

GERA

*General Education Reform and
Assessment Committee*

www.uky.edu/gera

(space for scheduling info)

Please e-mail gera@uky.edu
with questions or to provide
feedback.



USP External Review Committee Proposed General Education Learning Outcomes: A Framework for Discussion

Please note, this summary lists only the primary recommendations, in no particular order. For the full DeSantis Committee report please visit www.uky.edu/gera/documents and click USP External Review Committee Report.)

The Five *Proposed* Learning Outcomes should enable all students to:

1 understand their place and purpose in their ever-changing world.

Outcomes

- Understand the histories behind their own culture's social practices.
- Learn about the myriad cultures, religions, languages, and customs in their world.
- Learn from multiple and competing perspectives.
- Develop and apply their own world-view.

2 engage in the process of inquiry and reflection.

Outcomes

- Generate new knowledge by applying research processes and methods.
- Create their own "moments of epiphany."
- Become life-long learners.

3 think from multidisciplinary perspectives.

Outcomes

- Synthesize materials from multiple disciplines.
- Integrate ideas from various disciplines.
- Apply theories and methods across multiple disciplines.

4 meet the new demands and challenges of life in the 21st Century.

Outcomes

- Adapt to the discovery of new knowledge and technology.
- Evaluate and question changing ethical principles that are derived from new knowledge and technology.
- Live as participatory citizens in a multilingual and multicultural world.
- Evaluate the qualities and merit of information.
- Access, process, produce, and deliver information.

5 discover and examine the ambiguity of human knowledge.

Outcomes

- Expose their assumptions to the rigors of investigation and independent thought.
- Question the ideas presented to them in their classes.
- Analyze, compare and evaluate different ways of knowing produced by different, and at times, incongruent, knowledge claims.

Questions to Consider

- What are the pros and cons of this framework?
- What is missing?
- Do we ask too much of general education? Too little?
- How can these principles be measured?
- Can this plan provide for routine assessment?
- How should liberal education and vocational education be integrated? What should the balance be?
- How would these changes affect your college?
- Would these changes meet the needs of your college?
- Should the general education program prepare students for the major? Or should it teach core principles?
- Who else should be involved in this conversation?
- Where do we go from here?
- Other thoughts?