General Education Assessment Report

UK CORE DESIGN AND OVERSIGHT

The University Senate approved the UK Core (Core) in May 2009, and the program was implemented in 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. (Intellectual Inquiry)

II. Students will demonstrate competent written, oral, and visual communications skills both as producers and consumers of information. (Composition & Communication)

III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. (Quantitative Reasoning)

IV. Students will demonstrate an understanding of the complexities of citizenship and the process of making informed choices as engaged citizens in a diverse, multilingual world. (Citizenship)

These broad learning outcomes are further defined through the Outcomes and Assessment Framework (see Appendix 1). Moreover, they have been mapped to the statewide learning outcomes, as shown in Appendix 2. To fulfill the Core requirements, students must complete a minimum of 30 credit hours within specific Knowledge Areas (e.g., Humanities, Social Sciences) mapped to one of the four learning outcomes. Table 1 illustrates this curricular framework.

Table 1. UK Core Curricular Framework

Knowledge Area by Outcome	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
Total	**30***

**Some UK Core courses may exceed three credit hours, most notably for Natural/Physical/Mathematical Sciences and Quantitative Foundations.*

Students can complete courses that fulfill Core credit requirements and pre-major or major requirements. Core approved courses for the 2018-2019 academic year are listed in

Appendix 3. Information about the availability of Core courses is provided on UK's Registrar website.

The UK Core Education Committee (UKCEC), a standing committee of the University Senate, oversees the Core. The UKCEC's primary responsibilities include:

I. Review and approve course proposals for inclusion in the Core.

II. Conduct on-going reviews of courses to ensure continued alignment with the Core Outcomes and Assessment Framework.

III. Works collaboratively with the Office of Strategic Planning & Institutional Effectiveness (OSPIE) to conduct assessment and program review of the Core.

UK CORE ASSESSMENT PROCESS

Cycle

Core learning outcomes are assessed in two-year cycles, with Core courses scheduled to participate in the assessment process at least once every four years. The outcomes Intellectual Inquiry and Quantitative Reasoning were assessed in the 2018-19 cycle and were previously assessed in 2016-17. Professors were excluded from assessment if they participated in the 2016-2017 assessment cycle and taught the same course in 2018-2019. A complete list of the courses assessed for this cycle can be found in Appendix 4.

The Core learning outcomes in the following Knowledge Areas were targeted for assessment during the Fall 2018 and Spring 2019 semesters:

I. Intellectual Inquiry

I. Arts & Creativity (ACR)

II. Humanities (HUM)

III. Social Sciences (SSC)

IV. Natural, Physical, and Mathematical Sciences (NPM)

II. Quantitative Reasoning

I. Statistical Inferential Reasoning (SIR)

Artifact Collection

The assessment process relies on course-embedded assignments designed by faculty within the departments that teach the courses. Starting in 2016-17, after the University of Kentucky adopted Canvas, OSPIE extracted student artifacts from the learning management system and uploaded them to AEFIS for assessment.

Table 2a and Table 2b summarize course, course section, and artifact information for the 2018-19 assessment cycle. Of those course sections that provided artifacts, OSPIE staff identified artifacts that were not usable in this process for reasons including missing pages or parts of the assignment, missing instructions, group assignments, or inaccessible file types. Assignments that the UKCEC determined to be unusable due to technical issues or in poor alignment with the Core area rubric were not included in this process.

Table 2a. Fall 2018 Course-Section Participation by Core Area

Core Area	Courses offered	Courses with usable artifacts	Course Sections offered	Targeted Course Sections	Sections submitted artifacts	Sections with usable artifacts	Courses with usable artifacts that can be included in sample
Intellectual Inquiry	**130**	**41 (32%)**	**596**	**518**	**380 (74%)**	**65 (13%)**	**35 (27%)**
ACR	37	12 (32%)	179	145 (81%)	94 (65%)	21 (14%)	11
HUM	48	15 (31%)	154	132 (86%)	75 (57%)	27 (20%)	12
NPM	25	7 (28%)	200	186 (93%)	170 (91%)	9 (5%)	5
SSC	20	7 (35%)	63	55 (87%)	41 (75%)	8 (15%)	7
Quantitative Reasoning	**11**	**3 (27%)**	**51**	**46 (90%)**	**28 (61%)**	**15 (33%)**	**3 (27%)**
SIR	11	3 (27%)	51	46 (90%)	28 (61%)	15 (33%)	3 (27%)

Table 2b. Spring 2019 Course-Section Participation by Core Area

Core Area	Courses offered	Courses with usable artifacts	Course Sections offered	Targeted Course Sections	Sections submitted artifacts	Sections with usable artifacts	Courses with usable artifacts that can be included in sample
Intellectual Inquiry	**116**	**12 (10%)**	**423**	**278 (66%)**	**158 (57%)**	**18 (6%)**	**9 (8%)**
ACR	34	6 (29%)	131	86 (66%)	56 (65%)	10 (12%)	4
HUM	35	2 (11%)	110	96 (87%)	40 (42%)	4 (4%)	1
NPM	24	1 (4%)	128	60 (47%)	50 (83%)	1 (2%)	1
SSC	23	3 (13%)	54	36 (67%)	12 (33%)	3 (8%)	3
Quantitative Reasoning	**9**	**1 (33%)**	**51**	**26 (51%)**	**30 (59%)**	**3 (12%)**	**0**
SIR	9	1 (33%)	51	26 (51%)	30 (59%)	3 (12%)	0

Evaluators

The UKCEC Chair recruited evaluators by sending an invitation to Associate Deans who were asked to disseminate the message to faculty within their colleges. Interested faculty completed a survey and evaluators were then selected. Priority went to individuals who taught a UK Core course within the specified content areas in the past three years. Part-time instructors and graduate students could volunteer; however, faculty took priority. The final evaluators were chosen in consultation with the faculty content area experts.

Those selected were notified and invited to be a UK Core evaluator and added to a Microsoft Teams site where they completed asynchronous training modules. Two synchronous virtual norming sessions were held for each Knowledge Area each semester. All evaluators were normed during the synchronous virtual sessions to increase consistency and interrater reliability. The sessions were also recorded and made available for evaluators to review again if needed. After norming, evaluators were given access to their assigned artifacts and asked to complete their scoring in two weeks.

Process

Evaluators assessed a random sample of artifacts within AEFIS from the same Core Knowledge Area they teach but are not assigned artifacts from students within courses they teach. The goal was for at least 20 artifacts to be randomly sampled from each course, drawn across available sections if multiple sections were taught. Some courses had small enrollments and did not have 20 artifacts available for scoring. In these cases, evaluators scored all available artifacts from the course. Although the number of courses with usable artifacts was abnormally low, Table 3 shows that the sampling goal of 20 artifacts per course was met or nearly met in almost every case.

Table 3. Average Number of Artifacts Sampled per Course by Core Knowledge Area

UK Core Knowledge Area	Term	Avg. Artifact Count
ACR	Fall 2018	23
HUM	Fall 2018	19
NPM	Fall 2018	18
SIR	Fall 2018	23
SSC	Fall 2018	20
ACR	Spring 2019	15
NPM	Spring 2019	20
SSC	Spring 2019	20

**Rounded to the nearest whole number*

Evaluators used standardized rubrics to score student artifacts (see Appendix 5). Rubrics for the Knowledge Areas (Arts & Creativity, Humanities, Math/Natural/ Physical Sciences, Social Sciences, and Statistical Inferential Reasoning) contained a five-point rating scale consisting of: 0=no evidence; 1=does not meet expectations; 2=nearly meets

expectations; 3=meets standard; and 4=exceeds standards. Evaluators could also respond with N/A (Not Measured) if they believed a criterion did not apply to an assignment. Average scores were calculated and visualized using Tableau.

Rubrics varied in the number of criteria used to measure Knowledge Areas. Specifically, Humanities (HUM), Natural, Physical, & Mathematical Sciences (NPM), and Social Studies (SSC) were assessed on five criteria, Arts & Creativity (ACR) was assessed on four criteria, and Statistical Inferential Reasoning (SIR) was assessed on three criteria.

2018-19 INTERRATER AGREEMENT ANALYSIS

For Fall 2018, 13% of Intellectual Inquiry artifacts and 20% of Quantitative Reasoning artifacts were assigned a second evaluator to estimate interrater agreement. In Spring 2019, 42% of Intellectual Inquiry artifacts and 0% of Quantitative Reasoning were assigned a second evaluator to estimate interrater agreement. Intellectual Inquiry's increase resulted from having a smaller number of distinct artifacts collected in the Spring semester while assigning a similar number of second evaluators as the Fall. Meanwhile, Quantitative Reasoning had no courses with useable artifacts in Spring 2019, which is why no artifacts received a second review.

