

Summaries of Department Meetings from the College of Science and Mathematics

Common overall themes/comments:

- Writing
 - Communication/speech
 - Problem solving/reasoning/critical thinking
 - Increased rigor is needed
 - Education over training/knowledge over technical skills
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Specific comments from departments:

- While gen ed courses can contribute to a student's major, the students choice of gen ed courses should be independent of the major.
- General Education should aim to educate, rather than train.
- Focus on knowledge rather than technical skills
- More specific timeline of Gen Ed courses - require certain critical classes in set years
- Prereqs need to be enforced
- Needs more rigor
- Increased rigor is needed
- Increased rigor is needed (remove the concept and practice of extra credit)
- Too much choice in topics and classes
- Gen Ed should be more than simple remedial courses (high school math should not be Gen Ed). All courses should be college level material and difficulty
- Should possibly separate true Gen Ed topics from more specific topics better left to individual departments
- Gen Ed courses should include more emphasis on 'big topics' (i.e. evolution or politics)
- More team-taught and/or multidisciplinary courses
- Writing (more discipline specific)
- Communication (particularly at a level/form appropriate for a given task)
- Majors not getting specific training in Gen Ed, even in courses meant to be more discipline specific (i.e. Writing in the Sciences)
- More emphasis on continuity - The application of knowledge in one course to later courses.
- Fewer requirements or smaller courses
- Discipline specific sections of some courses
- More standard evaluation of learning outcomes
- There currently is a disconnect between Gen Ed courses and rigid classifications
- Some outcomes difficult to accomplish is very large courses
- More University support is needed for Departments with a high Gen Ed teaching load
- More courses should be application based.