

Gen Ed Responses

Responses to Q1:

The AACU's document is good, but there are other agencies such as the National Academy of Science and National Science Foundation that could guide us too.

AACU's document is a "skills" that that a student need after fours years of Colleges. Many of the objectives list are best realized in the major and not in general education classes.

→ No, the General Education requirements alone do not address the goals of the AACU document. The AACU document is a poor guide-post for general education requirements. The AACU outcomes should be used to measure the College's performance after four years. We believe that our majors, who have time to explore and conduct research within their discipline, do meet the objectives of the AACU document.

Responses to Q2a:

Yes, the Gen Ed curriculum helps, but more can be done.

Students don't seem to be prepared for the work load when the take upper division courses.

Gen Ed is too heavy in the liberal arts areas, thus preventing science students from taking courses they need to take to receive a quality technical education.

Gen Ed is not balanced - it favors the liberal arts students over the science students. Too many courses support social science prerequisites and science prerequisites. For example, Geology students currently need to take additional courses in sciences and math (18 hours), for which they don't get Gen Ed credit, to take many advanced geology classes.

Responses to Q2b:

Decrease the amount of language and humanities Gen Ed requirements for science majors so that they can “develop and quantitative skills through hands-on experiences that build conceptual knowledge by engaging learners in creative, inquiry, and critical thinking projects” (from AACU's document).