

Appendix D – Emerging Themes Drawn from Appendix B and C

GENERAL EDUCATION CONVERSATION DATA SUMMARY

Knowledge Base/ Breadth of Experience

- *Bridge gap between high school and higher education*
- *Expand on high school skills*
- *Learn common academic language/ Provide common knowledge base/ Bring students to the same level*
- *Interdisciplinary learning*
- *Provide introduction to majors/ Provide basic skills in preparation for majors/ Provide knowledge of subject areas*
- *Nature of different disciplines*
- *Introduction to majors*
- *Historical perspective*
- *Knowledge of world geography*
- *Practical application of mathematics*
- *Understanding of current issues in science and technology*
- *Encourage independent learning*
- *Relate writing assignments to students' subject areas*
- *Importance of global communication/links to other universities*
- *Weave ethics into General Education courses*
- *Incorporate local, national, and global issues in classes*
- *Provide breadth of perspective/ Provide breadth of experience*
- *Science lab experience*
- *Aesthetic appreciation (art, music)*
- *Foreign language studies*
- *Broaden horizons*
- *Provide well-rounded perspectives*

Disciplined Behavior

- *Learn to balance life responsibilities*
- *Develop self-confidence*
- *Appreciate basic fitness (health and wellness)*
- *Prepare students to be ready to learn and think on their own*
- *Common sense*
- *Lifelong learner*
- *Well-rounded citizen*
- *Team players*
- *Comfortable when not in charge*
- *Punctuality*
- *Accountability*
- *Trustworthiness*
- *Respectfulness*
- *Interpersonal skills*
- *Self-discipline*
- *Responsibility for actions*
- *Self-starter/self-directed*
- *Good work habits/work ethic*
- *Reliability*
- *Ethical behavior*
- *Alertness*
- *Skepticism*
- *Agent of change*
- *Collaboration*
- *Practical social niceties*
- *Tolerance*
- *Open-mindedness*
- *Flexibility and adaptability*
- *Ability to diffuse difficult situations (conflict management)*
- *Civil discourse*
- *Time management*
- *Willingness to improve*
- *Good comportment*

- *Cooperation*
- *Learn importance of civility*
- *Overcome inability to cope with not getting what you want*
- *Enhance quality of life*
- *Values*

Critical Thinking/Decision Making

- *Provide opportunity to think*
- *Learn how to think critically*
- *Demonstrate importance of information literacy with respect to decision-making*
- *Learn how to make good choices*
- *Promote ability to challenge one's ideas*
- *Provide exposure to great thinkers*
- *Make decisions after considering alternatives*
- *Develop and defend one's ideas and beliefs through cogent argument/Learn to articulate one's values and defend them*
- *Develop deep critical thinking skills (philosophy)*
- *Educate open-minded people who can use critical thinking skills to influence change*

Social Issues/Community Involvement/ Service Learning

- *Provide a multicultural perspective/ Enhance appreciation of diversity/ Diversity (in broadest sense) issues/ Awareness of cultural differences/ Explore differences rather than "teach" tolerance and virtue*
- *Provide a global viewpoint*
- *Provide knowledge of social issues*
- *Encourage students to consider becoming stewards of society*
- *Foster good decision-making regarding public policies*
- *Provide experience with civic engagement*
- *Enhance ability to function fully in a democratic society/ Provide a course in how democracy works*
- *Provide leadership skills*
- *Promote good citizenship/ Provide skills needed to become engaged citizens and active voters/ Courses that help students become more informed and active voters are valuable*
- *Knowledge of US government/Living in a democratic society/ Provide knowledge of how local government works*
- *Environmental perspective/activism*
- *Develop a sense of community*
- *Respect for others*
- *Interact well with people in the community/Able to communicate with people from different arenas/backgrounds*
- *Develop agents of change*
- *Important to provide courses that present all sides of current civic issues and have service learning components*
- *Integrate service learning/civic engagement*
- *General Education courses should be tied to service learning goals*
- *Acquaint students with values of service to the community*
- *Exposure to volunteerism is needed for students to become civic-minded after graduation*
- *Engagement with the external community brings awareness of the needs of the disadvantaged*
- *General Education should support the American Democracy Project*
- *Teach tolerance*

Skills/Competencies

- *Provide listening skills*
- *Provide leadership skills*
- *Learn how to learn*
- *Promote tolerance for ambiguity*
- *Dealing with conflict*
- *Information literacy*
- *Public speaking skills*
- *Basic computer skills*
- *Reading and comprehension skills*
- *Professional and technical writing*
- *Teach technology skills*

- *Learn how to learn*
- *Learn to adapt to change*
- *Teach students to be effective members of a group*
- *Lower tier research skills*

Job Preparedness

- *Exposure to different careers*
- *Prepare students for life and career changes*
- *Emphasize importance of disciplined behavior*
- *Broad experience*
- *Provide a career exploration course*
- *Infuse career information in courses*
- *Train for a job, but educate for life*
- *Develop entrepreneurial skills*
- *Learn to be productive and responsible*

Faculty Expectations

- *General Education sets the tone for the entire campus*
- *The “hidden curriculum” is important – teaches integrity, respect, ethics*
- *FGCU is a microcosm of the employment world – it sets behavioral expectations*
- *The General Education program should have coherence and not be a checklist of courses*
- *General Education is the scaffolding on which discipline knowledge and skills are built*
- *General Education embodies more than curriculum*
- *Are imparted through instructor’s expectations/standards, not through the content of the curriculum*