

University of Kentucky
General Education Assessment Annual Report
2013-2014

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 an understanding of and ability to employ the processes of intellectual inquiry. [Intellectual Inquiry]
- II. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [Quantitative Reasoning]

Intellectual Inquiry

The overarching Intellectual Inquiry outcome area is divided into four sub-outcome areas that were assessed separately (Arts & Creativity, Humanities, Natural/Physical/Mathematical Sciences, and Social Sciences) and guided by the following student learning outcomes:

Students will be able to:

1. Identify multiple dimensions of a good question;
2. 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;
3. 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;
4. Evaluate theses and conclusions in light of credible evidence;
5. Explore the ethical implications of differing approaches, methodologies or conclusions; and
6. Develop potential solutions to problems based on sound evidence and reasoning.

Quantitative Reasoning

The overarching Quantitative Reasoning outcome area is divided into two sub-outcome areas that were assessed separately (Quantitative Foundations and Statistical Inferential Reasoning) and guided by the following student learning outcomes:

Students will be able to:

1. Demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and
2. 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.

Mapping to Statewide General Education SLO(s)

UK Core Outcome	Statewide Learning Outcomes	Rationale
Intellectual Inquiry	Arts and Humanities	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.
	Natural Sciences	
	Social and Behavioral Sciences	
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.

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 with the following scale: Exceeds Expectations (3), Meets Expectations (2), and Does Not Meet Expectations (1). Evaluators were also given a “N/A” option (0) which represented artifacts that were not appropriate and/or valid. 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 were collected from Fall 2011 through Fall 2013 for Intellectual Inquiry and from Fall 2012 through Fall 2013 for Quantitative Reasoning. Assignments were scored in May 2014 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 60 faculty served as evaluators with the following breakdown by outcome area:

Outcome Area	# of Evaluators	# of Evaluations
Arts & Creativity	9	441
Humanities	13	483
Natural, Physical, and Mathematical Sciences	7	498
Social Sciences	9	435
Statistical Inferential Reasoning	9	467
Quantitative Foundations	13	471
Total	60	2795

Summary of Data Collected

Overall Score Results	Excluding N/A				N/A	
	Count	Exceeds	Meets	Does Not Meet	Count	%
Arts & Creativity	372	4.8%	53.2%	41.9%	69	15.6%
Humanities	454	13.2%	59.3%	27.5%	29	6.0%
Natural, Physical, Math Science	277	5.8%	77.3%	17.0%	221	44.4%
Social Sciences	372	4.0%	47.3%	48.7%	63	14.5%
Quantitative Foundations	99	20.2%	56.6%	23.2%	372	79.0%
Statistical Inferential Reasoning	434	3.9%	50.0%	46.1%	33	7.1%

Intellectual Inquiry – Arts & Creativity

58.1% of the Arts & Creativity assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those evaluations (53.2%) falling into the “Meets” category. A total of 69 assignments (15.6%) were given a N/A overall score rating indicating that the assignment was not a valid assignment for evaluation. Of those that were evaluated, almost half (48.7%) received a “Does Not Meet” for the “Implications” dimension of the outcome followed closely “Theses and Conclusions” at 46.2%. Assignment evaluations reflected better achievement within the “Develop potential solutions to problems” and “Identify multiple dimensions of a good question” outcome dimensions (61.5% and 60.8%, respectively for Meets or Exceeds). The overall percentage range for “Does Not Meet” dimension ratings was 38.5% to 48.7%.

Intellectual Inquiry - Humanities

72.5% of the Humanities assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those responses (59.3%) falling into the “Meets” category. Only 29 assignments (6.0%) received a N/A score which reflected the smallest amount for any outcome in this assessment cycle. The highest percentage of “Does Not Meet” by dimension was for the “ability to explore the implications of differing approaches...” at 39.4% of the assignments scored. The highest dimension percentage was for the “ability to identify multiple dimensions of a good question” at 77.2% meets or exceeds expectations. The overall percentage range for “Does Not Meet” dimension ratings was 22.8% to 39.4%.

Intellectual Inquiry - Natural, Physical, Math Science

83.0% of the Natural, Physical, and Mathematical Science assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those responses (77.3%) falling into the “Meets” category. A total of 221 assignments (44.4%) received a N/A score which reflected the second highest amount for any outcome in this assessment cycle. The highest percentage of the “Does Not Meet” rating by individual dimension was for the “exploring alternative approaches and/or future study of the question” at 44.0% of the assignments scored. The highest dimension percentage was for the “theses and conclusions” at 81.3% meets or exceeds expectations. The overall percentage range for “Does Not Meet” dimension ratings was 17.0% to 44.0%.

Intellectual Inquiry – Social Sciences

51.3% of the Social Sciences assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those responses (47.3%) falling into the “Meets” category. A total of 63 assignments (14.5%) received a N/A score. The highest percentage of the “Does Not Meet” rating by individual dimension was for the “develop potential solutions to problems” at 59.6% of the assignments scored. The highest dimension percentage was for the “identify multiple dimensions of a good question” at 69.3% meets or exceeds expectations. The overall percentage range for “Does Not Meet” dimension ratings was 30.7% to 59.6%.

Quantitative Reasoning – Quantitative Foundations

76.8% of the Quantitative Foundations assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those responses (56.6%) falling into the “Meets” category. A total of 372 assignments (79.0%) received a N/A score which represented the highest count and percentage for any outcome in this assessment cycle. The largest percentage of the “Does Not Meet” rating by individual dimension was for “appraise the efficacy of numerical/logical arguments...” at 27.5% of the assignments scored. The highest dimension percentage was for the “demonstrate how fundamental elements of mathematical...” at 78.0% meets or exceeds expectations. The overall percentage range for “Does Not Meet” dimension ratings was 22.0% to 27.5%.

Quantitative Reasoning – Statistical Inferential Reasoning

53.9% of the Statistical Inferential Reasoning assignments were rated as “Meets” or “Exceeds” expectations for the overall score (excluding N/A ratings) with the majority of those responses (50.0%) falling into the “Meets” category. A total of 33 assignments (7.1%) received a N/A score which

represented the second lowest percentage for any outcome in this assessment cycle. The largest percentage of the “Does Not Meet” rating by individual dimension was for “explain the sense in which an important source of uncertainty...” at 52.4% of the assignments scored. The highest dimension percentage was for the “demonstrate how fundamental elements of statistical knowledge...” at 61.0% meets or exceeds expectations. The overall percentage range for “Does Not Meet” dimension ratings was 39.0% to 52.4%.

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 18, 2014) as well as the general education committee meetings on August 25th, September 15th, and September 29th.
- A meeting was held on August 14th with faculty and administrators from a variety of Colleges to discuss the assessment process/results and strategies for communicating with faculty. This group served as a focus group on UK Core with a particular emphasis on assessment.
- 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 UK Core 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.
- A UK Core Faculty Forum took place on October 29th to discuss current faculty thoughts on UK Core within their own course as well as overall opportunities for improvement with a follow-up survey being sent to those that couldn’t attend. The results will be summarized and discussed at the December 1st meeting.

Intellectual Inquiry

- A substantial rubric revision occurred prior to the latest evaluation cycle for each area; however some feedback from the evaluators in the latest cycle indicates that the rubrics may need additional revisions (particularly for the Natural, Physical, and Mathematical Sciences area).

