

University of Kentucky

General Education Assessment Annual Report

2012-2013

Institutional General Education SLO(s)

The University of Kentucky general education program, called UK Core, was approved in May 2009 and implemented beginning with the fall 2011 student cohort. UK Core is anchored by a set of [four student learning outcomes](#) and each outcome is assessed every two years per the [UK Core assessment plan](#). The following outcomes were assessed in the 2012-2013 academic year:

- I. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [Composition & Communication]
- II. 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. [Citizenship]

Composition & Communication

The overarching Composition and Communication (C&C) outcome area is guided by the following student learning outcomes:

1. 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.
2. Students will demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

Students satisfy this area by taking 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.

Citizenship

The overarching Citizenship outcome area is guided by the following student learning outcomes:

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

Students satisfy this area by taking 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

Mapping to Statewide General Education SLO(s)

UK Core Outcome	Statewide Learning Outcome	Rationale
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.

Means of Assessing Each SLO

Each SLO was assessed directly through a random sampling of course-embedded assignments evaluated by university faculty using a locally-developed rubric. Each course in UK Core is designed to include at least one assessable artifact (student assignment) and the students within each course upload this artifact via Blackboard for assessment purposes. A random sample of artifacts (approximately ten percent) was obtained for the UK Core outcome being assessed. The artifacts were scored using a faculty-developed rubric on a scale of 0-4, with 4 representing the highest level of performance and 0 being the lowest level. All accessible artifacts (those which could be opened by evaluators for scoring in Blackboard) were scored at least once. Approximately ten percent of the artifacts were distributed to multiple evaluators for additional scoring. This over-sampling was to estimate the inter-rater agreement of the evaluators.

Assignments for the written C&C area and Citizenship area were collected during the 2012 calendar year (fall and spring semesters) and the oral C&C assignments were collected in Spring 2013 as part of a pilot assessment for the oral communication component of the overall C&C area.

Assignments were scored in May 2013 using a hybrid method which assigns both an overall score to the given artifact (holistic) as well as individual scores to particular subcategories as defines by the rubric (analytic). Evaluator norming and scoring all took place on the same day. During the norming process, evaluators read and scored a minimum of three artifacts, and were asked to discuss their rationale for evaluating these artifacts. Evaluators were deemed to be “normed” when the group came to an

agreement on the overall score on each of the area-specific assignments being reviewed. Assignments that were scored twice were considered to be “in agreement” when the scores were within one point of each other.

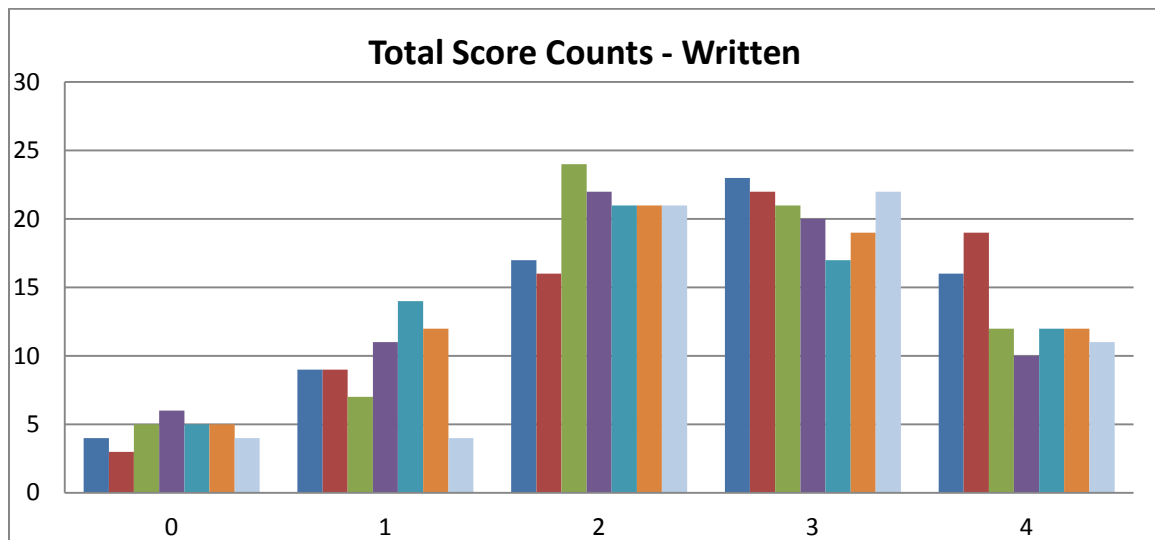
A total of 29 faculty served as evaluators with 14 of those for the Composition & Communication area and the remaining 15 for the Citizenship area.

