



William J. Maxwell College of Arts and Sciences

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**The NJCU General Studies Program provides a coherent educational experience for our students.
(103 Responses)**

Option	Count	Percent
Strongly Disagree	22	21.4
Disagree	26	25.2
Unsure	30	29.1
Agree	17	16.5
Strongly Agree	8	7.8
Total:	103	100.0

**The NJCU General Studies Program consists primarily of a list of courses that students must take in order to graduate.
(104 Responses)**

Option	Count	Percent
Strongly Disagree	6	5.8
Disagree	12	11.5
Unsure	11	10.6
Agree	51	49.0
Strongly Agree	24	23.1
Total:	104	100.0

**The NJCU General Studies Program reflects a set of clearly defined goals for student learning and development.
(104 Responses)**

Option	Count	Percent
Strongly Disagree	28	26.9
Disagree	29	27.9
Unsure	23	22.1
Agree	19	18.3
Strongly Agree	5	4.8

Total:	104	100.0
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**Students experience the NJCU General Studies Program as constituting a cohesive curriculum.
(101 Responses)**

Option	Count	Percent
Strongly Disagree	23	22.8
Disagree	43	42.6
Unsure	26	25.7
Agree	8	7.9
Strongly Agree	1	1.0
Total:	101	100.0

**Most students complete the NJCU General Studies Program within their first two years at NJCU.
(102 Responses)**

Option	Count	Percent
Strongly Disagree	21	20.6
Disagree	45	44.1
Unsure	19	18.6
Agree	13	12.7
Strongly Agree	4	3.9
Total:	102	100.0

**Most students are able to locate connections between courses in their majors and courses they have taken to fulfill General Studies requirements.
(102 Responses)**

Option	Count	Percent
Strongly Disagree	25	24.5
Disagree	40	39.2
Unsure	17	16.7
Agree	15	14.7
Strongly Agree	5	4.9
Total:	102	100.0

**How long have you been teaching at NJCU?
(103 Responses)**

Option	Count	Percent
Less than 3 years	5	4.9

Between 3 and 5 years	8	7.8
Between 6 and 10 years	29	28.2
Between 11 and 15 years	21	20.4
More than 15 years	40	38.8
Total:	103	100.0

**How frequently do you teach General Studies courses?
(103 Responses)**

Option	Count	Percent
Never	34	33.0
Rarely	16	15.5
Once a year	12	11.7
Every semester	41	39.8
Total:	103	100.0

**What do you see as the strongest features of the NJCU General Studies Program?
(58 Responses)**

Option	Count	Percent
None. Lets get rid of it.	1	1.7
The entirely necessary AUR writing courses, especially as the university accepts students who are weaker and weaker writers; the requirement to sample courses in a variety of disciplines. Many of the General Studies courses, such as those in WGST are particularly valuable adjuncts to students' studies in their majors, whether Business, Criminal Justice, or various education tracks. Students should be encouraged to mix their more focused major studies with the general studies courses, not to finish up the GS before moving on to the other work.	1	1.7
Range of courses--breadth. Will help students become more rounded.	1	1.7
WRAP requirement.	1	1.7
Focus upon University-Wide Learning Outcomes.	1	1.7
I don't see a strong feature - we have too many courses and they often don't tie into the regular curriculum. I think departments should be able to select more relevant gen eds for their majors. Transfer students receive no flexibility. It does not serve Communiiversity students well because these courses are not always on line or available in a remote location. I don't why you need to have so many.	1	1.7
Exposes students to the liberal arts and to the depth and extent of human knowledge and learning.	1	1.7
A proscribed frame work for study.	1	1.7
bread and butter courses for small programs ...	1	1.7
I view GS as a means to provide the students with a well rounded and diverse curriculum.	1	1.7
The diversity of disciplines and range of choices	1	1.7
it is a weak program. Too broad.	1	1.7
Competent faculty	1	1.7
The GSP introduces students to a broad spectrum of courses.	1	1.7
I haven't had a chance to study entity of General Studies Program to speak about the whole.	1	1.7

