Participants: Dan Dutkofski, Irina Struganova, Aida Daiz, Marilyn Curall, Catherine Espenscheid, Elizabeth Renn, Andrew Alexander.

There were problems with “go to meeting” which we could not resolve.

Dan started the discussion emphasizing that the purpose of this discussion is not House Bill, or specific courses and requirements, but to gather faculty feedback on what is general education and what is the purpose of general education. Then the participants discussed issues related to general education curriculum and its purpose.

Participants were in agreement that general education is not and is not to be a professional training.

The purpose of general education is to encourage students to become life long learners, to become engaged, curious, realizing which part of knowledge they miss, and being able to obtain this missing knowledge, if required.

General education is also aimed to develop critical and analytical thinking skills, to develop reading, writing, and mathematical skills, to introduce them to natural sciences and scientific methods and social sciences at a level which will allow them to be successful to pursue a father education of a professional carrier of their choice.

General education also has a purpose to expose learners to different areas of knowledge. Such an exposure is very important for making conscious decision in choosing major area of learning.

General education represents knowledge and skills that everyone should have; we still believe in general education, but we do not have a mechanism to implement it; we went sidetrack, requiring students to declare major at a stage when they are not yet ready to make a conscious decision about their major field of study.

General education does not promise a job, but employability.

Participant agreed that exact content of general education courses is less important than the outcomes.

Participants discussed that the goal of general education should be not just an “increase in number of bachelor degrees awarded”. Initiatives like “increase number of BS” do not necessary increase knowledge.

Participants raised a question why do we need to have a distribution requirement.

Participants expressed an opinion that a shift toward assessment did not improve general education so far.

It was unclear to us whether all goals of general education should be tried achieved within 30 credit hours of general education courses, or that general education outcomes will continue to be delivered through all four years of college. There is an assumption that all goals should be achieved within first 30 credit hours, however students are going to continue to develop their skills taking higher level courses.

Alignment between different disciplines is important for general education.

Participants agreed that scientific reasoning and scientific methodology can be delivered through a variety of different science courses. Thus, all participants apparently took different science courses as a part of their general education requirement, but developed the same skills.

One of the suggestions on how to reach the goals of general education was to concentrate on emphasizing and incorporation of Valencia Core Competencies in every general education class. Start with trying to convince the students “to buy in” competencies and then proceed with a curse content.

It is important to have a balance between breath of knowledge and depth of knowledge; general education courses – breath of knowledge, depth on knowledge – areas of specialization.

Our students do not know what to do and what to choose. We need to expose them to different areas of knowledge.

General education needs a reform; however, legislators should not drive such a reform, it should be driven by faculty.

Choosing 15 credits of courses at Valencia, we need to pick up courses which will help to develop learners.

We should revisit in future discussions writing across curriculum and Gordon rule.