Summary of Data Collected

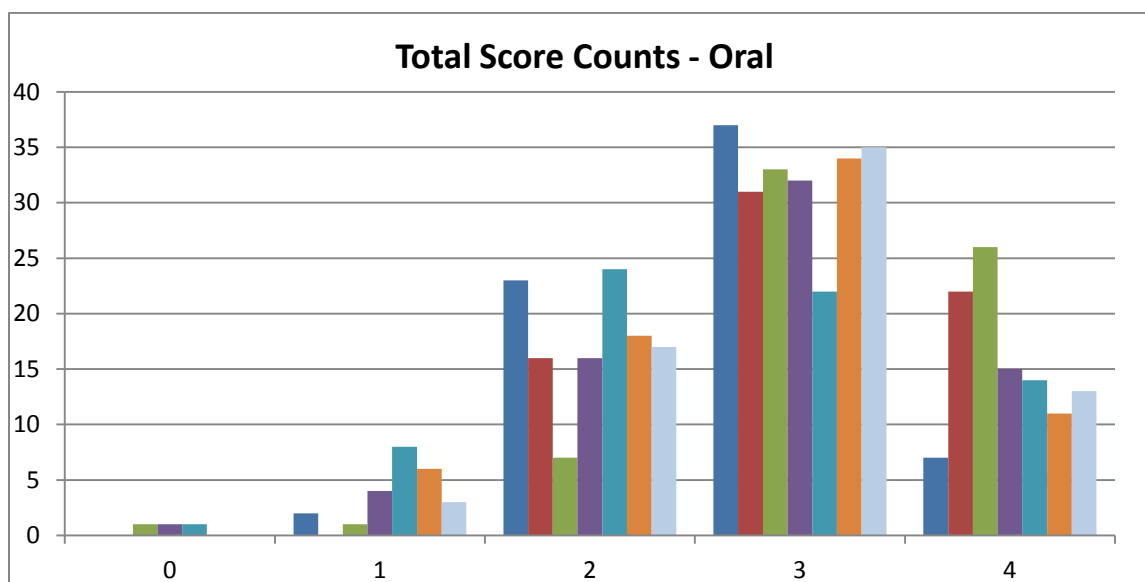
Composition & Communication

Overall, 75.1% of the written assignments scored at or above a 2 rating which is considered “competent” with a mean score of 2.24. For the oral assignments, 95.6% of were at or above a 2 rating with a mean score of 2.85. In addition, 87.5% of the written assignments receiving two evaluations were found to be in “agreement” indicating that the norming process was effective and there was considerable consistency between faculty evaluators. The oral assignments were not subject to the double review process as part of the pilot evaluation. A specific criteria for achievement has not been set due to the recent implementation of UK Core, although that will occur before the next assessment cycle in conjunction with this baseline data now being established.