Goals	1	1.7
i strongly agree that students should be exposed to a well rounded curriculum but i don't believe the current program accomplishes that.	1	1.7
What is academically valuable within NJCU's current GS are current courses that emphasize culture and civilization. Another worthy effort in the current GS is the fact that the current GS sincerely attempts to teach urban-students, first-generation Americans, and numerous ESL-students expository-prose, language-skills, and research-skills. What is lacking in the current GS are sufficient elective-courses at the 200 and 300-level (or higher) and perhaps the number of current GS credits are too many; 60 credits or more is wrong. Too many courses are at the 100-level, although in any GS curriculum, a few courses should be 100-level. We must design the GS to match NJCU's vast TRANSFER-STUDENT population's transcripts from other state-schools. We should not create GS courses that are untransferable.	1	1.7
Students are exposed to a range of disciplinary approaches and subjects. This provides them with an introduction that can inform their choice of major.	1	1.7
Students experience disciplines they might not otherwise--for example, business and science students experience the arts.	1	1.7
It gives the students a minimal look at various disciplines besides that in which they major. Also, the English courses help reduce a woeful lack of literacy.	1	1.7
Diversity of courses.	1	1.7
I don't see many strong features for general studies programs. Our students would probably benefit most from a "how to study experience." For example, one student in my online course told me that after "teaching himself" he now knew how he should study for all of the courses.	1	1.7
Nothing!! It's a disconnected hodgepodge of courses students see as necessary to graduate, but there is no connection among the courses themselves, and no connection between the courses and the students' major courses. In its current form, the NJCU General Studies Program has been conceived as a way to slice the pie for the most number of departments, with little shaping of students' ability to write well and to think critically.	1	1.7
Some of the courses are worthwhile and should be part of a General Studies program.	1	1.7
It does nothing for our students, but helps certain departments with enrollments	1	1.7
good variety of courses	1	1.7
Flexibility of the departments to determine content of courses.	1	1.7
Multicultural (AFRO, WGST, ETHNIC, INTD) and Language Requirements.	1	1.7
The variety of disciplines represented.	1	1.7
variety of content areas	1	1.7
exposure to many other areas of study.	1	1.7
We need computer literacy education to prepare our student as college educated person to compete in this highly technology oriented society.	1	1.7
Variety of courses	1	1.7
The requirement that the students must at least become familiar with differnt academic fields of study.	1	1.7
The current NJCU General Studies Program provides breadth, not depth. The course selection is limited, and it appears (from a faculty point of view) that this current model makes sure that all departments have a piece of the "pie."	1	1.7
Provides access to broad liberal arts foundation which is needed to provide context for future specialization Avoids the many limitations of a narrow thematic approach Does address competencies identified by university as essential Very helpful for our many education majors who need to pass the Praxis Civilizations courses are valuable: Enhance global perspectives Promote cultural awareness and understanding Are interdisciplinary in nature Provide some assurance that our students have been introduced to the humanities The Civilizations course are very valuable: Enhance global perspectives Promote awareness	1	1.7
There is flexibility of choice for the student	1	1.7
Interdisciplinary offerings in Women's and Gender Studies.	1	1.7

The attempt to provide a broad liberal arts education for students.	1	1.7
The various courses provide a well rounded student learning experience that is uniform for all students at NJCU.	1	1.7
The liberal arts approach to the general studies program is a great benefit to students. Undergraduates should be exposed to a wide range of disciplinary approaches from the arts to the sciences. The current requirements do maximize this exposure. The Civilizations requirement is an especially important component of the general studies curriculum. This sequence provides challenging readings that introduce students to poems, plays, and philosophical treatises that have played a crucial role in world history.	1	1.7
Economics, Math and English. Should increase technology.	1	1.7
The preparation of the list of courses needed for completion.	1	1.7
Students need exposure to a broad range of disciplines, and the NJCU General Studies program attempts to accomplish that. There is a certain amount of flexibility in the selection of courses from sub-areas (departments) to fulfill the requirements. It is also a plus that certain area courses can be identified as prerequisites of the major programs as well as satisfying area requirements.	1	1.7
SOME EXCELLENT INSTRUCTORS AND COURSES....	1	1.7
The broad area requirements which introduce our students to a variety of disciplines.	1	1.7
THE INSTRUCTION IN ARTS, THE HUMANITIES AND LANGUAGES.	1	1.7
THE ARTS AND THE HUMANITIES.	1	1.7
Allows them to see the world from different perspectives.	1	1.7
The strongest feature is the faculty.	1	1.7
A liberal arts experience	1	1.7
My experience is in teaching Civilizations I and II and while I teach a variety of other classes these are among my very favorites. It is a wonderful opportunity to expose students to material that they might never encounter again, particularly if their work takes them outside the fields of History and English. A foundation in Antiquity gives resonance to the Renaissance - an understanding of the role of the ancients is pivotal to understanding the work of the Humanists - who in turn help to shape Enlightenment thinking in the 18th c. - against which Nietzsche and a host of others rail just prior to the outbreak of World War I - and the list goes on. All of this is provided for our students in CIV I and broadened in CIV II. I cannot imagine a university that did not offer these fecund educational opportunities. When I teach these classes my students write about Gilgamesh and Socrates, they read Virgil and Dante - they are immersed in the richness and variety of so many different civilizations, the experience of which helps to shape and form their educational experience. I sincerely hope that Humanities based courses such as these continue to enrich our curriculum. I appreciate the opportunity to respond to this survey.	1	1.7
The wide selection of courses available.	1	1.7
requires student to experience a broad selection of academic experiences in science and art. Students must interact with others who have different ways of thinking and living.	1	1.7
While I see General Studies as essential to undergraduate education, I see the current NJCU structure as lacking any strong features.	1	1.7
The General Studies Program exposes students to a wide variety of disciplines and courses. I also think that it makes an earnest, if incompletely successful effort to teach students how to write and to develop mathematical skills to a certain level. There needs to be considerable attention paid to teaching students to read with comprehension.	1	1.7
Opportunity to explore various disciplines. Assuring that students experience the variety of knowledge systems in the liberal arts, beyond the disciplinary focus of their major field of study.	1	1.7
Total:	58	100.0

