



General Education  
Assessment Report

2017-18

## UK CORE DESIGN AND OVERSIGHT

The UK Core was approved by the University Senate in May 2009 and implemented for the Fall 2011 semester. The Core curriculum was designed to foster student achievement in four overarching learning outcomes:

- I. Students will demonstrate an understanding of and ability to employ the process of intellectual inquiry.
- II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.
- III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.
- 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.

Each of these broad learning outcomes are made more explicit through the Outcomes and Assessment Framework (see [Appendix 1](#)). Moreover, they have been mapped to the statewide learning outcomes as shown in [Appendix 2](#). In order to fulfill the Core requirements, students must complete a minimum number of credit hours through satisfactory completion of courses that have been mapped to one of the four learning outcomes. This curricular framework is shown in Table 1. In total, students must complete a minimum of 30 credit hours as part of the Core. Students are permitted to complete courses for Core credit that also satisfy pre-major or major requirements. Courses that have been approved as part of the Core for the 2017-18 academic year are listed in [Appendix 3](#). Information on the availability of Core courses is provided on the [UK Registrar website](#).

Oversight of the Core resides with the [UK Core Education Committee \(UKCEC\)](#), which is a standing committee of the University Senate. The UKCEC reviews and approves course proposals for inclusion in the Core; conducts on-going review of courses to ensure continued alignment with the Core Outcomes and Assessment Framework; and works collaboratively with the Office of Strategic Planning & Institutional Effectiveness (OSPIE) to conduct assessment and program review of the Core.

**Table 1.** UK Core Curricular Framework

Area	Credits
I. Intellectual Inquiry	
Arts & Creativity	3
Humanities	3
Social Sciences	3
Natural/Physical/Mathematical Sciences	3
II. Composition & Communication	
Composition & Communication I	3
Composition & Communication II	3
III. Quantitative Reasoning	
Quantitative Foundations	3
Statistical Inferential Reasoning	3
IV. Citizenship	
Community, Culture, & Citizenship in USA	3
Global Dynamics	3
<b>Total</b>	<b>30<sup>a</sup></b>

<sup>a</sup>Some UK Core courses may exceed 3 credit hours, most notably for Natural/Physical/Mathematical Sciences and Quantitative Foundations.

## ASSESSMENT PLAN

The Core learning outcomes are each assessed on a two-year cycle, with individual Core courses scheduled to be assessed once every four years. The assessment plan relies upon course-embedded assignments that have been designed by faculty within the departments who teach the courses. Course instructors are notified by OSPIE at the start of the semester that their courses are scheduled to be assessed, and are asked to complete a form providing information on the assignment(s) to be used for Core. In most cases the assignments are located with the university's Learning Management System (Canvas), which are extracted by IT and provided to OSPIE. In some instances, instructors submit paper or electronic copies of assignments to OSPIE staff.

Once the requested assignments are received by OSPIE, they are sampled, anonymized and uploaded into AQUA, the learning outcomes assessment database. The institution's strategy for sampling follows that 5 student artifacts are sampled for sections with enrollment of 50 or less, 10 student artifacts for sections with enrollment of 51 to 100, and 15 student artifacts for sections with more than 100 students. The process of anonymizing student artifacts requires removing all student identifying information prior to uploading it to AQUA.

Scoring of student artifacts is performed using a set of standardized rubrics. A unique rubric has been developed for each area of the Core; however, common themes are woven throughout the different areas of Intellectual Inquiry. Copies of the rubrics that were used to assess artifacts in 2017-18 (Composition & Communication; Citizenship) have been included in [Appendix 4](#). The full set of UK Core rubrics can be accessed on the [UK Core website](#).

Evaluators, drawn exclusively from current or past Core course instructors, are recruited to score the sampled student artifacts. Evaluators are asked to score student artifacts within the same Core area that they teach (e.g. Composition & Communication). Evaluators are not assigned to review and score artifacts from students within their own courses. With only minimal exception, evaluators were assigned to review and score student artifacts from courses taught outside of their own academic department. Once all scoring is completed, OSPIE collects the data and provides a summary report to the CPE and the UKCEC. The UKCEC reviews the report to investigate strengths and weaknesses of student performance within and across learning outcomes and identifies opportunities for improvement.

## 2017-18 ASSESSMENT METHODS

The following Core learning outcomes were targeted for assessment during the 2017-18 academic year:

- I. Composition & Communication
- II. Citizenship
  - i. Global Dynamics

The participation rate of targeted course-sections, and the corresponding number of assignments collected and used is displayed in Table 2. From the table, the rate of course-section participation was lower than expected, with less than half of course-sections providing an assignment for assessment. The total number of assignments exceeds the number of participating course-sections because some instructors provided multiple assignments from the same course-section.

Of the assignments collected in both Core areas, some assignments were not used because they were digital in nature and anonymizing the artifact was not possible (e.g. website, blog, online video). For Composition & Communication, it was determined that a 45 of 215 assignments were not usable. For Citizenship, no assignments were excluded at this stage. The unusable Composition & Communication assignments were excluded from the pool

of assignments assessed before scoring began. After scoring began, additional assignments were excluded from the assessment process.

Evaluators were trained to first read through the assignment instructions and ensure that the sampled student artifacts provided were well-aligned with the assignment instructions and could be assessed using at least 50% of the rubric criteria. When an assignment cannot be scored utilizing at least 50% of the rubric criteria, the assignment is determined to be unscorable. The assignment is then excluded from the assessment process with all other sampled artifacts marked as unscorable. Of the 215 Composition & Communication assignments collected, 4 additional assignments were determined to be unscorable by evaluators. No Citizenship assignments were excluded at this stage.

**Table 2.** Course-Section Participation by Core Area

Course Participation by Core Area	Course-Sections Targeted <i>N</i>	Participation Rate <i>N (%)</i>	Assignments Collected <sup>b</sup> <i>N</i>	Assignments Used <sup>c</sup> <i>N (%)</i>
Composition & Communication	362	176 (49)	215	166 (77)
Citizenship <sup>a</sup>	213	69 (32)	86	86 (100)

<sup>a</sup> Applies to Global Dynamics Citizenship courses.

<sup>b</sup> Some course-sections provided multiple assignments for assessment.

<sup>c</sup> Excludes unusable and unscorable assignments.

Data analysis determined that a small number of individual student artifacts were marked as unscorable by evaluators. Only 12 Composition & Communication individual student artifacts, and 4 Citizenship individual student artifacts were marked as unscorable by evaluators. Though not part of our formally trained process, evaluators took their own initiative in doing so, and scored a small number of individual student artifacts in this manner.

The number of evaluators, artifacts sampled, artifacts scored, and mean artifacts per evaluator is shown in Table 3. Evaluators were recruited by OSPIE who taught one or more Core courses during the past 3 academic years in the areas to be assessed for 2017-18. Evaluator participation was incentivized with a small stipend. To increase consistency and interrater reliability across evaluators, all evaluators were normed during scheduled training sessions. In most cases, evaluators were assigned to score student artifacts from outside their academic department to ensure they are not scoring assignments from Core courses they have taught.