C&C Written (n=178)	Mean	sd	% at 2 or higher
Construct a message effectively for the selected form	2.40	1.05	80.3
Construct intelligible messages	2.50	1.10	82.6
Construct messages that are appropriate for a specified audience	2.21	1.10	73.0
Construct messages that are appropriate for a specified purpose	2.12	1.16	67.4
Construct messages w/ sound evidence	2.04	1.20	64.0
Construct messages w/ sound reasoning	2.11	1.15	68.0
Overall Score	2.24	1.06	75.1



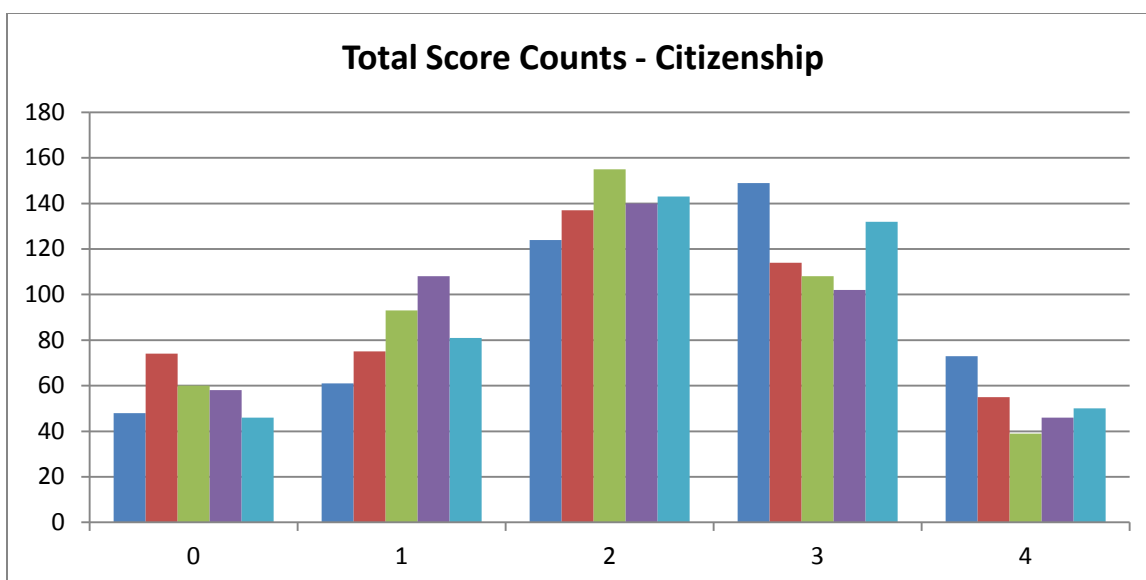
C&C Oral (n=68)	Mean	sd	% at 2 or higher
Construct a message effectively for the selected form	2.71	0.69	97.1
Construct intelligible messages	3.09	0.74	100
Construct messages that are appropriate for a specified audience	3.21	0.80	97.1
Construct messages that are appropriate for a specified purpose	2.82	0.90	92.6
Construct messages w/ sound evidence	2.58	0.99	87.0
Construct messages w/ sound reasoning	2.72	0.84	91.3
Overall Score	2.85	0.78	95.6



Citizenship

Overall, 71.9% of the assignments scored at or above a 2 rating which is considered “competent” with a mean score of 2.13. In addition, 71.9% of the assignments receiving two evaluations were found to be in “agreement”. This is lower than anticipated and likely points to the rubric challenges that were expressed by the faculty evaluators (detailed in the next section). There is also a flatter distribution of scores which likely also points to an assignment-rubric incongruence with respect to each course assignment prompt and the rubric applicability. A specific criteria for achievement has not been set due to the recent implementation of UK Core, although that will occur before the next assessment cycle in conjunction with this baseline data now being made available.

Citizenship (n=455)	Mean	sd	% at 2 or higher
Historical and Cultural Differences	2.30	1.20	76.0
Social Justice and/or Civic Responsibility	2.00	1.25	67.3
Decision-Making	1.94	1.15	66.4
Substantive and Comparative Analysis	1.93	1.17	63.4
Overall Score	2.13	1.14	71.9



Use of Results

A number of steps have occurred as a result of this evaluation cycle for UK Core including the following:

Overall

- The assessment results were distributed to the UK Core Area Experts and discussed at the summer general education committee meeting (June 24, 2013) as well as the September 9th general education committee meeting.
- A “UK Core Summit” was held with College Deans, Associate Deans, DUSs, and Chairs to distribute and discuss the assessment results. Attendees were instructed to communicate the results back to their respective College/Department faculty.
- Reflecting on the assessment data and the changes made in courses, several faculty have identified the need for “assignment banks” or a “primer” that would help faculty, particularly those new to UK and/graduate students, understand how to generate better course assignments. Better communication and coordination with CELT (Center for the Enhancement of Learning and Teaching) is underway that will help satisfy this need.
- Faculty from across the areas recognize that at this initial stage, student learning gains were difficult to measure due to the benchmarking nature of the data. Future years will allow for a better analysis of student learning improvements.

