1. Review and acceptance of draft minutes 28 July 2004  (Singh, Booth)

Old Business

2. Models

The Committee began the process of reviewing two models of general education that we will present at the faculty meeting. Committee members sought to distinguish each model and identify basic assumptions and core elements of each. A distribution model fundamentally is the type of model currently used at Eastern. A developmental model is proposed as an alternative. Committee members again were polled to determine if the Committee would endorse one model. Again, a members present agreed that a developmental model was the preferred model. Members suggested that the term “developmental model” may be confusing or easily misunderstood because of other connotations. They suggested that we use terms such as a tiered or sequential model.

Proposals for competencies and requirements

Writing:
The Committee agreed that the current writing requirements would be maintained. The initial writing class must be completed by the third semester. (Distribution and Tiered)

Math:
Current math requirements would be recommended. These requirements are that students must achieve at least the Math 130 level and that the requirement be completed by the third semester. (Distribution and Tiered)

Language:
Current graduation requirement of two years of high school foreign language (classical or modern) or at least one year (6 credits) of a foreign language at Eastern. (Distribution model)

Demonstration of competency of at least two semesters, one year, of college level foreign language ability. (Tiered model)

Computers:
No computer course requirement or competency required. Majors will determine if students have sufficient skill to complete major requirements. Students will be referred to resources to insure adequate skill development. (Distribution and Tiered)

Information Literacy:
Will not be treated as a competency, nor a required course. Standards may be developed similar to our current writing requirements. (Distribution and Tiered)

Health and Physical Education:
No health or physical education requirement will be proposed in a new general education core, as the core will focus on the intellectual abilities and skills of a liberally educated person. A proposal was made, for later consideration, to consider such a requirement as a graduation requirement outside of the general education core. (Distribution and Tiered)

Tiered/Sequential Model
A proposal was made and discussed to recommend a model that required successful completion of three general education levels. The basic level required the first year program (4-7 credits) and introductory courses in Humanities (2), Natural and Physical Sciences (2), Quantitative (1), Social Sciences (2), and Cultural Awareness (1). These courses should be completed during the student’s first four semesters. Stage II, intermediate level courses are “thematic clusters” providing an interdisciplinary perspective. These are pairs of linked courses with a common theme and require students to have completed at least one introductory
course in each discipline. The courses must be taken during the same semester and generally would be taken by students in their fourth, fifth or sixth semester. The final stage is capstone classes, which are thematic (e.g. global warming, distributive justice, globalization) that are outside of the student’s major discipline. Class sizes would be limited to twenty-five and require higher level integrative and independent work. Students must be at least second-semester juniors to enroll and must have completed basic and intermediate level work in the capstone discipline.

An alternative model was suggested that built not upon disciplines but learning outcomes, so that the capstone classes required independent inquiry, involvement, high levels of communication, and the integration of various modes of inquiry and disciplinary perspective. The intermediate level may focus on creative expression and the basic level, including the first year seminar, various modes of inquiry and disciplinary approaches.

3. Faculty meeting planning

Preliminary plans were addressed for the fall faculty meeting. The Committee suggested that the announcement to the faculty be sent within Dr. Pachis’ letter to the faculty announcing the University meeting. A presentation will be made by the Committee to present a choice of two curriculum models and discuss the procedures for decision making. There will be an opportunity for small group discussion. Committee members suggested that separate discussion groups be employed for non-tenured and tenured faculty, facilitated by Committee members with these statuses.

A set of outstanding questions will be developed for the next meeting.

4. GEPC Web page development

New postings to the e-forum are needed. The Modern Language Department has been contacted to request input into a new thread about language requirements.

5. New Business

Student Publications

Dr. Carter sent copies of publications, *Chrestomathy: Annual Review of Undergraduate Research of the College of Charleston* for committee review. Members discussed how Eastern could also support presentation of student research and creative activity. Members thought that the student research conferences provided the foundation for such activity. It was suggested that Eastern join the National Council on Undergraduate Research to foster such activities.

Next Meeting

The next GEPC meeting will be Wednesday, August 11, 2004 from 10:00 a.m. – Noon.

Minutes respectfully submitted,

Maggie Martin, Chair