**Table 3.** Evaluators and Artifacts by Core Area

Course Participation by Core Area	Evaluators <i>N</i>	Artifacts Sampled <i>N</i>	Artifacts Scored <i>N</i>	Mean Artifacts Per Evaluator <i>N</i>
Composition & Communication	22	839	807 <sup>b</sup>	38.1
Citizenship <sup>a</sup>	12	450	446	37.5

<sup>a</sup> Applies to Global Dynamics Citizenship courses.

<sup>b</sup> 20 artifacts from 4 unused assignments and 12 unscorable artifacts.

Data from the artifact scoring process were extracted and compiled from Aqua and used to create this report, which will be shared with CPE and the UKCEC.

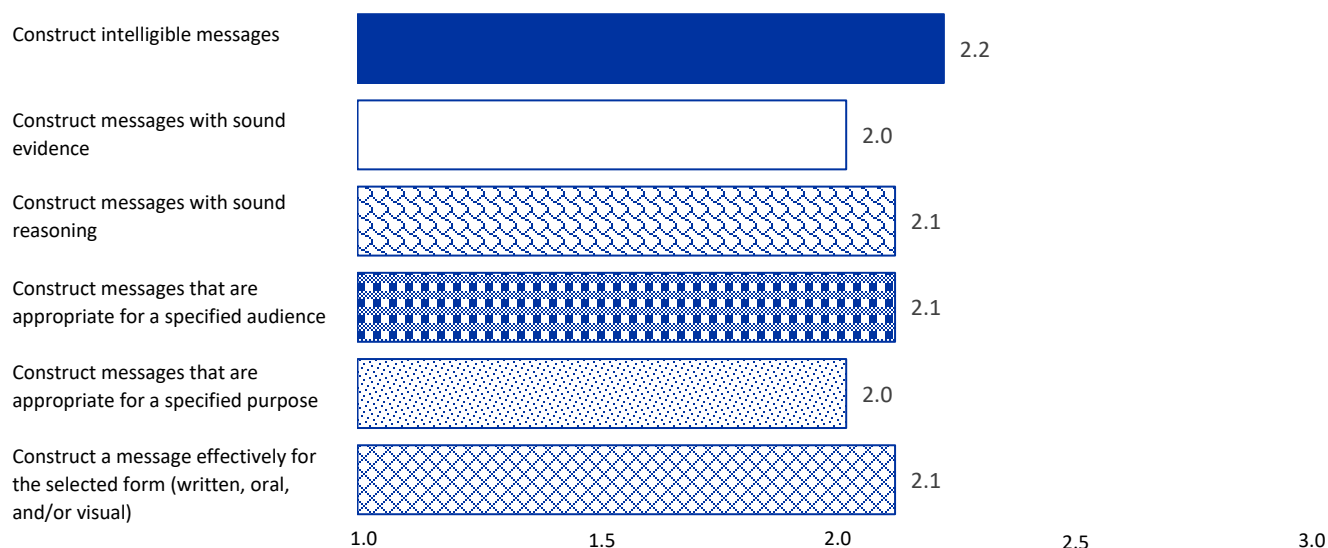
## 2017-18 ASSESSMENT RESULTS

Summary statistics for the two Core areas that were evaluated are provided in Figures 1-4. The frequency distributions are shown in Figures 5 and 6 in [Appendix 5](#). The rubrics for the two Core areas assessed (Composition & Communication, Citizenship) utilize a three-point rating scale consisting of: 1=does not meet expectations; 2=meets expectations, and 3=exceeds expectations.

In Figures 1 and 2, the mean student score for each criteria on the rubric is shown for the two areas of the Core assessed. For both Composition & Communication and Citizenship, mean student performance was at or above the level of “meets expectations” for all criteria.

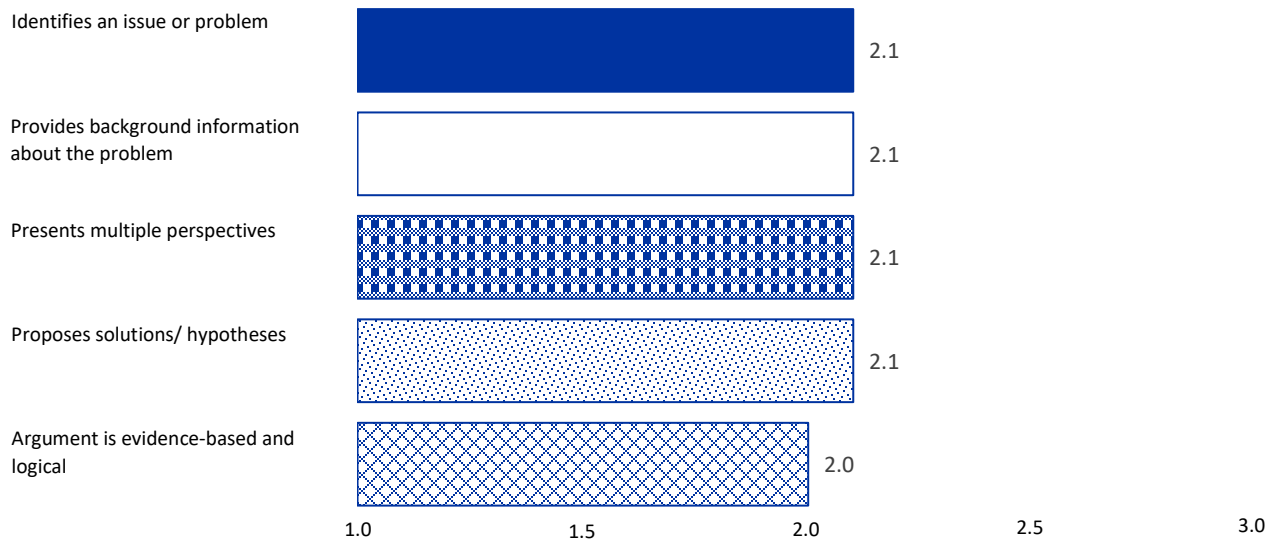
Student performance in the six criteria of Composition & Communication were consistent with mean scores ranging from 2.0 to 2.2. In this Core area, students on average earned higher scores on the criteria “construct intelligible messages” than the other five. Results of a non-parametric statistical test (Kruskal-Wallis) confirm that differences in mean student performance across the six criteria for Composition & Communication were statistically significant ( $\chi^2 = 29.43, p \leq .001, df=1$ ). Mean student scores were also consistent over the five criteria for Citizenship ( $M=2.1$ ), with the exception of one criterion “argument is evidence-based and logical” ( $M=2.0$ ) that is slightly below the others. However, no statistically significant differences were observed between the five criteria for Citizenship ( $\chi^2 = 3.08, p = .545, df=4$ ).

Figure 1. Mean Student Scores for Composition & Communication



*Note.* Rubric Scales: 1 = Does not meet expectations; 2 = Meets expectations; 3 = Exceeds expectations

Figure 2. Mean Student Scores for Citizenship



*Note.* Rubric Scales: 1 = Does not meet expectations; 2 = Meets expectations; 3 = Exceeds expectations

Figures 3 and 4 show the percentage of student artifacts scored at or above the targeted benchmark level for each Core area by criterion. With the exception of “construct messages with sound evidence” in Composition & Communication, more than 75 percent of students met the benchmark for nearly all criteria (10 of 11). The percentage of students scoring at or above the benchmark level for the Composition & Communication criteria ranged from 75 to 85 percent, and represents consistent demonstration of written, oral, and visual communication competency. Student performance on Citizenship criteria ranged from 79 to 84 percent, reflecting consistent demonstration competency in of global diversity, as well as community, culture, and citizenship in our general education program.

