University of Kentucky
General Education Assessment Annual Report
2014-2015

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 2014-2015 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 with the following scale: Exceeds Expectations (2), Meets Expectations (1), and Does Not Meet Expectations (0). 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 Spring 2013 through Fall 2014 for both areas. Assignments were scored in May 2015 using an analytic scoring method which assigns individual scores to each dimension (row) of the rubric; on overall mean was then calculated based on those scores. 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 39 faculty served as evaluators with the following breakdown by outcome area:

Outcome Area	# of Evaluators	# of Evaluations
Citizenship	16	456
Oral Communication	8	171
Written Communication	15	353
Total	**39**	**980**

In addition to the course-embedded assessment utilizing student assignments, a teacher-course evaluation survey was also administered to all students enrolled in UK Core courses – including courses/sections that were not included in the student assignment sampling. For each UK Core area, students were asked to rate the extent to which the course helped them achieve the core competencies intended to be addressed in each course. The competency language for these survey items were taken directly from each of the approved UK Core course templates. The results of both the course-embedded assessment and the teacher-course evaluations are included here.
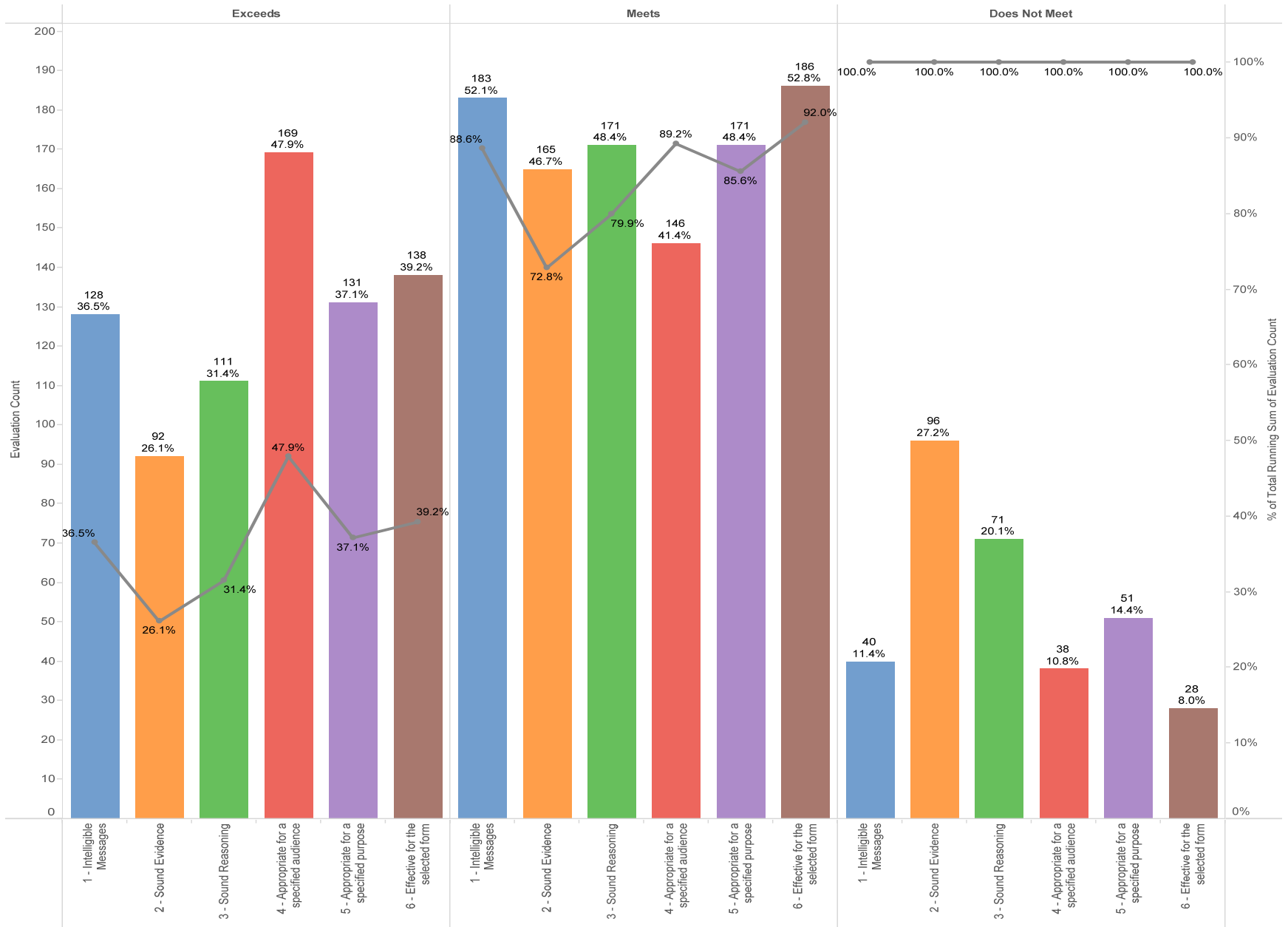
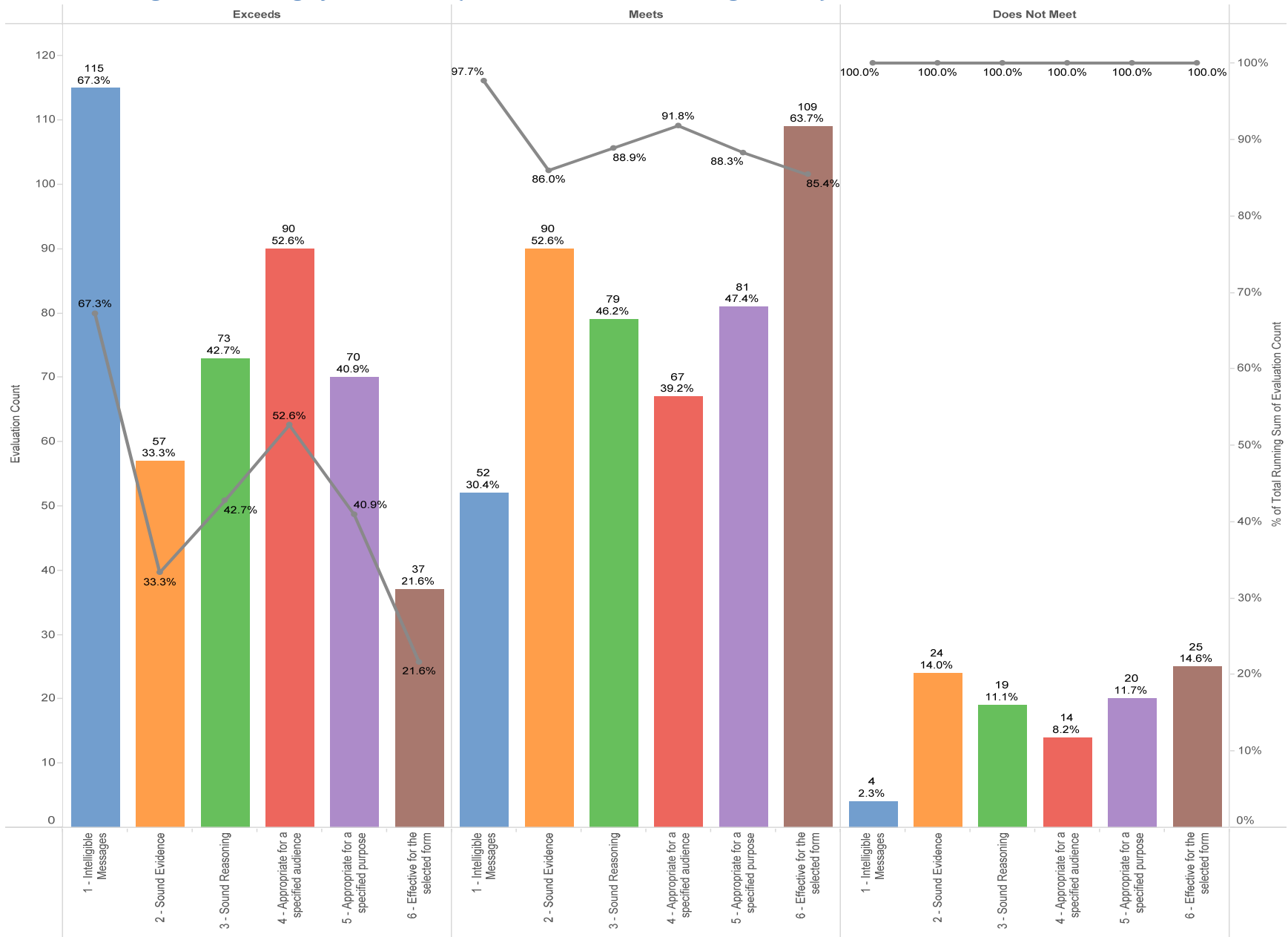## Summary of Data Collected

