

June 2006 Survey Tally - Faculty (79 Submissions)

Ability	Agree	Some- what Agree	Dis- agree	Comments
Communication: Use diverse methods and strategies appropriate to audience and purpose. Listen, read, write and speak effectively using text, graphics, electronic media, and quantitative data.	70 89%	4 5%	1 1%	10 13%
Analysis: Think clearly, critically and creatively within and across the primary domains of knowledge. Integrate experience, reason and information as a foundation for judgement.	71 90%	4 5%	0	7 9%
Problem Solving: Identify problems and their causes. Access needed information and develop successful strategies to solve diverse problems. Implement those strategies and evaluate their effectiveness.	70 87%	5 6%	0	7 9%
Awareness of Social Responsibility: Evaluate ethical dimensions of decisions and the consequences of social actions.	56 71%	18 23%	0	6 8%
Teamwork: Work effectively to accomplish tasks in groups and teams. Seek out alternative points of view. Work collaboratively to reach conclusions and to set an appropriate course of action.	60 76%	12 15%	1 1%	5 6%
Contemporary Cultural Perspectives: Demonstrate an understanding of broad cultural and historical contexts and their impact on contemporary issues.	57 72%	14 18%	3 4%	7 9%
Should the math and science requirements be separated, so that students would need to take at least one math course and one science course?		Yes 55 70%	No 22 28%	28 35%

Faculty Comments

Communication

Why just quantitative data? Qualitative data comes from the subjective stories of people having experiences we want to know more about-very important for discovery. Qualitative and Quantitative make for balance.

The quantitative data...are we talking statistical analysis? Research? I'm not sure if that fits in with core competencies expected in AD program.

Stop the jargon. Just say, "Listen, read, write and speak effectively." If our students can do that, they'll be educated persons.

advocate for self or others

Agree, as long as read, write, speak effectively is done using the ENGLISH language.

These skills need to be taught across the curriculum in ALL courses, not just developmental or specific skill's courses.

I recommend replacing "graphics" with "images". Graphics is limited, images allows for a broader suggestion of visual communication and comprehension.

Look at the second sentence. Does it mean that a graduate has to use all five items together? What critical thought was applied to the drawbacks of something like, say, powerpoint?

IN ENGLISH!!!!

Where, in the proposed Gen Ed core below, does the student learn to use graphics and electronic media? I presume this is meant to include ability to use word processing, spreadsheets, presentation graphics and the like. Yet nowhere in the Gen Ed courses below are these skills taught.

Analysis

specify in what fields, it must be broad spectrum: arts, math, science etc otherwise we are limiting the scope of knowledge of the "educated person"

"across the primary domains of knowledge" is very important and points especially to the fact that students need to experience diverse methods utilized in all of the main areas of human endeavor to obtain knowledge about the world around us, including social science, science, and mathematics.

Nice goals, but without some type of moral code there will be no "foundation for judgment." 'skills of information literacy' from 4.18 below are not represented in proposed core incorporate new information into existing knowledge base

Understanding of both mathematical and scientific principles are the backbone of critical thinking and

analysis.

How and where does this information(data) get generated and validated ?

Theoretically, this goal is laudable. Practically, students achieve it with varying levels of success. What's missing in this criterion is any reference to self-analysis--thinking about how one thinks: What preconceptions, assumptions, personal, social, and religious values do we bring to the reasoning process?

Specify quantitative methods and scientific analysis (see 4.18 below)

Problem Solving

specify in what fields, arts, math, science etc, otherwise we are limiting the scope of knowledge and areas of problem solving of the "educated person"

Laboratory courses are naturally aligned with this goal.

This is more needless jargon. Yes, students need to solve problems -- and it goes without saying that one first needs to be able to identify a problem in order to solve it.

Again the principles of scientific and mathematical thinking are how people learn to analyze information. You may not use a quadratic equation when solving a business problem, but the training in recognizing the type of information you are given and how to apply it to solve a problem is the training given by mathematical courses. The scientific method that trains you to test and analyze the information given is the contribution of a good science course.