What features of the General Studies Program would you most like to see changed?

(70 Responses)

Option	Count	Percent
Too many credits...and it lacks a curricular focus.	1	1.4
I would like to see the onerous AUR math requirements reduced. For most students who I see these seem disconnected from any other course work. Students experience many of the courses as a burden to get through, not a chance to explore. The idea implied in one of the questions above, that it would be better if students completed these requirements in their first two years at NJCU, is based on a false notion of how students might study, and deny the possibility that general studies courses could enrich (or leaven) their major studies later, rather than piling up many demanding upper level courses at once. Savvy students who know to compare requirements at different colleges have every reason to be put off by our excessive number of required courses. In this economic climate, we have a chance to attract those savvy students, but now we are not doing so. Courses like the Civ courses are constructed as a strange dismal slog, or at best a romp, through too much material to make any sense. What if we thought about our job as teaching students to think and make connections between their studies, rather than to cram them with the academic equivalent of disconnected bits and pieces? Could we actually look at what other schools do?	1	1.4
Fewer courses and more pre-requisites to their major.	1	1.4
The number of credits need to be reduced. We are allowing students who come from community college to fulfill their general studies program with less tha 66 credits and students who are beginning their study her to take 66 credits of general studies program. This is not fair for our studnets and the core curriculum in each department. Please do some thing to reduce the number of credits.	1	1.4
66 credits of 100-level courses. Not enough math. Not enough writing. Faculty and course-input focus. No integrated assessment.	1	1.4
Perhaps more longitudinal coherence, to facilitate progressively improved competence and mastery in areas of U-wide Learning Outcomes as students progress through the curriculum.	1	1.4
See my comments above. It is inflexible - holds up studedents graduation due to nit picking. Does not provide foundational benefits given business demands. Where is ethics or other important courses to the success of the employee. Are all these categories really necessary. We are not competitive with other schools. If we allow transfer students to take less courses - why is that okay - they seem to do just fine. Does this mean you should look at and reduce some of the courses you require if you come as a freshman or a student that transfers without an associates degree. Other schools are more flexible - it is time for us to look at that also. Who made the gen ed rule and is it so entrenched that we can't change it.	1	1.4
General Studies should not be a turf war. It should not be created because professors are afraid that no one will take their class. Faculty should be willing to retool if a course they have been teaching is no longer popular; they should not hold students hostage through general studies. Students should have more choice. Areas of the curriculum that have been marginalized by general studies (like women's and gender studies, foreign language) should be on an equal footing with other subjects. The Civilization courses should be taken out of the curriculum. The P-12 movement for 21st Century learning should be looked at. It is spreading across the country; NJ is one of the first states to sign on. After all, the NJ students that go through P-12 are going to end up in college.	1	1.4
A FOREIGN LANGUAGE REQUIREMENT	1	1.4
1) Include curriculum on the impact of increasing globalization on every aspect of life. 2) Stop requiring incoming transfer students to take First Year experience course, even if they don't have an AS or AAS degree. 3) REQUIRE two or more modern language courses	1	1.4
too many credits - too much turf not enough writing	1	1.4
Broaden the base away from and Arts and Science core to an all inclusive general studies program.	1	1.4
its lack of any educational coherence	1	1.4
I would prefer current subject matter, that pertaining to world views and the cultural changes. In addition i think students should have as many cultural experiences as possible.	1	1.4
Better link student learning outcomes to the University-wide student learning outcomes.	1	1.4
Fewer credits. Organized into a curriculum with courses on the 100-400 level.	1	1.4
Present GS program is too rigid. Even though GS courses are not part of a student's major		

