**Educational Policy Committee**

**November 28, 2018**

**Minutes**

**Committee Members Attending:** Watkins (chair), Lotto, Zhang, Hoelscher, Gunter, Liu, Li, Pascarosa, Elroukh.

**Guests:** Baker, Bell, Jensen, McClaind, Szczepanski, Tonkay, Zalatan,

The chair called the committee to order, 4:10 PM.

The committee approved the minutes, by consensus.

**Item 1: MIL (ROTC) courses and curricular program.**

The Chair stated the EdPol C&C sub-committee received MIL (ROTC) course changes for approval as new courses. The information was returned to military science since the changes are fundamentally changes to existing courses, and were not yet approved by CAS. A question was posed to add the college in which a department resides. The CAS college policy committee had declined to process the proposals, so they came straight to EdPol C&C. However, the sub-committee believes CAS has the military science minor so that’s where it belongs. Or, should Ed Pol have the authority? Are there other programs that report directly to the Provost and don’t belong to a college? CINQ? This is not a program or minor per se, but rather a set of cross-university courses, which are being added via participating departments and college, not bypassing college approval processes. Similarly cross-university, IBE and ENTP and CSB and IDEAS all process their program changes through all participating colleges.

Action item: Ed Lotto and Frank Gunter will bring this up for review in CAS college policy and CBE college policy—the leadership emphasis might better fit CBE.

**Item 2: R&P 3.1.3 Course Credits. Proposed addition of subpart 9 for fractional credits**.  
This would not be a change in R&P, but rather an addition expressly to allow but regulate the use of fractional credits.

The recent addition of 1.5 credit courses by CBE, creates some possibility that fractional credits will become more widely used. EdPol believes some boundaries and guidelines would be useful moving forward delineating what the smallest fractional credit is allowed and when fractional credits are appropriate.

Current: 8 sub-parts of R&P 3.1.3 cover expected effort per credit and modes of instruction but do not include discussion of fractional credits.

Proposed: Add 9th part:

9. Integer credits are preferred for most circumstances. Fractional credits (e.g. 1.5) can be offered but should be reserved for particularly compelling pedagogic goals, such as split sequenced courses. The smallest allowable fraction is 0.5 credits, but no course can be offered for less than 1.0 credit. Courses listed as variable credit (e.g. 1-4) can only be offered for integer credits.

Proposal approved by consensus; to be forwarded to faculty senate for further approval.

**Item 3: R&P 3.1.4 Transfer Credit (excerpt)**

The Committee considered a proposal to modify a portion of R&P 3.1.4 Transfer Credit. The proposal would add a sentence.

Original:

The University registrar has the final authority to determine whether to grant the advanced standing to students transferring from other schools and students already admitted who take work at other schools for transfer to Lehigh University.

Proposed language:

The University registrar has the final authority to determine whether to grant the advanced standing to students transferring from other schools and students already admitted who take work at other schools for transfer to Lehigh University. Credit transfer rules may vary for credits taken prior to matriculation versus those taken following matriculation.

The Committee discussed who has the authority for approving credit as well as the RAS’s responsibility for final evaluation of grade, length of program, college accreditation, etc. Students currently may have transfer credit approved or disapproved depending on circumstances. Some departments may grant credit to an incoming student who is transferring from another university. Yet many departments face large numbers of transfer credit requests from matriculated students, and often deny these requests for various reasons. The proposed addition provides RAS a tool to articulate to students what the standards are. The intent is to provide flexibility to incoming transfer students, while reserving the right to limit transfer credits by current Lehigh students.

Departments will have the ability to grant (or not) transfer to currently enrolled students depending on why they’re taking the course. Departments gain the right to differentiate between requests (from transfers or currently enrolled). Student representatives raised the question of fairness between those who receive credit as transfer and those who take all their work at Lehigh; faculty pointed out that the new language would be equitable as transfer students did not have the opportunity to take all their courses at Lehigh; they are under different circumstances. Ambiguity seems to be removed by additional sentence.

Proposal moved by Gunter, second Lotto. Approved by vote; 8 for, 2 opposed.

**Item 4: R&P 3.1.4 Transfer Credit (part 5)**

The Committee reviewed a proposal to modify a second portion of R&P 3.1.4, part 5 on a list of requirements for course transfer. The proposal would permit deans offices to review courses for equivalency and rigor. Currently the text indicates that departments do this. The proposed language allows for departments and colleges to transfer credit as general credit, i.e., credit that does not transfer as a specific course but rather as credit to a general program or college.

The Committee discussed the circumstances in which colleges might need this authority. Some courses do not fit neatly within disciplinary boundaries and Lehigh departments. It was clarified that approvals would continue to fall to the college where the course would fit best—not the college in which the student resides. Some departments might wish to have the college approve petitions for general credit outside the department’s major.

Minor changes were made to the draft proposed language. We will need to be careful of using “99” to indicate transfer courses, as some departments use that as an actual course number. One option would be to designate transfer credit that does not fit with particular Lehigh courses as “xx” (e.g., 0XX, 1XX rather than all numerals. This is an administrative issue and can be determined administratively.

Original:

5. The content of a course must be evaluated for equivalency and appropriate rigor by the appropriate Lehigh Department and must meet minimum standards for transfer credits as determined by the University Registrar. Online courses considered for transfer must be at least 3 weeks in duration for intercession and at least 5 weeks for summer.

Proposed (as modified):

5. In order to count for credit for a course in the Lehigh Catalog, the content of a course must be evaluated for equivalency and appropriate rigor by the appropriate Lehigh Department or College and must meet minimum standards for transfer credits as determined by the University Registrar. Transfer courses not equivalent to courses in the Lehigh Catalog, yet appropriate to the Lehigh curriculum and meeting other standards of 3.1.4, may be transferred as general credit (e.g., credit as 0XX, 1XX, 2XX, 3XX, as determined by rigor) toward the Lehigh degree. Online courses considered for transfer must be at least 3 weeks in duration for intercession and at least 5 weeks for summer.

Proposal approved by consensus; to be forwarded to faculty senate for further approval.

The Chair announced that the Senate may want to meet with this committee to review current responsibilities. Prof. Gunter stated that this is a general review.

Meeting adjourned 5:25 PM.