How and where does this information (data) get generated and validated ?

Once again, this goal has to strike most educated people as desirable, but its practical achievement often remains questionable. Look at various governmental responses to problems, both statewide and nationally, in which ideology and politics skew the reasoning process. And how is one to know what a "successful strategy" is until its application and consequences occur? Get rid of "successful"; it begs the question--assumes success before the application of the strategy.

Specify quantitative methods and scientific analysis (see 4.18 below)

Awareness of Social Responsibility

Upon what system of ethics will we base this responsibility? The committee needs to state this.

incorporate somewhere the desire to be a lifelong learner

How are cultural and religious notions built into this process? See my comment on "global perspectives" below.

Could you elaborate? This item is very vague.

Whose ethics? Chosen based upon what criteria? And why so definitive about "consequences," as though all are foreseeable? I would add "possible" to that sentence.

I think, in addition to an awareness of social responsibility should be the ability to act appropriately on this issue. Awareness without action is pointless!

Teamwork

This should be incorporated into all courses whenever feasible. We need more professional development opportunities and more diverse communication mechanisms in order to become effective at doing this in more of our courses.

Teamwork is useful, but so is working individually. How many alternative points of view must be sought? At what point does one stop seeking these "alternative" points of view?

Not all people are most effective in a team situation. Educators make too much of an effort to stifle individual creativity.

Sounds good, but I would add "evaluate them" after "reach conclusions" in the second sentence.

This will be an automatic result of the other abilities developed in classes.

Contemporary Cultural Perspectives

What happened to having an appreciation of the arts and its various forms of expression among different cultures. CCRI with its diverse population surely has a wealth of experience to be shared in this arena.

Sounds good but some of that broader general knowledge is achieved with the baccalaureate programs of study with more general electives.

More jargon. Plainly state that students should know history and understand how it has shaped society.

Are we considering "global" perspectives" in this ability set?

Could you elaborate? This item is also very vague.

Good luck with this one! How broad do you want to go? I would change this to "Show how personal, social, political and historical influences affect our understanding and judgement of contemporary issues." The wording of some of the six criteria is abstract, as though they occur in a vacuum instead of through the interaction of people, both past and present.

Missing throughout this list is any reference to the creative or artistic values, knowledge and skills.

Should Math and Science be Separate Categories?

students should take 2 math and 2 science, The educated person needs both math and science to understand the world around them. If we lose either math or science as a requirement, then we cannot hope to produce an "educated person" from a CCRI education

to quote a high school science teacher: Why take science?

To increase our understanding of the world we live in.

To increase our understanding of the nature of science

To increase our awareness of the role of science in exploring the unknown.

To increase our understanding of the relationship between science and technology.

To learn how to deal with problems that confront us.

To prepare ourselves to make responsible decisions affecting our future.

To prepare ourselves to possibly pursue one of the many science-related careers.

To me, the point of general education requirements is to help students become well-rounded and to open up possibilities to them that they may not have otherwise considered...to be sure that when we send them out to a) the real world or b) the four-year school, they have a strong foundation on which to build a career or further their education. Science AND math are both musts (and this from an English teacher!).

An educated person has a background of science and art. In the real world math and science are major areas of knowledge useful to the individual and society. I am in favor of separating the requirements so that a student is minimally expected to take one of each.

When I first heard of the chair's vote, I reread the NEASC standards because I could not imagine that this requirement would have been overlooked. I was right. The NEASC standards (and common sense) clearly mandate that students receive some education in science. How could we possibly say that someone can be an educated person without knowledge about the scientific approach to understanding the world and the major recurring concepts in science such as energy use and changes in matter and life? It is critical that we educate our citizens such that they can make informed decisions based on rational thought about medicine, the environment, and other things that will surely impact their lives. If we fail to do this when we have the opportunity, we have failed as educators.

