

Questions regarding the GEC

The set of questions below was developed by the University-wide Undergraduate Curriculum Review committee. The questions reflect aspects of the present undergraduate curriculum at OSU, the GEC in particular, that might be viewed as problematic or as matters of special concern. They do not reflect any firm conclusion on the committee's part that these matters do warrant special concern. We only raise them in order to get some sense of how various constituencies across the University view aspects of the GEC.

1. Are the objectives of the GEC appropriate for today's students?
2. Is the University effective in articulating the objectives of the GEC to faculty?
3. Is the University effective in articulating the objectives of the GEC to students?

It appears that the traditional GEC was designed to promote breadth of knowledge. GEC models from several other institutions seem to focus on the student's area of specialization in building specified skills. With this in mind, please address the following:

4. Would students benefit from a GEC that included more courses related to their area of specialization?
5. How much value do you place on a GEC that introduces students to a variety of fields?
6. Are any desirable components missing from the current GEC? (Among the components that have sometimes been named in this connection are ethics, technology, wellness, etc.)
7. Do current GEC courses focus too much on content as opposed to outcomes?
8. On completion of the GEC, how fully have students achieved the GEC objectives?
9. Some universities have instituted oversight bodies for their GECs. Should there be more oversight of the GEC, in the sense of evaluation of whether GEC courses at OSU actually meet GEC objectives?
10. How well do faculty who teach GEC courses typically understand GEC objectives?
11. How well do undergraduate advisers typically understand GEC objectives?
12. How consistent is the relationship between course content and credit hours offered?
13. Would students benefit from a reduction in the number of credit hours offered for each individual GEC course (e.g., reduction of 5 hour-course to 4 hours)?
14. Would students respond better to different courses offered at similar times, or to the same course being offered at different times?
15. Should the GEC include more sequences to encourage students to fill their requirements in a more rational progression?