Composition & Communication

C&C Written (n=353) Students will demonstrate the ability to…	Mean	sd	% at Meets Expectations or higher
Construct intelligible messages	1.25	0.65	88.6%
Construct messages with sound evidence	0.99	0.73	72.8%
Construct messages with sound reasoning	1.11	0.71	79.9%
Construct messages that are appropriate for a specified audience	1.37	0.67	89.2%
Construct messages that are appropriate for a specified purpose	1.23	0.68	85.6%
Construct a message effectively for the selected form	1.31	0.61	92.0%
Overall Mean	**1.21**	**0.69**	**84.7%**

C&C Oral (n=171) Students will demonstrate the ability to…	Mean	sd	% at Meets Expectations or higher
Construct intelligible messages	1.65	0.53	97.7%
Construct messages with sound evidence	1.19	0.66	86.0%
Construct messages with sound reasoning	1.32	0.66	88.9%
Construct messages that are appropriate for a specified audience	1.44	0.64	91.8%
Construct messages that are appropriate for a specified purpose	1.29	0.67	88.3%
Construct a message effectively for the selected form	1.07	0.60	85.4%
Overall Mean	**1.33**	**0.65**	**89.7%**

C&C – Written Assignment Scoring by Rubric Row (Count, Percent, and Running Percent)

Exceeds

Rubric Row	Count	Percent
1 - Intelligible Messages	128	36.5%
2 - Sound Evidence	92	26.1%
3 - Sound Reasoning	111	31.4%
4 - Appropriate for a specified audience	169	47.9%
5 - Appropriate for a specified purpose	131	37.1%
6 - Effective for the selected form	138	39.2%

Meets

Rubric Row	Count	Percent	Running %
1 - Intelligible Messages	183	52.1%	88.6%
2 - Sound Evidence	165	46.7%	72.8%
3 - Sound Reasoning	171	48.4%	79.9%
4 - Appropriate for a specified audience	146	41.4%	89.2%
5 - Appropriate for a specified purpose	171	48.4%	85.6%
6 - Effective for the selected form	186	52.8%	92.0%

Does Not Meet

Rubric Row	Count	Percent	Running %
1 - Intelligible Messages	40	11.4%	100.0%
2 - Sound Evidence	96	27.2%	100.0%
3 - Sound Reasoning	71	20.1%	100.0%
4 - Appropriate for a specified audience	38	10.8%	100.0%
5 - Appropriate for a specified purpose	51	14.4%	100.0%
6 - Effective for the selected form	28	8.0%	100.0%

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C&C – Oral Assignment Scoring by Rubric Row (Count, Percent, and Running Percent)

Exceeds

Rubric Row	Count	Percent
1 - Intelligible Messages	115	67.3%
2 - Sound Evidence	57	33.3%
3 - Sound Reasoning	73	42.7%
4 - Appropriate for a specified audience	90	52.6%
5 - Appropriate for a specified purpose	70	40.9%
6 - Effective for the selected form	37	21.6%

Meets

Rubric Row	Count	Percent	Running %
1 - Intelligible Messages	52	30.4%	97.7%
2 - Sound Evidence	90	52.6%	86.0%
3 - Sound Reasoning	79	46.2%	88.9%
4 - Appropriate for a specified audience	67	39.2%	91.8%
5 - Appropriate for a specified purpose	81	47.4%	88.3%
6 - Effective for the selected form	109	63.7%	85.4%

Does Not Meet

Rubric Row	Count	Percent	Running %
1 - Intelligible Messages	4	2.3%	100.0%
2 - Sound Evidence	24	14.0%	100.0%
3 - Sound Reasoning	19	11.1%	100.0%
4 - Appropriate for a specified audience	14	8.2%	100.0%
5 - Appropriate for a specified purpose	20	11.7%	100.0%
6 - Effective for the selected form	25	14.6%	100.0%

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Teacher Course Evaluation Results (Composition & Communication II Courses)

The following data table reflects the Spring 2014 Teacher Course Evaluation (TCE) survey distributed to UK Core courses participating in the online TCE.

This course helped me…	Response Count	Mean	sd	% Agree or Strongly Agree
Compose in writing and deliver orally with visuals (in a face-to face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion.	1941	3.41	0.63	95.2%
Conduct significant research on a subject, using the resources of the UK Libraries.	1938	3.30	0.73	88.4%
Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.	1926	3.37	0.65	93.3%
Refine my speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.	1942	3.39	0.65	93.9%
Critique the work of peers and professionals.	1939	3.33	0.66	92.2%
Revise my written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.	1941	3.37	0.65	94.0%
Employ and evaluate interpersonal and small group communication skills.	1934	3.39	0.63	94.9%
Overall Mean		**3.36**		**93.1%**

Summary of Results

Overall, 84.7% of the written assignments scored at or above a 1 rating which is considered "competent" with a mean score of 1.21. For the oral assignments, 98.7% were at or above a 1 rating with a mean score of 1.33. In addition, 90.6% 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. Students' responses were overwhelmingly positive across all outcome dimensions. In light of the largely positive results, there was consistency in lower ratings, in comparison to other scores, between faculty and students with regard to utilizing "sound evidence" on the part of the faculty scoring rubric and conducting "significant research" for the student self-report outcome item. This should be an area of focus for the composition and communication faculty and leadership in regard to this outcome moving forward.