program, there should be some relevance and connection between his/her major and the General Studies menu.	1	1.4
Number of required credits; Center the GSP around themes; Institute a required capstone senior project	1	1.4
More choices the better.	1	1.4
1) a reduction in the number of credits that are required; 2) a 2 tier system of basic and upper level courses. the basic level should give the student the overview of the field (economics, psychology, media, etc) and the upper level could be any 200 level or above in a particular discipline. in fact, when i first arrived here, this is what we had in place. 3) i'm not sure why students are forced to take algebra and "quantitative reasoning" courses as opposed to modern languages or literature. there should be more choice. 4) simplify, simplify, simplify. it's too Byzantine at the moment. students arrive at graduation only to find that they're missing something. 5) computer as a tool should be dropped as a requirement.	1	1.4
What is lacking in the current GS are sufficient elective-courses at the 200 and 300-level and perhaps the number of current GS credits are too many. Too many courses are at the 100-level, although in a GS curriculum, a few courses should be 100-level. We should not create GS courses that are untransferable, because at least 50% of NJCU's matriculating students transfer into NJCU; hence, we ought to thoughtfully create GS courses that can precisely match typical TRANSFER student's courses within their transcripts. If we invent untransferable courses, we will not continue to attract large-numbers of transfer students. This is why (wisely), so many NJCU courses are at the 100-level.	1	1.4
The questions above get to the heart of the problem: the program is basically a list of courses that lack cohesiveness *as* a program. The programmatic learning goals are not well defined; the interconnections among the areas lack programmatic articulation (a student will not be introduced to them unless individual faculty make a concerted effort in this regard); and there is virtually no systematic development of habits of inquiry, thinking, or writing among the courses or areas (I suspect this is true among the courses *within* each area as well as between and among the areas themselves). I would like to see the University develop a GS program that introduces students to the concepts and practices of disciplinary *and* interdisciplinary work and requires them to identify and articulate interconnections among the various courses in the various areas. Some method or structure will need to be defined to hold it all together for the students, but also for the departments and faculty--some way of explaining to ourselves and our students that academic inquiry--the synthesis of, and production of, various forms of knowledge-- relies on and extends a variety of forms of critical thinking and habits of inquiry that are in fact relevant throughout college and beyond graduation. All of this requires a real and broad investment in an expansive shared vision for the university as a whole. It may also presuppose a renewed commitment to the importance of rigorous academic work (and high expectations for faculty, students, and administrators) across all courses, departments, and units. More practically, I would like to see a serious emphasis across the entire GS program on a coherent plan for the development of critical reading and writing skills in all NJCU students. This must be supported with funding to enable planning and implementing new curricula, faculty development, and outcomes assessment throughout a student's career at NJCU, but it should first be implemented throughout the GS program *in fact* rather than on paper only. An emphasis on the teaching and learning of critical reading and writing is long overdue; its importance should trump all questions of territory.	1	1.4
The number of GS credits should be reduced. Area B broken down into B1 and B2 is too much specialized.	1	1.4
Too many credits required. I would like to see a focus on courses that are interdisciplinary in nature, including team-taught courses. I would also like to see a large component dealing with the student's intellectual relationship with the surrounding community (beyond the University). This includes cultural activities, current events, and sociological issues.	1	1.4
Fewer lower level courses. Room for business or Phys Ed courses. Room for a minor-24 credits.	1	1.4
The program needs to be reduced from 60 or 66 credits to 30-45 credits. A.A. transfers should not be getting the benefit of 66 credits for general studiess when they only took 30-45 general studies credits at the 2 year institution. The system MUST be revised so as to be effective and equitable for all of our students.	1	1.4
All of it! In terms of the AUR, there should be three--not two--semesters of writing, because any gains the students see in their writing after EC 2 is quickly lost because their writing is: 1) still weak; and 2) very little is required in their other classes. By the time they are seniors,	1	1.4