The second evaluator did not know which artifacts were used for interrater reliability and all artifacts were scored independently. The total number of evaluators, artifacts scored, and artifacts receiving two reviews is shown in Table 4.

Table 4. Evaluators and Artifacts by Knowledge Area

Core Knowledge Area	Evaluators	Distinct Artifacts Scored	Artifacts with 2nd Reviews
Intellectual Inquiry	**10**	**682**	**86 (13%)**
Fall 2018 ACR	3	229	30 (13%)
Fall 2018 HUM	3	225	26 (12%)
Fall 2018 NPM	2	128	10 (8%)
Fall 2018 SSC	2	100	20 (20%
Quantitative Reasoning	**2**	**70**	**14 (20%)**
Fall 2018 SIR	2	70	14 (20%)
Intellectual Inquiry	**7**	**118**	**50 (42%)**
Spring 2019 ACR	3	58	10 (17%)
Spring 2019 HUM	-	-	-
Spring 2019 NPM	2	20	20 (100%)
Spring 2019 SSC	2	40	20 (50%)
Quantitative Reasoning	-	-	-
Spring 2019 SIR	-	-	-

OSPIE assessed interrater agreement (IRA) by comparing evaluators' average score on the same artifact across all rubric criteria and at the individual criterion level scores.

Examining individual criterion level scores highlights where evaluators disagreed and if outliers influenced the average score across all rubric standards.

Agreement between raters for scores across criteria was based on the overall average being less than or equal to 0.5 points, 1.0 points, or 1.5 points of each other. For example, if Evaluator A's average score on an artifact was 3.4 and Evaluator B's average score on an artifact was 2.8, they would be within .6 points from each other, meaning they would not agree at the 0.5 level but would agree at the 1.0 level. Half-point increments for the IRA analysis provide context to the magnitude of difference between raters as half-points represent a potential tipping point between different scale levels. Agreement at the criterion level uses a similar method, except scores are analyzed individually and not as an average.

Figure 1 illustrates IRA for the assessed Core outcomes by semester. Across all outcomes, evaluators agreed within 1.0 point over 50% of the time. Evaluator agreement within 1.5 points ranged from 76.0% (Spring 2019 Intellectual Inquiry) to 92.9% (Fall 2018 Quantitative Reasoning). However, IRA within Quantitative Reasoning was higher than Intellectual Inquiry in both semesters. Breaking out the data by knowledge area allows for a clearer picture (see Table 5).

Figure 1. Interrater Agreement by Semester and Outcome

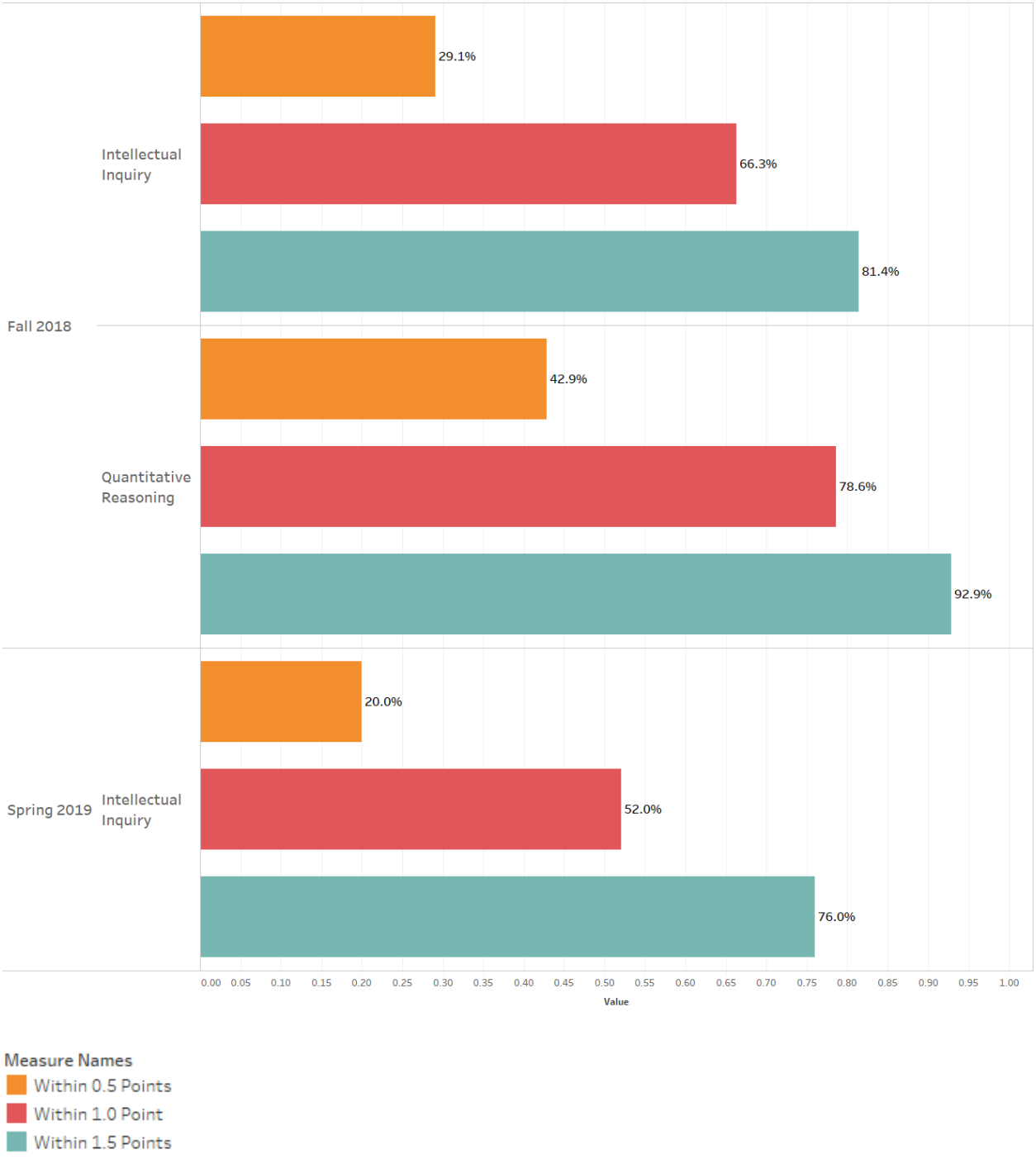


Table 5. IRA by Semester and Knowledge Area

Term	Outcome	Knowledge Area	Exact	Within 0.5 Point	Within 1.0 Point	Within 1.5 Point
Fall 2018	Intellectual Inquiry	ACR	7%	27%	70%	93%
		HUM	8%	46%	85%	92%

		NPM	-	40%	90%	90%
		SSC	5%	5%	25%	45%
	Quantitative Reasoning	SIR	14%	43%	79%	93%
Spring 2019	Intellectual Inquiry	ACR	10%	30%	100%	100%
		HUM	-	-	-	-
		NPM	20%	20%	50%	75%
		SSC	-	15%	30%	65%

Social Sciences (SSC) is an outlier within Intellectual Inquiry that should be considered when analyzing data from the outcome perspective. The agreement in SSC was only within 1.0 point 25% (Fall) and 30% (Spring) of the time compared to the other areas in which evaluators were within 1.0 point over 50-100% of the time . SSC's low average ultimately lowers the overall IRA for Intellectual Inquiry in both semesters. That is, when SSC is removed from the Fall analysis, Intellectual Inquiry's average IRA within 1.0-point jumps from 66% to 79%.

Table 6 highlights the criterion-level interrater agreement for the outcomes Intellectual Inquiry and Quantitative Reasoning. In fall 2018, reviewers were least likely to agree on the criteria SSC Ethics (0% Exact; 5% within 1.0 point), NPM Problem Solving (0% Exact; 30% Within 1.0 Point), and SSC Inquiry (5% Exact; 30% Within 1.0 Point). The lowest scoring criterion in Spring 2019 was SSC Inquiry (5% Exact; 30%).

Overall, interrater agreement was strong at the criteria level. In 26 of the 33 criteria, over 50% of evaluators scored within 1.0 point of each other. While the Exact IRA is more varied, agreement at the 1.0-point level were stronger. In half of the criteria where exact agreement was less than or equal to 25%, evaluators agreed within 1.0 point at least 60% of the time or more. The sizable gap between Exact and Within 1.0 Point shows that if evaluators did not agree exactly, the disagreement was typically within one rubric point.