Figure 3. Percentage of Students Meeting or Exceeding Expectations – Composition & Communication

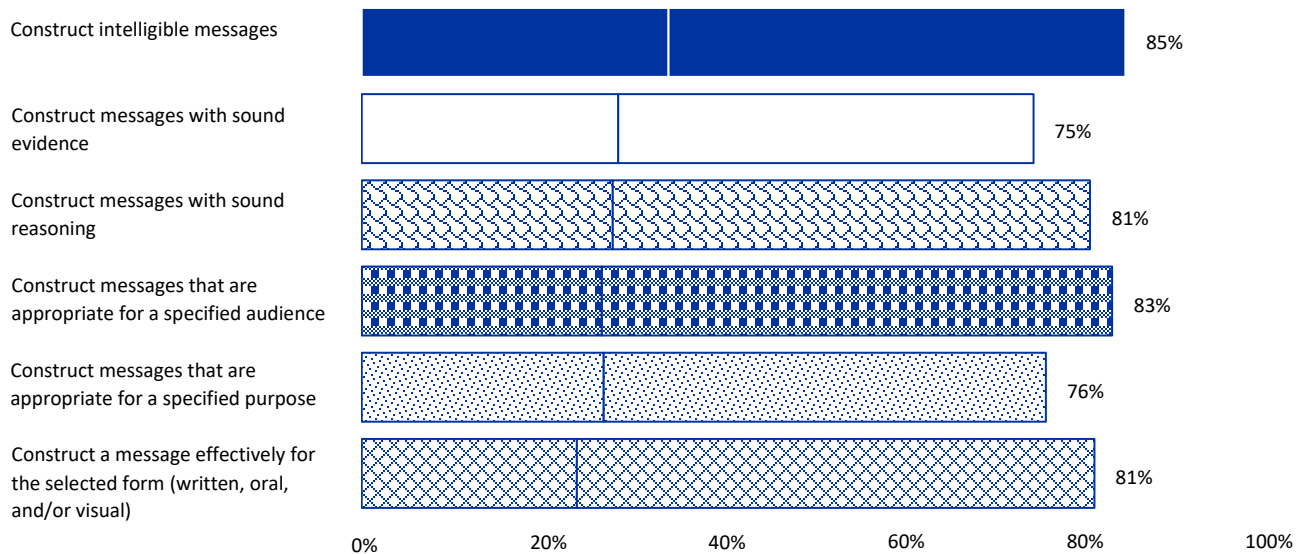
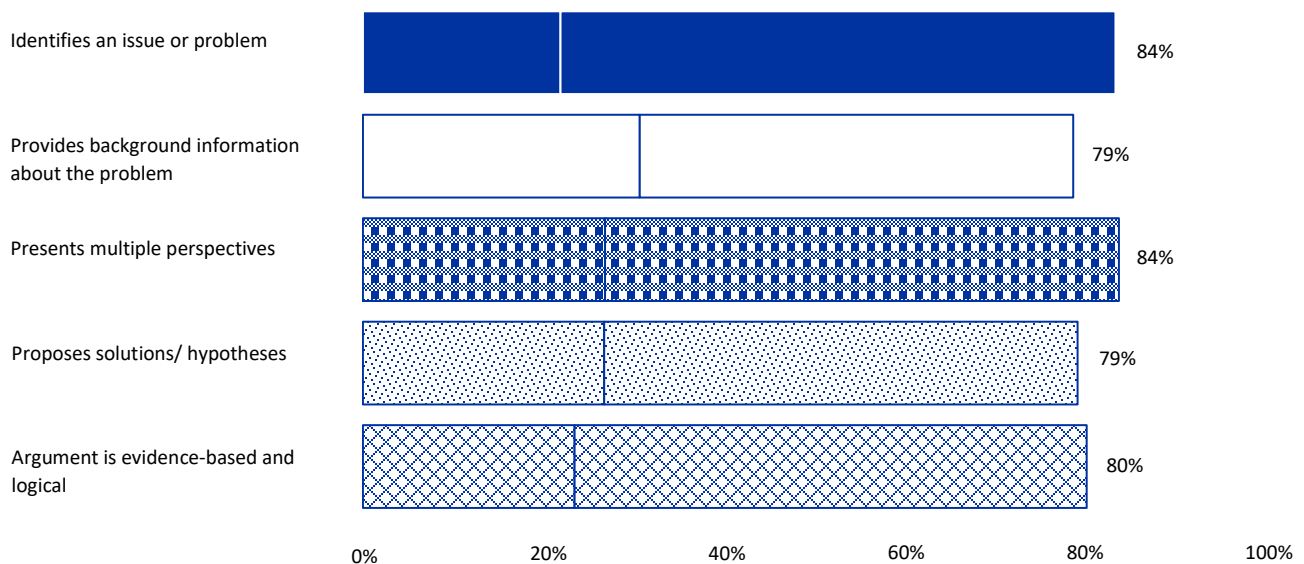


Figure 4. Percentage of Students Meeting or Exceeding Expectations – Citizenship



## INTERPRETATION AND USE OF RESULTS

OSPIE is satisfied with the overall results of this assessment cycle. Across both Core areas (Composition & Communication, Citizenship-Global Dynamics) at least 75 percent of students met the benchmarks for all criteria. OSPIE was benefitted by additional staff support for this assessment cycle, enabling us to anonymize and upload nearly 1300 student artifacts into AQUA to be scored by evaluators. Evaluators were recruited exclusively from the

Core areas being assessed and were normed utilizing in-person training sessions to increase consistency in scoring, thus strengthening inter-rater reliability.

However, even with additional staff to support a well-coordinated assessment process, notable challenges were encountered throughout the 2017-18 Core assessment cycle. As noted above, the rate of participation among courses that were scheduled for assessment was low (less than 50 percent). Moreover, for Composition & Communication in particular, a substantial number (23 percent) of course/section assignments could not be included in the assessment process because, as stated prior, the assignment was either unusable or unscorable.

Data from the 2017-18 assessment cycle will not be reported at the department or course level due to the issues noted above and historic concerns among some faculty with respect to how those more detailed data will be used. Without such data, individual course instructors will likely find it difficult to interpret the Core data as a means of guiding improvements to their courses.

Although this report will be shared with the UKCEC, improvements over the next few years will focus primarily upon refining the assessment process so that accurate and useful data can be obtained and disseminated in future years. Notable changes that will be made for the 2018-19 or 2019-20 assessment cycle include:

1. Include a process of secondary review so that assignments are scored by two different evaluators.
2. Improved communication and timing of communication to course instructors and department chairs regarding expectations for Core assessment.
3. Improved communication and guidance to professors to select assignments for assessment that both align well with the rubric and can be readily anonymized.
4. Creation and dissemination of department-level Core assessment reports.
5. Provision of new faculty development resources involving classroom assessment techniques and UK Core.