Quantitative Reasoning

- Substantial feedback was received from the faculty evaluators for Quantitative Foundations concerning the rubric which proved to be problematic for the purposes of outcome assessment (as evidenced by the large number of N/A assignment ratings). The UK Core Area Expert revised the rubric early in the fall 2014 semester and sought feedback from all faculty involved in the area. The revised rubric was approved by the UK Core Education Committee on September 15, 2014.

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 – Intellectual Inquiry Area Rubrics and Assessment Results

Appendix B – Quantitative Reasoning Area Rubrics and Assessment Results

Appendix C – Spring 2013 UK Core Course Listing

UK Core Intellectual Inquiry in the Arts and Creativity Rubric

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

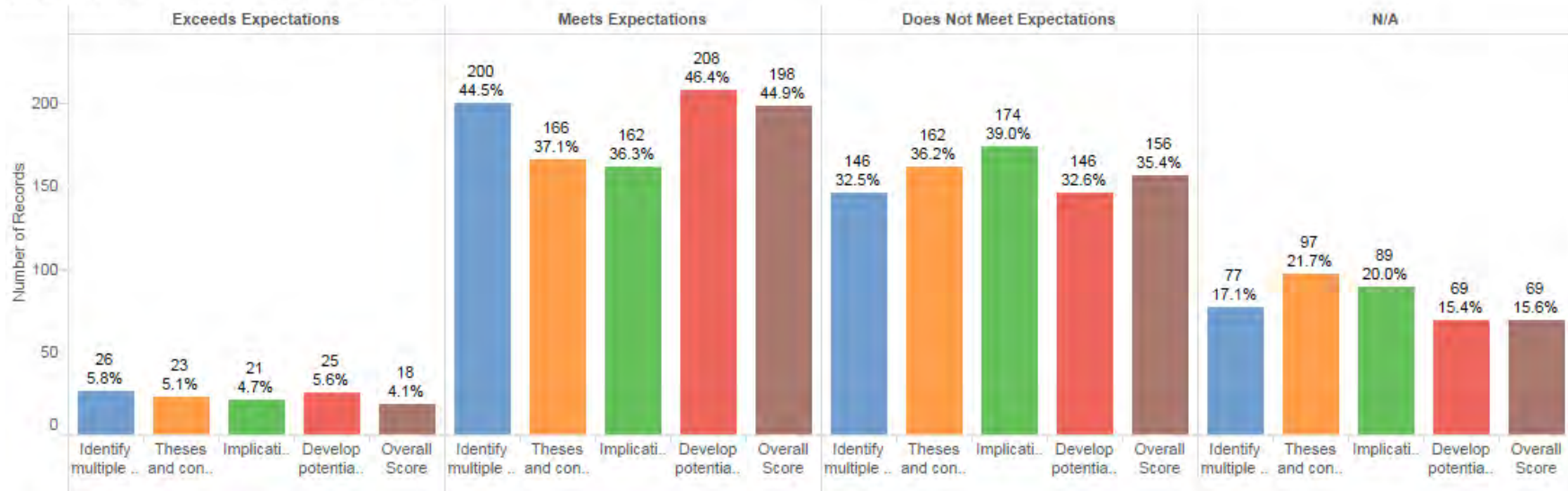
Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (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; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identify multiple dimensions of a good question <i>Define and distinguish approaches to creativity.</i>	Identifies, defines and distinguishes an approach to creativity.	Identifies an approach to creativity but does not fully define or distinguish it.	Acknowledges but does not specifically identify, define or distinguish an approach to creativity.
Theses and conclusions <i>Demonstrates the application of logic, laws, constraints of the area of study and the evaluation and refinement of the results of own creative endeavors</i>	Critically evaluates the issues involved in addressing one's own work or implications of differing approaches; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of different approaches.	Identifies issues involved in addressing one's own work or implications of differing approaches; clearly states a position, and supports assertions with limited evidence.	Refers to some reasons why evaluation of one's own work or the implications of differing approaches is important but does not support evaluation with evidence.

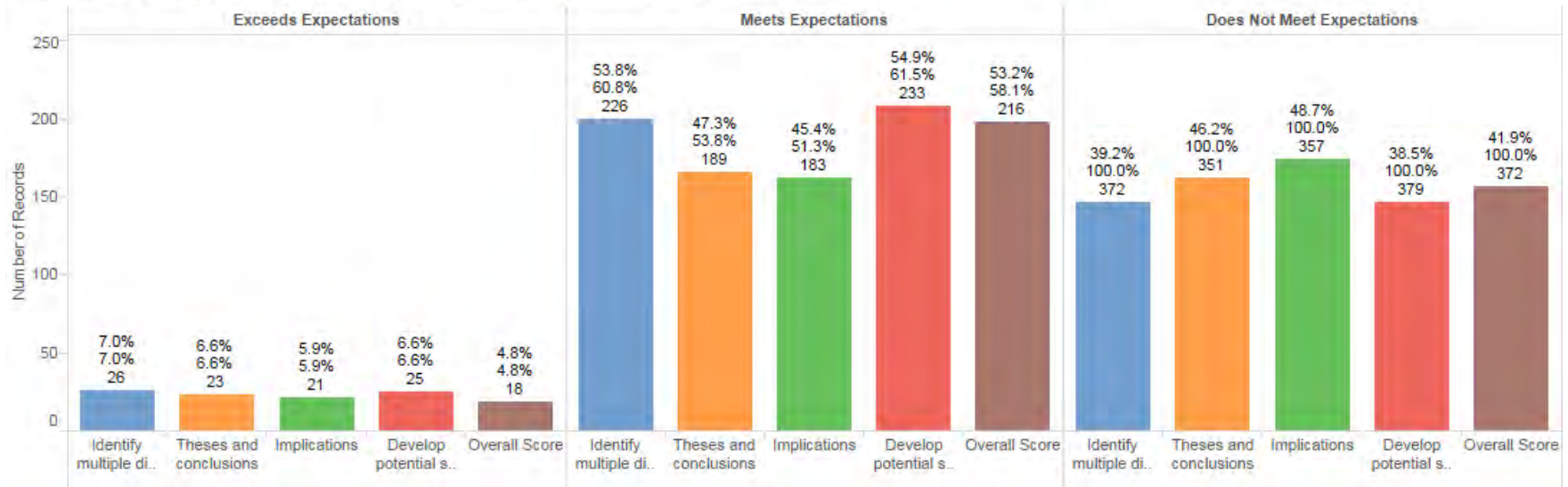
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Implications <i>Explore the implications of differing approaches, methodologies or conclusions.</i>	Clearly identifies one or more implications; clearly and fully articulates an argument and cites appropriate evidence.	Identifies one or more implications involved in the creative process or product and supports assertions with limited evidence.	Refers to the existence of implications but does not identify them or support that evaluation with evidence.
Develop potential solutions to problems based on sound evidence and reasoning <i>Engage actively in the creation of an object, installation, presentation, performance in a way that demonstrates an understanding of the creative process</i>	<p>The solution incorporates a sophisticated use of at least two of the following:</p> <p>demonstrates skills and competency in a discipline or domain (may include novel materials, breaking established rules of practice, etc);</p> <p>employs ways of thinking that are new to the student;</p> <p>crosses boundaries in that it employs one or more approaches to create an insightful comparison;</p> <p>demonstrates thoughtful evaluation and revision.</p>	<p>The solution incorporates at least two of the following:</p> <p>applies basic skills in a discipline or domain (materials, rules of practice, etc);</p> <p>experiments with ways of thinking that are new to the student;</p> <p>acknowledges divergent approaches in a limited way.</p>	<p>The solution incorporates at least one of the following:</p> <p>attempts basic skills a in a discipline or domain (materials, rules of practice, etc);</p> <p>expresses an idea, concept, or format;</p> <p>acknowledges contradictions.</p>