Citizenship

Citizenship (n=456)	Mean	sd	% at Meets Expectations or higher
Identifies an issue or problem	0.97	0.73	71.9%
Provides background information about the problem	1.09	0.72	78.3%
Presents multiple perspectives	0.81	0.80	57.1%
Proposes solutions/hypotheses	0.71	0.70	56.9%
Argument is evidence-based and logical	0.94	0.68	73.7%
Overall Mean	**0.91**	**0.74**	**67.6%**
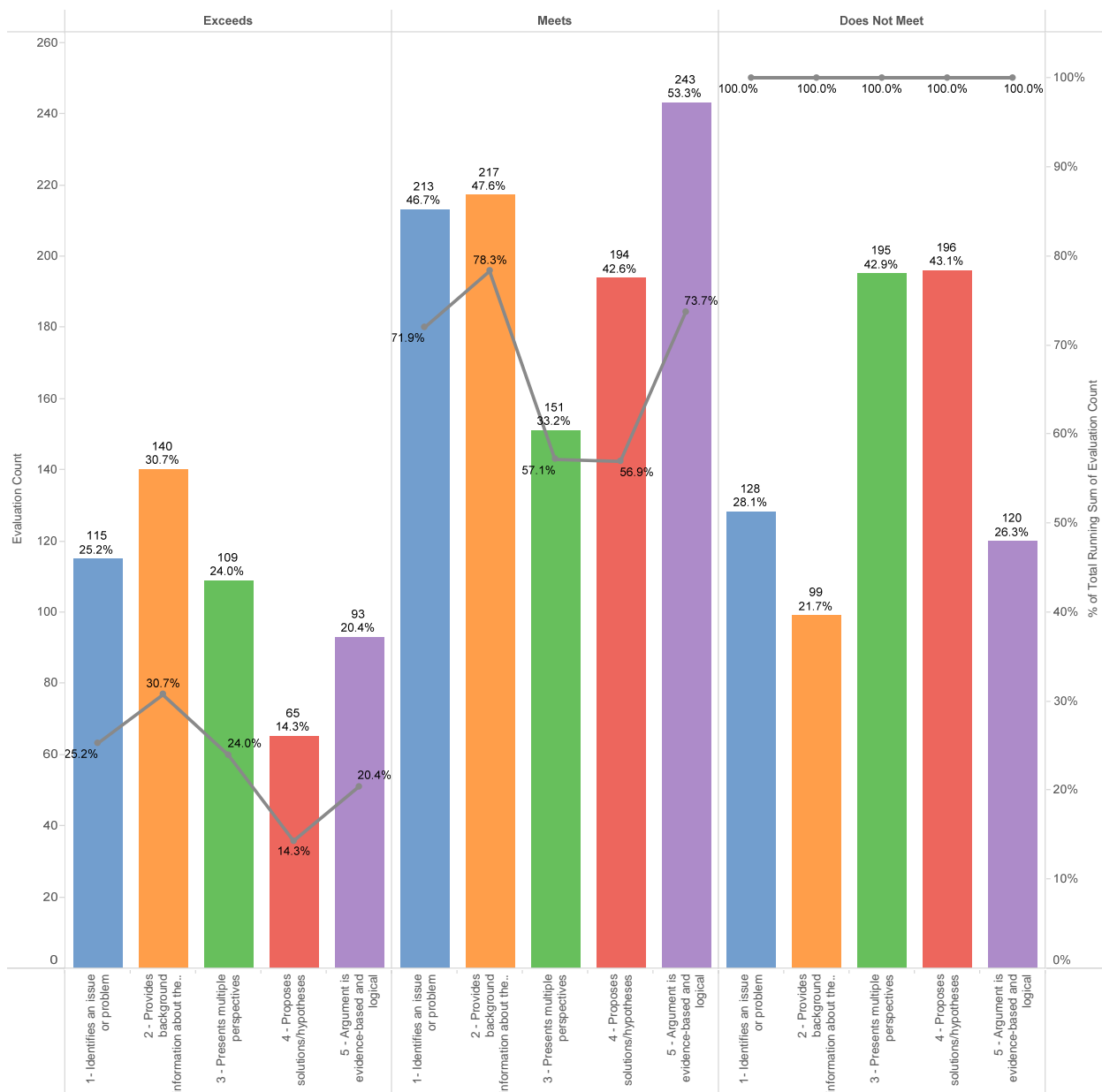
Mean Score Comparison by Rubric Rows and Course Level