Composition & Communication

- C&C faculty convened specific meetings with teaching faculty in the area to overview assessment results and highlight areas for improvement. It was specifically recognized that students had difficulty with “sound evidence” therefore attention will be directed to the role of information literacy within the courses being taught. Specific ways of modifying assignments and syllabi were shared by the faculty to address this.

- A substantial rubric revision occurred prior to the latest evaluation cycle, however some feedback from the evaluators in the current cycle indicates that the rubric may need additional revisions.
- A meeting of C&C leadership was held on October 4th to hear a national expert (Dr. Nedra Reynolds) talk about portfolio-based assessment. The leaders of C&C are considering this option for future assessment and an extended meeting is scheduled for November 1st to continue the conversation.

Citizenship

- Substantial feedback was received from the 15 faculty evaluators, in addition to a previous faculty workshop in February 2013, concerning the citizenship rubric which proved to be problematic for the purposes of outcome assessment. The UK Core Area Experts (representing Global Dynamics and U.S. Citizenship) are convening a series of meetings to explore the issues and recommend revisions to the existing rubric.

Future Actions

- Schedule an Annual Assessment Day for UK Core. Assessment Day will be held every third week in August and be open to the entire campus community. Key components of Assessment Day are the transparency of UK Core results and the collection of input regarding interpretation and analysis for continuous improvement. Input from colleagues will aid in the completion of the University's Institutional Effectiveness reporting requirements, as well as the Kentucky Council on Postsecondary Education's reporting requirements. This day will be an extension of the existing activities (UK Core Summit) that help inform and influence positive change within UK Core.
- UK Core "Data Interpretation" Workshops will be planned for each learning outcome and will be designed to include an even greater number of faculty participants.

General Education Designation Changes

There are no general education course designation changes planned at this time. A complete listing of UK Core courses (including area mappings) is attached to this report (Appendix C).

Attachments

Appendix A - Composition & Communication Rubric

Appendix B – Citizenship Rubric

Appendix C – Fall 2012 UK Core Course Listing

Appendix A

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.

	4	3	2	1	0
Student will demonstrate the ability to construct intelligible messages	Message is intelligible.	Message is overall intelligible with few exceptions.	Message is intelligible the majority of the time but may have several exceptions.	Message is only somewhat intelligible.	Message is unintelligible.
Student will demonstrate the ability to construct messages with sound evidence	Message is supported with appropriate evidence (support) with sources that are clearly identified in a systematic manner as necessary.	Appropriate evidence (support) is used with few exceptions; sources are used when necessary and are identified in a mostly systematic manner.	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.	Evidence is absent from the message.
Student will demonstrate the ability to construct messages with sound reasoning	Message is grounded in a logical organization overall and within specific components of the message.	Message is supported by reasoning with an overall logical organization with minor gaps within specific components.	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.	Reasoning is absent from the message.
Student will demonstrate the ability to construct messages that are appropriate for a specified audience	Message is tailored to the specified audience.	Message is <i>mostly</i> tailored to the specified audience with few exceptions.	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.	Message is wholly inappropriate for the specified audience.

Student will demonstrate the ability to construct messages that are appropriate for a specified purpose	Message is appropriate for the specified purpose in terms of breadth and depth.	Message is <i>mostly</i> tailored to the specific purpose in terms of breadth and depth with few exceptions.	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.	Message is wholly inappropriate for the specified purpose.
Student will demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)	Message is adapted effectively to the selected form representing an understanding of the opportunities and constraints of the medium.	Message is <i>mostly</i> adapted to the selected form with an overall understanding of the opportunities and the 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.	Message is inappropriate for the medium as it is crafted.