In addition to the immediate changes noted above, OSPIE is working closely with the UKCEC to identify and implement other improvements to Core assessment. Initial discussions have centered upon methods of increasing instructor and department participation and buy-in and establishing a formal review process of Core course syllabi and assessments.

## **ADDITIONAL INFORMATION**

Questions or requests for additional data and information regarding this report or UK Core assessment can be directed to the UK Office of Strategic Planning & Institutional Effectiveness ([ospie@uky.edu](mailto:ospie@uky.edu)).



## **Learning Outcomes of General Education**

(Approved by the University Senate December 8, 2008)

### ***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;<sup>1</sup> 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.

#### Curricular Framework

Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

### ***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.

#### Curricular Framework

Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.<sup>2</sup>

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<sup>1</sup> i.e., interesting, analytical, problematic, complex, important, genuine, researchable...

<sup>2</sup> This proposal assumes the continuation of the Graduation Writing Requirement currently in place.

### ***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.

#### Curricular Framework

Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

### ***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<sup>3</sup> 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.

#### Curricular Framework

Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.<sup>4</sup>

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<sup>3</sup> 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.

<sup>4</sup> This 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.

## Appendix 2

**Table A2.** Map of UK Core Outcomes to Kentucky Statewide Learning Outcomes

UK Core Outcome	Statewide Learning Outcome	Rationale
Intellectual Inquiry	Arts & Humanities Natural Sciences Social and Behavioral Sciences	Intellectual Inquiry courses establish a foundation for critical and thoughtful approaches to solving problems and promoting intellectual development in the following areas: Arts & Creativity, Humanities, Natural/Physical/Mathematical Sciences, and Social Sciences. This outcome area promotes the development of evidence-based thinkers: students capable of understanding what critical argument demands and what it offers as a way of understanding ourselves, others, and the world around us.
Composition & Communication	Written & Oral Communication	Both outcomes address communicating in a variety of forms and contexts with an emphasis on information literacy and critical analysis.
Citizenship	Social & Behavioral Sciences	The UK Core and statewide outcomes overlap in asking students to analyze problems pertinent to human experience. The UK Core area outcome is particularly focused on historical and cultural differences arising from a variety of human dynamics and experiences. This is one of two UK Core area outcomes that map to the statewide outcome.
Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning courses cover areas of Quantitative Foundations and Statistical Inferential Reasoning. Through these courses, students interpret, illustrate, and analyze information in mathematical and statistical forms.

**NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses.**

## The UK Core – General Education Requirements

The University of Kentucky's general education program—the UK Core—is foundational to a university education at the University of Kentucky. A university education is more than simply learning a set of skills in a specific area in preparation for a job or career. A university education is designed to broaden the students' understanding of themselves, of the world we live in, of their role in our global society, and of the ideals and aspirations that have motivated human thought and action throughout the ages. It must help individuals effectively put into action their acquired knowledge, to provide the bases for critical thinking and problem solving, and to develop life-long learning habits.

The UK Core is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes. Depending on choice of major or courses, some students may take more than 30 credit hours to complete the UK Core.

### The UK Core Learning Outcomes

The UK Core curriculum is based on a comprehensive set of student learning outcomes that all students are expected to be able to demonstrate upon completion of a baccalaureate degree at the University of Kentucky. All UK Core courses are designed to meet one or more of the following learning outcomes:

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

Students will be able to identify multiple dimensions of a good question (i.e., interesting, analytical, problematic, complex, important, genuine, researchable); 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. Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

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

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. Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

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

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. Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

#### **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]**

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. Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

### The Curricular Framework and Relationship to the Learning Outcomes

Students must take one course from each of the areas listed below in order to complete the UK Core. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

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**NOTE: UK Core courses offered in fall 2018 are listed in blue type.**

Course Areas by Learning Outcome	Credit Hours
<b>Learning Outcome I: Intellectual Inquiry</b>	
The Nature of Inquiry in Arts and Creativity .....	3
The Nature of Inquiry in the Humanities .....	3
The Nature of Inquiry in the Social Sciences .....	3
The Nature of Inquiry in the Natural, Physical and Mathematical Sciences .....	3
<b>Learning Outcome II: Written, Oral and Visual Communication</b>	
Composition and Communication I .....	3
Composition and Communication II .....	3
<b>Learning Outcome III: Quantitative Reasoning</b>	
Quantitative Foundations .....	3
Statistical Inferential Reasoning .....	3
<b>Learning Outcome IV: Citizenship</b>	
Community, Culture and Citizenship in the USA .....	3
Global Dynamics .....	3
<b>UK Core Credit-Hour Total*</b> .....	<b>30</b>

\*The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.

Please consult your advisor for a complete list of options.

## I. Intellectual Inquiry in Arts and Creativity

Courses in this area are hands-on courses that allow students to engage actively with the creative process. Students will define and distinguish different approaches to creativity, demonstrate the ability to critically analyze work produced by other students, and evaluate results of their own creative endeavors. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society.

To fulfill the Arts and Creativity requirement, complete **one** of the following:

<b>A-E 120</b>	<b>Pathways to Creativity in the Visual Arts</b>	ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
A-H 304	African Art and Its Global Impact	<b>ENG 180</b>	<b>Great Movies (Subtitle required)</b>
<b>A-S 102</b>	<b>Two-Dimensional Surface</b>	<b>GEO 109</b>	<b>Digital Mapping</b>
<b>A-S 103</b>	<b>Three-Dimensional Form</b>	<b>HON 252</b>	<b>Honors in Arts and Creativity (Subtitle required)</b>
<b>A-S 130</b>	<b>Drawing</b>	<b>ICT 200</b>	<b>Information Literacy and Critical Thinking</b>
<b>A-S 200</b>	<b>Introduction to Digital Art, Space, and Time</b>	<b>IS 200</b>	<b>Information Literacy and Critical Thinking</b>
A-S 245	Introduction to Web Design	<b>LA 111</b>	<b>Living on the Right Side of the Brain</b>
<b>A-S 270</b>	<b>Ceramics for Non-Majors</b>	MCL 311	The World of Autobiography
<b>A-S 280</b>	<b>Introduction to Photographic Literacy</b>	MCL 312	The Art of Adaptation
<b>A-S 285</b>	<b>Lens Arts</b>	<b>ME 411</b>	<b>ME Capstone Design I</b>
<b>A-S 300</b>	<b>Digital Photography</b>	MNG 592	Mine Design Project II
A-S 340	Introduction to Graphic Design, Meaning and Image	<b>MUS 123</b>	<b>Beginning Classroom Guitar</b>
<b>A-S 380</b>	<b>Black &amp; White Darkroom Photography</b>	<b>MUS 130</b>	<b>Performing World Music (Subtitle required)</b>
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	MUS 200	Music for Living
<b>BAE 402†</b>	<b>Biosystems Engineering Design I</b>	<b>MUS 222</b>	<b>Creativity and Innovation in Rock Music</b>
BAE 403†	Biosystems Engineering Design II	<b>PHI 315</b>	<b>Philosophy and Science Fiction</b>
<b>CME 455*</b>	<b>Chemical Engineering Product and Process Design I</b>	<b>PLS 240</b>	<b>Introduction to Floral Design</b>
<b>DES 100</b>	<b>Design in Your World</b>	<b>TA 110</b>	<b>Theatre: An Introduction</b>
EE 101	Creativity and Design in Electrical and Computer Engineering	<b>TA 120</b>	<b>Creativity and the Art of Acting</b>
<b>EGR 101**</b>	<b>Engineering Exploration I</b>	<b>TA 150</b>	<b>Creativity and the Art of Design and Production</b>
<b>EGR 103**</b>	<b>Engineering Exploration II</b>	TA 220	Shakespeare Page to Stage
<b>EGR 112**</b>	<b>Engineering Exploration for Transfer Students</b>	TA 370	Staging History
<b>ENG 107</b>	<b>Writing Craft: Introduction to Creative Writing</b>	<b>TAD 140</b>	<b>Introduction to Dance</b>
<b>ENG 130</b>	<b>Literary Encounters</b>	<b>UKC 100</b>	<b>A&amp;C Inquiry</b>
		<b>WRD 312</b>	<b>Introduction to Documentary</b>