Intellectual Inquiry - Arts & Creativity

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Identify multiple dimensions of a good question
- Theses and conclusions
- Implications
- Develop potential solutions to problems based on sound evidence a...
- Overall Score

UK Core Intellectual Inquiry in the Humanities Rubric

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

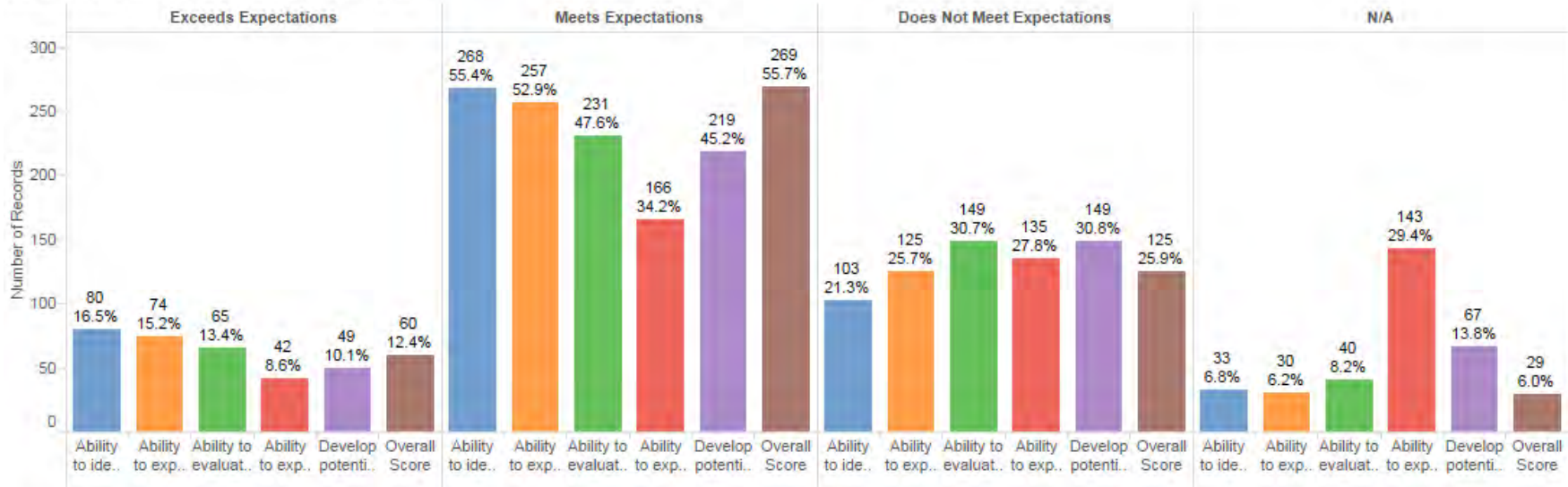
Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (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; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; and (E) develop potential solutions to problems based on sound evidence and reasoning.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ability to identify multiple dimensions of a good question	Demonstrates thorough intellectual inquiry and fine discrimination in analysis or critical evaluation of texts and/or arguments. Demonstrates an understanding of the complexity of the question or problem under consideration.	Demonstrates intellectual inquiry in analysis or critical evaluation of texts and/or arguments. Understands partially the complexity of the question or problem under consideration.	To a very limited extent, incorporates inquiry in analysis or critical evaluation of texts and/or arguments. Does not understand the complexity of the question or problem under consideration at all.
Ability to explore multiple and complex answers to questions, issues or problems within the Humanities	Skillfully explores and evaluates the complexity of key questions, problems, and arguments in relation to texts or narratives. Explores different points of view on an argument or question. Written with fluency and avoids oversimplification.	Demonstrates complexity of key questions, problems, and arguments in relation to texts or narratives, but misses key points. Explores at least one point of view. Some problems with writing.	Does not explore the complexity of key questions, problems, and arguments in relation to texts or narratives. Serious problems with writing.

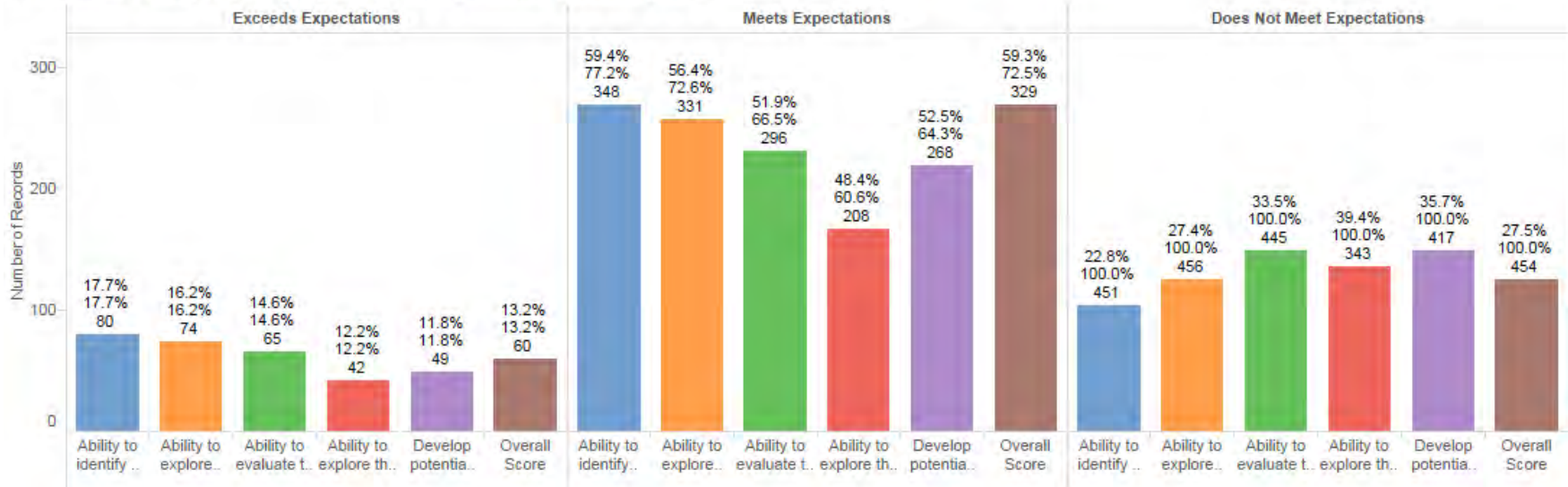
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ability to evaluate theses and conclusions in light of credible evidence	Using appropriate evidence and appropriate disciplinary literacy, critically evaluates claims, arguments and conclusions pertaining to the subject and texts under consideration. Well-argued, and (where applicable) reference sources used.	Using some evidence and some appropriate disciplinary literacy, evaluates some claims, arguments and conclusions pertaining to the subject and texts under consideration. Some problems with argumentation and/or use of reference sources.	Using the minimum of evidence, tries to evaluate some claims, arguments and/or conclusions. Minimum disciplinary literacy. Major problems with argumentation and references sources.
Ability to explore the implications of differing approaches, methodologies or conclusions	Critically evaluates texts/arguments by using at least one approach, methodology, or interpretive model. Shows awareness of other competing interpretations and of their possible implications.	Evaluates texts/arguments by using at least one approach or interpretive model, but there are problems with argumentation/analysis. Does not recognize other competing interpretations and implications.	Attempts to evaluate by using at least one approach, but there are serious problems with argumentation/analysis. Demonstrates no awareness of other interpretations.
Develop potential solutions to problems based on sound evidence and reasoning	In the course of written analysis of a text or texts, proposes coherent answers to problems or questions, using clear, logical argumentation supported by solid evidence, such as illustrations, examples and/or quotations	In the course of written analysis of a text or texts, proposes answers to problems or questions, but there are flaws in the argumentation, and gaps in the evidence	Attempts to offer written analysis of a text or texts, but does not propose any answers to problems or questions. There are serious flaws in the argumentation, and major gaps in the evidence.