Table 6. IRA by Rubric Criteria

Term	Knowledge Area	Rubric Criteria	Exact	Within 1.0
Fall 2018	Arts and Creativity	Ethics: Reflects on and communicates the impact and effectiveness of their own creative work.	47%	87%
		Inquiry: Defines and distinguishes approaches to creativity.	30%	80%
		Methods/Approaches: Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.	60%	80%
		Problem Solving: Actively engage in the creation of an object, installation, presentation, or performance.	40%	80%
	Humanities	Ethics: Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts.	42%	75%
		Evaluate: Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources.	36%	100%

		Inquiry: Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations.	35%	77%
		Methods/Approaches: Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches.	32%	88%
		Problem Solving: Articulate and sustain an original interpretation or argument based on sound evidence and reasoning.	60%	96%
	Natural, Physical, and Mathematical Sciences	Ethics: Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.	-	-
		Evaluation: Select and use appropriate information to support a conclusion.	70%	90%
		Inquiry: Define a problem and/or clearly formulate a problem statement.	20%	80%
		Methods/Approaches: Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.	90%	90%
		Problem Solving: Apply fundamental principles to solve a problem or to explain observed phenomena.	0%	30%
	Social Sciences	Ethics: Explore how a social science discipline influences society.	0%	5%
		Evaluation: Identify and use appropriate information resources to substantiate evidence-based claims.	25%	70%
		Inquiry: Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.	5%	30%
		Methods/Approaches: Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.	70%	100%
		Problem Solving: Propose potential solutions to problems based on sound evidence and reasoning.	5%	40%
	Statistical Inferential Reasoning	Evaluate Arguments: Appraise the efficacy of statistical arguments that are reported for general consumption.	21%	93%
		Life Application: Explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science.	43%	86%
		Problem Solving: Demonstrate how fundamental elements of statistical knowledge are applied to solve real-world problems.	43%	64%
		Ethics: Reflects on and communicates the impact and effectiveness of their own creative work.	-	-
Spring 2019	Arts and Creativity	Inquiry: Defines and distinguishes approaches to creativity.	0%	100%
		Ethics: Reflects on and communicates the impact and effectiveness of their own creative work.	-	-
		Methods/Approaches: Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.	100%	100%
		Problem Solving: Actively engage in the creation of an object, installation, presentation, or performance.	60%	100%
	Natural, Physical, and Mathematical Sciences	Ethics: Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.	-	-
		Evaluation: Select and use appropriate information to support a conclusion.	39%	67%
		Inquiry: Define a problem and/or clearly formulate a problem statement.	33%	61%

	Methods/Approaches: Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.	22%	33%
	Problem Solving: Apply fundamental principles to solve a problem or to explain observed phenomena.	22%	78%
Social Sciences	Ethics: Explore how a social science discipline influences society.	5%	45%
	Evaluation: Identify and use appropriate information resources to substantiate evidence-based claims.	15%	65%
	Inquiry: Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.	5%	30%
	Methods/Approaches: Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.	55%	100%
	Problem Solving: Propose potential solutions to problems based on sound evidence and reasoning.	15%	60%

ASSESSMENT RESULTS

Fall 2018

Figures 2 and 3 show the mean student score for the Outcomes and Knowledge Areas assessed, respectively. The overall student performance was 2.3 for Intellectual Inquiry and 2.6 for Quantitative Reasoning. The scores suggest that students performed, on average, at levels between 'nearly meet expectations' and 'meets expectations.' However, breaking out average scores by knowledge areas demonstrates how performance varied.

Within Intellectual Inquiry, Performance averages ranged from a high of 2.8 in Math/ Natural/Physical Sciences to a low of 1.6 in Social Sciences. Social Sciences is a clear outlier that lowered the overall average for Intellectual Inquiry. The Knowledge Area means suggest that student performance was generally close to the level of "meets expectations," excluding Social Sciences. Because Statistical Inferential Reasoning was the only knowledge area assessed

within Quantitative Foundations, the results are the same as the overall Outcome level averages (M=2.6).

Figure 2

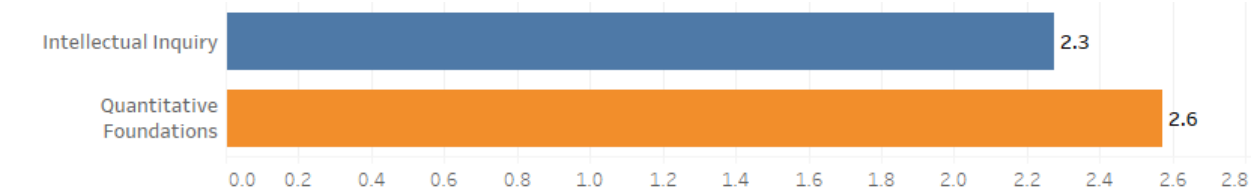
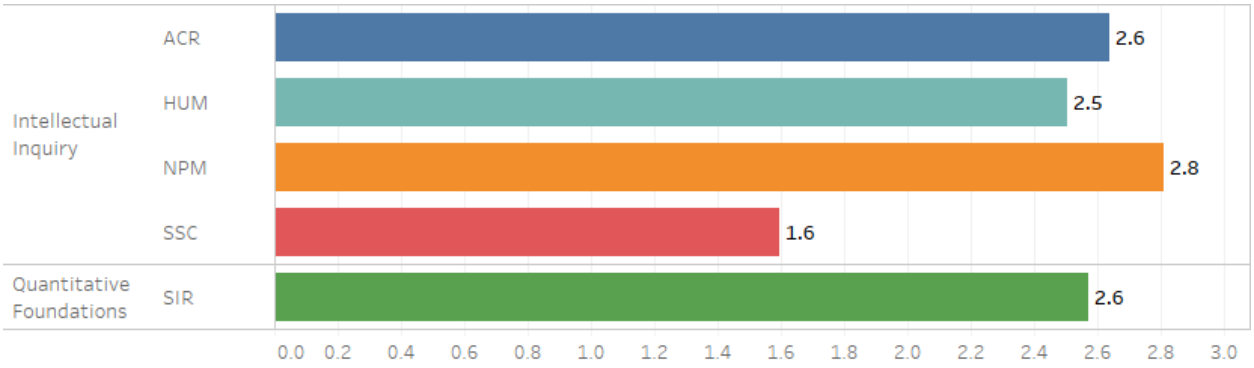


Figure 3



The individual criteria on rubrics provide greater insight into students' specific strengths and weaknesses within each knowledge area (see Figure 4 and Figure 5). Within Humanities and SIR, performance was relatively consistent, with means ranging from 2.2 (Ethics) to 2.6 (Inquiry) and 2.3 (Evaluation) to 2.8 (Life Application), respectively. While the remaining knowledge areas experienced more variable scores among criteria, the overall picture is positive. Of the 22 individual criteria, 16 had average scores of 2 (nearly meets expectations) or higher.