† Students must complete both BAE 402 and BAE 403 to fulfill the Arts and Creativity requirement.

\* Chemical Engineering students only.

\*\* EGR 101/EGR 112 and EGR 103 are paired courses. Students must complete both EGR 101 (or EGR 112) and EGR 103 to earn UK Core credit. In addition, EGR 102 is a prerequisite for EGR 103.

## NOTE: UK Core courses offered in fall 2018 are listed in blue type.

### II. Intellectual Inquiry in the Humanities

These courses develop students' skills in *interpretation* and *analysis* of creations of the human intellect such as art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives. In these courses, students gain the ability not only to analyze the works themselves but to *evaluate* competing interpretations of such works.

To fulfill the Humanities requirement, complete **one** of the following:

<b>A-H 101</b>	<b>Introduction to Visual Studies</b>	HIS 130	Drugs and Alcohol in Western Civilization, 1492 to the Present
<b>A-H 105</b>	<b>World Art Before 1400</b>	<b>HIS 191</b>	<b>A History of World Religions (Subtitle required)</b>
<b>A-H 106</b>	<b>Renaissance to Modern Art</b>	<b>HIS 202</b>	<b>History of the British People to the Restoration</b>
A-H334	Reframing Renaissance Art	HIS 203	History of the British People Since the Restoration
<b>AAS 253</b>	<b>History of Pre-Colonial Africa</b>	HIS 207	History of Modern Latin America, 1810 to Present
AAS 254	History of Colonial and Post-Colonial Africa	<b>HIS 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>
<b>AAS 264</b>	<b>Introduction to Black Writers</b>	HIS 230	The Hellenistic World and Rome to the Death of Constantine
<b>AIS 228</b>	<b>Islamic Civilization</b>	<b>HIS 253</b>	<b>History of Pre-Colonial Africa</b>
AIS 320	Modern Arabic Literature and Film in Translation	HIS 254	History of Colonial and Post-Colonial Africa
AIS 345	Islamic Mysticism	HIS 296	East Asia Since 1600
<b>ARC 314*</b>	<b>History and Theory III: 20th Century and Contemporary Architecture</b>	HJS 110	Introduction to the Old Testament/Hebrew Bible
CHI 330	Introduction to Chinese Culture, Pre-Modern to 1840	<b>HON 151</b>	<b>Honors in Humanities (Subtitle required)</b>
<b>CHI 331</b>	<b>Introduction to Chinese Culture, 1840 to Present</b>	<b>ID 161</b>	<b>History and Theory of Interior Environments I</b>
<b>CLA 135</b>	<b>Greek and Roman Mythology</b>	ID 162	History and Theory of Interior Environments II
CLA 190	Introduction to the New Testament	ITA 263	Studies in Italian Culture (Subtitle required)
<b>CLA 191</b>	<b>Christianity, Culture, and Society: A Historical Introduction</b>	LIN 209	The Structure and Use of English
<b>CLA 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>	<b>MCL 100</b>	<b>The World of Language</b>
CLA 230	The Hellenistic World and Rome to the Death of Constantine	<b>MCL 135</b>	<b>Vampires: Evolution of a Sexy Monster</b>
CPH 309	Health, History, and Human Diversity	<b>MCL 200</b>	<b>Global Literacy</b>
EGR 201	Literature, Technology, and Culture	MCL 270	Introduction to Folklore and Mythology
<b>ENG 142</b>	<b>Global Shakespeare</b>	<b>MCL 343</b>	<b>Global Horror</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
ENG 209	The Structure and Use of English	<b>MUS 100</b>	<b>Introduction to Music</b>
<b>ENG 230</b>	<b>Introduction to Literature (Subtitle required)</b>	<b>PHI 100</b>	<b>Introduction to Philosophy: Knowledge and Reality</b>
<b>ENG 260</b>	<b>Introduction to Black Writers</b>	<b>PHI 260</b>	<b>History of Philosophy I: From Greek Beginnings to the Middle Ages</b>
<b>ENG 280</b>	<b>Introduction to Film</b>	<b>PHI 270</b>	<b>History of Philosophy II: From the Renaissance to the Present Era</b>
<b>ENG 290</b>	<b>Introduction to Women's Literature</b>	<b>PHI 310</b>	<b>Philosophy of Human Nature</b>
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History	<b>PHI 317</b>	<b>Existentialist Thought and Literature</b>
<b>FR 103</b>	<b>French Cinema</b>	<b>PHI 380</b>	<b>Death, Dying and the Quality of Life</b>
<b>FR 205</b>	<b>The French Graphic Novel</b>	RUS 275	Russian Film
FR 225	French Film Noir	<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>
GER 103	Fairy Tales in European Context	<b>RUS 372</b>	<b>Experiments in Life and Art: Russian Culture 1900-Present</b>
GER 305	German Film Today	SPA 262	Hispanic Literatures in Translation (Subtitle required)
<b>GWS 201</b>	<b>Gender and Popular Culture</b>	SPA 330	Spanish and Globalization
GWS 309	Health, History, and Human Diversity	<b>SPA 371</b>	<b>Latin American Cinema (Subtitle required)</b>
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>	SPA 372	Spanish Cinema (Subtitle required)
HIS 105	A History of Europe from the Mid-Seventeenth Century to the Present	<b>TA 385</b>	<b>World Theatre I</b>
<b>HIS 108</b>	<b>History of the United States Through 1876</b>	TA 386	World Theatre II
<b>HIS 109</b>	<b>History of the United States Since 1877</b>	TA 388	History of the American Musical
<b>HIS 112</b>	<b>The Making of Modern Kentucky</b>	<b>UKC 110</b>	<b>HUM Inquiry: Intro to Collegiate Life</b>
HIS 119	War and Society, 1350-1914	<b>WRD 210</b>	<b>Social Media: Theory, Culture, Politics, Practice</b>
<b>HIS 121</b>	<b>War and Society, 1914-1945</b>	<b>WRD 320</b>	<b>Rhetorical Theory and History</b>

\* Architecture students only.