Intellectual Inquiry - Humanities

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Ability to identify multiple dimensions of a good question
- Ability to evaluate theses and conclusions in light of credible evidence
- Develop potential solutions to problems based on sound evidence and analysis
- Ability to explore multiple and complex answers to questions, issues
- Ability to explore the implications of differing approaches, methodologies
- Overall Score

UK Core Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

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; (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; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

Specific Learning Outcomes for Inquiry in the Natural, Physical, and Mathematical Sciences

By the end of the course, students should be able to:

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain fundamental principles in a branch of science.
3. Apply fundamental principles to interpret and make predictions in a branch of science.
4. Demonstrate an understanding of at least one scientific discovery that changed the way scientists understand the world.
5. Give examples of how science interacts with society.
6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.
7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

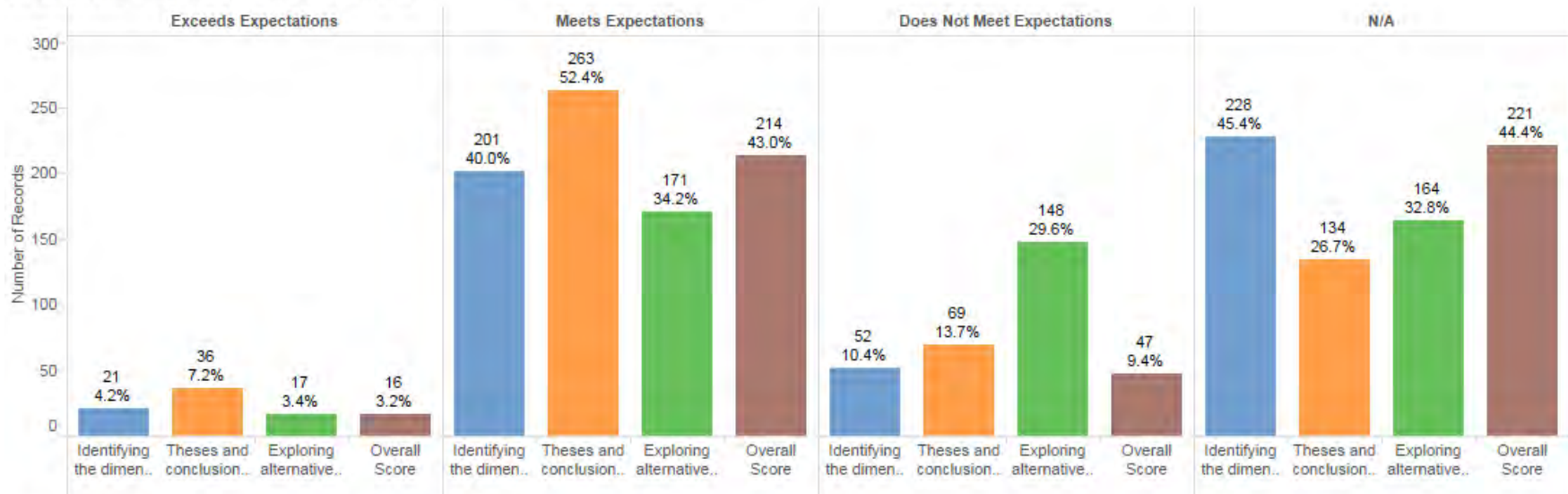
* A required student product (paper, laboratory report, presentation, etc.) based on the hands-on project. This requirement is the curriculum-embedded performance based assessable product.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by identifying the dimensions of a good question	<p>The question is described clearly, completely, fully and in great detail.</p> <p>The question is answerable by experiment or observation.</p> <p>The experimental design is appropriate and described in detail.</p>	<p>The question is described but some detail is missing.</p> <p>The question is answerable by experiment or observation but lacks clarity.</p> <p>The experimental design is appropriate but lacks detail.</p>	<p>The question is inadequate or incompletely described.</p> <p>The question is not answerable by experiment or observation.</p> <p>The experimental design is missing.</p>

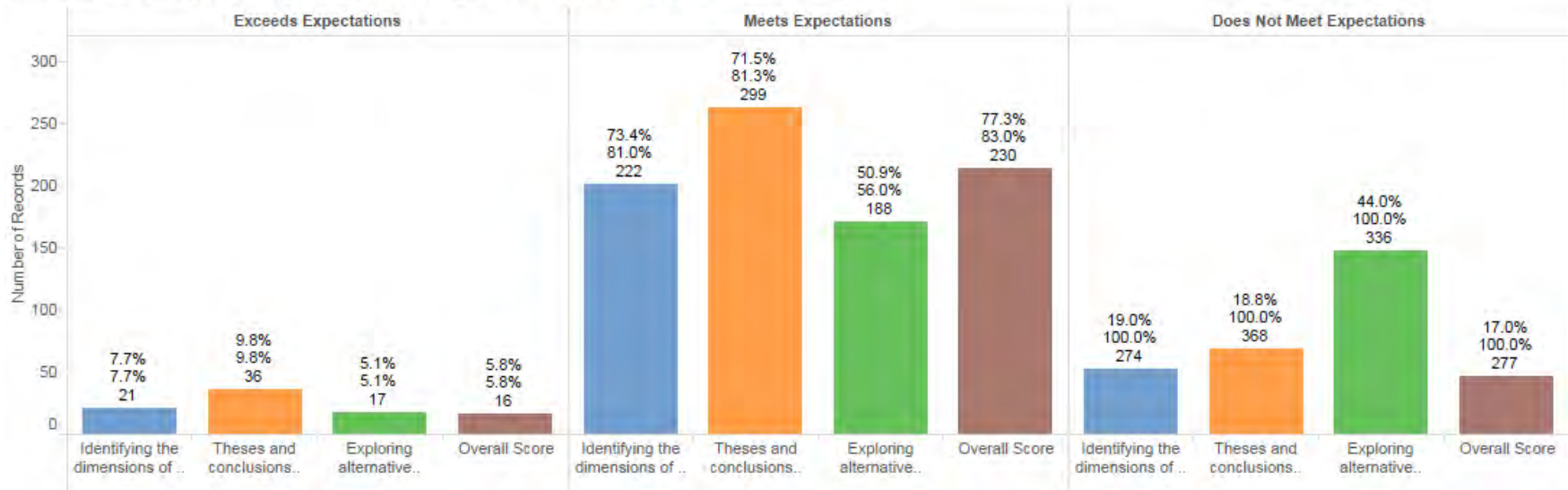
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by evaluating theses and conclusions in light of credible evidence; and judging the quality of information as informed by rigorously developed evidence	<p>Provides a well-developed evaluation and analysis of the data and questions its accuracy, relevance, and completeness.</p> <p>Justifies key results and procedures, explains assumptions and reasons.</p>	<p>Evaluation and analysis of data contains minor errors/omissions.</p> <p>Justifies some results or procedures, explains reasons.</p>	<p>Evaluation and analysis of data contains major errors/omissions.</p> <p>No justification of results.</p>
Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by exploring alternative approaches and/or future study of the question	<p>Critically evaluates major alternative points of view/ approaches.</p> <p>(and/or)</p> <p>Provides a detailed description of future studies.</p> <p>Makes suggestions related to the improvement of the existing experimental design.</p>	<p>Offers evaluations of obvious alternative points of view/approaches.</p> <p>(and/or)</p> <p>Makes suggestions for future research studies, which have minor flaws.</p> <p>Makes some suggestions for improvement of the existing experimental design, which are incomplete or have minor flaws.</p>	<p>Superficially evaluates obvious alternative points of view/ approaches.</p> <p>(and/or)</p> <p>Does not make suggestions for future research studies, or for the redesigning of the existing procedure.</p>