Figure 4

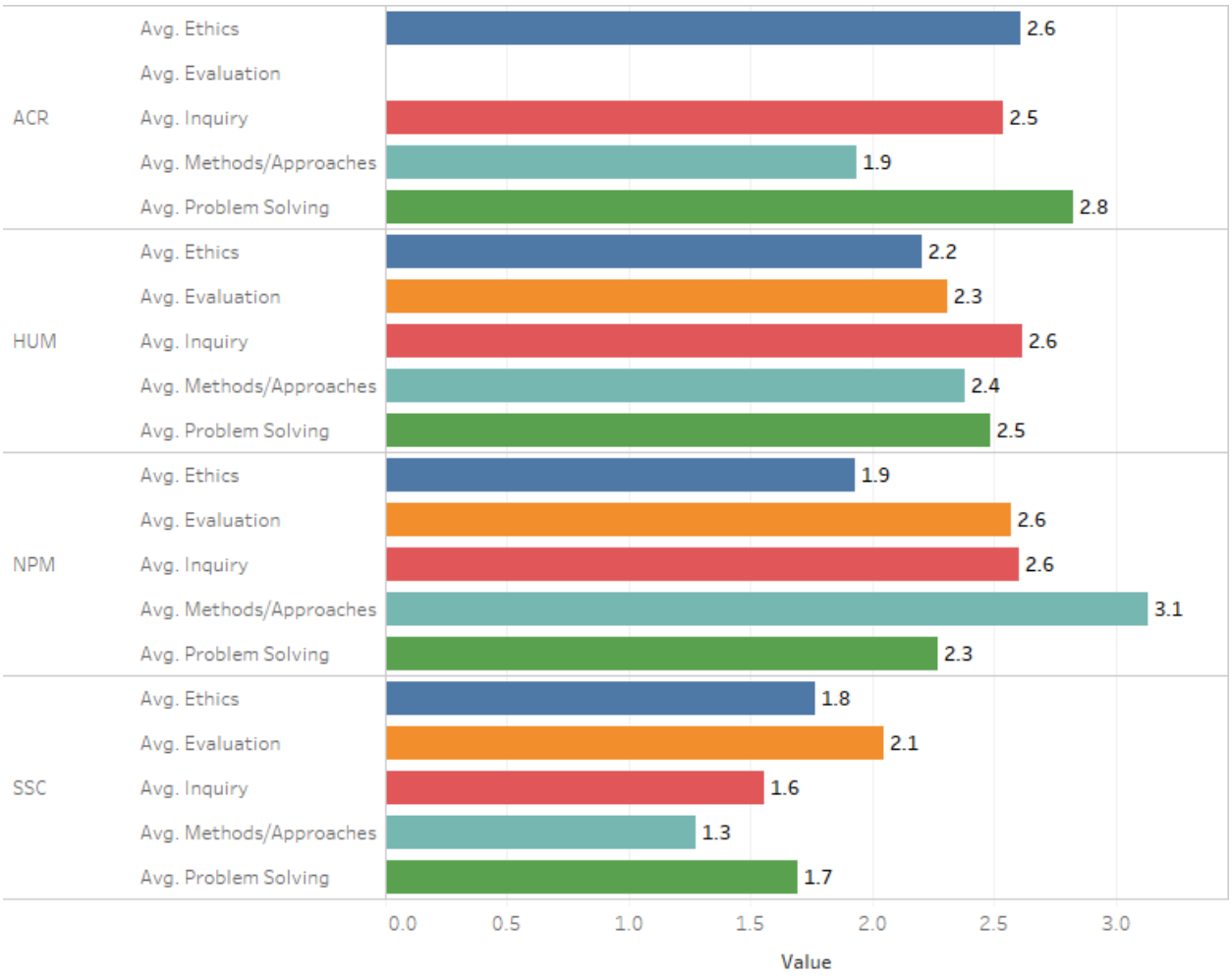
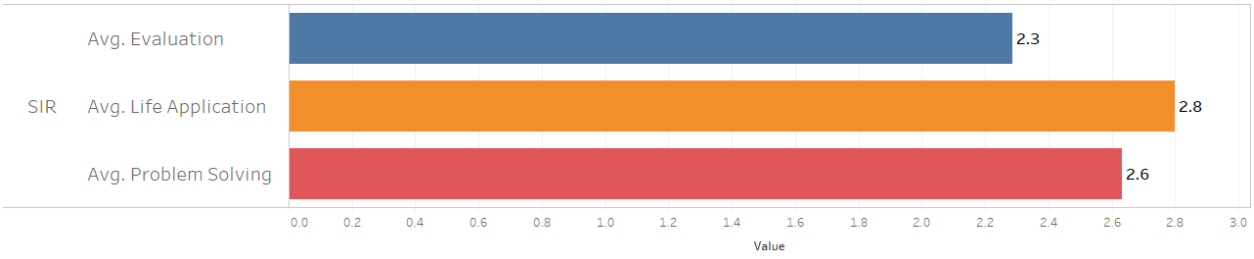


Figure 5



Spring 2019

The overall average score for Intellectual Inquiry slightly increased in Spring 2019 from 2.3 to 2.4, which again suggests that student performance remained slightly above the level of 'nearly meets expectations.' No usable artifacts were available for evaluators to score in Quantitative Foundations, so there were no results to report for this outcome.

Student performance was consistent at the knowledge area level, with averages ranging from 2.4

to 2.7. Arts and Creativity, and NPM scores remained close to their Fall averages. However, Social Sciences experienced a considerable improvement between semesters seeing its average score jump from 1.6 to 2.4. Humanities artifacts were not included in the Spring sample and has no results to evaluate for this semester.

Figure 6

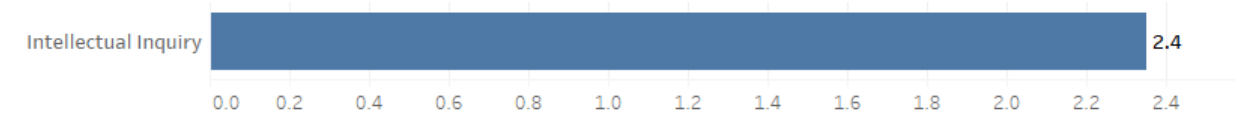
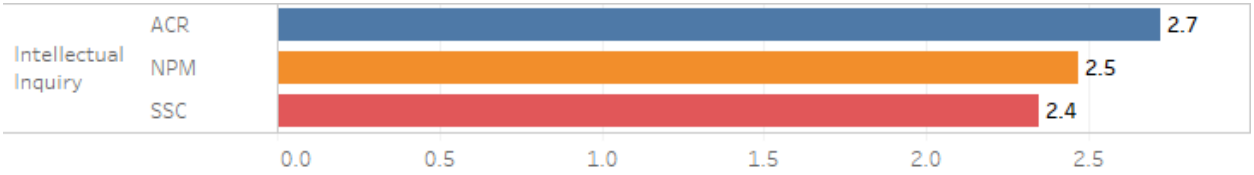
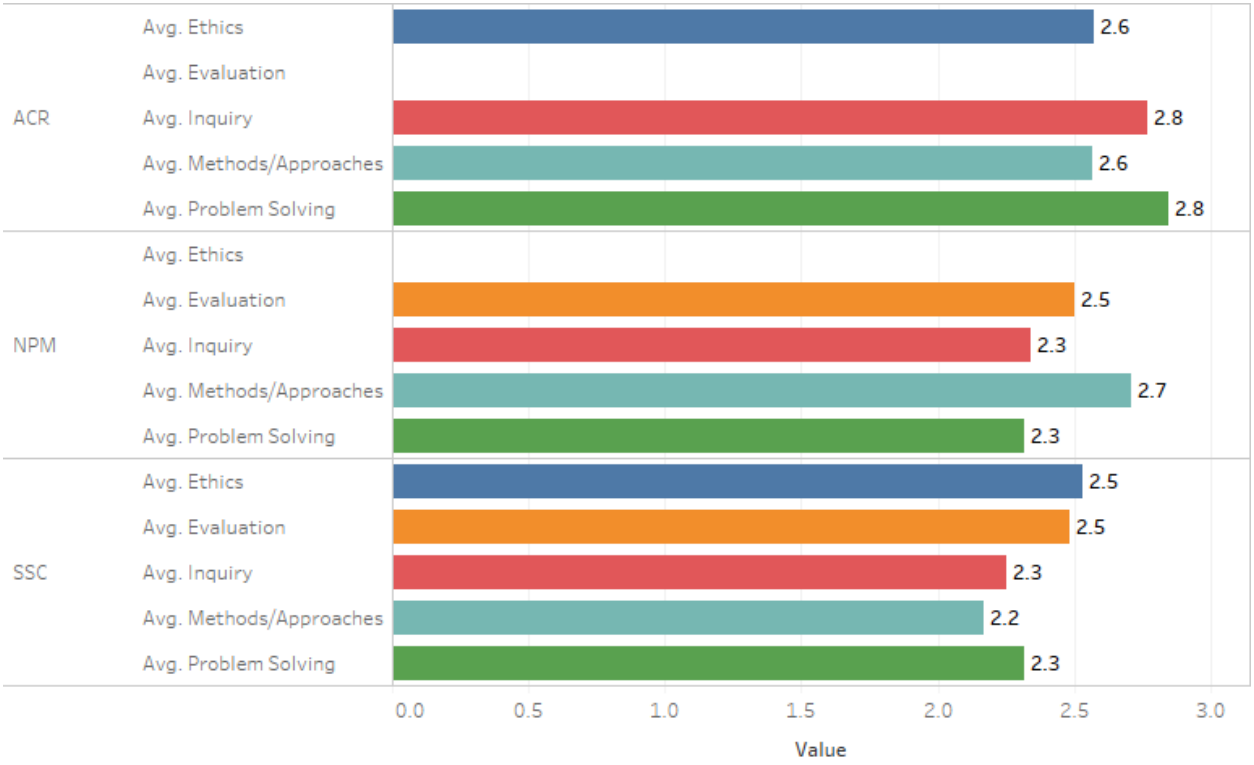


Figure 7



Criteria averages were more consistent in Spring than Fall (see Figure 8). Student performance in the four criteria of Arts & Creativity was highly uniform, with means ranging from 2.6 to 2.8. Social Sciences also had consistent scores spanning from 2.2 to 2.5. Although Natural, Physical, and Mathematical Sciences (NPM) had the widest variation, it was relatively minor (M=2.3 to M=2.7). It should be noted that the ethics criteria in NPM was measured; however, evaluators scored all the related artifacts as not measurable.