In Nursing, in which I teach, it is so hard to fulfill all of the requirements as it is. This allows for more freedom of choice so the student could design their program of study more effectively.

Where is a requirement to be proficient with computers? Is that in the Gen Ed Elective? Computer fluency is

crucial to all students future success in both the academic and work world.

Math is absolutely necessary. I could see (in some degree programs) taking two Math courses and no Science course, but NOT two Science and no Math.

I feel strongly that a graduate of our college should have at least a basic understanding of both math and science. How can a graduate be considered "well-rounded" if there is a choice available to neglect either of these subjects?

the separation makes for a better well rounded educated person.

Most certainly. Both are areas that require competence in our modern world. To understand economic factors that affect our lives and to be productive in most jobs or careers a person needs a reasonable understanding of mathematics. To understand the needs of our society to use its resources in an efficient manner we should have a basic understanding of scientific principles. We do not serve the community as a whole if we graduate students without competence in both areas. Require at least one mathematics (Standard 4.18) and one science course (Standard 4.18).

I think the students should have to take at least 2 science courses, not just 1. I'm not sure how some of the Education Person requirements can be truly met if the students don't take 1 or 2 sciences!

The students that are science (or math) phobic are the ones that really need to take a good science (or math) course, and they are the ones that won't take it unless they are required to.

NEASC Standard 4.18 certainly does appear to require that students take science!"

It appears to me that we have chosen the bottle size before we before we decided what would go into the bottle. I'll send an e-mail to the committee.

Students need at least elementary algebra to study most chemistry and physics courses.

Students need to be well rounded and having one less class in the most important subjects will not help the student. The student is in school to be well rounded and not to take only those courses that are required for their program.

A major point. Skills within the sciences are of utmost importance, and are quite different from those required in mathematics.

One of the main purposes of receiving an education is to make sure that it is well rounded.

I earned an B.A. degree from McGill University, and I didn't take either a math or a science course during those four years. There were no such requirements in Canada because most Canadian students must complete those

courses at CEGEP (basically, 12th and 13th grade). I completed GRE's upon graduation, and I still did fairly well in the math/science sections!

Six credits DOES suggest that students will be taking TWO courses. More importantly, why is there only ONE course required of ""Arts and Humanities""? Seems to be a serious oversight. Do we perceive of an ""educated person"" as lopsided, having more knowledge of the Social Sciences and Math and Science than Arts and Humanities? I urge the Committee to require TWO courses in Arts and Humanities.
Natalie Colett"

I strongly agree that, in order to be prepared for a higher level of study or be prepared for the workforce at least one science and math course should be included in the student's educational experience. Math and science were my weakest subjects in high school with math probably being slightly lower on the interest level than science but I am thankful that these courses were part of my high school and later college requirements.

This looks like the either/or fallacy. Doesn't science use math? Why not require a couple of courses that give an overview of science with some reasonable level of math instruction included to show how scientists used math as an integral part of their reasoning? And since you did not provide any room for comments as part of the grid above, General Education core (What assumption was made there?), I'll put my comments about that core here. Add another writing course as part of the core requirements. Assuming that writing will form some part of the requirements of the courses in the other categories, one writing course does not allow sufficient practice in thinking and writing, which complement one another. Did the great scientists of the past consider expounding the mathematical and scientific principles they discovered just as important as those principles themselves? The conclusion requiring only one writing course needs rethinking.

Even only one course in each seems rather light to me!

"separate math requirement is essential (see 4.18)"

"I believe it is essential to have a student take AT LEAST one course in both Math and Science.

The decision should NOT BE LEFT to the individual student."

"As a science Instructor, I could not possibly see an associate degree without at least 2 sciences, and 1 math. I personally think that all students, regardless of their 'majior', be required to take at least 3 sciences; 2 w/labs, 1 no-lab. The sciences broaden the mind, and bring the student up to date with the real world. After all, isn't that our job? To educate these minds, and bring them into focus as to what is really going on around them? Our average educational capacity of the United States is that

of 7th grade level. Our students are the upper 10% of the nation, and should not be kept in a bubble. A well rounded education is needed!