**NOTE: UK Core courses offered in fall 2018 are listed in blue type.**

### III. Intellectual Inquiry in the Social Sciences

These courses promote an understanding of the relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. Through a discipline-based study of social problems or themes, students will learn to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

To fulfill the Social Sciences Requirement, complete **one** of the following:

AIS 430	Islam in America	EPE 174	Theories of College Student Success
<b>ANT 101</b>	<b>What Makes Us Human? Intro to Anthropology</b>	EPE 374	Theories of College Student Development and Mentoring
<b>ANT 102</b>	<b>Archaeology: Mysteries and Controversies</b>	<b>GEO 172</b>	<b>Human Geography</b>
ANT 103	Sports, Culture, and Society	<b>GWS 200</b>	<b>Sex and Power</b>
<b>ANT 335</b>	<b>Religion in Everyday Life</b>	<b>HON 251</b>	<b>Honors in Social Sciences (Subtitle required)</b>
ANT 339	Human Rights in Global Perspective	<b>HP 101</b>	<b>Historic Preservation</b>
CLD 102*	The Dynamics of Rural Social Life	<b>ICT 150</b>	<b>Experience ICT</b>
<b>COM 101</b>	<b>Introduction to Communications</b>	<b>MCL 135</b>	<b>Vampires: Evolution of a Sexy Monster</b>
<b>COM 311</b>	<b>Taking Control of Your Health: Patient-Provider Communication</b>	MCL 270	Introduction to Folklore and Mythology
COM 313	Interpersonal Communication in Close Relationships	<b>PCE 201</b>	<b>Introduction to Peace Studies</b>
<b>COM 314</b>	<b>The Dark Side of Interpersonal Communication and Relationships</b>	<b>PS 230</b>	<b>Introduction to International Relations</b>
COM 317	Communication in Family and Marital Relationships	<b>PSY 100</b>	<b>Introduction to Psychology</b>
<b>CPH 201</b>	<b>Introduction to Public Health</b>	RUS 370	Russian Folklore (in English)
CPH 202	Public Health Through Popular Film	<b>SOC 101*</b>	<b>Introduction to Sociology</b>
<b>CPH 203</b>	<b>Sexual Health</b>	<b>UKC 130</b>	<b>SS Inquiry</b>
<b>ECO 101</b>	<b>Contemporary Economic Issues</b>	<b>UKC 131</b>	<b>SS Inquiry</b>
<b>EGR 120</b>	<b>Technology: Blessing or Curse</b>	<b>UKC 330</b>	<b>SS Inquiry UD</b>

\* Students may not receive credit for both SOC 101 and CLD 102.

### IV. Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

These courses engage students in the fundamental processes of science through the exploration of an area in science. Students will be expected to use their knowledge of scientific concepts to formulate predictions, collect and analyze data, and construct explanations for the questions posed.

To fulfill the Natural, Physical and Mathematical Sciences requirement, complete **one** of the following:

ABT 120	Genetics and Society	<b>EES 180</b>	<b>Geology of the National Parks</b>
<b>ANT 230</b>	<b>Introduction to Biological Anthropology</b>	<b>ENT 110</b>	<b>Insect Biology</b>
ARC 333	Environmental Controls II	<b>FOR 100</b>	<b>Forests and Forestry</b>
<b>AST 191</b>	<b>The Solar System</b>	<b>GEO 130</b>	<b>Earth's Physical Environment</b>
<b>BIO 102</b>	<b>Human Ecology</b>	GEO 133	Science and Policy of Natural Hazards
<b>BIO 103</b>	<b>Basic Ideas of Biology</b>	<b>GEO 135</b>	<b>Global Climate Change</b>
<b>CHE 101</b>	<b>Molecular Science for Citizens</b>	<b>HON 152</b>	<b>Honors in Natural, Physical, and Mathematical Sciences (Subtitle required)</b>
<b>CHE 105†</b>	<b>General College Chemistry I</b>	<b>MUS 140</b>	<b>Acoustics of Music</b>
<b>CHE 109*</b>	<b>General Chemistry I</b>	PHY 120	How Things Work
<b>CHE 110*</b>	<b>General Chemistry II</b>	PHY 130	Science and Technology for the Future
<b>CHE 111†</b>	<b>Laboratory to Accompany General Chemistry I</b>	<b>PHY 140</b>	<b>Quantum Theory for Everyone</b>
<b>CPH 310</b>	<b>Disease Detectives: Epidemiology in Action</b>	<b>PHY 211</b>	<b>General Physics</b>
EE 167	Fundamentals of Nanotechnology and Applications in Renewable Energy	<b>PHY 231**</b>	<b>General University Physics</b>
<b>EES 110</b>	<b>Endangered Planet: An Introduction to Environmental Geology</b>	<b>PHY 241**</b>	<b>General University Physics Laboratory</b>
EES 120	Sustainable Planet: The Geology of Natural Resources	<b>PLS 104</b>	<b>Plants, Soils, and People: A Science Perspective</b>
<b>EES 150</b>	<b>Earthquakes and Volcanoes</b>	<b>UKC 320</b>	<b>NS Inquiry UD</b>
EES 170	Blue Planet: Introduction to Oceanography		

† CHE 105 and 111 are paired courses. To earn UK Core credit, both courses must be completed. CHE 111 may be taken concurrently with CHE 105 or after CHE 105 has been completed. Students must sign up for them separately.

\* CHE 109 and CHE 110 are equivalent to CHE 105. To earn UK Core credit, students must complete CHE 109, CHE 110 and CHE 111. Students must sign up for them separately.

\*\* PHY 231 and 241 are paired courses. To earn UK Core credit, both PHY 231 and PHY 241 must be completed. They may be taken in either order and students must sign up for them separately.

**NOTE: UK Core courses offered in fall 2018 are listed in blue type.**

## V. Composition and Communication I

In this course, students are introduced to the process of writing, speaking, and visually representing their own ideas and the ideas of others; they also practice basic interpersonal communication skills and the ability to communicate with multiple audiences.

To fulfill the Composition and Communication I requirement, complete **one** of the following:

- |  |  |
|--|--|
| • <b>CIS 110</b> <b>Composition and Communication I</b>                    | • ICT 114    Composition and Communication in the Digital Age I            |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b> |
| • <b>WRD 110</b> <b>Composition and Communication I</b>                    |  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## VI. Composition and Communication II

In this course, students research public controversies and work in teams to analyze and argue for a solution to these controversies in oral, written, and visual/digital forms for multiple audiences.

To fulfill the Composition and Communication II requirement, complete **one** of the following:

- |  |  |
|--|--|
| • <b>CIS 111</b> <b>Composition and Communication II</b>                   | • <b>WRD 111</b> <b>Composition and Communication II</b>                   |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b> |
| • CIS 184    Communicating Arguments                                       |  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## VII. Quantitative Foundations

These courses are concerned with the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying basic quantitative skills to the solution of real-life problems.

**NOTE:** Students must have demonstrated basic proficiency in math skills as determined by a minimum Math ACT of 19 or the appropriate math placement test to take these courses.