Appendix B

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, 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.

	4	3	2	1	0
Historical and Cultural Differences <i>Demonstrate a recognition of historical and cultural differences arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and/or class that influence issues of social justice and/or civic responsibility</i>	Incorporates an understanding of such differences in an evaluation or critical analysis	Describes such differences in an evaluation or critical analysis, but does not fully incorporate these differences into an evaluation or critical analysis	Identifies such differences in a discussion or report, but does not evaluate or critically analyze them	Acknowledges such differences in a discussion or report, but does not identify, critically analyze or evaluate them	Does not acknowledge such differences
Social Justice and/or Civic Responsibility <i>Demonstrate a basic understanding of how differences arising from ethnicity, gender, religion and/or class influence issues of social justice and/or civic responsibility, either within the U.S. or globally</i>	Applies an understanding of such differences (e.g. demonstrates how conceptions of social justice and/or civic responsibility are historically & socially constructed)	Describes such differences (e.g. provides historical and cultural background to the social justice and/or civic responsibility issue under discussion)	Identifies such differences (e.g. exhibits a basic understanding of the historical and cultural background of the social justice and/or civic responsibility issue under discussion)	Does not correctly identify such differences (e.g. exhibits a shallow or flawed understanding of the historical and cultural background of the issue under discussion)	Does not identify such differences

	4	3	2	1	0
Decision-Making <i>Identify and evaluate conflicts, compromises, and/or ethical dilemmas involved in personal and/or collective decision-making.</i>	Critically evaluates such issues from a variety of perspectives, incorporating information and analyses taken from current sources relevant to the topic; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of personal and collective decisions	Articulates such issues, referring to information taken from current sources relevant to the topic; constructs an argument and supports assertions with a range of evidence	Identifies such issues, referring to information taken from sources related to the topic; clearly states a position, and supports assertions with evidence	Refers to such issues, states a position or shares personal opinion, does not support position or opinion with information taken from sources related to the topic	Does not recognize such issues; does not state position or personal opinion
Substantive And Comparative Analysis <i>Demonstrate an understanding of at least two of the following topics: societal and institutional change over time; civic engagement; regional, national, or cross-national comparisons; power and resistance</i>	Incorporates at least two of the following: a sophisticated discussion or analysis of a social history or an institutional chronology; an evaluation of civic engagement or involvement; an insightful comparison of at least two different cultures, regions or countries; a thorough study of issues concerned with power and resistance	Incorporates at least two of the following: a discussion or analysis of history or chronology; a discussion of community involvement and civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Incorporates at least two of the following: a basic discussion of history or chronology; a reflection upon the values of civic engagement; a basic comparison of at least two different cultures, regions or countries; a basic study of issues concerned with power and resistance	Incorporates only one of the following: a discussion or analysis of history or chronology; a reflection upon the values of civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Does not incorporate even one of the following: historical analysis; a discussion of the values of civic engagement; a comparison of at least two different cultures, regions or countries; a discussion of issues connected to power and resistance

NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses for Fall 2012.

Courses listed in blue type are being offered in Fall 2012.

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).

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.

Courses listed in blue type are being offered in Fall 2012.

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-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 380	Black & White Darkroom Photography
CME 455*	Chemical Engineering Product and Process Design I
EE 101	Creativity and Design in Electrical and Computer Engineering
ENG 107	Writing Craft: Introduction to Imaginative Writing

*Chemical Engineering students only.