Intellectual Inquiry - Natural, Physical, and Mathematical Sciences

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Identifying the dimensions of a good question
- Theses and conclusions - NPM
- Exploring alternative approaches and/or future study of the question
- Overall Score

UK Core Intellectual Inquiry in the Social Science Rubric

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

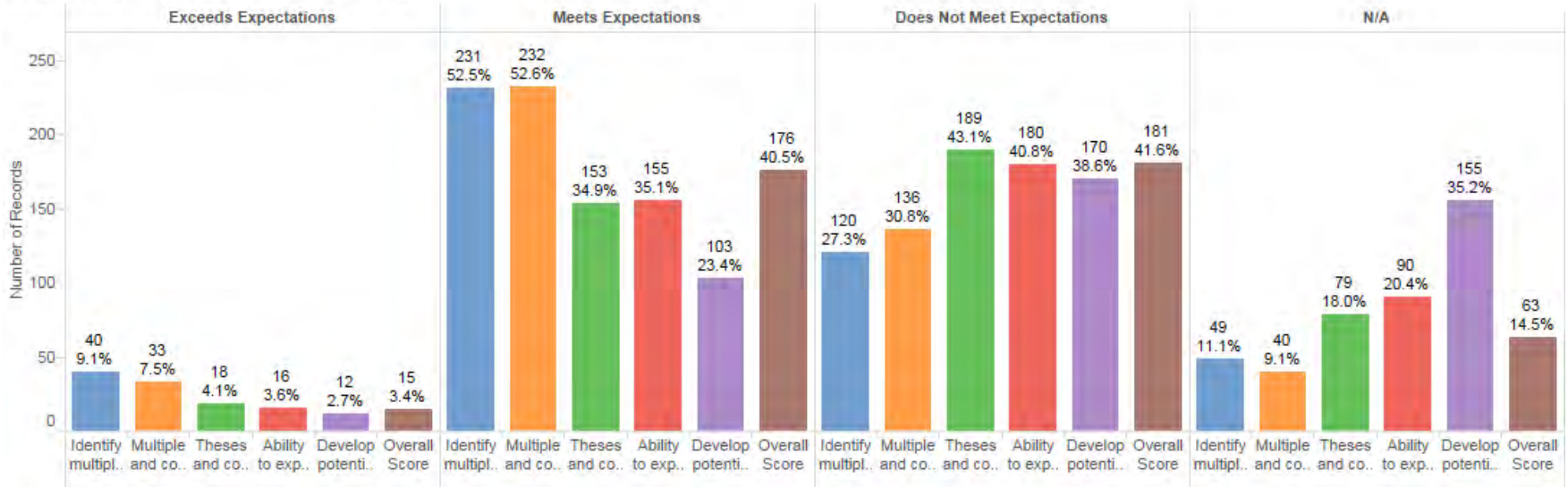
Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (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; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identify multiple dimensions of a good question <i>Define and distinguish approaches investigating social questions/issues/problems</i>	Demonstrates a thorough understanding of conceptual approaches to investigating social questions/ issues/problems in an evaluation or critical analysis	Identifies conceptual approaches to investigating social questions/ issues/problems, but does not evaluate or critically analyze them	Acknowledges conceptual approaches to investigating social questions/issues/problems exist but does not identify, critically analyze or evaluate them
Multiple and complex answers to questions/ issues/ problems	Applies a thorough understanding of multiple and complex answers to <i>social questions/ issues/problems</i> ; demonstrates how conceptions of the issue under discussion which are constructed from multiple perspectives	Identifies multiple and complex answers to <i>social questions/ issues/problems</i> ; exhibits a basic understanding of the issue under discussion	Does not correctly identify multiple and complex answers to <i>social questions/ issues/problems</i> ; exhibits a shallow or flawed understanding of the issue under discussion

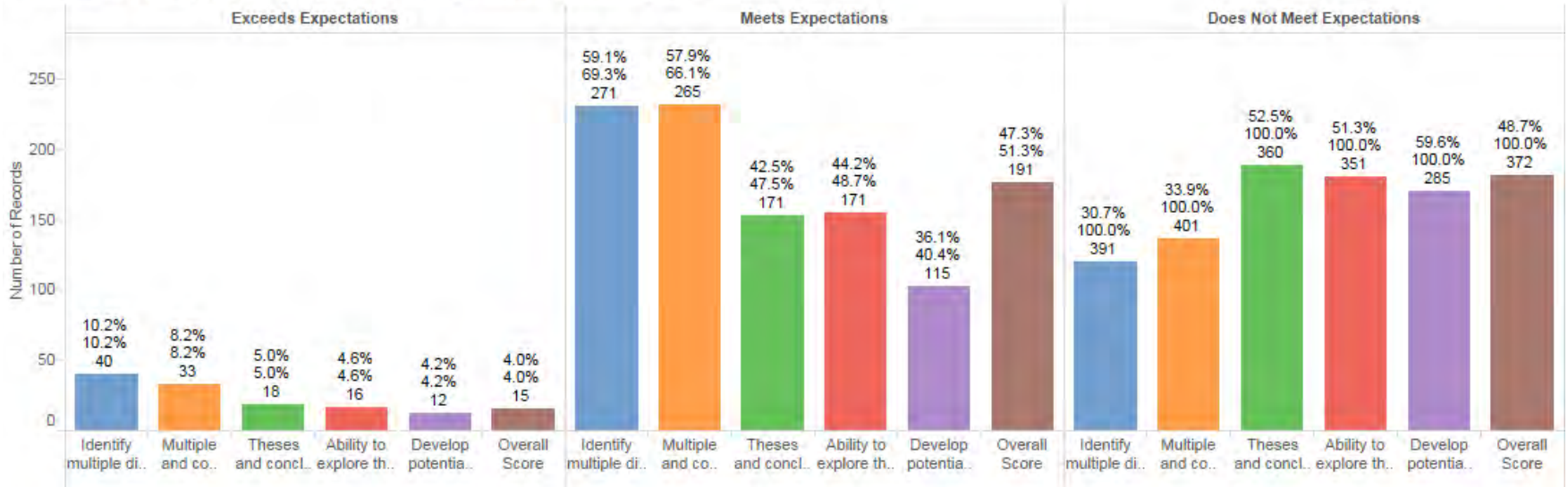
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Theses and conclusions <i>Explore empirical evidence or conclusions drawn from empirical evidence</i>	Critically evaluates the methodological issues involved in generating data and coming to conclusions about <i>social questions/ issues/ problems</i> ; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of different approaches	Identifies methodological issues involved in generating data and coming to conclusions about <i>social questions/ issues/ problems</i> ; clearly states a position, and supports assertions with some evidence	Refers to some methodological issues involved in generating data and coming to conclusions about the <i>social questions/ issues/ problems</i> ; states a position is important but does not support evaluation with evidence
Ability to explore the implications of differing approaches, methodologies or conclusions	Critically evaluates different approaches, methodologies, or interpretive models, fully demonstrating awareness of their implications on <i>social questions/ issues/ problems</i>	Evaluates, in a limited way, different approaches, methodologies, or interpretive models, acknowledging awareness of ethical implications on <i>social questions/ issues/ problems</i>	Identifies different approaches, methodologies, or interpretive models, but shows no awareness of the implications of these on <i>social questions/ issues/ problems</i>
Develop potential solutions to problems based on sound evidence and reasoning <i>Engage actively in the examination of a social questions/ issues/ problem in a way that demonstrates an understanding of the inquiry process</i>	Proposes solutions to <i>social questions/ issues/ problems</i> that demonstrates understanding of the generation/analysis of data and applies findings to potential solutions	Proposes solutions to <i>social questions/ issues/ problems</i> that demonstrates minimum understanding of the generation/analysis of data and how findings might be applied to potential solutions	Proposes solutions to <i>social questions/ issues/ problems</i> but demonstrates no understanding of the generation/analysis of data and how findings might be applied to potential solutions