	Overall (n=456)		100-level (n=215)		200-level (n=91)		300-level (n=150)	
	Mean	sd	Mean	sd	Mean	sd	Mean	sd
Identifies an issue or problem	0.97	0.73	0.90	0.75	0.86	0.71	1.15	0.69
Provides background information about the problem	1.09	0.72	1.06	0.72	0.95	0.74	1.22	0.69
Presents multiple perspectives	0.81	0.80	0.75	0.80	0.70	0.75	0.96	0.80
Proposes solutions/hypotheses	0.71	0.70	0.65	0.70	0.56	0.64	0.90	0.70
Argument is evidence-based and logical	0.94	0.68	0.85	0.66	0.81	0.63	1.15	0.69
Total	**0.91**	**0.74**	**0.84**	**0.74**	**0.78**	**0.70**	**1.08**	**0.73**
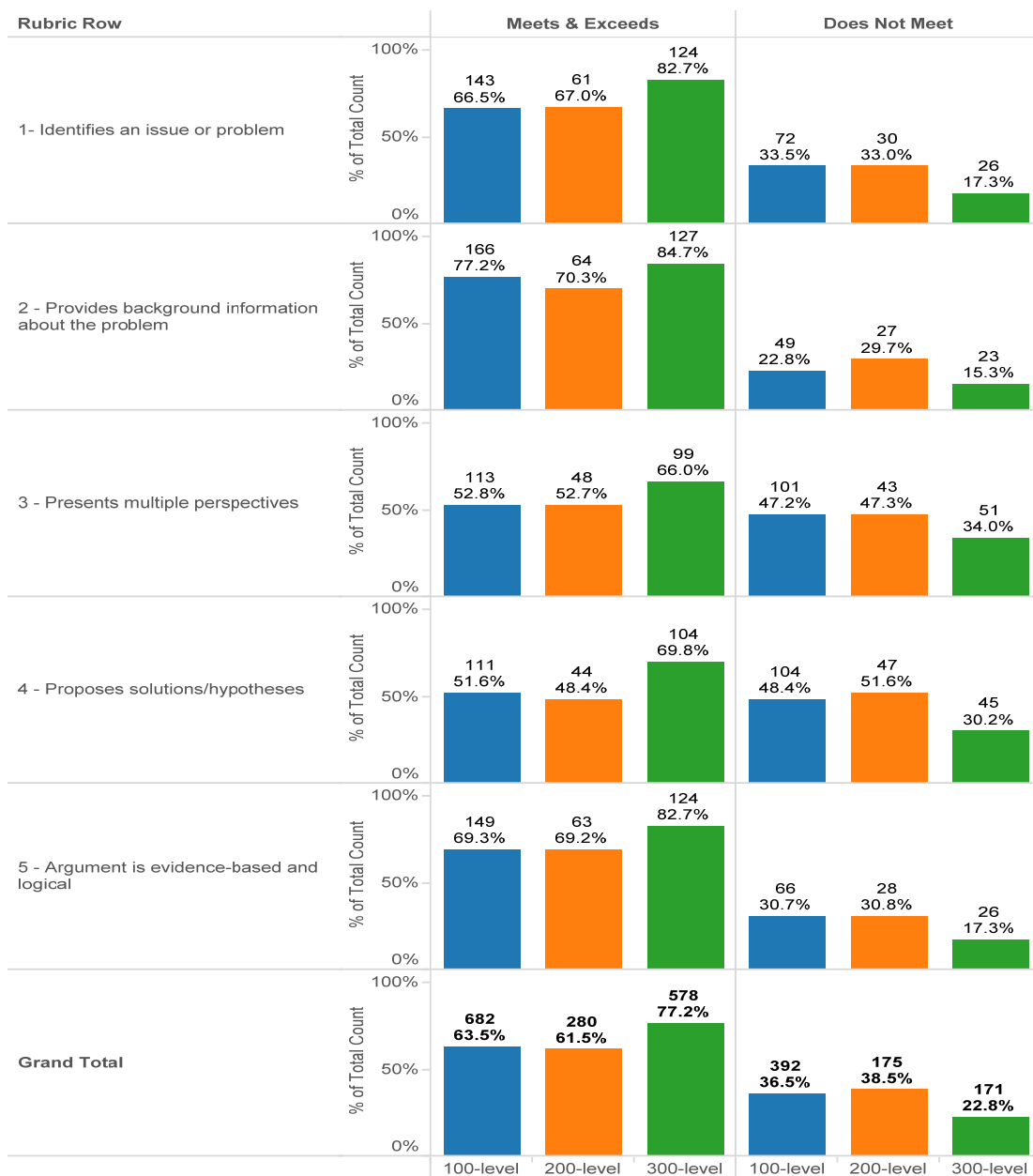
Teacher Course Evaluation

Global Dynamics

This course helped me…	Response Count	Mean	sd	% Agree or Strongly Agree
Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.	1191	3.28	0.75	87.7%
Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.	1193	3.25	0.76	86.7%
Demonstrate an awareness of how individual and collective decision-making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.	1187	3.26	0.75	87.5%
Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.	1189	3.29	0.74	89.2%
Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.	1189	3.29	0.73	89.2%
Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.	1183	3.28	0.73	89.5%
Overall Mean		**3.28**		**88.3%**

Community, Culture, and Citizenship in the US

This course helped me…	Response Count	Mean	sd	% Agree or Strongly Agree
This course helped me understand historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.	970	3.41	0.72	91.8%
This course helped me understand how these differences influence issues of social justice and/or civic responsibility.	961	3.39	0.73	90.9%
This course helped me understand historical, societal, and cultural contexts relevant to the subject matter of the course.	966	3.40	0.72	92.0%
This course helped me understand at least two of the following, as they pertain to the subject matter of the course: (1) Societal, cultural, and institutional change over time; (2) Civic engagement; (3) Regional, national, or cross-national comparisons; and (4) Power and resistance.	967	3.41	0.71	92.1%
This course helped me identify and evaluate conflicts, compromises, and/or ethical dilemmas	966	3.37	0.73	90.8%
This course helped me understand effective and responsible participation in a diverse society.	961	3.38	0.73	91.0%
Overall Mean		**3.39**		**91.4%**

