

UK 101 ACADEMIC EXPECTATIONS/IMPORTANCE OF GENERAL EDUCATION (UKCORE) LESSON PLAN

I. Differences between High School and College Exercise

Involve students in this exercise by dividing them into small groups or discussing the differences as a class. Distribute handout listing only the high school side. (See handout on pages 6-7.) Ask students what they think the difference is on the college side. A first step toward understanding academic expectations is grasping some of the differences between high school and college. (Portions of chart excerpted from Southern Methodist University Learning Enhancement Center's website.)

FOLLOWING RULES IN HIGH SCHOOL	CHOOSING RESPONSIBLY IN COLLEGE
* Your time is structured by others.	* YOU manage your own time.
* You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	* YOU must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
* Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.	* You often have hours between classes; class times vary throughout the day and evening; and you spend only 12 to 16 hours each week in class.
* You are not responsible for knowing what it takes to graduate.	* Graduation requirements are complex and differ from year to year. You're expected to know those that apply to you. Visit regularly with your academic advisor.
* Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.	* Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.
GOING TO HIGH SCHOOL CLASSES	SUCCEEDING IN COLLEGE CLASSES
* Classes generally have no more than 35 students.	* Classes may number 100 students or more.
* You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	* Treat your student status like a full-time job, devoting about 40 hours per week on study, homework, and class.
* You seldom read anything more than once, and sometimes listening in class is enough.	* You need to review class notes and text material regularly.
* You are expected to read short assignments that are then discussed, and often re-taught, in class.	* You are assigned substantial amounts of reading and writing which may not be directly addressed in class. You're expected to complete & comprehend readings.
* Guiding principle: You will usually be told in class what you need to learn from assigned readings.	* Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

HIGH SCHOOL TEACHERS	COLLEGE PROFESSORS
* Teachers check your completed homework.	* Professors may not check completed homework, but they'll assume you can perform the same tasks on tests.
* Teachers remind you of your incomplete work.	* Professors may not remind you of incomplete work.
* Teachers approach you if they believe you need assistance.	* Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. They also expect you to receive constructive criticism, evaluate it, and use it to improve your academic work.
* Teachers are often available for conversation before, during, or after class.	* Professors expect and want you to attend their scheduled office hours.
* Teachers have been trained in teaching methods to impart knowledge to students.	* Professors have been trained as experts in their particular areas of research.
* Teachers provide you with information you missed when you were absent.	* Professors expect you to get from classmates any notes from classes you missed.
* Teachers present material to help you understand the material in the textbook.	* Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about topic you are studying. Or they may expect <i>you</i> to relate the classes to textbook readings.
* Teachers often write information on the board to be copied in your notes.	* Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
* Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	* Professors expect you to think about and synthesize seemingly unrelated topics.
* Teachers often take time to remind you of assignments and due dates.	* Professors expect you to read, save, & consult course syllabus; the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
* Teachers carefully monitor class attendance.	* You are expected to attend classes and arrive on time. Professors may not formally take roll, but they are still likely to know whether or not you attended.
* Guiding principle: High school is a teaching environment in which you acquire facts and skills.	* Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.

TESTS IN HIGH SCHOOL	TESTS IN COLLEGE
* Testing is frequent and covers small amounts of material.	* Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
* Teachers frequently rearrange test dates to avoid conflict with school events.	* Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
* Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	* Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.
GRADES IN HIGH SCHOOL	GRADES IN COLLEGE
* Grades are given for most assigned work.	* Grades may not be provided for all assigned work.
* Consistently good homework grades may raise your overall grade when test grades are low.	* Grades on tests and major papers usually provide most of the course grade.
* Extra credit projects are often available to help you raise your grade.	* Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	* Watch out for your first exams. These are usually "wake-up calls" to let you know what is expected, but they also may account for a substantial part of your course grade.
* Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	* Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

In summary, high school is teaching centered; college is learning centered. YOU are responsible for your learning.

YOU are responsible for seeking help when you need it. (Utilize resources; visit professors.)