Figure 8



DISCUSSION

Ultimately, the 2018-2019 Core assessment provides helpful insight into student achievement. Students performed between 'nearly meets expectations' and 'meets standards' in each Outcome for Fall and Spring. At the Knowledge Area levels, averages consistently hovered between 2 and 3 (excluding Social Sciences in the Fall). The average scores at the criteria level are also relatively consistent. In all but six criteria over both semesters, the average student score exceeded 2 (nearly meets expectations).

The 2018-19 assessment process also presents opportunities for growth. The number of artifacts provided to evaluators was unusually small because of extraction issues. Additionally, evaluators scored many artifacts as not measuring (N/A) specific rubric criteria when, ideally, assignments should measure all elements of the Core rubrics. In response to these occurrences, OSPIE will do the following in coming assessment cycles:

I. Better facilitate artifact collection among courses scheduled for assessment
II. Vet artifacts more thoroughly to ensure alignment with Knowledge Area rubrics
III. Help faculty find an alternative option if their assignment does not meet the Core criteria to be included in the assessment process

APPENDIX 1

Learning Outcomes of General Education

(Approved by the University Senate December 8, 2008)

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

Outcomes and Assessment Framework

Students will be able to identify multiple dimensions of a good question;[1] 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/issuesproblems 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 areasdefined above.

II. *Students will demonstrate competent written, oral, and visual communicationskills 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.[2]

III. *Students will demonstrate an understanding of and ability to employmethods 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 andstatistical 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 adiverse, multilingual[3] 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 ofsocial 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.[4]

APPENDIX 2

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.

APPENDIX 3

UK Core

University of Kentucky

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).

– continued on next page –

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

Course Areas by Learning Outcome	Credit Hours
Learning Outcome I: Intellectual Inquiry	
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
Learning Outcome II: Written, Oral and Visual Communication	
Composition and Communication I	3
Composition and Communication II	3
Learning Outcome III: Quantitative Reasoning	
Quantitative Foundations	3
Statistical Inferential Reasoning	3
Learning Outcome IV: Citizenship	
Community, Culture and Citizenship in the USA	3
Global Dynamics	3
UK Core Credit-Hour Total*	**30**

**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:

A-E 120	**Pathways to Creativity in the Visual Arts**
A-H 304	African Art and Its Global Impact
A-S 102	**Two-Dimensional Surface**
A-S 103	**Three-Dimensional Form**
A-S 130	**Drawing**
A-S 200	**Introduction to Digital Art, Space, and Time**
A-S 245	Introduction to Web Design
A-S 270	**Ceramics for Non-Majors**
A-S 280	**Introduction to Photographic Literacy**
A-S 285	**Lens Arts**
A-S 300	**Digital Photography**
A-S 380	**Black & White Darkroom Photography**
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
BAE 402†	**Biosystems Engineering Design I**
BAE 403†	Biosystems Engineering Design II
CME 455*	**Chemical Engineering Product and Process Design I**
DES 100	**Design in Your World**
EE101	Creativity and Design in Electrical and Computer Engineering
EGR 101**	**Engineering Exploration I**
EGR 103**	**Engineering Exploration II**
EGR 112**	**Engineering Exploration for Transfer Students**
ENG 107	**Writing Craft: Introduction to Creative Writing**
ENG 130	**Literary Encounters**

† *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.*

ENG168 All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
ENG 180 Great Movies (Subtitle required) GEO 109 Digital Mapping
HON 252 Honors in Arts and Creativity (Subtitle required) ICT 200 Information Literacy and Critical Thinking
IS 200 Information Literacy and Critical Thinking LA 111 Living on the Right Side of the Brain
MCL 311 The World of Autobiography MCL 312 The Art of Adaptation
ME 411 ME Capstone Design I
MNG 592 Mine Design Project II
MUS 123 Beginning Classroom Guitar
MUS 130 Performing World Music (Subtitle required)
MUS 200 Music for Living
MUS 222 Creativity and Innovation in Rock Music PHI 315 Philosophy and Science Fiction
PLS 240 Introduction to Floral Design TA 110 Theatre: An Introduction
TA 120 Creativity and the Art of Acting
TA 150 Creativity and the Art of Design and Production
TA 220 Shakespeare Page to Stage TA 370 Staging History
TAD 140 Introduction to Dance UKC 100 A&C Inquiry
WRD 312 Introduction to Documentary

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:

A-H 101	**Introduction to Visual Studies**
A-H 105	**World Art Before 1400**
A-H 106	**Renaissance to Modern Art**
A-H 334	Reframing Renaissance Art
AAS 253	**History of Pre-Colonial Africa**
AAS 254	History of Colonial and Post-Colonial Africa
AAS 264	**Introduction to Black Writers**
AIS 228	**Islamic Civilization**
AIS 320	Modern Arabic Literature and Film in Translation
AIS 345	Islamic Mysticism
ARC 314*	**History and Theory III: 20th Century and Contemporary Architecture**
CHI 330	Introduction to Chinese Culture, Pre-Modern to 1840
CHI 331	**Introduction to Chinese Culture, 1840 to Present**
CLA 135	**Greek and Roman Mythology**
CLA 190	Introduction to the New Testament
CLA 191	**Christianity, Culture, and Society: A Historical Introduction**
CLA 229	**The Ancient Near East and Greece to the Death of Alexander the Great**
CLA 230	The Hellenistic World and Rome to the Death of Constantine
CPH 309	Health, History, and Human Diversity
EGR 201	Literature, Technology, and Culture
ENG 142	**Global Shakespeare**
ENG 191	**Literature and the Arts of Citizenship**
ENG 209	The Structure and Use of English
ENG 230	**Introduction to Literature (Subtitle required)**
ENG 260	**Introduction to Black Writers**
ENG 280	**Introduction to Film**
ENG 290	**Introduction to Women's Literature**
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History
FR 103	**French Cinema**
FR 205	**The French Graphic Novel**
FR 225	French Film Noir
GER 103	Fairy Tales in European Context
GER 305	German Film Today
GWS 201	**Gender and Popular Culture**
GWS 309	Health, History, and Human Diversity
HIS 104	**A History of Europe Through the Mid-Seventeenth Century**
HIS 105	A History of Europe from the Mid-Seventeenth Century to the Present
HIS 108	**History of the United States Through 1876**
HIS 109	**History of the United States Since 1877**
HIS 112	**The Making of Modern Kentucky**
HIS 119	War and Society, 1350-1914
HIS 121	**War and Society, 1914-1945**
HIS 130	Drugs and Alcohol in Western Civilization, 1492 to the Present
HIS 191	**A History of World Religions (Subtitle required)**
HIS 202	**History of the British People to the Restoration**
HIS 203	History of the British People Since the Restoration
HIS 207	History of Modern Latin America, 1810 to Present
HIS 229	**The Ancient Near East and Greece to the Death of Alexander the Great**
HIS 230	The Hellenistic World and Rome to the Death of Constantine
HIS 253	**History of Pre-Colonial Africa**
HIS 254	History of Colonial and Post-Colonial Africa
HIS 296	East Asia Since 1600
HJS 110	Introduction to the Old Testament/Hebrew Bible
HON 151	**Honors in Humanities (Subtitle required)**
ID 161	**History and Theory of Interior Environments I**
ID 162	History and Theory of Interior Environments II
ITA 263	Studies in Italian Culture (Subtitle required)
LIN 209	The Structure and Use of English
MCL 135	**Vampires: Evolution of a Sexy Monster**
MCL 270	Introduction to Folklore and Mythology
MCL 343	**Global Horror**
MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
MUS 100	**Introduction to Music**
PHI 100	**Introduction to Philosophy: Knowledge and Reality**
PHI 260	**History of Philosophy I: From Greek Beginnings to the Middle Ages**
PHI 270	**History of Philosophy II: From the Renaissance to the Present Era**
PHI 310	**Philosophy of Human Nature**
PHI 317	**Existentialist Thought and Literature**
PHI 380	**Death, Dying and the Quality of Life**
RUS 275	**Russian Film**
RUS 371	**The Russian Cultural Imagination: 900-1900**
RUS 372	**Experiments in Life and Art: Russian Culture 1900-Present**
SPA 262	Hispanic Literatures in Translation (Subtitle required)
SPA 330	**Spanish and Globalization**
SPA 371	**Latin American Cinema (Subtitle required)**
SPA 372	Spanish Cinema (Subtitle required)
TA 385	**World Theatre I**
TA 386	World Theatre II
TA 388	History of the American Musical
UKC 110	**HUM Inquiry: Intro to Collegiate Life**
WRD 210	**Social Media: Theory, Culture, Politics, Practice**
WRD 320	**Rhetorical Theory and History**