Summary of Results

Overall, 67.6% of the assignments scored at or above a "Meets Expectations" rating (1) with a mean score of 0.91. In addition, 87.7% of the assignments receiving two evaluations were found to be in "agreement". This presents the first cycle of Citizenship assessment utilizing a substantially revised rubric, therefore comparisons to past year results is not possible. Having said that, faculty scores indicate that students performed best at "providing background information about the problem" with 78.3% of students meeting or exceeding expectations for this outcome dimension. Students scored the lowest at "proposing solutions/hypotheses" with only 56.9% meeting or exceeding expectations followed closely by "presenting multiple perspectives" at 57.1%. When disaggregated on class-level we see, as expected, higher scores for students in higher-level courses (300-level). The nature of the Citizenship curriculum is that it is offered at various class levels thereby making this an option for analysis (see Appendix C for the full course listings). Students themselves indicated a high degree of outcome achievement through their self-reported ratings on the teacher-course evaluation. The overall rating for the U.S. area (91.4%) was slightly higher than students responding for the Global area (88.3%).

Use of Results

A meeting was held with the UK Core Education Committee in fall 2015 to discuss findings. A follow-up meeting was held with the Associate Provost for Undergraduate Education and selected College Associate Deans to present the aggregated results, issues of particular concern and possible ways to use the results to improve teaching and learning. Composition and communication results were distributed to the respective department chairs and involved faculty leadership in preparation for the spring 2016 semester when the majority of C&C II courses are taught. This cycle of UK Core assessment represents the final time that the process will take place utilizing Blackboard as the assessment technology as the institution has recently contracted with Instructure (Canvas) as the institutional learning management system (LMS) moving forward. As a result, the overall UK Core assessment plan is currently being revised with multiple pilot administrations taking place during the 2015-2016 academic year. During this time, UKCEC will be gathering a plethora of feedback concerning the most effective and meaningful framework that will guide general education assessment for the next several years. In addition, the UKCEC is turning attention towards a course review process that will ensure the integrity of the curriculum and minimize any "drift" that may be occurring. This process will also add depth to the assessment framework to compliment the course-embedded assessment already occurring.

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 2015 UK Core Course Listing

UK Core Composition and Communication Rubric

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

Outcomes and Assessment Framework: Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Student will demonstrate the ability to construct intelligible messages	Message is intelligible.	Message is intelligible the majority of the time but may have several exceptions.	Message is only somewhat intelligible.
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 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.
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 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.
Student will demonstrate the ability to construct messages that are appropriate for a specified audience	Message is tailored to the specified audience.	Message is tailored to the specified audience the majority of the time but does include components (e.g., language, level of formality) that do not fit the audience.	Message is somewhat tailored to specified audience the majority of the time.
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 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.
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 mostly adapted to the selected form representing a general understanding of the opportunities and constraints of the medium that has some limitations.	Message is somewhat appropriate for the medium.

UK Core Citizenship Rubric

UK Core Learning Outcome 4: *Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.*

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

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

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

UK Core

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.

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 300	**Digital Photography**
A-S 340	**Introduction to Graphic Design, Meaning and Image**
A-S 380	**Black & White Darkroom Photography**
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
BAE 402	**Biosystems Engineering Design I**
BAE 403	**Biosystems Engineering Design II**
CME 455*	**Chemical Engineering Product and Process Design I**
DES 100	**Design in Your World**
EE 101	**Creativity and Design in Electrical and Computer Engineering**
ENG 107	**Writing Craft: Introduction to Imaginative Writing**
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy
GEO 109	**Digital Mapping**
ICT 200	Information Literacy and Critical Thinking
IS 200	Information Literacy and Critical Thinking
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 130	**Performing World Music (Subtitle required)**
MUS 200	Music for Living
MUS 222	**Creativity and Innovation in Rock Music**
PLS 240	**Introduction to Floral Design**
TA 110	**Theatre: An Introduction**
TA 120	**Creativity and the Art of Acting**
TA 150	**Creativity and the Art of Design and Production**
TA 220	Shakespeare Page to Stage
TA 370	Staging History
TAD 140	**Introduction to Dance**
UKC 100	**A&C Inquiry: Lens Arts**