II. What is General Education and Why is It Important?

- a. **What is a university?** How does it compare with a technical college or school? The purposes are much different. A technical college or school provides TRAINING to do a specific task or skill, for example, carpentry, engine repair, masonry, HVAC repair and installation. These are absolutely essential skills that society needs. But, one doesn't have to take history, philosophy, biology or the other -istries, -ologies, and -ophies that you take at a university.

A university, by definition, is an institution that provides opportunities for graduate degree attainment, e.g, the Master of Science (M.S.), the Doctor of Philosophy (PhD) and/or professional degrees, (M.D., DVM, etc...), AND undergraduate degree programs, or Baccalaureate degrees (BA, BS). These degrees are characterized by an education that prepares one to think broadly, to analyze complex problems and solve them, to communicate well through written, oral, and now, digital media, to understand the complexity of our global society and to be able to function in it effectively.

- b. **What is General Education?** GE is also known as Liberal Education at many universities and colleges. The American Association of Colleges and Universities defines Liberal Education as: "...education that empowers individuals with broad knowledge and transferable skills, and that cultivates social responsibility and a strong sense of ethics and values. A liberal education of this sort is more important than ever in today's volatile global economy and interconnected world (Humphries, 2006).
- c. **General Education is driven by Learning Outcomes.** At UK, our General Education program, titled **UKCore**, is based on Student Learning Outcomes (SLO). Learning Outcomes are a declaration of what we want YOU to be able to do after you complete your journey here at UK. These SLO are as follows (appendix A shows full set of outcomes):

1. *Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry*
2. *Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information*
3. *Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning*
4. *Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.*

- d. **Ten Courses.** To satisfy the SLO above, students take 10 courses across the four areas. You will take four courses in the area of *Foundations of Inquiry* (SLO 1), in the areas of Arts and Creativity, Humanities, Natural/Physical Sciences, and Social Sciences. You also will take two courses in the area of *Written and Oral Communications* (SLO 2), typically Composition and Communications I and II. We also expect you to take two courses in *Quantitative Reasoning* (SLO 3). This will include a course in Quantitative Foundations and one in Statistical Inferential Reasoning. Finally, you will take two courses in the area of *Citizenship* (SLO 4), where you will study in depth aspects of our society and the global society of the planet.
- e. **Informed Citizens.** Part of what it means to have a college education is that students, regardless of their majors, will have acquired the skills and knowledge to be informed citizens; citizens who are equipped to act thoughtfully in society, to make critical judgments, and to enjoy a life dedicated to learning and the pleasures of intellectual and artistic pursuits.
- f. **Employers** expect to hire students who have skills or technical expertise, but they also want citizens. Citizens of their local community and the world.

Humphries, D., 2006. Making the Case for Liberal Education: Responding to Challenges. Association of American Colleges and Universities. Washington, DC.

V. Possible Class Exercises

- a. Look up one of your professors on UK's web site. What did you discover about his or her research interests or other activities?
- b. Search UK's website to find out the following: 1. List the majors offered through the College of Arts and Sciences and the College of Agriculture. (*Instructor: Pick whatever colleges you want students to explore.*) Are you unfamiliar with some of the majors? Which ones?

Differences between High School and College

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you were absent.	
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* Grades are given for most assigned work.	
* Consistently good homework grades may raise your overall grade when test grades are low.	
* Extra credit projects are often available to help you raise your grade.	
* Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	
* Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	

Appendix A - Learning Outcomes for UKCore

I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]

Outcomes and Assessment Framework Students will be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning.

II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]

Outcomes and Assessment Framework Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]

Outcomes and Assessment Framework Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption.

IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual* world. [6 credit hours]

Outcomes and Assessment Framework Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making.

*Current University of Kentucky entrance requirements include 2 years of second-language study in high school; this knowledge requirement should be assessed upon students' entrance to the University, as a prerequisite for the fulfillment of Learning Outcome IV. ⁴This proposal recognizes also that such issues will be addressed throughout the students' course of study, building effectively upon the foundation of the General Education core curriculum