there is NO required course to make sure they can write and properly document a paper.		
Too many courses and credits to complete General Studies requirements. As an example, anyone who wishes to become a teacher in a specific field will more than likely have to take more than the minimal 128 credits needed to graduate. The paradox here is when we receive A.A. or A.S.transfers from NJ State 2-year institutions, their TOTAL credits in most cases are less than those needed by students on campus to fulfil their General Studies requirements. How fair is that and is that really necessary?	1	1.4
Have a sequential requirement where students take an Intro course to be followed by a more advanced one. In other words, get out of the Intro trap! I have students who have transferred from other universities and spend too much time and misery trying to fulfill these idiotic requirements that never get beyond the basics. Too many credits!	1	1.4
Decrease in the number of required courses.	1	1.4
The number of classes and credits that are required through the general studies program. The individual departments are either forced to require a low number of courses for their degreed programs or students are forced to complete their educational experience in five or six years.	1	1.4
- Designate certain courses as writing-intensive, then require 10-12 writing-intensive courses (30-36 credits)within General Studies	1	1.4
The GS courses should offer more rigorous content, filling in the gaps in student education. It would be great if institutional support were provided for co-teaching or team-teaching to enrich student experiences of the General Studies Program and to foster interdisciplinarity among the faculty. The university should consider a General Studies Program that offered the cohesiveness of a core curriculum model but with more flexibility built in to accommodate NJCU's demographics. Faculty could work together to offer exciting GS courses. Two faculty from different departments, for example, could collaborate on a GS course. One model could be that both courses would be offered at the same time so that the two collaborating faculty could bring all their students together at various times during the semester to work on an overarching project that brought the two disciplines together. At present, the GS offerings in my department are very rigid and seem to be recycled from semester-to-semester at the whim of individual faculty but with no underlying principles taken into consideration. It gives the impression that it shouldn't matter to the student what the course content is as long as it fulfills some requirement they need for graduation. And that's exactly how students feel about it. When I ask them at the beginning of the semester why they chose this course, most say because it fulfills a graduation requirement. It hardly seems to matter what the content is. It seems to me that this is more of a reflection of the GS Program and the faculty than the students.	1	1.4
I'd like to see mandatory "Financial Literacy/Personal Finance" courses added to the General Studies Program as a CORE requirement.	1	1.4
There should be more flexible requirements and fewer credits required. Also, Intermediate Algebra is inappropriate as a general studies course. This is a technical course that only benefits future math and science majors; it is also mainly high school level algebra. Many colleges in the area offer it as a developmental course for no credit, but only underprepared students who intend to take precalculus must take it. Other students take more interesting, less technical math courses for their general studies requirement. This is what we should do.	1	1.4
number of credits should be reduced	1	1.4
In one of the NJCU conferences few months back, we were told that nationally our students are in the lowest third in computer literacy (I do not know who or how that was done or if it is reliable) But we need to raise the computer literacy (skills)continuously."ALL" students at the minimum must have"words,Excel, Access, power point, web page " skills and be comfortable with it,Courses CS214 is the minimum.And the requirement must be raised regularly to meet the state of the art,graphics,.....and taught by computer science department. Also it must be required as Math is required.May be as "All College Requirement". All math functions are there already,students need computers to access and apply them.	1	1.4
Again, We need computer literacy education to prepare our student as college educated person to compete in this highly technology oriented society.	1	1.4
Integration of laboratory science course as they have in the vast majority of colleges in the US. Coupled courses among the disciplines.	1	1.4
The total number of credits.	1	1.4

I would require all the students must take a science course that requires laboratory experiments. I would like to see a general studies curriculum built around a theme that resembles either the general studies program of a school like Temple or the University of Chicago. I am open to the suggestions of the committee	1	1.4
The Content Knowledge test of the elementary PRAXIS II covers literature, math, science, and social studies. Many students cannot pass this test. Many students take this test three or four times or avoid elementary teacher education altogether. Students who complete the General Studies program should pass this PRAXIS exam! For students taking the Early Childhood PRAXIS exam, child development is extremely important. It would be helpful to have separate general education child development courses, one that focused on early childhood and elementary age children. Writing should be a component of ALL the general education courses. Many of our students fail the COE writing test and must take a special course in preparation for a retake of the test. Therefore, I suggest that there is a course "only" focused on writing. I would like to see a new General Studies Program to include a course on "speech and diction." Our classroom teachers must be capable of addressing students, parents, and administrators.	1	1.4
An option other than Intermediate Algebra to satisfy the AUR math requirement - everyday practical application of math for many of our students	1	1.4
I would like to see student be able to delve a little deeper into subjects	1	1.4
We need a language requirement that can help bilingual students improve their literacy in their home language as well as introduce monolingual students to intensive, rigorous language study.	1	1.4
SIMPLIFICATION! Honestly - a return to the logically laid out liberal arts program in effect in the 1980's. I have seen three different permutations of the general studies program and none have ever improved upon the program that I have cited above. It was clear, it meshed with programs from other higher education institutions, & students understood it. They were allowed the freedom to take upper level courses in the various required areas - which encouraged depth - not just breadth. It also allowed for more flexibility within the student's program. They were not limited to taking a few specific 100 level courses within areas. A return to this excellent program would be positive on so many levels.	1	1.4
It might be best to lower the number of required courses so as to provide options for students. This would provide more opportunities for students to take "electives" in an area that they have an interest in or see if they might develop an interest.	1	1.4
I do not think that the general studies program has to change inasmuch as it needs better stewardship. Very little has been done in the way of assessing the program in a systematic way. No one has really taken the lead in giving the program direction. There is tremendous promise in the program as designed and tweaking the program should be considered before doing away with it altogether.	1	1.4
Students must be totally literate when they complete the GSP. That means they can read, analyze and synthesize complex material, write cogent essays that use sophisticated vocabulary and are properly punctuated, can solve mathematical problems and understand basic statistical processes and concepts. Currently, too many of our students are unable to read, write and do even simple calculations as they get ready to take courses in their major field of interest.	1	1.4
Let courses and make them more flexible to support business learning - possibly provide an additional field of study Also be flexible on the transfer students who come to us from a four year school - they have gen eds but not your gen eds so they have to keep doing work over and over again.	1	1.4
More courses for the General Studies Programs.	1	1.4
Currently there is a lot of confusion about which courses qualify to cover area requirements; this might be alleviated with a more liberal policy, i.e. a wider range of courses. First, a student should be able to apply any 100-level course to the area requirement for that department. In addition, if a student has already completed the prerequisite, there is no reason why s/he should not be able to take a 200- or 300-level course in the same area, and achieve greater depth of knowledge. Third, there should be a requirement for all students to take courses in fitness and financial health; these will build life skills that are every bit as important as a grounding in the arts and sciences. Finally, the general studies requirements should be no more than 50% of the overall degree program. A selection of two courses in each area should be sufficient.	1	1.4