To fulfill the Quantitative Foundations requirement, complete **one** of the following:

- |   |   |
|---|---|
| CS 261    Social Networks: Methods and Tools          | <b>MA 111</b> <b>Introduction to Contemporary Mathematics</b>       |
| EES 151    Quantitative Planet                        | <b>MA 113</b> <b>Calculus I</b>                                     |
| EES 155    Earthquakes and Quantitative Reasoning     | <b>MA 123</b> <b>Elementary Calculus and Its Applications</b>       |
| EES 185    Quantifying the Bluegrass Water Supply     | <b>MA 137</b> <b>Calculus I With Life Science Applications</b>      |
| <b>FOR 200</b> <b>Basics of Geospatial Technology</b> | <b>PHI 120</b> <b>The Art of Thinking: An Introduction to Logic</b> |
| <b>MA 109</b> <b>College Algebra</b>                  |   |



## NOTE: UK Core courses offered in fall 2018 are listed in blue type.

### VIII. Statistical Inferential Reasoning

These courses will encourage students to evaluate claims based on statistical principles by providing an understanding of the conceptual and practical applications of statistical reasoning and thinking. Students will receive an introduction to the science of statistics, and while students will be expected to reason with statistical ideas and make sense of statistical information, computations are not the focus.

To fulfill the Statistical Inferential Reasoning requirement, complete **one** of the following:

ANT 360	Statistics in Anthropology	PSY 215*	Experimental Psychology
BAE 202	Statistical Inferences for Biosystems Engineering	PSY 216*	Applications of Statistics in Psychology
<b>BST 230</b>	<b>Statistical Thinking in Public Health</b>	SOC 303	Quantitative Sociological Analysis
<b>EDP 557</b>	<b>Gathering, Analyzing, and Using Educational Data</b>	STA 210	Making Sense of Uncertainty: An Introduction to Statistical Reasoning
<b>EPE 557</b>	<b>Gathering, Analyzing, and Using Educational Data</b>	STA 296	Statistical Methods and Motivations
<b>FOR 250</b>	<b>Statistics and Measurements I</b>	STA 381	Engineering Statistics – A Conceptual Approach
MNG 335	Introduction to Mine Systems Analysis		

\* PSY215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY215 and PSY216 must be completed. They may be taken in either order and students must sign up for them separately.

### IX. Community, Culture and Citizenship in the USA

These courses promote a student's understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of US communities; and foster effective and responsible participation in a diverse community or society in the United States.

To fulfill the Community, Culture and Citizenship in the USA requirement, complete **one** of the following:

<b>A-H 360</b>	<b>Visual Culture of Politics</b>	<b>GWS 301</b>	<b>Crossroads (Subtitle required)</b>
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	GWS 309	Health, History, and Human Diversity
<b>AAS 200</b>	<b>Introduction to African-American Studies</b>	<b>HIS 108</b>	<b>History of the United States Through 1876</b>
<b>AAS 235</b>	<b>Inequalities in Society</b>	<b>HIS 109</b>	<b>History of the United States Since 1877</b>
AAS 261	African American History 1865-Present	<b>HIS 112</b>	<b>The Making of Modern Kentucky</b>
AIS 430	Islam in America	HIS 261	African American History 1865-Present
<b>ANT 221</b>	<b>Native People of North America</b>	LIN 331	Language in U.S. Society
ANT 330	North American Cultures	MCL 335	Democracy – Ancient and American
<b>APP 200</b>	<b>Introduction to Appalachian Studies</b>	<b>PHI 130</b>	<b>Introduction to Philosophy: Morality and Society</b>
CLD 360	Environmental Sociology	<b>PHI 205</b>	<b>Food Ethics</b>
COM 312	Learning Intercultural Communication Through Media and Film	<b>PHI 335</b>	<b>The Individual and Society</b>
<b>COM 315</b>	<b>Understanding Workplace Communication in a Diverse U.S. Society</b>	<b>PHI 340</b>	<b>Introduction to Feminism and Philosophy</b>
CPH 309	Health, History, and Human Diversity	PHI 361	Biology and Society (Subtitle required)
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	<b>PS 101</b>	<b>American Government</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	<b>PSY 320</b>	<b>Introduction to Forensics: Psychology and Legal Issues</b>
<b>EPE 301</b>	<b>Education in American Culture</b>	<b>SOC 235</b>	<b>Inequalities in Society</b>
<b>GEN 100*</b>	<b>Issues in Agriculture, Food and Environment</b>	SOC 360	Environmental Sociology
<b>GEO 220</b>	<b>U.S. Cities</b>	SPA 208	U.S. Latino Culture and Politics
<b>GEO 221</b>	<b>Immigrant America: A Geographic Perspective</b>	<b>SW 325</b>	<b>Social Justice Foundations</b>
GEO 320	Geography of the United States and Canada	TA 286	Social Action Theatre
<b>GRN 250</b>	<b>Aging in Today's World</b>	<b>UKC 180</b>	<b>US Citizen: Civil Rights/Equal Rights</b>
		WRD 222	Current Events and Public Engagement: U.S. Citizens, Global Citizens
		WRD 422	Public Advocacy (Subtitle required)

\* GEN 100 is for College of Agriculture, Food and Environment students only.

## NOTE: UK Core courses offered in fall 2018 are listed in blue type.

### X. Global Dynamics

These courses equip students to participate in a diverse, multiethnic, multilingual world community. Toward this end, students consider issues of equality, ethical dilemmas, global trends, social change, and civic engagement in the context of local cultures outside the U.S.

To fulfill the Global Dynamics requirement, complete **one** of the following:

A-H 304	African Art and Its Global Impact	HIS 122	War and Society Since 1945
<b>A-H 311</b>	<b>The Arts as Soft Power: The Japanese Tea Ceremony</b>	<b>HIS 191</b>	<b>A History of World Religions (Subtitle required)</b>
<b>AAS 100</b>	<b>Introduction to African Studies</b>	<b>HIS 202</b>	<b>History of the British People to the Restoration</b>
<b>AAS 253</b>	<b>History of Pre-Colonial Africa</b>	HIS 203	History of the British People Since the Restoration
AAS 254	History of Colonial and Post-Colonial Africa	<b>HIS 206</b>	<b>History of Colonial Latin America, 1492-1810</b>
<b>ANT 160</b>	<b>Cultural Diversity in the Modern World</b>	HIS 207	History of Modern Latin America, 1810 to Present
<b>ANT 222</b>	<b>Middle East Cultures</b>	HIS 208	History of the Atlantic World
<b>ANT 225</b>	<b>Culture, Environment and Global Issues</b>	<b>HIS 253</b>	<b>History of Pre-Colonial Africa</b>
ANT 241	Origins of Old World Civilization	HIS 254	History of Colonial and Post-Colonial Africa
<b>ANT 242</b>	<b>Origins of New World Civilization</b>	HIS 296	East Asia Since 1600
ANT 311	Anthropology of Globalization	HIS 357	Japan at War, 1850 to the Present
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present	HON 352	Study and Travel Abroad (Subtitle required)
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	<b>ICT 205</b>	<b>Issues in Information and Communication Technology Policy</b>
ARC 315	History and Theory of Architecture IV: Urban Forms	<b>INT 200</b>	<b>Introduction to International Studies</b>
<b>CHI 331</b>	<b>Introduction to Chinese Culture, 1840 to Present</b>	ITA 335	Topics in Italian Cinema (Subtitle required)
CLD 380	Globalization: A Cross-Cultural Perspective	<b>JPN 320</b>	<b>Introduction to Japanese Culture, Pre-Modern to 1868</b>
COM 390	Communication Education Abroad (Subtitle required)	JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
<b>EGR 240</b>	<b>Global Energy Issues</b>	JPN 351	The Japanese Experience of the Twentieth Century
<b>ENG 142</b>	<b>Global Shakespeare</b>	<b>LAS 201</b>	<b>Introduction to Latin America</b>
ENG 171	Global Literature in English	<b>MAT 247</b>	<b>Dress and Culture</b>
FOR 435	Conservation Biology	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
<b>GEO 160</b>	<b>Lands and Peoples of the Non-Western World</b>	<b>MCL 343</b>	<b>Global Horror</b>
GEO 161	Global Inequalities	MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
<b>GEO 162</b>	<b>Introduction to Global Environmental Issues</b>	<b>MUS 330</b>	<b>Music in the World (Subtitle required)</b>
GEO 163	Global Conflicts	MUS 335	Exploring World Music and Ethnomusicology
GEO 164	iWorlds: Global Information Geographies	PCE 410	Peace Studies Capstone Seminar
<b>GEO 222</b>	<b>Cities of the World</b>	<b>PHI 343</b>	<b>Asian Philosophy</b>
GEO 255	Geography of the Global Economy	<b>PLS 103</b>	<b>Plants, Soils, and People: A Global Perspective</b>
GEO 260	Geographies of Development in the Global South	PPS 104	International Healthcare Experience
<b>GEO 261</b>	<b>Global Dynamics of Health and Disease</b>	<b>PS 210</b>	<b>Introduction to Comparative Politics</b>
GEO 316	Environment and Development	RUS 275	Russian Film
GER 305	German Film Today	RUS 370	Russian Folklore (in English)
GER 342	War, Peace, and Terror in Germany and Europe	<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>
GER 361	German Cinema	<b>RUS 372</b>	<b>Experiments in Life and Art: Russian Culture 1900-Present</b>
<b>GWS 250</b>	<b>Social Movements</b>	SAG 201	Cultural Perspectives on Sustainability
<b>GWS 302</b>	<b>Gender Across the World (Subtitle required)</b>	SOC 180	Global Societies in Comparative Perspective
<b>HIS 100</b>	<b>Introduction to African Studies</b>	<b>SOC 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>	SPA 111	The Hispanic Caribbean
HIS 105	A History of Europe From the Mid-Seventeenth Century to the Present	<b>UKC 190</b>	<b>Global Dyn: Global Citizenship</b>
<b>HIS 121</b>	<b>War and Society, 1914-1945</b>	WRD 420	Rhetorical Traditions (Subtitle required)

### Foreign Language Requirement

Foreign language is no longer explicitly required as part of the new UK General Education, the UK Core. However, foreign language proficiency is still an expectation for students who enter UK, and is still considered to be an important part of the students' educational background.

Any first-time freshman or transfer student must demonstrate that they have completed two high school credits in a single foreign language, or two semesters at the postsecondary level. A student who has not completed the high school foreign language requirement will be required to take a two-semester sequence in one foreign language at the University of Kentucky prior to graduation.

## Appendix 4.1

### UK Core Composition and Communication Rubric

**UK Core Learning Outcome 2:** *Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.*

**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.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Student will demonstrate the ability to construct intelligible messages</b>	Message is intelligible.	Message is intelligible the majority of the time but may have several exceptions.	Message is only somewhat intelligible.
<b>Student will demonstrate the ability to construct messages with sound evidence</b>	Message is supported with appropriate evidence (support) with sources that are clearly identified in a systematic manner as necessary.	Appropriate evidence (support) is used and identified (as necessary) the majority of the time but identification of sources may be flawed.	Appropriate evidence (support) is used and identified (as necessary) sporadically; identification of sources is flawed.
<b>Student will demonstrate the ability to construct messages with sound reasoning</b>	Message is grounded in a logical organization overall and within specific components of the message.	Message is supported by reasoning the majority of the time with an overall logical organization but may have some gaps in reasoning and/or organization	Message intermittently follows an organization that represents basic reasoning.
<b>Student will demonstrate the ability to construct messages that are appropriate for a specified audience</b>	Message is tailored to the specified audience.	Message is tailored to the specified audience the majority of the time but does include components (e.g., language, level of formality) that do not fit the audience.	Message is somewhat tailored to specified audience the majority of the time.
<b>Student will demonstrate the ability to construct messages that are appropriate for a specified purpose</b>	Message is appropriate for the specified purpose in terms of breadth and depth.	Message is tailored to the specific purpose in terms of breadth and depth the majority of the time.	Message is somewhat tailored to the specific purpose in terms of breadth and depth.
<b>Student will demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)</b>	Message is adapted effectively to the selected form representing an understanding of the opportunities and constraints of the medium.	Message is mostly adapted to the selected form representing a general understanding of the opportunities and constraints of the medium that has some limitations.	Message is somewhat appropriate for the medium.

## UK Core Citizenship Rubric

**UK Core Learning Outcome 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.*

**Outcomes and Assessment Framework:** Students will (A) recognize historical and cultural differences arising from issues such as race, ethnicity, age, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will (C) recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Identifies an issue or problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
<b>Provides background information about the problem (historical, cultural, social justice, or civic responsibility)</b>	Demonstrates sophisticated understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
<b>Presents multiple perspectives</b>	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Proposes solutions/ hypotheses</b>	Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors.	Proposes one or more solutions/ hypotheses that indicate partial comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<b>Argument is evidence-based and logical</b>	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.

## Appendix 5

Table 3. Frequency Distributions of Scores for Communication & Composition Outcomes

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Total Meets/ Exceeds</b>
<b>Communication &amp; Composition</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>
Demonstrate the ability to construct intelligible messages	122 (15)	405 (51)	272 (34)	677 (85)
Demonstrate the ability to construct messages with sound evidence	195 (26)	353 (46)	218 (29)	571 (75)
Demonstrate the ability to construct messages with sound reasoning	153 (19)	422 (53)	222 (28)	644 (81)
Demonstrate the ability to construct messages that are appropriate for a specified audience	115 (17)	389 (57)	183 (27)	572 (83)
Demonstrate the ability to construct messages that are appropriate for a specified purpose	192 (24)	391 (49)	214 (27)	605 (76)
Demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)	141 (19)	433 (57)	180 (24)	613 (81)

Table 4. Frequency Distributions of Scores for Citizenship Outcomes

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Total Meets/ Exceeds</b>
<b>Communication &amp; Composition</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>
Identifies an issue or problem	67 (17)	250 (62)	89 (22)	339 (84)
Provides background information about the problem	89 (21)	202 (48)	129 (31)	331 (79)
Presents multiple perspectives	54 (16)	191 (57)	90 (27)	281 (84)
Proposes solutions/ hypotheses	41 (21)	104 (53)	53 (27)	157 (79)
Argument is evidence-based and logical	78 (20)	225 (57)	93 (24)	318 (80)