

Educational Policy Committee Minutes
March 1, 3-4:20 p.m., Williams 351

In person: Paul Salerni, Brook Sawyer, Ahmed Rahman, Katrina Zalatan, Fathima Wakeel, Derrick Brown, Terry-Ann Jones, Henri Odi, Kareem Hargrove, Russ McIntire, Lori McClaind, Paolo Bocchini, Nobuko Yamasaki, Linda Bell, Guests: Donna Mohr, Denise Beautreau

Zoom: Sabrina Jedlicka, Tim Ebner, Kelly Austin

1. Approval of the Minutes from February 15, 2022

- Unanimously approved.

2. Our next meeting: March 29. Topic: The new curriculum in CAS.

- Important topic- please attend!
- Related topic- the way the curriculum is structured may have implications for CIM workflow. CIM currently has 2 levels- course and program. However, the College of Business has 3 levels of curriculum- course, major, and degree. Katrina has solved this by creating a workaround following a similar system but through google doc rather than CIM. What is process that CAS will need to follow? Linda will consult with Carol Bene who is CIM expert .

3. Course Proposals passed by the Course and Curriculum Subcommittee for our approval.

BIOC 211, 212, 257; BIOE 257, 372, 373, 383; TE 302, 303; BUAN 044, 244, 371, 372, 373

- Unanimously approved

4. Program Proposals passed by the Course and Curriculum Subcommittee for our approval.

EN-BS Biocomputational Engineering; EN-BS-Bioengineering; BU-BS Economics; BSBUS Core changes

- Unanimously approved

5. Conversation about First-generation students: Donna Mohr and Denise Beautreau

- Presentation - will provide this slide deck along with minutes. Highlights.
 - i. First year retention for past 10 years is over 90%, with typical rate ~94% (dip in 2019 [Covid] and again in 2021 to ~ 91%). First gen students are retained at relatively same rate as continuing gen rate after first year.
 - ii. Graduation rates at 4 years - we see an equity gap between first gen and continuing gen, but this closes by 6 years. [However, we don't know how many students are in programs that require 5 years to graduate.] Black and Latine students are graduating at lower rates in 4 years than other groups; some ground is made up by 6 year graduation rate but still lower. Also see same disparity between Pell grant recipients compared to students who receive no financial aid at 4 years, although this closes by 6 years. Similar pattern by gender ~ males graduate at lower rates at 4 years than females, with some ground closing by 6 years.
 - iii. First gen students more likely to be on probation and dropped for poor scholarship than continuing gen students.
- Discussion
 - i. First gen students come in very well academically prepared. What is it that contributes to lower graduation rates when we are doing pretty well retaining after 1st year? Systemic issues- such as differential resources over time?

Background factors? When considering student factors, need to have a strengths/assets based perspective, not deficit perspective. Also, need to embed resources across different aspects of “student life.” This also can benefit continuing gen students. Example of courses that have costly software negatively impacts first gen students and they often won’t say anything to the professor.

- ii. What number of AP credits do first gen students have compared to continuing gen? That may play into graduation rate. (Recognition that not all students have access to AP courses.)
- iii. First gen students- what % of students stay in the program/degree that they start in?
- iv. Proactive indicators - e.g., how are students doing as juniors? Chance for intervention.
- v. Efforts to raise awareness of students about our resources...and many first gen may not *actually* think that it is for them and/or that they won’t be perceived negatively. Example: tutoring/extra help by professors connotes that they are failure. When professors socialize at extracurricular activities, this breaks down barriers.
- vi. Most of issues are not academic but are mental/physical/financial health that impact academics. Financial and “sense of belonging” (e.g., many first gen students have families who don’t want them to be at Lehigh) are likely biggest factors.
- vii. Socialization across students is important. Concern about labeling students. Also, to what degree are programs for first gen alone or for any students in need/want of that program? Doesn’t seem to be an issue at Lehigh. First gen students here at Lehigh are into celebrating their successes. Programs for first gen students are highly enrolled- skyrocketing enrollment in Passport to Success.
- viii. Incentivize faculty for participating in student life...EdPol should talk to educational leaders about this issue.
- ix. We need a system of support after dismissal. Sadly, this is a reality for many students and we need to support them since many students have nowhere to go. Princeton has a system to navigate leaving as well as plan for student return.
- x. Does Lehigh connect successful first gen alumni with current students? Yes-FIRST club; there is a network. Also, embed in SAS office events.

6. *If time, Winter session review for R and P - tabled*

Dual degrees

A student can also complete two degrees. Because of the definition of the BS degree, a student pursuing a BS who wants another major must pursue a dual degree. A student may request a BA and a BS (the BS may be in Arts and Sciences, Business and Economics, or Engineering and Applied Science), or the student may request two BS degrees. For a dual degree a student declares the first major (either BA or BS) and then requests via a [dual degree petition](#) for permission to declare the second degree. The dual degree petition must be accompanied by a semester-by-semester academic plan signed by major advisors in both programs that shows which courses the student will take to meet the requirements of both degrees and in which semester the student will take which courses. Two fundamental requirements:

- The student must earn 30 credits beyond the first degree to earn any second degree at Lehigh. (Accordingly, the dual degree usually takes five years, but students can reduce the total time with AP credits or summer session courses.)
- Graduation and distribution requirements must be satisfied in both programs.

There is no limit to the overlap of courses as there is with the double major, but each major in the dual degree program must have at least 30 credits that stands independently of coursework in the other major.

courses.

3.20.1.1. Second Baccalaureate Degree

The program of study for a second baccalaureate degree must be no less than thirty hours additional recommended by the appropriate department chairperson presented by petition to the committee on standing of students for official approval and authorization. The program for the second degree will include courses to complete the distribution, general and major requirements of the college conferring the second degree. Exceptions to this requirement must be approved by the dean of the college and the committee on the standing of students.

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Students will declare the HMS major either as a CAS student or a COH student. College-level requirements will align with the student's home college. COH students declaring the HMS major will receive a single degree from the home/primary college – BA – with the added major noted on the transcript. Students in either college wishing to complete the second major in the other college (e.g., a COH HMS student who wishes to complete a major in Biosciences) will not have to complete the extra 30 credits Lehigh has traditionally required for a BS and BA (per Jennifer Jensen in consultation with Tim Ebner) as the student will not receive two degrees, the student will receive one degree (BA) with two majors. This is a matter of equitable access, as an extra 30 credits will likely create the need for a fifth year of study, unaffordable to the very students who are also likely not to have come in with AP credits. Although not necessary to implement the change proposed to the collaborative HMS major, the COH faculty and Dean feel strongly that the 30 credit requirement for two degrees be dropped for students completing a BA and a BS across colleges or within a college.