and students in their soph/junior year who are interested have to go talk to the 4+1 program advisors and have to get admitted, i always make sure that the graduate advisor and myself signs off on petitions to override and take an 400+ credit course, working with GAM to see

Committee member:

- How would a faculty advisor know a student is trying to do the 4+1?

Linda Bell

- It will be under them as attributed

Fathima asks Michael Dills-Allen to write a rationale for this revision to review at the next meeting.

6. Discussion of R&P 3.6 - Need clarification that special topics are a form of provisional class as this is being used as a workaround in some areas. (Michael Dills-Allen)

Michael Dills-Allen:

- 3.6 is the provisional course section, couldn't find special topics in R&P, what are special topics and what are they appropriately used for?
- "How is your college using special topics?" , "There's a wide variety and some are appropriate while some are on the fringes."

Committee member:

- Say we want to introduce a new course (say AI within marketing), is that what this is for?

Michael Dills-Allen:

- Special topics are different from provisional courses, Provisional is when you bring someone in for a semester or such, with no language around it (used in place of research independent studies) there's nothing to be a guardrail/draw boundaries

Committee member:

- Instructional technology program with a special course number, helps us manage the special variety of courses without burning off a lot of course numbers, take something from 5 years ago that we did but incorporated with AI now, if it catches we transfer it to a permanent course number

Committee member:

- We do use these a lot in CAS, its usually a one off for special opportunities and its not something we want to put permanently in the catalog,
- English department has this where you need to take classes in specific times and historical periods and it rotates where a professor to professor every year
- Psychology case where there's a brilliant psychology professor who happens to be in the area for a semester and offering students the opportunity to learn from him

Takeway and charge for all committee members – Go back to your departments to see how special topics classes are used and if the ways in which they are used is appropriate.

Added agenda items:

- A) Fathima shares a flyer from Lucy Napper on sabbatical, April 3rd neurodiverse perspectives, photography art exhibit

- B) Vote if we can meet on zoom for the rest of the semester
- Unanimous yes

7. Discussion of updating R&P section 3 language from "dropped for poor scholarship" to "academically suspended" (Terry-Ann)

Terry-Ann:

- Changed language to make it more positive for students
- The language was changed in the letters that students receive; however, it hasn't been updated in RNP
- Changed "dropped for poor scholarship" to "Academically Suspended"
- New language to encourage students to come back, whether it's illness (physical or mental) and have them come back better prepared to try again
- This isn't an expulsion but simply a change in language (means suspended)

Committee member:

- Discussed extenuating circumstances to help the students get back and wanted it to be clear for how everyone was looking at this
- This is for students who are reviewed undergrad students in SOS (temporary suspension), based on grades, SOS reviews academic standing at the end of each semester, but grad students are viewed individually on a case-by-case basis

Fathima will write up the revision for the committee to review at the next meeting.

8. Discussion of R&P 3.1.2 (Scheduling of classes) (Kelly and Michael Dills-Allen)

Kelly:

- Wants undergrad classes to be offered during as much as possible during the 7:15-4:15 window with the intention of reserving 4-7 for everything else from sports to clubs to meetings and other activities
- Some of the undergrad courses cross-list 300-400 level courses, and sometimes these are needed to offer classes during the early time to meet the needs of grad students
- We (CAS) typically offer 4 half-semester courses each semester to assist students with staying as full time students, and we want to offer at least 1 class during the 4pm-7pm class at night so it will not conflict with these students already made schedules for the semester
- Sometimes we offer big question seminars, and offering 1 in this time block can be handy for students with time conflicts
- I want it written in such a way that we have the flexibility to roster a small handful of courses within this late timeslot

Michael Dills-Allen:

- Doesn't like the word "shall"

Committee member:

- I don't disagree with anything Kelly said and only problematic thing is a student who does athletics and cannot graduate in time do to these courses during athletic time blocks
- Should we use a softer phrase?

Michael Dills-Allen:

- "Avoid the word appropriate"
- Trying to figure out the best language in 3.1.2 in "Scheduling of classes" to limit anyone trying to get around it

Fathima will write up the revision for the committee to review at the next meeting.

9. Discussion of dual degree policy and "definition of BS degree" (Michael Dills-Allen) (Did not discuss)

10. Discussion of R&P 1.3.2.1 revision (Educational Policy Committee)

Fathima:

- Need to revisit this and submit a revision this year if possible
- Tenure requirement being waived for College of Education
- Student membership and intercollegiate student representatives needed
- Don't need a grad rep, but we could have one from each college
- The chair-elect will be appointed during the final meeting of EdPol
- Reached out to CAS as they will be picking the chair elect

11. Discussion of R&P 3.7.2 (Common Hour Exams) (Request from Faculty Senate attached)

(Did not discuss)

12. Discussion about R&P 3.7.1 (Final examinations) (Derrick)

(Did not discuss)

13. Discussion of undergraduate grading

From Faculty Senate: "We would strongly recommend that revisions to the first paragraph description of apprentice teaching only come back to the Senate as part of a larger package taking up undergraduate student grading at Lehigh: what is current practice? What forms does undergraduate student grading of other undergraduate students take? What language might need to be amended in R&P and how? What are the benefits and the drawbacks to allowing undergraduate students to participate in grading? What training is currently offered? Obviously, faculty opinion varies on whether grading is an important part of apprentice teaching, including faculty who feel strongly that it is—so it might be worth considering how grading could be incorporated in some form as an ethical and effective part of apprentice teaching (rather than eliminating it entirely). If the question of Apprentice Teaching being rostered as Independent Studies is more pressing, you could send 3.14.5.1 back to us for the November meeting with only the last three paragraphs revised. That should be a non-controversial amendment, and I fear that it is being lost because the focus has been on grading."

(Did not discuss)

14. Discussion of R&P 3.2.1 (Changes in Curricula or Courses) 15. Discussion of next steps for process for transferring colleges 16. New or ongoing business? • Exploratory first semester

(Did not discuss)

Meeting Adjourned (4:15 p.m.)