**General Education Discussion**

**Osceola Campus**

**November 5, 2012**

**4:00pm-5:00pm**

**Attendees:**

1. Jenni Campbell - Facilitator
2. Mayra Holzer - Facilitator
3. Kevin Mulholland
4. Adrienne Tribble
5. Paul Chapman
6. Christina Hardin
7. John McFarland
8. Jill Szentmiklosi
9. Claudia Zequeira
10. Michael Robbins
11. Michael Bosley

**Questions:**

1. What is the intent of Gen Ed?

* To offer a basic literacy sequence to prepare students to be successful in higher level courses.
* To reinforce basic, needed skills by providing students with a well-rounded background of the essential skills to succeed in college and in life.
* To provide an opportunity to teach students critical thinking skills, which support the overall learning process.
* To provide an opportunity to enrich students’ knowledge by building the foundation for future studies.
* To allow students to appreciate education and find a topic that truly interests them.
* To provide the background for students’ self-discovery.

2. What do we want students to be able to do when they complete Gen Ed?

* Communicate clearly! Oral and written
* Align with Valencia’s Gen Ed competencies.
* Students should have a better idea of what is available to them; Gen Ed courses should provide exposure opportunities to help students narrow their focus.
* Students should have strong critical thinking skills after completing their Gen Ed courses.
* Students should have an appreciation for other cultures and perspectives.
* At the basic, core students should have a foundation for all other course work once they complete their Gen Ed courses. We want to hold onto the sentimental function of the Gen Ed courses, which should help students to succeed in the rest of their academic courses
* Students should be able to align their strengths with their choices; the self-discovery process should be clear to students.
* Students should also be able to discover their purpose and synthesize course material; for example, they should be able to see how English Comp I skills transfer to math.
* Students should be able to make connections outside of the classroom.

3. Re-imagine Ged Ed…Principles

* Equalize the disciplines to keep a variety of courses.
* Provide a clear sequence of courses. For example, provide a humanities course that provides a foundation to lead students to the next tier in the sequence of Gen Ed.
* Create clear cohesion between all courses by providing interdisciplinary opportunities.
* Develop a first-year experience that provides a well-rounded experience for the students.
* Re-examine the skills students need once they leave college and provide “real-world” skills/exposure opportunities. For example, we need to ask “what do students need to know in order to live in the world?” A sample answer is student need exposure to different cultures, beliefs (religion, for example), and perspectives so they can have a well-informed discussion with others.
* Recognize that having too many courses is inhibiting students’ ability to make beneficial choices. Limiting the number of courses may help students stay focused and help them discover their purpose.
* Need to consider the impact on faculty, too. How will the decrease in course offering affect faculty schedules?