I WOULD PREFER A MOVEMENT TOWARD THE GREATER INCLUSION OF MAJOR WORKS OF LITERATURE, ART, MUSIC, HISTORY, NATURAL SCIENCE, SOCIAL SCIENCE, PHILOSOPHY, ETC.	1	1.4
The math requirement is very weak - I'd like to see that strengthened.	1	1.4
ELIMINATION OF COURSES WITH NO REAL FOCUS; FYE AND THE CIVILIZATIONS CLASSES. BETTER LET THE STUDENTS CHOOSE PARTICUKLAR AREAS TO EXPLORE THAN TO CREAT CLASSES WITH SUCH A WIDE RANGE.	1	1.4
THE REMEDIAL CLASSES, ELIMINATION OF FYE AND THE CIVILIZATIONS CLASSES.	1	1.4
1) We need more interdisciplinarity and crossing of disciplines. 2) Would like more classes with an emphasis on writing according to the rules of the discipline.	1	1.4
Significantly reduce the total number of required General Studies courses/credits.	1	1.4
I would like to see business, health, accounting, and fitness courses.	1	1.4
Too many courses that don't connect to majors	1	1.4
Fewer credits required. Several majors have so many requirements that taking 48 credits of General Studies means that those students have no opportunity to pursue areas in which they may be interested. What a pity that the required courses may have led them to a realization that they would like to learn more but they have no opportunity to do that.	1	1.4
more depth in material with required upper level courses, more writing and public speaking, more flexibility in choices	1	1.4
It seems to me that the total number of credit hours required can stand a moderate reduction, so students can beef-up their major-based course work, say in the sciences, where I am at.	1	1.4
Most students that I advise see the program as simply a checklist of requirements that have little relationship to their own educational goals.	1	1.4
Reduction of required credits and more rigid requirements for General Studies courses.	1	1.4
Students should be required to write a paper in each general studies course trying to relate the course to thier lives and to their major. There should be some class discussion of the ways this might be true. Frequently people come to understand todays experiences years later; so the requirement to think about possible connections might speed up the process.	1	1.4
We should decreasing general studies courses for students to take, so they can take more courses in their major.	1	1.4
Civilizatoinis requirement, irregular structure (6 to 9 credits in 5 areas), limited offerings in each department, restriction to low level courses.	1	1.4
The General Studies program needs to include depth as well as breadth. The current program provides thin exposure to various disciplines. Modern education focuses on teaching approaches to issues relevant to various disciplines. This is essential, but a General Studies Progam should also expose students to the most essential ideas that a lay person should understand about the arts, sciences, and humanities. I recognize that this approach leaves out more than it puts in, in terms of what can be included in a curriculum, but I believe that it will include much more than the current, fragmented program does. The idea of teaching the best that has been thought and said remains an important one, even if the judgments about what is "the best" are subjective.	1	1.4
The "silo" approach, the "menu" approach. I would like to see a problem-based, or issue-based, interdisciplinary General Studies Program -- truly interdisciplinary, breaking down the one teacher/one discipline course structure currently in place. I would also like to see a rising junior interdisciplinary course created as a capstone general studies requirement.	1	1.4
Total:	70	100.0