Nancy Millard
Physics Dept."

I have a Bachelor's degree and a Master's degree and about 30 hours of additional credits. Yet I am, according to the proposed standards, an uneducated person, because I have no college math or science credits. Would a CCRI graduate, by getting a C or a D in one math and one science course, by definition become more educated than I? By the way, when I took the GRE during my senior

year in college, I got a higher score on the Math half than on the Verbal half, while having a minor in English and not having had a math course since high school. What needs to be recognized, I believe, is that being an "educated person" and acquiring course credits according to some arbitrary formula are two different things.

One math and one science is needed

All students must take the Accuplacer math test. Doesn't this test identify math competency? If the student is adequate in math according to accuplacer and their program of study does not require additional math aren't we meeting the standard without the math course?

June 2006 Survey Tally - Staff (59 Submissions)

Ability	Agree	Some- w h a t Agree	D i s - agree	Comments
Communication: Use diverse methods and strategies appropriate to audience and purpose. Listen, read, write and speak effectively using text, graphics, electronic media, and quantitative data.	52 88%	5 8%	0	5 8%
Analysis: Think clearly, critically and creatively within and across the primary domains of knowledge. Integrate experience, reason and information as a foundation for judgement.	47 80%	10 17%	0	5 8%
Problem Solving: Identify problems and their causes. Access needed information and develop successful strategies to solve diverse problems. Implement those strategies and evaluate their effectiveness.	50 85%	7 12%	0	5 8%
Awareness of Social Responsibility: Evaluate ethical dimensions of decisions and the consequences of social actions.	43 73%	12 20%	2 3%	9 15%
Teamwork: Work effectively to accomplish tasks in groups and teams. Seek out alternative points of view. Work collaboratively to reach conclusions and to set an appropriate course of action.	51 86%	6 10%	1 2%	6 10%
Contemporary Cultural Perspectives: Demonstrate an understanding of broad cultural and historical contexts and their impact on contemporary issues.	40 68%	16 27%	1 2%	4 7%
Should the math and science requirements be separated, so that students would need to take at least one math course and one science course?		Yes 44 75%	No 13 22%	22 27%

Staff Comments

Communication

The implications of this goal include a need for instruction to exemplify diversity in its delivery. Too much sage on the stage remains the typical instructor's communications approach. Need to emulate the goal sought.

Where does utilizing/mastering computer skills and tools get built into these abilities? Shouldn't we include computer literacy with a required course(s) or at least demonstrated mastery to satisfy NEASC Gen Ed Standard 4.18?

As a professional who assists students in writing cover letters, I am always amazed at how many students are at a total loss when it comes to writing a professional letter.

For people who may not have the communication skills needed, there needs to be training available in the areas that need adjustment.

Ask appropriate questions

Analysis

Shouldn't there be a specific reference to computational skills?

Who defines primary domains of knowledge?

How many of our students have been exposed to critical thinking? How will we teach it?

It is sometimes difficult for everyone to think clearly at all times. At some point, one may have a different opinion/analysis of the subject after thinking about it.

Add Logic

Problem Solving

..develop successful strategies USING CONTEMPORARY TOOLS to solve diverse problems.

I find this skill to be more age determined than any other. The older student seems to be a more proficient problem solver than the younger student.

Yes, one would hope that this is procedure to solving a problem.

complex, not diverse problems as adjective in second sentence

Identify problems and their probable or possible causes...(thinking in terms of correlations)

Awareness of Social Responsibility

Consider expanding the description to include or foster service learning awareness/participation at CCRI

It would appear that this ability and the 6th ability (contemporary cultural perspectives) are and should be interwoven.

Do you want to say something about multiple contexts? within immediate community and global community, perhaps?

Again, this seems age and experience related.

and our responsibility to contribute to society and to help solve the social problems we are facing today.