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

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

† 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:

- **CIS 110 Composition and Communication I**
- **CIS 112 Accelerated Composition and Communication II (CIS)**
- **WRD 110 Composition and Communication I**
- **ICT 114 Composition and Communication in the Digital Age I**
- **WRD 112 Accelerated Composition and Communication II (WRD)**

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:

- **CIS 111 Composition and Communication II**
- **CIS 112 Accelerated Composition and Communication II (CIS)**
- CIS 184 Communicating Arguments
- **WRD 111 Composition and Communication II**
- **WRD 112 Accelerated Composition and Communication II (WRD)**

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
- EES 151 Quantitative Planet
- EES 155 Earthquakes and Quantitative Reasoning
- EES 185 Quantifying the Bluegrass Water Supply
- **FOR 200 Basics of Geospatial Technology**
- **GEO 310 Data Explorations and Applications in Everyday Life**
- **MA 109 College Algebra**
- **MA 111 Introduction to Contemporary Mathematics**
- **MA 113 Calculus I**
- **MA 123 Elementary Calculus and Its Applications**
- **MA 137 Calculus I With Life Science Applications**
- **PHI 120 The Art of Thinking: An Introduction to Logic**

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

* *PSY 215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY 215 and PSY 216 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:

A-H 360	**Visual Culture of Politics**
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
AAS 200	**Introduction to African-American Studies**
AAS 235	**Inequalities in Society**
AAS 261	African American History 1865-Present
AIS 430	Islam in America
ANT 221	**Native People of North America**
ANT 330	North American Cultures
APP 200	**Introduction to Appalachian Studies**
CLD 360	Environmental Sociology
COM 312	Learning Intercultural Communication Through Media and Film
COM 315	**Understanding Workplace Communication in a Diverse U.S. Society**
CPH 309	Health, History, and Human Diversity
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
ENG 191	**Literature and the Arts of Citizenship**
EPE 301	**Education in American Culture**
GEN 100*	**Issues in Agriculture, Food and Environment**
GEO 220	**U.S. Cities**
GEO 221	**Immigrant America: A Geographic Perspective**
GEO 320	Geography of the United States and Canada
GRN 250	**Aging in Today's World**
GWS 301	**Crossroads (Subtitle required)**
GWS 309	Health, History, and Human Diversity
HIS 108	**History of the United States Through 1876**
HIS 109	**History of the United States Since 1877**
HIS 112	**The Making of Modern Kentucky**
HIS 261	African American History 1865-Present
LIN 331	Language in U.S. Society
MCL 335	Democracy – Ancient and American
PHI 130	**Introduction to Philosophy: Morality and Society**
PHI 205	**Food Ethics**
PHI 335	**The Individual and Society**
PHI 340	**Introduction to Feminism and Philosophy**
PHI 361	Biology and Society (Subtitle required)
PS 101	**American Government**
PSY 320	**Introduction to Forensics: Psychology and Legal Issues**
SOC 235	**Inequalities in Society**
SOC 360	Environmental Sociology
SPA 208	U.S. Latino Culture and Politics
SW 325	**Social Justice Foundations**
TA 286	Social Action Theatre
UKC 180	**US Citizen: Civil Rights/Equal Rights**
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
A-H 311	**The Arts as Soft Power: The Japanese Tea Ceremony**
AAS 100	**Introduction to African Studies**
AAS 253	**History of Pre-Colonial Africa**
AAS 254	History of Colonial and Post-Colonial Africa
ANT 160	**Cultural Diversity in the Modern World**
ANT 222	**Middle East Cultures**
ANT 225	**Culture, Environment and Global Issues**
ANT 241	Origins of Old World Civilization
ANT 242	**Origins of New World Civilization**
ANT 311	Anthropology of Globalization
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change
ARC 315	History and Theory of Architecture IV: Urban Forms
CHI 331	**Introduction to Chinese Culture, 1840 to Present**
CLD 380	Globalization: A Cross-Cultural Perspective
COM 390	Communication Education Abroad (Subtitle required)
EGR 240	**Global Energy Issues**
ENG 142	**Global Shakespeare**
ENG171	Global Literature in English
FOR 435	Conservation Biology
GEO 160	**Lands and Peoples of the Non-Western World**
GEO161	Global Inequalities
GEO 162	**Introduction to Global Environmental Issues**
GEO163	Global Conflicts
GEO164	iWorlds: Global Information Geographies
GEO 222	**Cities of the World**
GEO255	Geography of the Global Economy
GEO260	Geographies of Development in the Global South
GEO 261	**Global Dynamics of Health and Disease**
GEO316	Environment and Development
GER305	German Film Today
GER342	War, Peace, and Terror in Germany and Europe
GER361	German Cinema
GWS 250	**Social Movements**
GWS 302	**Gender Across the World (Subtitle required)**
HIS 100	**Introduction to African Studies**
HIS 104	**A History of Europe Through the Mid-Seventeenth Century**
HIS 105	A History of Europe From the Mid-Seventeenth Century to the Present
HIS 121	**War and Society, 1914-1945**
HIS 122	War and Society Since 1945
HIS 191	**A History of World Religions (Subtitle required)**
HIS 202	**History of the British People to the Restoration**
HIS 203	History of the British People Since the Restoration
HIS 206	**History of Colonial Latin America, 1492-1810**
HIS 207	History of Modern Latin America, 1810 to Present
HIS 208	History of the Atlantic World
HIS 253	**History of Pre-Colonial Africa**
HIS 254	History of Colonial and Post-Colonial Africa
HIS 296	East Asia Since 1600
HIS 357	**Japan at War, 1850 to the Present**
HON 352	Study and Travel Abroad (Subtitle required)
ICT 205	**Issues in Information and Communication Technology Policy**
INT 200	**Introduction to International Studies**
ITA 335	Topics in Italian Cinema (Subtitle required)
JPN 320	**Introduction to Japanese Culture, Pre-Modern to 1868**
JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
JPN 351	The Japanese Experience of the Twentieth Century
LAS 201	**Introduction to Latin America**
MAT 247	**Dress and Culture**
MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
MCL 343	**Global Horror**
MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
MUS 330	**Music in the World (Subtitle required)**
MUS 335	Exploring World Music and Ethnomusicology
PCE 410	Peace Studies Capstone Seminar
PHI 343	**Asian Philosophy**
PLS 103	**Plants, Soils, and People: A Global Perspective**
PPS 104	International Healthcare Experience
PS 210	**Introduction to Comparative Politics**
RUS 275	**Russian Film**
RUS 370	Russian Folklore (in English)
RUS 371	**The Russian Cultural Imagination: 900-1900**
RUS 372	**Experiments in Life and Art: Russian Culture 1900-Present**
SAG 201	Cultural Perspectives on Sustainability
SOC 180	**Global Societies in Comparative Perspective**
SOC 380	**Globalization: A Cross-Cultural Perspective**
SPA 111	The Hispanic Caribbean
UKC 190	**Global Dyn: Global Citizenship**
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

Table 2. Courses targeted for assessment (2018-19)

Intellectual Inquiry	ACR	A-S	102 130 200
		EGR	101
		ENG	107 130 180
		ICT	200
		LA	111
		MNG	592
		MUS	222
		TAD	140
	HUM	CHI	331
		CLA	135
		ENG	260 280
		HIS	112 191
		MCL	135
		PHI	100 260 317
		SPA	330
		WRD	210
	NPM	AST	191
		BIO	102
		CHE	111
		ENT	110
		FOR	100
		GEO	130
		PHY	211
	SSC	ANT	102
		COM	311 313 314
		CPH	201
		PS	230
Quantitative Reasoning	SIR	BST	230
		STA	210 296

APPENDIX 5

Revised UK Core Intellectual Inquiry Rubrics

UK Core Learning Outcome 1. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

Outcomes and Assessment Framework. Students will:

(a) 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 (***Inquiring***);

(b) 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 (***Methods/Approaches***);

(c) evaluate theses and conclusions in light of credible evidence (***Evaluation***);

(d) explore the ethical implications of differing approaches, methodologies or conclusions (***Ethics***); and

(e) develop potential solutions to problems based on sound evidence and reasoning (***Problem Solving/Engagement***).