LA 111	Living on the Right Side of the Brain
ME 411	ME Capstone Design I
MNG 592	Mine Design Project II
MUS 123	Beginning Classroom Guitar
MUS 200	Music for Living
PLS 240	Introduction to Floral Design
TA 110	Theatre: An Introduction
TA 120	Creativity and the Art of Acting
TA 370	Staging History
TAD 140	Introduction to Dance
UKC 100	World Music
UKC 101	Digital Mapping

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	Ancient Through Medieval
A-H 106	Renaissance Through Modern Art
A-H 334	Reframing Renaissance Art
AAS 264	Major Black Writers
ARC 314*	History and Theory III: 20th Century and Contemporary Architecture
CLA 135	Greek and Roman Mythology
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
EGR 201	Literature, Technology, and Culture
ENG 191	Literature and the Arts of Citizenship
ENG 230	Introduction to Literature
ENG 234	Introduction to Women's Literature
ENG 264	Major Black Writers
ENG 281	Introduction to Film
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

*Architecture students only.

GER 105	German Film Today
GWS 201	Introduction to Gender and Women's Studies in the Arts and Humanities
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 112	The Making of Modern Kentucky
HIS 121	War and Society, 1914-1945
HIS 202	History of the British People to the Restoration
HIS 203	History of the British People Since the Restoration
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
ID 161	History and Theory of Interior Environments I
ID 162	History and Theory of Interior Environments II
MCL 100	The World of Language
MUS 100	Introduction to Music
PHI 100	Introduction to Philosophy: Knowledge and Reality
RUS 125	Mapping Russia (Subtitle required)
RUS 270	Russian Culture 900-1900
SPA 371	Latin American Cinema (Subtitle required)
SPA 372	Spanish Cinema (Subtitle required)
TA 171	World Theatre I
TA 271	World Theatre II
TA 273	World Theatre III
TA 274	World Theatre IV

Courses listed in blue type are being offered in Fall 2012.

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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:

ANT 101	Introduction to Anthropology	ECO 101	Contemporary Economic Issues
ANT 102	Archaeology: Mysteries and Controversies	GEO 172	Human Geography
CLD 102*	The Dynamics of Rural Social Life	GWS 200	Introduction to Gender and Women's Studies in the Social Sciences
COM 101	Introduction to Communications	PS 235	World Politics
COM 311	Taking Control of Your Health: Patient-Provider Communication	PSY 100	Introduction to Psychology
COM 313	Interpersonal Communication in Close Relationships	SOC 101*	Introduction to Sociology
COM 314	The Dark Side of Interpersonal Communication and Relationships	UKC 131	Public Health Through Popular Film
CPH 201	Introduction to Public Health		

**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	GLY 110	Endangered Planet: An Introduction to Environmental Geology
ANT 230	Introduction to Biological Anthropology	GLY 120	Sustainable Planet: The Geology of Natural Resources
ARC 333	Environmental Controls II	GLY 150	Earthquakes and Volcanoes
AST 191	The Solar System	PHY 120	How Things Work
BIO 102	Human Ecology	PHY 211	General Physics
BIO 103	Basic Ideas of Biology	PHY 231**	General University Physics
CHE 105*	General College Chemistry I	PHY 241**	General University Physics Laboratory
CHE 111*	Laboratory to Accompany General Chemistry I	PLS 104	Plants, Soils, and People: A Science Perspective
ENT 110	Insect Biology	UKC 121	Public Health Through Popular Film
GEO 130	Earth's Physical Environment		
GEO 135	Global Climate Change		

**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.*

***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.*

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:

- score of **32** or above on the English component of the ACT*
- score of **700** or above on SAT I Verbal**
- score of **3, 4** or **5** on the AP English Language Exam***
- **CIS 110** **Composition and Communication I**
- **WRD 110** **Composition and Communication I**

For a score of **32 or above, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

***For a score of **700 or above**, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.*

****Beginning Fall 2012, students must score either **4** or **5** on the AP English Language Exam to earn course credit for CIS/WRD 110.*

Courses listed in blue type are being offered in Fall 2012.

Courses listed in blue type are being offered in Fall 2012.

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**
- **WRD 111** **Composition and Communication II**
- **UKC 150** **Accelerated Comp and Comm**

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.

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

GLY 151	Earth Dynamics	MA 123	Elementary Calculus and Its Applications
GLY 155	Earthquakes and Quantitative Reasoning	MA 113	Calculus I
GLY 185	Quantifying the Bluegrass Water Supply	MA 137	Calculus I With Life Science Applications
MA 111	Introduction to Contemporary Mathematics	PHI 120	Introductory Logic

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.