Intellectual Inquiry - Social Sciences

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Identify multiple dimensions of a good question
- Multiple and complex answers to questions/ issues/ problems
- Theses and conclusions
- Ability to explore the implications of differing approaches, methodologies, and/or perspectives
- Develop potential solutions to problems based on sound evidence and/or perspectives
- Overall Score

UK Core Quantitative Foundations Rubric

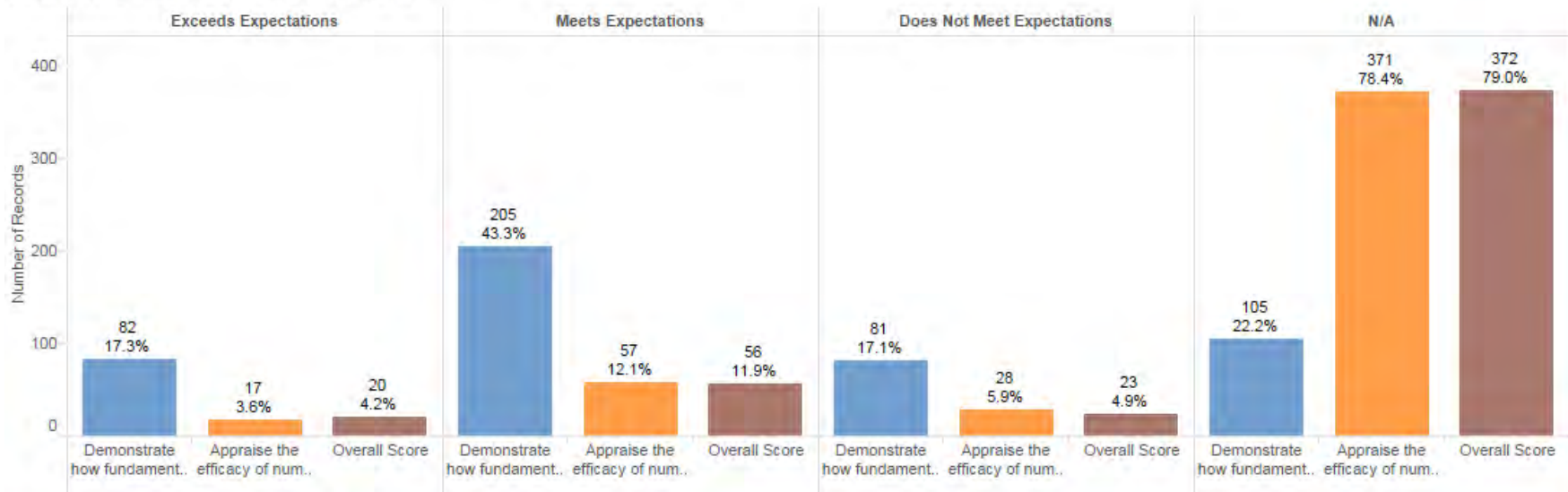
UK General Education Learning Outcome 3: *Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.*

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

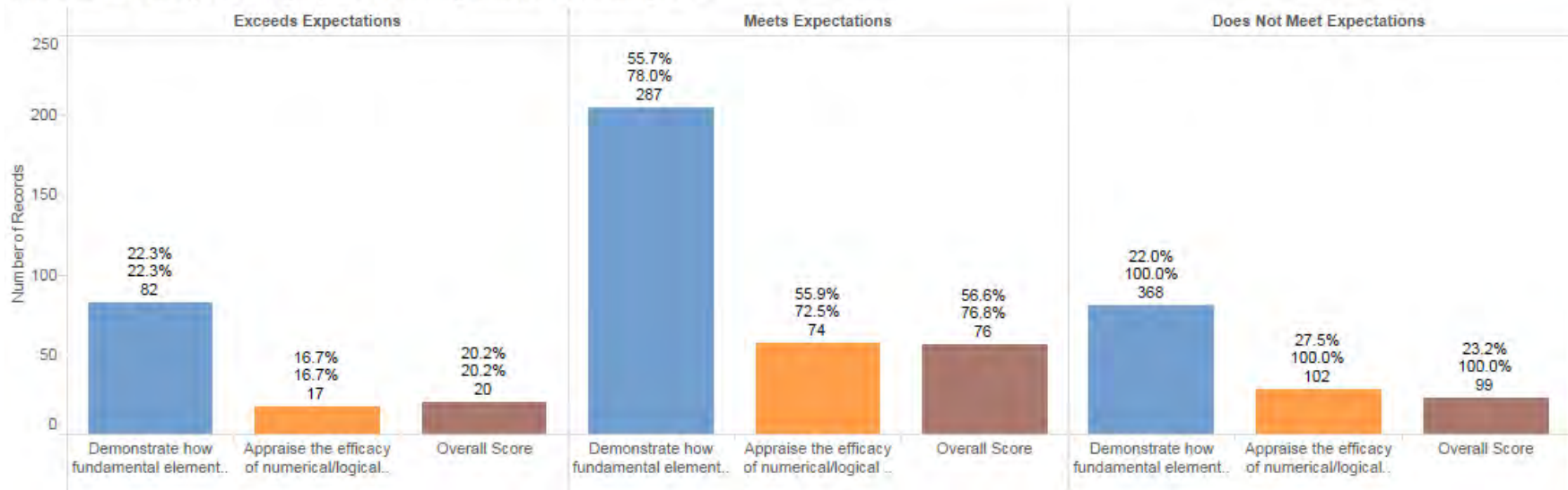
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Demonstrate how fundamental elements of mathematical and/or logical knowledge are applied to solve real-world problems	Competently translates appropriate information into fundamental elements of mathematical or logical knowledge and provides an effective interpretation for the purpose of solving real-world problems.	Adequately translates available information into fundamental elements of mathematical or logical knowledge.	The translation of available information is incomplete or inappropriate and results in an ineffective portrayal.
Appraise the efficacy of numerical/logical arguments that are reported for general consumption	Uses appropriate quantitative language and/or constructs in connection with a mathematical or logical argument for the purpose of evaluating efficacy.	Adequately uses quantitative language and/or constructions in connection with an argument. It may be presented in an ineffectual format or some parts of the explication may be uneven.	Presents an argument that is relevant, but does not provide adequate quantitative justification.