This should be the responsibility of the parents. It isn't the college's place to teach students how to be socially responsible.

There needs to be a moral sense added to this. Sometimes just ethics is not enough

Appreciate diversity

Combine this category with cultural perspectives category

Teamwork

NOTE: Teamwork often will be "remote" or virtual in our global economy. Again the need for computer literacy/mastery.

How about something on finding commonalities among differing points of view?

I have seen good improvement in this area. As an adjunct instructor in English, I give opportunity to students to work in groups to produce something of quality.

Challenging the way we think, and what we believe, is a healthy way to stay on track.

Students should do this, but it should be something they develop on their own.

Eliminate second sentence as it is a given in a team/group situation

Contemporary Cultural Perspectives

See above. Not two distinct issues.

All of the above are very important to employers.

In today's society people should be knowledgeable about the many different cultures in our own population. We need to know as much as we can about any we come in contact with.

Combine this category with social responsibility category

Should Math and Science be Separate Categories?

If given an option, the majority of students would take the least amount of courses necessary to complete their degree. Math and Science are weak academic areas for many students; they should not be given the option to only take one subject. Let's separate the math and science requirements so our graduates are well rounded and can be successful in all academic areas.

These two disciplines connected as they are in so many ways still require separate attention. Given the significant impact that scientific phenomenon are having on our daily lives and the role of computation for any critical thinking goal it is inconceivable that one course could suffice to meet the "substantive" expectation in the NEASC Standard 4.15. As an aside this negotiated compromise seems to have been used in placing Speech in the Arts and Humanities category. Why isn't speech included in communications? Speech is most appropriately a communications subject not an art or humanities one. See NEASC Standard 4.18.

Math and Science should be required and not left to the individual.

math and science are part of our world. both are needed to succeed/survive and I would consider requiring two math courses- general and more advanced.

Yes and no. Some degrees have nothing to do with the sciences. Yet all should have to take a math course, because we use math in everyday life.

However, many programs would necessarily require courses in both disciplines.

If math is needed for all disciplines then should be separate/required. Could make 1 of 2 sciences optional based upon program. Should there be a technology literacy requirement given future students will face?

The students should also be required to take Introduction to Computers, as students are expected to use a computer to write papers in most subjects, communicate with instructors by email, add/delete classes in Pipeline, or even take an online course. Plus, most jobs today require some computer knowledge.

An educated person needs to have experienced the interrelationship between math and science and to have had at least a basic understanding of these two subject areas.

Not necessarily--depends upon which math and science courses are being taken, and individual's level of proficiency and prior course work already completed.

I think students should take one math and at least one science...preferably 2 sciences. However, for non-science majors, I feel that the science requirement should be met by a science not requiring a lab. Such as nutrition, humans, insects and disease, and courses of the sort.

These are areas where most students (especially women) need to develop and strengthen their skills. Separating them requires that students take at least one of each. This is necessary in the modern age.

The American ineptness in these two academic area's is well known. I am amazed that such a proposal would be considered.

I believe it is important for college students to be exposed to both subjects as a part of their general education

Two science courses, if they were courses that required mathematics as a prerequisite, might educate a student quite well. The answer may depend on the type of science course required. . . is the use of mathematics required by the course? An educated student should know math and science. I had a hard time answering with a yes or no.

They should be combined, as certain students may be more inclined to one area then the other and it shouldn't adversely affect them. However, it is important that they get at least some experience in each field, so perhaps it would be best if it was one combined category and the students are required to do at least 3 credits of it as math and 3 credits of it as science.

Students need both Math and science to pursue a healthy career option. We want to make sure the students are well rounded in all aspects of their academic career. That included math and science. Whatever career they choose, there is some form of one or the other or both even if it is basic. science is in everyday life even if people do not realize it. Math is too. We need math to go grocery shopping or balance our checkbooks. Those are basic fundamental parts of life.

I agree that standard 4.18 mandates some science education.

Students definitely need Math and Science courses. These should be included for all students.