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:

BAE 202	Statistical Inferences for Biosystems Engineering	PSY 215*	Experimental Psychology
STA 210	Making Sense of Uncertainty: An Introduction to Statistical Reasoning	PSY 216*	Applications of Statistics in Psychology

**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	GRN 250	Aging in Today's World
AAS 235	Inequalities in Society	GWS 301	Crossroads (Subtitle required)
AAS 261	African American History 1865-Present	HIS 108	History of the United States Through 1876
ANT 221	Native People of North America	HIS 109	History of the United States Since 1877
ANT 330	North American Cultures	HIS 112	The Making of Modern Kentucky
APP 200	Introduction to Appalachian Studies	HIS 261	African American History 1865-Present
CLD 360	Environmental Sociology	PHI 130	Introduction to Philosophy: Morality and Society
COM 312	Learning Intercultural Communication Through Media and Film	PHI 335	The Individual and Society
COM 315	Understanding Workplace Communication in a Diverse U.S. Society	PS 101	American Government
ENG 191	Literature and the Arts of Citizenship	SOC 235	Inequalities in Society
EPE 301	Education in American Culture	SOC 360	Environmental Sociology
GEN 100*	Issues in Agriculture	SPA 208	U.S. Latino Culture and Politics
GEO 220	U.S. Cities	TA 286	Social Action Theatre
GEO 221	Immigrant America: A Geographic Perspective	UKC 180	The World Today
GEO 320	Geography of the United States and Canada		

**GEN 100 is for College of Agriculture students only.*

Courses listed in blue type are being offered in Fall 2012.

Courses listed in blue type are being offered in Fall 2012.

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 104	African Art and Its Global Impact	GWS 302	Gender Across the World (Subtitle required)
A-H 311	The Arts as Soft Power: The Japanese Tea Ceremony	HIS 105	A History of Europe From the Mid-Seventeenth Century to the Present
ANT 160	Cultural Diversity in the Modern World	HIS 121	War and Society, 1914-1945
ANT 222	Middle East Cultures	HIS 122	War and Society Since 1945
ANT 225	Culture, Environment and Global Issues	HIS 202	History of the British People to the Restoration
ANT 241	Origins of Old World Civilization	HIS 203	History of the British People Since the Restoration
ANT 242	Origins of New World Civilization	HIS 206	History of Colonial Latin America, 1492-1810
ANT 311	Global Dreams and Local Realities in a "Flat" World	HIS 208	History of the Atlantic World
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present	HIS 296	East Asia Since 1600
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	JPN 320	Introduction to Japanese Culture, Pre-Modern to 1868
CLD 380	Globalization: A Cross-Cultural Perspective	JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
EGR 240	Global Energy Issues	JPN 351	The Japanese Experience of the Twentieth Century
ENG 181	Global Literature in English	LAS 201	Introduction to Latin America
GEO 160	Lands and Peoples of the Non-Western World	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
GEO 161	Global Inequalities	MUS 330	Music in the World (Subtitle required)
GEO 162	Introduction to Global Environmental Issues	PHI 343	Asian Philosophy
GEO 163	Global Conflicts	PLS 103	Plants, Soils, and People: A Global Perspective
GEO 164	iWorlds: Global Information Geographies	PS 210	Introduction to Comparative Politics
GEO 222	Cities of the World	RUS 125	Mapping Russia (Subtitle Required)
GEO 255	Geography of the Global Economy	RUS 271	Russian Culture 1900-Present
GEO 260	Geographies of Development in the Global South	RUS 370	Russian Folklore (in English)
GEO 261	Global Dynamics of Health and Disease	SAG 201	Cultural Perspectives on Sustainability
GER 342	War, Peace, and Terror in Germany and Europe	SOC 180	Global Societies in Comparative Perspective
GER 361	German Cinema	SOC 380	Globalization: A Cross-Cultural Perspective

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.

Courses listed in blue type are being offered in Fall 2012.