**Other Comments?
(38 Responses)**

Option	Count	Percent

I hope my effort with the survey will encourage you to work diligently to overhaul the thing or get rid of it. Thanks! PS: nice art work on your e-mail!	1	2.6
Glad you're asking, but of course this is highly political.	1	2.6
Greater emphasis on competency in using standard English, both in writing and speaking. I think all students should have a public speaking course.	1	2.6
Tear it down.	1	2.6
Will changes really happen? Will it take years to do. Is the decision maker(s) unbiased. Time will tell.	1	2.6
General studies should not reinvent the wheel. Instead, a long hard look at what comparable universities do (the peer institutions nationwide and comparable state universities as well as community colleges within the state) should drive the process.	1	2.6
PLEASE consider NOT forcing students to take ALL the General Studies requirements in the first two years, and ADVISE them to take some of the GS course towards the end of their academic career. REASON: when students approach their final semester, they are often straddled with 4 or more very advanced level courses in one semester. TWO BENEFITS TO combining GS courses with advanced major courses in final semesters: a) they will be able to achieve a better balance to their studies if they can blend 1-2 liberal arts courses with the advanced courses in their major area; b)since there are often very few sections offered of advanced courses, the student will have more flexibility in scheduling since there are always many sections of GS course offered in many different formats: in-person; online; weekends, etc.	1	2.6
get the whole u community involved, please!	1	2.6
It's time for a change. A broader view of how we can offer more diversified subject matter to students yet fulfill the "core" of foundational learning. Creativity should be key when making changes. Creativity that will inspire students to learn, not bore them to tears. I am all for a change.....	1	2.6
It would be great to have a GSP overhaul quickly, 2010 or 2011. Thanks!	1	2.6
i was on the previous general studies committee and it was a mess, a shameful land grab. this process can only move forward via a small committee consisting of well rounded and dedicated teachers (not necessarily the ones who blah, blah, blah. i strongly believe in general studies but it needs to be implemented more wisely. (as Dr. Crane used to say, thanks for listening)	1	2.6
Academic courses enrollment-caps in the GS should ideally consist of only 12 to 15 students per-class. NJCU students suffer from severe deficiencies in writing. Therefore, classes ought to be smaller and every GS course should stress writing, expository-prose, reading, researching, and public-speaking. We should not create GS courses that are untransferable, because at least 50% of NJCU's students transfer into NJCU; hence, we ought to wisely create GS courses that match typical TRANSFER transcripts, because, if we change everything radically, NJCU will not continue to attract transfer students. This is why (wisely), so many current NJCU courses are at the 100-level. But, I would like more possibilities for electives at the 200-300 level. And, a smaller GS, with greater focus on writing, communication-skills, and university-level research in every GS course. Computer-skills ought to be the province of each department in their core/foundation courses. It is unessential to have GS courses in technology, because they are less vital than WRITING. Let each department develop courses to meet the technological needs of their subject-matter. But, writing ought to be the dominant pedagogic element and vital to NJCU's GS; writing must be the main GS focus, because it is the key to all future employment, alumni success, and the greatest mark an educated person.	1	2.6
I'm glad this process is beginning. I hope it will amount to something substantive.	1	2.6
It is time the entire area of General Studies were revamped. Our students are not being well served by the current program. The program should be a progressive one that takes the students through four years, increasing their ability to interact and communicate in a diverse world.	1	2.6
Art students have no room for general studies advanced courses, electives, business or Phys ed courses,a minor... all of which I feel are important for a good education. There is diversity except for the above mentioned programs but only at essentially a freshman level since most of the courses are 100 level. Students cannot follow a subject they might become interested in further since they have no room in their degree program.	1	2.6

Students must not be forced to take all their general studies in the first two years. This is very detrimental to math and science majors. It may also be a serious problem for art and music majors. Our program is in desperate need of revision.	1	2.6
The need for a capstone courses in the senior year: A course (in their major) that requires a high level of synthesis and analysis. In addition, there should be more courses that are truly interdisciplinary--that have two faculty teaching them, where there is truly collaboration in the disciplines. There should be a structural mechanism in place to make this possible, to encourage faculty to do this.	1	2.6
I sincerely and respectfully do not doubt that the intention was not malevolent when the current Genral Studies requirements were formulated. But it is truly time to whittle it down so that students can choose to double major or as previously noted, students who wish to be teachers, can stay within the 128 credit requirement without having to go over.	1	2.6
More electives are needed.	1	2.6
- Not enough courses offered in certain areas (Area F) - Too much weight on math and quantitative reasoning - Not enough emphasis on developoing speaking and writing skills	1	2.6
Here's an example of a cohesive model for general education requirements: http://www.princeton.edu/pub/ua/requirements/ General Education Requirements for A.B. Students •Writing Seminar—one course •Foreign Language—one to four terms to complete, depending on the language students study and the level at which they start •Epistemology and Cognition (EC)—one course •Ethical Thought and Moral Values (EM)—one course •Historical Analysis (HA)—one course •Literature and the Arts (LA)—two courses •Quantitative Reasoning (QR)—one course •Science and Technology, with laboratory (ST)—two courses •Social Analysis (SA)—two courses The Registrar should work toward developing technology that ensures that undergraduate students cannot register for advanced courses without first having completed the GS requirements. This way, the GS courses could serve as overall introduction to a variety of skills and fields that would serve them whatever their ultimate chosen major.	1	2.6
Unfortunately, I think that this is a poor survey. Regarding Part I, I think faculty perceive the GS differently depending on how well students are advised. The GS can be a coherent and cohesive curriculum if students are advised to take the right courses for them. I also think that the proper question to ask is not if the GS has defined goals (it does), but whether those goals are being incorporated into GS courses. These are two different things. The GS does have defined goals, but I have no idea if those goals are being incorporated into GS courses and neither do the members of the GS committee. And if you want to know how students view the GS curriculum, as the student, not the faculty. I think that it is very ill advised to design a new GS curriculum without understanding the problems with the current program. And I believe that it will never get past the senate if all departments and programs do not feel that their views on the subject have not been included in a formal process.	1	2.6
Being an education/liberal art/art university, general studies meetings are filled with relatively like minded individuals in many areas and computer skills related issues are not paid any attention to. So I do not believe that computer skills will be addressed effectively this time aroune either.	1	2.6
I in my dreams see the following: students that come prepared to do University level work.The entrance requirements have to be raised,or a real remedial program must be completed before the student can enroll in College level courses.	1	2.6
I find that the multiple choice questions are "leading." I do not think that I have a good grasp of how students feel about the general studies program. I am more concerned about the content, delivery, and assessment of what we offer or plan to offer.	1	2.6
The phrasing of the survey statements clearly revealed the opinions of the group framing the statements. The survey was too brief.	1	2.6
I would prefer to see students take real major courses in fields other than their major, rather than the "lite" versions they often encounter in GS courses. Also, GS courses should be presented as an opportunity to "shop around" for a major by sampling a variety of fields.	1	2.6
Definitely support a lowering of the number of General Studies credit requirements. Also, it might be best to provide more options in different areas as part of General Studies. In particular, college of education and college of professional studies offer courses that might be of interest for students; however, given the strict structure of current general studies (i.e. # of credits), students would not take courses at these colleges (i.e. # of electives that students can take are minimized with the significant # of credits in current general studies	1	2.6