Quantitative Foundations

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Demonstrate how fundamental elements of mathematical and/or logical...
- Appraise the efficacy of numerical/logical arguments that are reported...
- Overall Score

UK Core Statistical Inferential Reasoning Rubric

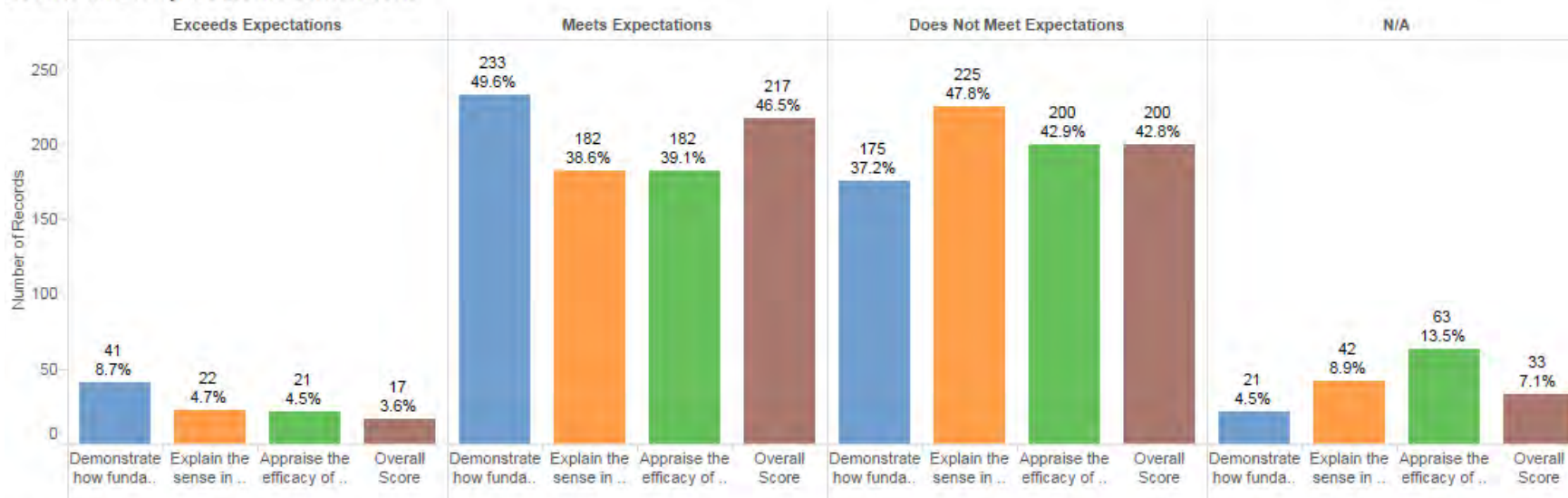
UK General Education Learning Outcome 3: *Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.*

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

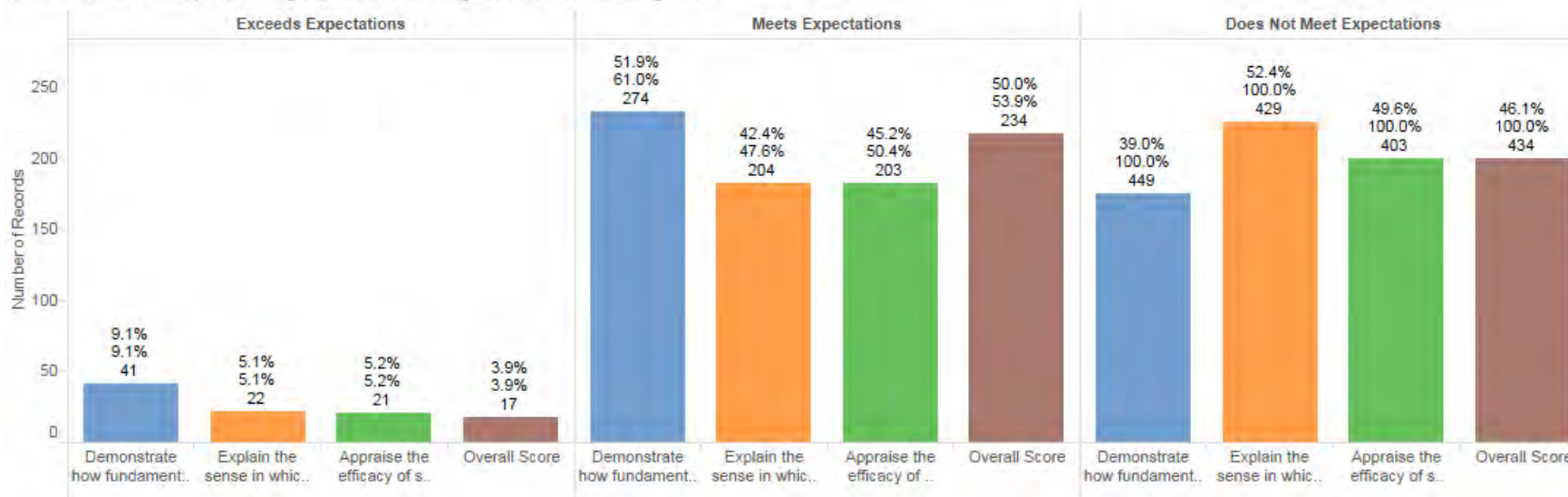
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Demonstrate how fundamental elements of statistical knowledge are applied to solve real-world problems	Competently converts relevant information into fundamental elements of statistical knowledge and provides an effective portrayal for the purpose of solving real-world problems.	Provides a conversion of information, but resulting statistical portrayal is only partially appropriate or accurate.	Conversion of information is incomplete or inappropriate and results in an ineffective portrayal.
Explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science	Makes appropriate decisions and provides a thoughtful defense of the decision based on statistical science.	Makes a decision and provides a defense of the decision based on statistical science, but arguments are only partially appropriate or accurate.	Makes a decision and provides a defense of the decision, but arguments are inappropriate or inaccurate.
Appraise the efficacy of statistical arguments that are reported for general consumption	Uses statistical language and/or constructs in connection with an argument for the purpose of evaluating efficacy.	Uses statistical language and/or constructs but does not effectively connect it to evaluating the efficacy of the argument.	Presents an argument that is pertinent, but does not provide adequate explicit statistical justification.

Statistical Inferential Reasoning

Counts and % by Outcome Dimensions



% Outcome Score, Running %, and Running Counts excluding N/A



Outcome Dimension

- Demonstrate how fundamental elements of statistical knowledge are..
- Explain the sense in which an important source of uncertainty in ma..
- Appraise the efficacy of statistical arguments that are reported for ge..
- Overall Score

NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses for Spring 2013.

Courses listed in blue type are being offered in Spring 2013.

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 Spring 2013.