Absolutely, with the dismal knowledge and performance levels of US students in math and science, it needs to be emphasized.

I believe one science course would be sufficient - many colleges require only one.

June 2006 Survey Tally - Unspecified (64 Submissions)

Ability	Agree	Some- w h a t Agree	D i s - agree	Comments
Communication: Use diverse methods and strategies appropriate to audience and purpose. Listen, read, write and speak effectively using text, graphics, electronic media, and quantitative data.	55 86%	4 6%	1 2%	8 13%
Analysis: Think clearly, critically and creatively within and across the primary domains of knowledge. Integrate experience, reason and information as a foundation for judgement.	59 92%	2 3%	0	5 8%
Problem Solving: Identify problems and their causes. Access needed information and develop successful strategies to solve diverse problems. Implement those strategies and evaluate their effectiveness.	57 89%	3 5%	0	4 6%
Awareness of Social Responsibility: Evaluate ethical dimensions of decisions and the consequences of social actions.	59 92%	2 3%	0	7 11%
Teamwork: Work effectively to accomplish tasks in groups and teams. Seek out alternative points of view. Work collaboratively to reach conclusions and to set an appropriate course of action.	48 75%	11 17%	1 2%	3 5%
Contemporary Cultural Perspectives: Demonstrate an understanding of broad cultural and historical contexts and their impact on contemporary issues.	44 69%	15 23%	1 2%	9 14%
Should the math and science requirements be separated, so that students would need to take at least one math course and one science course?		Yes 50 81%	No 12 19%	32 50%

Unspecified Comments

Communication

I think this is the single most important ability a college education can impart to a person. Without the ability to communicate effectively, a person cannot function to their full potential.

Your combining content with methodology. How about the concept of "literacy" as an alternative term?

This is great, but further down in this document, I do not see any required computer classes; shouldn't at least Comi-1100 be required here if we are to teach students how to effectively apply electronic media?

Communication skills are vital to success in every aspect of a person's life.

The second sentence should become the first sentence; I would prefer something like "using text, graphics, quantitative data, and appropriate media."

If speaking involves assessing manner of speech as in public speaking it is not believed to be something everyone can do. It is believed there is too much focus on "oral presentations.

Logic and debate should be required components of College-level writing courses, including a comprehensive oral and written presentation components, and exploring subjects established by a knowledgeable instructor who has prepared presentations on these subjects himself or herself.

perhaps intention instead of purpose.

Analysis

I strongly dislike the word "judgement". I do hope we are not teaching our students to judge, but rather to use knowledge to assess situations, ideas, problems, or results. I'd like to see the word "judgement" replaced with "assessment" or "evaluation".

Right. But these general domains of knowledge must be articulated as well.

omit the word clearly

Enables students to think for themselves and have greater confidence in their decision making.

Demonstrating this could involve the oral and written projects identified above.

Problem Solving

Life skills are also important

"...be able to determine what information is needed and access that information..." Students must also develop a critical awareness of the varying quality of information.

Crucial to decision making and choices.

Connect this with an organization in the community - with pre-planned metrics from both the community group and CCRI for 360-degree assessment.

Awareness of Social Responsibility

I would like to praise Peodwaaoe Garvey for telling me how important it is to show up for class. One of my best friends recently told me that I have to show up for things; that is 99 % of the battle. I may not think it's necessary at the time, but it will be the best thing for me in the long run. At the very least I learned an important lesson in persevering, especially in a set of circumstances where you don't feel like doing something. Thank you, Professor Garvey.

Depending on the classes taken by the student, this area may not be covered. Also this comes down to individual perception.

I developed and teach a course for Northeastern called "Ethical Issues in Science, Technology and Society" which allows for the integration of these issues in a broad array of contexts. I'd love to discuss this further with the committee.

Encourages thinking in a broader sense and enables students to have greater understanding of how personal behavior can affect others.