program). In summary, lowering the number of general studies credit requirements would be a good thing for the student as it may open doors!		
There are gross errors in advising. Something needs to be done so students receive proper counseling as they progress.	1	2.6
Learn to be flexible - work with students don't punish them for transferring them to us. The application is currently rigid and shows no humanization and compassion. These are students - people that pay the	1	2.6
The goal of a general studies revision should be more flexibility within the broad learning outcomes established under Vision 2010 and further developed in the workshops conducted by the Center for Teaching and Learning. This could mean a realignment and expansion of the areas to include life skills that are presently omitted, with perhaps a smaller burden in each of the required areas.	1	2.6
I teach early childhood and most of my students are more focused on their professional training than they are on either the general studies part of their program or, in fact, on their academic majors. Sorry.	1	2.6
I'd like the College of Professional Studies and College of Education to be able to apply to offer FYE and general studies courses. The decision that only A&S departments can craft General Studies courses is based on turf and load rather than on what is logical and in the best interests of our students. For example, a course on community health taught by Health Education, or accounting for Area F taught by Business, or the social foundations of education taught by the Education people makes sense and would broaden the choices. The idea that "General Studies" is only arts and sciences disciplines is based on tradition and not in line with our students' real lives.	1	2.6
BETTER TO RAISE THE STANDARDS OF ADMISSION THAT TO HAVE TO GIVE STUDENTS A PROTRACTED HIGH SCHOOL CURRICULUM.	1	2.6
There is an absolute need to intensify our focus on the development of student writing and basic math skills.	1	2.6
I hope that politics can be kept out of any revisions. While that isn't likely, strong leadership will be necessary to keep the turf wars under control. What a joy it would be if this could be done for the benefit of the students and the institution with no self-serving in the mix at all.	1	2.6
It is a noble, but uphill battle to provide a higher education to students who often have a fragile lower education, who work long hours, who may have children, who do not understand the possibilities of the education that we would like to provide, and who may choose courses based on when they are scheduled or whether they are easy. These issues do not provide the basis for curriculum revision. A vision of liberal education that has wide support among the faculty who teach the General Studies Program does that. Still, any Program that ignores the unrelenting facts of our students' lives imperils its success. I value a program whose structure guides students in the choices that they make rather than one that allows students unfettered choice so that they can pursue individual interests, interests which often do not exist precisely because students lack the academic experience to develop them.	1	2.6
Many people, and certainly many students, feel that the 66-credit general studies requirement is unnecessarily credit-heavy. I tend to agree and would like to encourage us to highlight the learning objectives and competencies over the current "Chinese menu" program. This could be done by requiring fewer general studies identified courses while insisting that the other courses students could take have embedded competencies and objectives that mirror and support those of general studies. Or, since this is hard to enforce across so many departments and territorial-minded professors, I suggest that we create a cadre of general studies professors, or require "training" for all professors teaching general studies (a la the training that is required before teaching online) that would include modules on assessment, syllabus creation, general studies learning objectives and the disciplines, etc. (I have a few more in mind but have gone on for too long.)	1	2.6
Total:	38	100.0

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