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	LA 111	Living on the Right Side of the Brain
A-S 102	Two-Dimensional Surface	ME 411	ME Capstone Design I
A-S 103	Three-Dimensional Form	MNG 592	Mine Design Project II
A-S 130	Drawing	MUS 123	Beginning Classroom Guitar
A-S 200	Introduction to Digital Art, Space, and Time	MUS 200	Music for Living
A-S 245	Introduction to Web Design	PLS 240	Introduction to Floral Design
A-S 270	Ceramics for Non-Majors	TA 110	Theatre: An Introduction
A-S 280	Introduction to Photographic Literacy	TA 120	Creativity and the Art of Acting
A-S 380	Black & White Darkroom Photography	TA 370	Staging History
CME 455*	Chemical Engineering Product and Process Design I	TAD 140	Introduction to Dance
EE 101	Creativity and Design in Electrical and Computer Engineering	UKC 100	Performing World Music (sections 001-002)
ENG 107	Writing Craft: Introduction to Imaginative Writing	UKC 100	Multimedia Sandbox (sections 003-004)
GEO 109	Digital Mapping	UKC 300	Introduction to Documentary

*Chemical Engineering students only.

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	GWS 201	Introduction to Gender and Women's Studies in the Arts and Humanities
A-H 105	Ancient Through Medieval	HIS 104	A History of Europe Through the Mid-Seventeenth Century
A-H 106	Renaissance Through Modern Art	HIS 105	A History of Europe from the Mid-Seventeenth Century to the Present
A-H 334	Reframing Renaissance Art	HIS 112	The Making of Modern Kentucky
AAS 264	Major Black Writers	HIS 121	War and Society, 1914-1945
ARC 314*	History and Theory III: 20th Century and Contemporary Architecture	HIS 202	History of the British People to the Restoration
CLA 135	Greek and Roman Mythology	HIS 203	History of the British People Since the Restoration
CLA 191	Christianity, Culture, and Society: A Historical Introduction	HIS 229	The Ancient Near East and Greece to the Death of Alexander the Great
CLA 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
CLA 230	The Hellenistic World and Rome to the Death of Constantine	ID 161	History and Theory of Interior Environments I
EGR 201	Literature, Technology, and Culture	ID 162	History and Theory of Interior Environments II
ENG 191	Literature and the Arts of Citizenship	MCL 100	The World of Language
ENG 230	Introduction to Literature	MUS 100	Introduction to Music
ENG 234	Introduction to Women's Literature	PHI 100	Introduction to Philosophy: Knowledge and Reality
ENG 264	Major Black Writers	RUS 125	Mapping Russia (Subtitle required)
ENG 281	Introduction to Film	RUS 270	Russian Culture 900-1900
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History	SPA 371	Latin American Cinema (Subtitle required)
FR 103	French Cinema	SPA 372	Spanish Cinema (Subtitle required)
FR 205	The French Graphic Novel	TA 171	World Theatre I
FR 225	French Film Noir	TA 271	World Theatre II
GER 103	Fairy Tales in European Context	TA 273	World Theatre III
GER 105	German Film Today	TA 274	World Theatre IV
		UKC 310	History of Hip (section 001)
		UKC 310	Introduction to Writing, Rhetoric and Digital Media (section 002)

*Architecture students only.

Courses listed in blue type are being offered in Spring 2013.

Courses listed in blue type are being offered in Spring 2013.

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 130	Public Health Through Popular Film
CPH 201	Introduction to Public Health	UKC 131	Sexual 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	EES 150	Earthquakes and Volcanoes
ANT 230	Introduction to Biological Anthropology	ENT 110	Insect Biology
ARC 333	Environmental Controls II	GEO 130	Earth's Physical Environment
AST 191	The Solar System	GEO 135	Global Climate Change
BIO 102	Human Ecology	PHY 120	How Things Work
BIO 103	Basic Ideas of Biology	PHY 211	General Physics
CHE 101	Molecular Science for Citizens	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
EES 110	Endangered Planet: An Introduction to Environmental Geology	UKC 120	Physics of Energy
EES 120	Sustainable Planet: The Geology of Natural Resources	UKC 121	Disease Detectives

**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 **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.*

****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 Spring 2013.

Courses listed in blue type are being offered in Spring 2013.

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** **Composition and Communication II (Accelerated)**

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:

EES 151	Earth Dynamics	MA 113	Calculus I
EES 155	Earthquakes and Quantitative Reasoning	MA 123	Elementary Calculus and Its Applications
EES 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	GEO 320	Geography of the United States and Canada
AAS 235	Inequalities in Society	GRN 250	Aging in Today's World
AAS 261	African American History 1865-Present	GWS 301	Crossroads (Subtitle required)
ANT 221	Native People of North America	HIS 108	History of the United States Through 1876
ANT 330	North American Cultures	HIS 109	History of the United States Since 1877
APP 200	Introduction to Appalachian Studies	HIS 112	The Making of Modern Kentucky
CLD 360	Environmental Sociology	HIS 261	African American History 1865-Present
COM 312	Learning Intercultural Communication Through Media and Film	PHI 130	Introduction to Philosophy: Morality and Society
COM 315	Understanding Workplace Communication in a Diverse U.S. Society	PHI 335	The Individual and Society
ENG 191	Literature and the Arts of Citizenship	PS 101	American Government
EPE 301	Education in American Culture	SOC 235	Inequalities in Society
GEN 100*	Issues in Agriculture	SOC 360	Environmental Sociology
GEO 220	U.S. Cities	SPA 208	U.S. Latino Culture and Politics
GEO 221	Immigrant America: A Geographic Perspective	TA 286	Social Action Theatre
		UKC 380	Autobiographical Composition

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

Courses listed in blue type are being offered in Spring 2013.

Courses listed in blue type are being offered in Spring 2013.

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	HIS 105	A History of Europe From the Mid-Seventeenth Century to the Present
A-H 311	The Arts as Soft Power: The Japanese Tea Ceremony	HIS 121	War and Society, 1914-1945
ANT 160	Cultural Diversity in the Modern World	HIS 122	War and Society Since 1945
ANT 222	Middle East Cultures	HIS 202	History of the British People to the Restoration
ANT 225	Culture, Environment and Global Issues	HIS 203	History of the British People Since the Restoration
ANT 241	Origins of Old World Civilization	HIS 206	History of Colonial Latin America, 1492-1810
ANT 242	Origins of New World Civilization	HIS 208	History of the Atlantic World
ANT 311	Global Dreams and Local Realities in a “Flat” World	HIS 296	East Asia Since 1600
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present	JPN 320	Introduction to Japanese Culture, Pre-Modern to 1868
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
CLD 380	Globalization: A Cross-Cultural Perspective	JPN 351	The Japanese Experience of the Twentieth Century
EGR 240	Global Energy Issues	LAS 201	Introduction to Latin America
ENG 181	Global Literature in English	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
GEO 160	Lands and Peoples of the Non-Western World	MUS 330	Music in the World (Subtitle required)
GEO 161	Global Inequalities	PHI 343	Asian Philosophy
GEO 162	Introduction to Global Environmental Issues	PLS 103	Plants, Soils, and People: A Global Perspective
GEO 163	Global Conflicts	PS 210	Introduction to Comparative Politics
GEO 164	iWorlds: Global Information Geographies	RUS 125	Mapping Russia (Subtitle Required)
GEO 222	Cities of the World	RUS 271	Russian Culture 1900-Present
GEO 255	Geography of the Global Economy	RUS 370	Russian Folklore (in English)
GEO 260	Geographies of Development in the Global South	SAG 201	Cultural Perspectives on Sustainability
GEO 261	Global Dynamics of Health and Disease	SOC 180	Global Societies in Comparative Perspective
GER 342	War, Peace, and Terror in Germany and Europe	SOC 380	Globalization: A Cross-Cultural Perspective
GER 361	German Cinema	UKC 190	Introduction to African Studies
GWS 302	Gender Across the World (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.

Courses listed in blue type are being offered in Spring 2013.