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**
A-H 105	**Ancient Through Medieval**
A-H 106	**Renaissance Through Modern Art**
A-H 334	Reframing Renaissance Art
AAS 253	History of Pre-Colonial Africa
AAS 264	**Introduction to Black Writers**
AIS 320	Modern Arabic Literature and Film in Translation
AIS 345	Islamic Mysticism
ARC 314*	**History and Theory III: 20th Century and Contemporary Architecture**
CHI 330	**Introduction to Chinese Culture, Pre-Modern to 1840**
CHI 331	Introduction to Chinese Culture, 1840 to Present
CLA 135	**Greek and Roman Mythology**
CLA 191	**Christianity, Culture, and Society: A Historical Introduction**
CLA 229	**The Ancient Near East and Greece to the Death of Alexander the Great**
CLA 230	The Hellenistic World and Rome to the Death of Constantine
CPH 309	Health, History, and Human Diversity
EGR 201	Literature, Technology, and Culture
ENG 142	Global Shakespeare
ENG 191	Literature and the Arts of Citizenship
ENG 209	**The Structure and Use of English**
ENG 230	**Introduction to Literature**
ENG 260	**Introduction to Black Writers**
ENG 280	**Introduction to Film**
ENG 290	**Introduction to Women's Literature**
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History
FR 103	**French Cinema**
FR 205	The French Graphic Novel
FR 225	French Film Noir
GER 103	Fairy Tales in European Context
GER 105	German Film Today
GWS 201	**Gender and Popular Culture**
GWS 309	Health, History, and Human Diversity
HIS 104	**A History of Europe Through the Mid-Seventeenth Century**
HIS 105	**A History of Europe from the Mid-Seventeenth Century to the Present**
HIS 112	**The Making of Modern Kentucky**
HIS 119	**War and Society, 1350-1914**
HIS 121	**War and Society, 1914-1945**
HIS 130	Drugs and Alcohol in Western Civilization, 1492 to the Present
HIS 191	**A History of World Religions (Subtitle required)**
HIS 202	**History of the British People to the Restoration**
HIS 203	History of the British People Since the Restoration
HIS 229	**The Ancient Near East and Greece to the Death of Alexander the Great**
HIS 230	The Hellenistic World and Rome to the Death of Constantine
HIS 253	History of Pre-Colonial Africa
HIS 296	East Asia Since 1600
ID 161	**History and Theory of Interior Environments I**
ID 162	**History and Theory of Interior Environments II**
ITA 263	Studies in Italian Culture (Subtitle required)
LIN 209	**The Structure and Use of English**
MCL 100	**The World of Language**
MCL 135	Vampires: Evolution of a Sexy Monster
MCL 200	**Global Literacy**
MCL 270	Introduction to Folklore and Mythology
MCL 343	**Global Horror**
MUS 100	**Introduction to Music**
PHI 100	**Introduction to Philosophy: Knowledge and Reality**
PHI 310	**Philosophy of Human Nature**
RUS 125	Mapping Russia (Subtitle required)
RUS 371	**Russian Culture 900-1900**
SPA 262	**Hispanic Literatures in Translation (Subtitle required)**
SPA 330	Spanish and Globalization
SPA 371	Latin American Cinema (Subtitle required)
SPA 372	Spanish Cinema (Subtitle required)
TA 385	**World Theatre I**
TA 386	World Theatre II
TA 388	History of the American Musical
WRD 320	**Rhetorical Theory and History**

*Architecture students only.

Courses listed in blue type are being offered in fall 2015.

III. Intellectual Inquiry in the Social Sciences

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

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

AIS 430	Islam in America	**ECO 101**	**Contemporary Economic Issues**
ANT 101	**What Makes Us Human? Intro to Anthropology**	**EPE 174**	**Theories of College Student Success**
ANT 102	**Archaeology: Mysteries and Controversies**	**EPE 374**	**Theories of College Student Development and Mentoring**
ANT 103	Sports, Culture, and Society	**GEO 172**	**Human Geography**
ANT 335	Religion in Everyday Life	**GWS 200**	**Sex and Power**
ANT 339	**Human Rights in Global Perspective**	HP 101	Historic Preservation: How the Past Informs the Future
CLD 102*	**The Dynamics of Rural Social Life**	MCL 135	Vampires: Evolution of a Sexy Monster
COM 101	**Introduction to Communications**	MCL 270	Introduction to Folklore and Mythology
COM 311	**Taking Control of Your Health: Patient-Provider Communication**	**PCE 201**	**Introduction to Peace Studies**
COM 313	**Interpersonal Communication in Close Relationships**	**PS 235**	**World Politics**
COM 314	**The Dark Side of Interpersonal Communication and Relationships**	**PSY 100**	**Introduction to Psychology**
COM 317	Communication in Family and Marital Relationships	RUS 370	Russian Folklore (in English)
CPH 201	**Introduction to Public Health**	**SOC 101***	**Introduction to Sociology**
CPH 202	Public Health Through Popular Film		
CPH 203	**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 120**	**Sustainable Planet: The Geology of Natural Resources**
ANT 230	**Introduction to Biological Anthropology**	**EES 150**	**Earthquakes and Volcanoes**
ARC 333	Environmental Controls II	EES 170	Blue Planet: Introduction to Oceanography
AST 191	**The Solar System**	**ENT 110**	**Insect Biology**
BIO 102	**Human Ecology**	**GEO 130**	**Earth's Physical Environment**
BIO 103	**Basic Ideas of Biology**	GEO 135	Global Climate Change
CHE 101	**Molecular Science for Citizens**	**MUS 140**	**Acoustics of Music**
CHE 105*	**General College Chemistry I**	PHY 120	How Things Work
CHE 109**	**General Chemistry I**	PHY 130	Science and Technology for the Future
CHE 110**	General Chemistry II	PHY 140	Quantum Theory for Everyone
CHE 111*	**Laboratory to Accompany General Chemistry I**	**PHY 211**	**General Physics**
CPH 310	**Disease Detectives: Epidemiology in Action**	**PHY 231***	**General University Physics**
EE 167	Fundamentals of Nanotechnology and Applications in Renewable Energy	**PHY 241***	**General University Physics Laboratory**
EES 110	**Endangered Planet: An Introduction to Environmental Geology**	**PLS 104**	**Plants, Soils, and People: A Science Perspective**