As long as we don't take a liberal leftist twist of what that means; i. e. political correctness a la Brown University

Many opportunities for case studies on the consequences of illegal influence, greed, bribery, extortion, collusion in malfeasance, etc in government, private businesses, not-for-profit and even religious groups. CCRI would do well to prepare students for re-building ethical organizations - step by step and going forward from such damaging failures. We've got to pull together and problem solve together on this vital set of issues.

Teamwork

Teamwork is inclusive within concept of social responsibility; additionally, most courses implement the teamwork concept as part of curricula. Instead, Arts and Humanities should be a separate competency because I find in meeting with students, most interpret cultural perspectives as specific to ethnicity, not in relation to appreciation of fine arts. Also, too few general ed courses reflect the impact of fine arts-let alone an appreciation.

Being able to work with others collaboratively is vital to successful employment.

Meaningful, focused team activities are extremely difficult to structure, guide and evaluate, despite their popularity. But if planned well and far-enough in advance - and I

mean have the planning itself done by an interdisciplinary team - it could set CCRI apart from other colleges and universities for educational content that gets to the heart of community involvement.

Contemporary Cultural Perspectives

Based on this criteria, some of our high level government officials fail to qualify as educated. And one name comes to mind that fails all six points.

I would add geographic to cultural and historical.

All of the above skills are those taught in the SkillsUSA curriculum. I have copies if anyone want to review them. Robert Carosi

Again, depending on the class this perhaps may not be covered.

Which is why Geography, and Anthropology need to be more fully integrated into the college experience....

Very important in order to better understand the world in which we live.

I have the same hope that this won't mean "revisionist" history and an officially defined humanist worldview

This is not the educ. person. Just a supporter of current Amer. culture, which mostly denies educ.

What's wrong with studying specific figures in RI history? Look at the rich and inspiring biography of Rhode Island's own Nathanael Greene sections of whose biographical study are published at this time in the Providence Journal. Greene's story encapsulates the building of our nation, our fight for independence and tells the political, military, geographical, maritime, economic, social, cultural and psychological realities of the times - and much of this story lives as inherently significant to readers today - particularly young readers, who believe the universe of experience lies in video games and the Internet! This would also provide a rich field of particular knowledge for sharing with outside organizations or multiple departments of CCRI.

Should Math and Science be Separate Categories?

I believe that CCRI students ought to be required to complete 8 credits in science, and 3 credits in math at a level that would transfer to a four year college.

"Absolutely!!! Students should show mathematics competency if they are receiving a degree in higher education. Similarly, competency in science is essential in this modern world. How can citizens assess global and local scientific issues if they have no understanding of basic scientific methods? How many "new studies" come out daily showing the usefulness or harm of many different activities or products? Well informed citizens should be able to assess this information and come to a knowledgeable conclusion concerning how this affects

their lives (global warming, use of fertilizer and its effect on the bay, the threat/implications of bird flu, etc.)

Without both math and science requirements, an associate degree from CCRI would hardly qualify an individual as "educated". We are not only training students, we are training citizens and voters - we need an informed, educated population to guide the future of this planet.

I agree also that standard 4.18 does mandate science education.

The argument that an individual course is insignificant could be made for the humanities requirement suggested, and you could stretch the argument to say that even two courses are insignificant given the breadth of any of these disciplines. So if one is insufficient the result is to require none? That doesn't make any sense. Certainly some is MUCH better than none."

Absolutely. Easier is not necessarily better. A single science course is not insignificant. Our science courses are rich in content as well as requiring quantitative reasoning, analysis and logic.

At least one separate math and science course should serve as a foundation for an Associate degree. Combining these is not appropriate, they are NOT similar but rather complimentary.