Inquiry in Arts & Creativity

Points	4	3	2	1	0	NA
Criteria	**Exceed standard**	**Meet standard**	**Nearly meet standard**	**Does not meet standard**	**No evidence**	**Not measured**
1. Define and distinguishes approaches to creativity.	Identifies, defines, and distinguishes multiple complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes most complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes some complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes one complex approaches to creativity within a specific field.	Cannot identify, define, or distinguish any approaches to creativity within the field.	Not measured
2. Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.	A thorough analysis, interpretation, and critique of peer work that demonstrates thoughtful and consideration of the creative work utilizing field specific methods and techniques.	The analysis, interpretation, and critique of peer work demonstrates thoughtful and consideration of the creative work using appropriate field specific methods and techniques but may be missing 1-2 elements.	The analysis, interpretation, and critique of peer work is adequate and uses appropriate field specific methods and techniques but may be missing key elements.	The analysis, interpretation, and critique of peer work is vague and/or does not use appropriate field specific methods and techniques.	Little or no attempt is made to analyze, interpret, or critique peer work.	Not measured
3. Reflects on and communicates the impact and effectiveness of their own creative work.	Demonstrates an open ability to self-appraise their own creative work by discussing both successes and challenges related to the creative process.	Demonstrates an open ability to self-appraise their own creative work by discussing some successes and challenges related to the creative process.	Begins to self-appraise their own creative work but has difficulty identifying both success and challenges related to the creative process.	Self-appraisal of their own creative work lacks meaningful reflection and depth.	Self-appraisal is superficial.	Not measured
4. Actively engage in the creation of an object, installation, presentation, or performance	Successfully implements field-specific methods and techniques for the creation of a creative work.	Implements field-specific methods and techniques for the creation of a creative work.	Implements some field-specific methods and techniques for the creation of a creative work but may need further refinement and development.	Is able to Implement at least one field-specific methods or techniques for the creation of a creative work but needs further refinement and development.	Is unable to create a field specific creative work.	Not measured

Inquiry in the Humanities

Points	4	3	2	1	0	NA
Criteria	**Exceed standard**	**Meet standard**	**Nearly meet standard**	**Does not meet standard**	**No evidence**	**Not measured**
1. Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations.	Effectively defines or identifies a creative, focused, and manageable open-ended question or topic that addresses potentially significant yet previously less-explored aspects. Question/topic to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Defines or identifies a focused and manageable open-ended question or topic that appropriately addresses relevant aspects. Question/topic to be considered critically is stated, described, and clarified.	Defines or identifies a question or topic that while manageable, is too narrowly focused or is in some way incomplete (leaves out relevant aspects, parts are missing,).	Has difficulty defining a question or topic; identifies a question or topic that is far too general and wide-ranging to be explored or evaluated; or question/topic is stated unclearly or not at all.	ASSIGNMENT PROMPT itself does not define or identity a question for exploration, or the question developed is a yes/no question, or the question leads only to a basic factual response.	Not measured
2. Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches.	Is able to identify evidence and relations among parts to build a deep/analytical understanding of text that extends outward, working towards building knowledge or insight within and across texts and disciplines. Identifies multiple approaches or points of view that are supported by presented evidence, and evidence is synthesized to: (a) reveal insightful patterns, differences, or similarities, exploring multiple points of view, issues, or problems; and/or (b) evaluate approaches for	Is able to identity evidence and relations among parts or aspects of a text and is able to consider how these contribute to an analytical understanding of the text Identifies multiple approaches or points of view, but not all are supported by evidence presented. Effectively synthesizes evidence to support the varying approaches or points or view being analyzed Evidence is used to: (a) reveal important	Is able to identify evidence and relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, and is able to consider how these contribute to a basic, superficial understanding of the text as a whole. Identifies an approach or point of view during analysis that applies within a specific context and supports it with evidence.	Is able to identify evidence such as various aspects of a text (e.g., content, structure, or relations among ideas, symbolism) but only uses evidence to respond to questions posed in assigned tasks. Identifies one or more approaches or points of view during analysis that do not apply within a specific context and/or that are not supported by evidence. Lists evidence, but it is	Does not identify evidence from within a text or identification is superficial and not used to contribute to any form of analysis. Does not attempt to explore a point of view during analysis. Evidence presented is unrelated to text or analysis.	Not measured

	relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	patterns, differences, or similarities; and/or (b) identify approaches for relating ideas, structure, or other textual features, to support a deep understanding of the text as a whole.		unorganized and does not effectively support the analysis		
3. Evaluate theses and conclusions (of other scholars) based on existing knowledge, information, or evidence from credible sources	Synthesizes in-depth evaluation of theses and conclusions from other scholars representing various points of view. Demonstrates skillful use of high-quality, credible, evidence from credible sources to support evaluation.	Presents in-depth evaluation of theses and conclusions from other scholars representing various points of view. Demonstrates consistent use of evidence from credible sources to support evaluation.	Presents cursory evaluation of theses and conclusions from other scholars representing limited points of view. Demonstrates an attempt to use evidence from credible sources to support evaluation.	Presents some scholarship without identifying relevance of scholarship in any way, or theses and conclusions from irrelevant scholars representing unrelated points of view. Evidence cited lacks credibility and/or has questionable credibility but it presented authoritatively without support for credibility.	Does not refer to the work of other scholars (when expected to as part of the assignment)	Not measured
4. Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts.	All elements of the Critical Framework are skillfully analyzed for historical, contextual, or ethical implications. Analysis demonstrates the reasons behind the use of the particular Framework while also articulating an understanding of a range of potential interpretative strategies/ frameworks that could apply in the available contexts and how they may reveal differing historical, contextual, or ethical implications.	Critical elements of the approach, methodology or argument are appropriately analyzed; however, more subtle elements are ignored or unaccounted for. Analysis demonstrates the reasons behind the use of the particular Framework while also acknowledging that at least one other potential interpretative strategies/ frameworks could apply in the available contexts.	Analysis is centered in Critical Framework but critical elements of the Critical Framework are missing, incorrect, or unfocused during analysis. Analysis provides evidence for the value of using the framework within the contexts available.	Analysis demonstrates a misunderstanding of the approach, methodology or arguments [Critical Framework] Analysis does not provide information to understand why the Critical Framework was chosen or is appropriate within the particular contexts available (the text, the analysis, the course, etc.).	*Assignment* does not invite analysis or comparison of various approaches, methodologies or arguments	Not measured

5. Articulate and sustain an original interpretation or argument based on sound evidence and reasoning.	[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and multiple ethical, logical, and cultural dimensions of the topic. Builds argument throughout text with each section of analysis providing evidence that supports original interpretation. Explores competing interpretations and evaluates original interpretation within larger disciplinary conversation.	[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and some ethical, logical, and/or cultural dimensions of the topic. Builds argument throughout text with each section of analysis providing evidence that supports original interpretation. Explores competing interpretations but may not evaluate original interpretation and competing interpretation.	[In the course of written analysis of a text or texts,] Proposes one original interpretation or argument that is “off the shelf ” rather than individually designed to address the specific contextual factors of the topic. Builds argument throughout text but some evidence presented may not support primary argument. Does not explore competing interpretations.	[In the course of written analysis of a text or texts,] Proposes an original interpretation or argument that is difficult to evaluate because it is vague or only indirectly addresses the topic. Written analysis strays from primary argument in irrelevant directions.	Does not attempt to articulate an interpresentation or argument.	Not measured

