

**Educational Policy Committee**  
**2 October 2019**  
**Minutes**

**Committee Members Attending:** Julia Adamson, Alec Bodzin, Evan Chansky, Mary Beth Deily, Frank R. Gunter, Kadia Hylton-Fraser, Tong Soon Lee, Edward Lotto, Virginia McSwain, Natasha Vermaak, Zach Vinik, and Edmund Webb (Chair)

**Guests:** Linda Bell, Jennifer Jensen, Barry Knoll, Lori McClaind, Jessecae Marsh, Katie Radande, Hal Skinner, Susan Szczepanski, Greg Tonkay, Steven Wilson, and Katrina Zalatan

**Minutes:** Minutes of September 4, 2019 were approved

**Nominations:** There was an omission in the September 4, 2019 Education Policy Committee meeting minutes: Ginny McSwain volunteered to serve as the CAS representative to the Course and Curriculum Subcommittee. Since the September 4 meeting, it was verified that Webb can serve on that subcommittee in both the roles of Chair as well as representative from RCEAS. Gunter – against his will - was selected as Secretary for the current meeting. In the absence of any nominations for a standing Secretary of the committee, the committee chair will distribute among the committee members Secretary responsibilities (i.e. the taking of meeting minutes) for the remainder of the year.

**Lehigh Launch:** Jensen summarized the proposed Lehigh Launch program. Lehigh Launch is a semester long program of four four-credit courses either in New Mexico or Ecuador during a student's first semester. (Slides describing the program are attached to these minutes.) Key points were:

Motivation

- Aid in attracting quality undergraduates to Lehigh
- Help students choose major
- Provide an opportunity for students who are unable to take a “gap” year to have a broadening experience since the Launch students will be eligible for financial aid

Discussion

- Program will be integrated, immersive, and tied to location e.g. a literature course in New Mexico will focus on literature of the South West.
- Some courses will be taught by Lehigh faculty, others by local faculty
- Some/all of the courses will initially be offered on a provisional basis. Noted that according to R&P 3.6: “No course may be offered as a provisional course for more than two years.”
- Both credits and grades will transfer back to Lehigh
- Program will be open to all incoming students. However, there are majors (engineering, accounting, etc.) where participation in Lehigh Launch will make it difficult to graduate in four years
- Students who participate in Lehigh Launch may face financial aid limitations if they either need more than four years to graduate or must take summer/winter intercession courses

- Program will begin in late August
- Initial program size is about 24 students (10-12 per site)
- Lehigh Launch leadership will provide a program update to the Educational Policy Committee after the first year
- The question was raised: can Lehigh provide Summer scholarships for participating students to “catch up” with their peers and remain on track for graduation in four years (i.e. related to concerns with certain majors about Lehigh Launch participants non being able to finish in four years)
- Consensus of the Educational Policy Committee was to strongly support the Lehigh Launch proposal

**Study Abroad:** Study Abroad Faculty Policy Board work is being absorbed into Ed Pol as a pilot this year. Individual student petitions for new semester study abroad courses or programs will be reviewed internally by Director of Study Abroad and may be approved at that level; if not resolved by the Director of Study Abroad, petitions will be forwarded to the undergraduate Associate Deans; if not resolved by Associate Deans, a petition may be forwarded to the larger Ed Pol committee. New semester partner programs will be reviewed by Faculty Committee on Global Affairs and Ed Pol Course and Curriculum. During this pilot year, if workload overwhelms Ed Pol, a subcommittee or AdHoc committee may be formed. Ed Pol will re-evaluate structure at the end of the 10-20 AY.

**Course and Curriculum Subcommittee:** As a result of changes in R&P 3.2.1, if the Educational Policy Committee approves course changes that are limited to: 1) changed prerequisites, course level, content, or credit hours for existing courses or 2) drop a course from the catalog for reasons other than its not being offered for more than two years; then the proposed changes will be directly submitted to the Registrar for incorporation in the University catalog – Senate approval is not required.

**Peer Review of Teaching:** Revision of this proposal will be discussed during the next meeting.

Educational Policy Committee meeting ended. Chair reminded members and guests that the next meeting would be held on October 16<sup>th</sup>.

Respectfully submitted,

Frank R. Gunter

## WHERE WE BEGAN: LEHIGH LAUNCH SEMESTER

*An immersive, inquiry-based, place-based, entry semester  
for first-year Lehigh students*

### FUNDAMENTAL REQUIREMENTS:

1. Challenging immersive learning experience with rigorous course content
2. 15 credit hours of foundational coursework (general ed, not tracking to specific majors)
3. Diversity within each site group (SES, geography, major, race/ethnicity)
4. Connection to the Lehigh on-campus community
5. Cost model – accessible to all students, no more expensive than a regular semester
6. Fall 2020 rollout – 12-15 students per site.