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

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

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

V. Composition and Communication I

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

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

- **CIS 110**   **Composition and Communication I**
- **CIS 112**   **Accelerated Composition and Communication II (CIS)**
- **WRD 110**   **Composition and Communication I**
- **WRD 112**   **Accelerated Composition and Communication II (WRD)**

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

VI. Composition and Communication II

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

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

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

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

VII. Quantitative Foundations

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

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

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

- CS 261   Social Networks: Methods and Tools
- EES 151   Earth Dynamics
- EES 155   Earthquakes and Quantitative Reasoning
- **EES 185**   **Quantifying the Bluegrass Water Supply**
- **MA 111**   **Introduction to Contemporary Mathematics**
- **MA 113**   **Calculus I**
- **MA 123**   **Elementary Calculus and Its Applications**
- **MA 137**   **Calculus I With Life Science Applications**
- **PHI 120**   **Introductory Logic**

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	**STA 210**	**Making Sense of Uncertainty: An Introduction to Statistical Reasoning**
BST 330	Statistical Thinking for Population Health	**STA 296**	**Statistical Methods and Motivations**
PSY 215*	**Experimental Psychology**	**STA 381**	**Engineering Statistics – A Conceptual Approach**
PSY 216*	**Applications of Statistics in Psychology**		
SOC 303	**Quantitative Sociological Analysis**		

*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 220	U.S. Cities
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	GEO 221	Immigrant America: A Geographic Perspective
AAS 235	**Inequalities in Society**	GEO 320	Geography of the United States and Canada
AAS 253	History of Pre-Colonial Africa	**GRN 250**	**Aging in Today's World**
AAS 261	**African American History 1865-Present**	**GWS 301**	**Crossroads (Subtitle required)**
AIS 430	Islam in America	GWS 309	Health, History, and Human Diversity
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 253	History of Pre-Colonial Africa
COM 312	Learning Intercultural Communication Through Media and Film	**HIS 261**	**African American History 1865-Present**
COM 315	**Understanding Workplace Communication in a Diverse U.S. Society**	LIN 331	Language in U.S. Society
CPH 309	Health, History, and Human Diversity	**PHI 130**	**Introduction to Philosophy: Morality and Society**
ENG 142	Global Shakespeare	**PHI 335**	**The Individual and Society**
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	**PS 101**	**American Government**
ENG 191	Literature and the Arts of Citizenship	PSY 320	Introduction to Forensics: Psychology and Legal Issues
EPE 301	**Education in American Culture**	**SOC 235**	**Inequalities in Society**
GEN 100*	**Issues in Agriculture, Food and Environment**	**SOC 360**	**Environmental Sociology**
		SPA 208	U.S. Latino Culture and Politics
		TA 286	Social Action Theatre

*GEN 100 is for College of Agriculture students only.

Courses listed in blue type are being offered in fall 2015.

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	Anthropology of Globalization		HIS 296	East Asia Since 1600
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present		HIS 357	Japan at War, 1850 to the Present
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**
ARC 315	History and Theory of Architecture IV: Urban Forms		JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
CHI 331	Introduction to Chinese Culture, 1840 to Present		JPN 351	The Japanese Experience of the Twentieth Century
CLD 380	**Globalization: A Cross-Cultural Perspective**		**LAS 201**	**Introduction to Latin America**
COM 390	Communication Education Abroad (Subtitle required)		MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
EGR 240	**Global Energy Issues**		**MCL 343**	**Global Horror**
ENG 142	Global Shakespeare		**MUS 330**	**Music in the World (Subtitle required)**
ENG 171	**Global Literature in English**		MUS 335	Exploring World Music and Ethnomusicology
GEO 160	**Lands and Peoples of the Non-Western World**		PCE 410	Peace Studies Capstone Seminar
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 370	Russian Folklore (in English)
GEO 255	**Geography of the Global Economy**		**RUS 371**	**Russian Culture 900-1900**
GEO 260	Geographies of Development in the Global South		RUS 372	Russian Culture 1900-Present
GEO 261	**Global Dynamics of Health and Disease**		**SAG 201**	**Cultural Perspectives on Sustainability**
GEO 316	Environment and Devlopment		**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		**WRD 420**	**Rhetorical Traditions (Subtitle required)**
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.