Yes, for three reasons: An important reason for having one course in each area is to assist our students in the transfer process as most 4yr institutions require 1 4cr lab AND one math at either the 1430 or 1200 level. (Few 4yrs require 2 LAB sciences or maths as we been requiring-unless students are pursuing a specific science, engineering, etc. program at the 4yr.); 2) For those students not transferring, one course in each area should still be required-as counselors we find many students, if possible, would avoid math, sciences and arts all together. The philosophy of a broad liberal arts education includes all three areas. 3) Further, exposure to these areas frequently surprise students and upon completion of coursework in these areas, students experience a sense of increased self-esteem, confidence and sometimes a new career path. Indeed, these content areas are reflective of the competencies of analysis, problem solving and critical thinking.

With the appallingly low level of science literacy in this country, at least one science course should be mandatory for each CCRI student.

One math and two science courses are needed esp for anyone transferring to a four-year college

In order to meet the standards above, the College should be imposing more courses that require the analytical processing that math and science necessitate. We should be adding not subtracting.

Wouldn't a lack of math and/or science affect a student's ability to transfer to a four-year college and down-grade our General Studies degree in the eyes of other colleges? There is still a perception in the community that the name of the college was changed from RI Jr. College to the Community College of RI to distance ourselves from the nickname "REJECT". Personally, I would not want to earn that nickname again by downgrading graduation requirements.

I feel that at least one math & one science be the minimum in that category to earn an Associate Degree. You need not separate the two subject areas into different categories. In a Math/Science category, students would be required to take a minimum of two courses and the two courses must be from different disciplines.

You want a student to be exposed to a variety of subjects. If the students are given a choice, I fear science will not be chosen, which would be unfortunate. Science is, after all, learning about your body, it's nature and much more.

Mathematics, or "numeracy"? Which is the goal? To say that one History course will give the broad perspective you seek or that one Writing course is sufficient is the equivalent argument to saying that one science course is all that is required.

as one who teaches a course which involves simple mathematical computations, I can attest to the low competency level of basic math skills in the students we serve. A basic understanding of science in our environment is a necessary and valuable component of the educational experience. Four year colleges require a science in the basic core why wouldn't we offer a minimum of the basic core courses allowable for transfer?

There are too many math courses that students have to take just to graduate that is observed and just too much for students.

Both of these topics are equally important in an overall general education; I feel that they should be separated.

The same argument could be made for arts and humanities. The way it is set up now, a student will be able to receive an Associate's Degree without taking an art course. Each department is different. Some departments require more math in their curriculums to fulfill the learning outcomes they are trying to establish. Other departments may need more science in their curriculums for the same reason. I don't believe that one science course will result in a student gaining the skills stated in Standard 4.18. The proposal above allows for flexibility.

Math competence has always been a problem for a significant number of our students. Combining math with the sciences as one requirement shortchanges both disciplines.

Definitely! Each area is important in its own right and each has very different information and perspectives. Students can learn to think in different ways by taking at least one course in each subject.

Students should be required to take at least one MATH course; the second could be math or science.

And also reduce requirement to 3 credits (ditto for social sciences)

why limit these impt disciplines, and the knowledge and analytical thinking that goes with them ?

In my view, 4.15 does seem to require both a math and science. The two do go hand-in-hand as the logical analysis learned in science can assist with math and statistical analysis is crucial to scientific research. Also, having exposure to both a math and a science at the associates level will make it easier for those who wish to take courses at a 4-year college.

This is part of the definition of the educated person, I believe.

STUDENTS SHOULD HAVE THE ABILITY TO CHOOSE THAT WHICH IS HELPFUL TO THEIR SPECIALIZATION.

Having no minimum requirement for math essentially defeats the idea of an educated person. Of course, demonstrated math proficiency should count towards the requirement.

Two college-level math courses (algebra, geometry, statistics, or trigonometry) and one lab science course should be mandatory.

I would still be enrolled in undergraduate college if a math course were required. Advanced math was required for college admission, however. If students are not required to take an advanced math in high school, then I might think differently.

An educated person should have some concentrated basic knowledge in both Science and Math. Both these subjects are needed in everyday life and in every job situation.

No matter what a person does in life they are going to need understanding of the concepts from both these areas. I ea is minimal to attain compliance with 4.18.