*EVERYTHING ELSE IS UP FOR GRABS.*

# Gap years

theatlantic.com/education/archive/2016/05/how-common-is-a-gap-year/480921/

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**EDUCATION**

## How Common Is a Gap Year?

Malia Obama will attend Harvard, but she's waiting until her dad's out of office.

ADRIENNE GREEN MAY 2, 2016



KEVIN LAMARQUE / REUTERS

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When the Obamas announced Sunday that their eldest daughter, Malia, will attend Harvard University, they also revealed that she will take part in what is

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## Lehigh Launch: General Education for First-Year Students

A Learning Experience that is:

- *Immersive* – place-based, situated in a living-learning environment
- *Active* – experiential, inquiry-based
- *Integrative* – concepts woven together through connective themes
- *Cooperative* – cohort-based learning with collaborative projects and reports

Learning Objective 1:

*Develop Skills of Leadership, Teamwork, and Social Responsibility*

- Create “collaborative connections” with other students; work productively in teams
- Demonstrate skills of inclusive leadership
- Strengthen empathy and sense of responsibility for others; service orientation
- Learn to address disagreements productively, honoring multiple perspectives and competing points of view

Learning Objective 2:  
*Acquire Productive Habits of Mind*

- Demonstrate “creative curiosity,” taking the initiative to explore issues and ideas
- Embrace contradictions and complex problems, recognizing one’s own biases and assumptions
- Engage in reflection and self-assessment
- Develop capacity to observe closely, with sustained attention

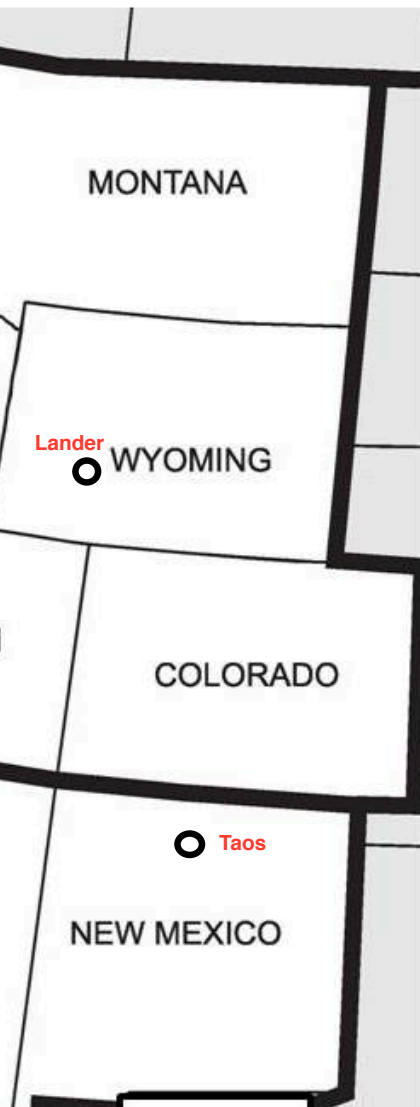
Learning Objective #3:  
*Acquire Subject Area Skills*

- Learn and apply key concepts within a discipline of study
- Use investigative and analytical methods appropriate to a discipline
- Collect and synthesize information or data
- Recognize connections between disciplinary perspectives



Learning Objective 4:  
*Strengthen Communication Skills*

- Understand contexts and purposes for writing, including the conventions of different academic disciplines
- Produce texts that analyze issues and ideas, in clear, well-organized, readable documents
- Engage in effective oral and multimodal communication, using a variety of media to reach multiple audiences



## Semester in the American West – Wyoming and New Mexico

- Locations in the American West selected to emphasize geographic, cultural, economic and political diversity
- Coursework on environmental ecosystems, literature of the American West, cultures and interests of the American West, integrative seminar
- Lander, WY; Green River/Canyonlands, UT; Taos, NM
- Partner: National Outdoor Leadership School (for expedition component)



## Semester in Latin America - Ecuador

- Ecuador is a highly rich country, with one of the world's most environmentally megadiverse and multicultural countries.
- Coursework on environmental ecosystems, Latin American cultures, Spanish language, integrative seminar
- Quito, Amazon, Galapagos
- Partner: IES Abroad

Next steps:

- Education Policy Committee – Hi all!
- Faculty/staffing (in progress)
- Marketing
- Recruiting /selection
- Re-entry program
- Pilot in Fall 2020 – 12-15 students per site