Inquiry in the Natural, Physical, and Mathematical Sciences

Points	4	3	2	1	0	NA
Criteria	**Exceed standard**	**Meet standard**	**Nearly meet standard**	**Does not meet standard**	**No evidence**	**Not measured**
1. Define a problem and/or clearly formulate a problem statement.	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, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is poorly written or superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors	Inadequate/insufficient/does not attempt	Not measured
2. Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.	The experimental methodology was carried out correctly and resulted in the collection of useful data.	The experimental methodology was attempted and largely successful. Technical difficulties may have compromised a small subset of the data.	The experimental methodology was attempted but largely unsuccessful. Several technical issues compromised a large subset of the data.	Demonstrates a limited ability to understand or implement experimental methodology. Collected data is not useful.	Inadequate/insufficient/does not attempt	Not measured
3. Select and use appropriate information to support a conclusion.	States a well written conclusion that is a logical extrapolation from the inquiry findings.	Conclusion appears to be correct, or nearly correct, but language is not crisp or clear enough to be certain.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.	Inadequate/insufficient/does not attempt	Not measured
4. Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.	The principles behind the discovery are correctly and clearly summarized. The evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery are incomplete but the evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery and the implications for society are incomplete.	Explanation of the principles behind the discovery are incorrect or incomplete. The discussion on impacts to society is superficial.	Inadequate/insufficient/does not attempt	Not measured

5. Apply fundamental principles to solve a problem or to explain observed phenomena.	Correctly identifies and applies the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Correctly identifies the appropriate natural laws and/or principles needed to solve a problem or explain an observation, but application is incomplete or partially incorrect.	Identifies an incomplete set of principles needed to solve a problem or explain an observation.	Unable to identify the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Inadequate/insufficient/does not attempt	Not measured

Inquiry in the Social Sciences

Points	4	3	2	1	0	NA
Criteria	**Exceed standard**	**Meet standard**	**Nearly meet standard**	**Does not meet standard**	**No evidence**	**Not measured**
1. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.	Employ a well-formulated question based on solid understanding of conceptual and methodological approaches to social science inquiry and an effective research strategy to critically analyze or carefully evaluate a social phenomenon.	Identify a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as an effective research strategy to evaluate or analyze some elements of a social phenomenon.	Identifies a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as different research strategies; fail to evaluate or analyze a social phenomenon	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, and different research strategies; fail to explain the relationship among these three elements of social science inquiry.	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, or different research strategies; fail to link the relationship among these three elements.	Not measured.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge	Explains how different methods of a social science discipline raise a different set of ethical challenges and how these challenges can be addressed in social science inquiry.	Identifies at least two methods of a social science discipline and unique ethical issues facing social science inquiry; explains broadly the relationship between methods of a social science inquiry and ethics of social science inquiry.	Identifies at least one method of a social science discipline and unique ethical issues facing social science inquiry; recognize the relationship between the methods and ethics of social science inquiry; does not explain the relationship between the two.	Identifies either at least one method of a social science discipline or ethical challenges in social science inquiry; suggests that they may be a relationship between different methods of a social science discipline and ethics of social science inquiry.	Acknowledges that there are methodological and ethical challenges in social science inquiry; fail to identify a method of a social science discipline or ethics of social science inquiry; and fail to recognize the relationship between the two.	Not measured.

3. Identify and use appropriate information resources to substantiate evidence-based claims.	Reaches to conclusions in social inquiry based on the careful analysis of empirical evidence with a well-organized set of coherent arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social science inquiry based on the analysis of sufficient empirical evidence with clearly articulated arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of sufficient empirical evidence with stated positions (not arguments) and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of some empirical evidence with some stated positions and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry with stated position, but without adequate analysis of empirical data or appropriate citations of the information resources employed.	Not measured.
4. Explore how a social science discipline influences society.	Critically analyze or evaluate how a social science discipline simultaneously influences and is influences by society.	Explains how a social science discipline influences a society.	Acknowledges that a social science discipline influences every elements of society.	Recognize that a social science discipline may influence society in some areas, but not other areas.	Fails to recognize the impact of a social science discipline on any parts of society.	Not measured.
5. Propose potential solutions to problems based on sound evidence and reasoning	Propose well thought-out, practical (or realistic) solutions to multiple issues/problems, covered in the course, based on careful analysis of empirical evidence and reasoning grounded in theories/concepts of a social science discipline	Propose potential solutions to at least one issue/problem, covered in the course, based on empirical evidence and reasoning grounded in theories/concepts of a social science discipline.	Explore a potential solution to at least one issue/problem, covered in the course using evidence and reasoning. The quality of evidence and reasoning is uneven.	Recognize there are potential solutions. But the proposed solution(s) are not based on sound evidence/reasoning or do not match with the evidence/reasoning presented.	Fails to recognize the need of evidence or reasoning to generate a solution to an issue/problem. Fails to recognize a possibility of generating potential solutions to an issue/problem covered in the course.	Not measured.

Revised UK Core Statistical Inferential Reasoning Rubric

UK Core Learning Outcome 3: Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.

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. 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.

Criteria	Exceeds Standards 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	No Evidence 0	Not Measured NA
Demonstrate how fundamental elements of statistical knowledge are applied to solve real- world problems.	Uses statistical analysis of data as the basis for deep and thoughtful judgments , drawing insightful, carefully qualified conclusion s from this work.	Uses statistical analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses statistical analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses statistical analysis of data incorrectly or inappropriately, unable to draw conclusions, or draws incorrect conclusions from this work.	Inadequate/ Incomplete	Not Measured
Explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science	Uses statistical science to appropriately and thoughtfully explain everyday decisions with inherent uncertaint y.	Uses statistical science to basically explain everyday decisions with inherent uncertainty.	Uses statistical science to explain everyday decisions with inherent uncertainty, but may not be appropriate.	Incorrectly uses statistical science to explain everyday decisions, or explanations may not be coherent.	Inadequate/ Incomplete	Not Measured
Appraise the efficacy of statistical arguments that are reported for general consumption	Skillfully and thoughtfully evaluates statistical arguments that are reported for general consumption	Completes evaluation of statistical arguments and is appropriate/accur ate.	Presents an argument that is pertinent but does not provide adequate explicit statistical justification.	Presents an argument that is irrelevant or provides an inadequate statistical justification.	Inadequate/ Incomplete	Not Measured

APPENDIX 6

	Core Area		Criteria	N/A	0	1	2	3	4
Fall 2018	Intellectual Inquiry	ACR	Arts and Creativity - Ethics	200	4	5	14	23	13
			Arts and Creativity - Inquiry	103	8	24	35	54	35
			Arts and Creativity - Methods/Approaches	196	9	15	15	19	5
			Arts and Creativity - Problem Solving	45	1	17	50	97	49
		HUM	Humanities - Ethics	24	34	9	77	91	16
			Humanities - Evaluation	81		9	105	50	6
			Humanities - Inquiry	2	1	32	44	156	16
			Humanities - Methods/Approaches	2	4	32	94	102	16
			Humanities - Problem Solving	2	3	16	108	99	22
		NPM	NPM Sciences - Ethics	109	3	8	9	6	3
			NPM Sciences - Evaluation	13	8	29	15	30	43
			NPM Sciences - Inquiry	48	1	10	32	28	19
			NPM Sciences - Methods/Approaches	48	5	10	7	14	54
			NPM Sciences - Problem Solving	22	7	29	35	16	29
		SSC	Social Sciences - Ethics	4	17	47	13	24	15
			Social Sciences - Evaluation		3	38	38	32	9
			Social Sciences - Inquiry		29	39	11	38	3
			Social Sciences - Methods/Approaches	22	7	70	10	9	2
			Social Sciences - Problem Solving	21	14	38	17	24	6
	Quantitative Reasoning	SIR	SIR - Evaluation			20	36	50	6
			SIR - Life Application			7	25	62	18
			SIR - Problem Solving			15	24	60	13
Spring 2019	Intellectual Inquiry	ACR	Arts and Creativity - Ethics	40	3	2	8	6	9
			Arts and Creativity - Inquiry	16	1	5	14	17	15
			Arts and Creativity - Methods/Approaches	38	2	5	7	6	10
			Arts and Creativity - Problem Solving	16	1	3	12	23	13
		NPM	NPM Sciences - Ethics	40					
			NPM Sciences - Evaluation	2	5	5	4	14	10

	NPM Sciences - Inquiry	2	2	10	6	13	7
	NPM Sciences - Methods/Approaches	2	4	7	3	6	18
	NPM Sciences - Problem Solving	2	5	6	6	14	7
SSC	Social Sciences - Ethics			10	20	18	12
	Social Sciences - Evaluation			6	25	23	6
	Social Sciences - Inquiry			19	10	28	3
	Social Sciences - Methods/Approaches			8	38	10	4
	Social Sciences - Problem Solving		1	10	24	19	6