

March 24, 2022, 2022

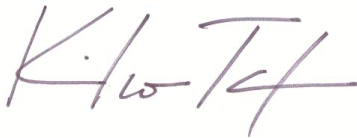
To: Dr. Aaron Cramer, Chair, University Senate
Subject: WICHE Passport Proposal

The Senate UK Core Education Committee (SUKCEC) met on March 21, 2022 to vote on the proposal submitted by Christine Harper, Associate Vice President Chief Enrollment Officer that the University of Kentucky join the Interstate Passport Network of the Western Interstate Commission for Higher Education (WICHE). The motion to approve that proposal was unanimously rejected by the SUKCEC members because the WICHE and UK Core programs do not align at all. According to the “Crosswalk” table on Page 8 of the proposal, WICHE does not meet the following UK Core learning outcome areas: Statistical Inference Reasoning and two separate areas for Citizenship (Community, Culture and Citizenship; and Global Dynamics). SUKCEC members are concerned about losing our (UK faculty) ability to maintain the integrity of UK’s Core curriculum as the WICHE relies on faculty at other institutions to establish equivalencies. There is already an existing, robust process for Core course exceptions which transfer students often use to prevent the loss of credit hours from their previous institution to UK.

We therefore recommend that the University Senate Council **NOT** approve the proposal.

If you have any questions, please do not hesitate to contact me. Thank you very much.

Sincerely,



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JOINING THE INTERSTATE PASSPORT NETWORK

RATIONALE

To enhance the marketability of the University of Kentucky and viability as a destination for transfer students from states west of the Mississippi River, Enrollment Management proposes joining the Interstate Passport Network of the Western Interstate Commission for Higher Education (WICHE). Below is a crosswalk between the Passport Learning Outcomes (PLOs) and the University of Kentucky CORE Requirements.

The Interstate Passport program contains 63 Passport Learning Outcome (PLOs), developed by faculty at institutions in multiple states, for block transfer of lower division general education in nine knowledge and skills areas.

CATEGORIES	PLOs
<i>Foundational Skills</i>	Oral Communication
	Quantitative Literacy
	Written Communication
<i>Knowledge of Concepts</i>	Creative Expression
	Human Cultures
	Human Society and the Individual
	Natural Sciences
<i>Crosscutting Skills</i>	Critical Thinking
	Teamwork and Value Systems

The University of Kentucky's general education program – the UK Core – is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes.

UK Core Learning Outcomes	Course Area
<i>Intellectual Inquiry</i>	Arts & Creativity
	Humanities
	Social Sciences
	Natural, Physical and Mathematical Sciences
<i>Written, Oral and Visual Communication</i>	Composition and Communication I
	Composition and Communication II
<i>Quantitative Reasoning</i>	Quantitative Foundations
	Statistical Inferential Reasoning
<i>Citizenship</i>	Community, Culture and Citizenship in the USA
	Global Dynamics

Below is the crosswalk between the Interstate Passport PLO's and the UK Core.

SECTION 1: FOUNDATIONAL SKILLS

PLO ORAL COMMUNICATION - Public speaking entails a crucial set of skills for higher education students to develop because of its importance for effective participation in classrooms and its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more courses in oral communication and becomes strengthened across the curriculum. The following learning outcomes are not exhaustive, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport. Relationship to institution's Passport Block: an introductory speech course, outcomes identified in other courses, or equivalent demonstration of speech proficiency is required.

UK CORE – Met with Composition and Communication II Course

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 integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

COURSES: *CIS 111, CIS 112, ICT 115, WRD 111, and WRD 112*

PLO QUANTITATIVE LITERACY - Quantitative literacy requires comfort and capability with fundamental quantitative methods and incorporation of quantitative concepts into the student's worldview so the student does not hesitate to apply quantitative skills in any appropriate context. Specific quantitative skills that must be addressed are

mathematical process, computational skills, formulation of quantitative arguments, analysis of quantitative arguments, communication of quantitative arguments, and quantitative models. Relationship to institution's Passport Block: a course in mathematics, a course that intensively uses quantitative methods, or equivalent demonstration of quantitative literacy is required.

UK CORE – Met with our Quantitative Foundations requirements

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.

COURSES: MA 109, MA 111, MA 113, MA 123, MA 137, AND PHI 120

PLO WRITTEN COMMUNICATION - Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline or the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but almost always requires at least one dedicated course. Proficiency at writing includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes an introduction to analysis of the content of others' writings, critical thinking and logical reasoning in addressing that content in an appropriate context. Relationship to institution's Passport Block: an introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

UK CORE – Met with Composition and Communication I course

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.

COURSES: *CIS 110, CIS 112, ICT 114, WRD 110, AND WRD 112*

SECTION II: KNOWLEDGE OF CONCEPTS

PLO CREATIVE EXPRESSION - Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. Relationship to institution's Passport Block: this area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture and, potentially, many others.

UK CORE – Met with Intellectual Inquiry in the Humanities course

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.

COURSES: *A-H 101, A-H 105, A-H 106, A-H 334, AAS 264, ARC 314, ENG 142, ENG 191, ENG 230, ENG 260, ENG 280, ENG 290, FR 103, FR 205, FR 225, GER 103, GER 305, ID 161, ID 162, MUS 100, PHI 100, PHI 260, PHI 270, PHI 310, PHI 317, PHI 380, RUS 275, SPA 262, SPA 371, SPA 372, TA 385, TA 386, WRD 210 AND WRD 320*

PLO HUMAN CULTURES - Proficiency in evolving human cultures increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter

may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time. Relationship to institution's Passport Block: this area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

UK CORE – Met with either of our Citizenship category courses

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.

COURSES: AAS 200, AAS 235, ANT 221, ANT 330, GEO 221, GEO 320, GWS 301, GWS 309, HIS 108, HIS 109, HIS 261, LIN 331, PS 101, SOC 235, AND ANT 240

PLO HUMAN SOCIETY AND THE INDIVIDUAL - Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments.

Relationship to institution's Passport Block: this area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

UK CORE – Met with Intellectual Inquiry in the Social Sciences course

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.

COURSES: *CLD 102, ECO 101, GEO 172, GWS 200, PPL 201, PSY 100, SOC 339, AND SOC 101*

PLO NATURAL SCIENCES - Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope and an appreciation of the inherent beauty and wonder that one can find in science and its possibilities. It requires the application of the scientific method in conducting research by gathering and subjecting empirical evidence to quantitative analysis. Proficiency also demands understanding that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve. Relationship to institution's Passport Block: this area includes basic proficiency in the knowledge of concept in disciplines such as astronomy, biology, chemistry, geology, physics, and others.

UK CORE – Met with Intellectual Inquiry in the Natural, Physical and Mathematical Sciences course

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.

COURSES: *AST 191, BIO 102, BIO 103, CHE 101, CHE 103, CHE 105, CHE 109, CHE 110, CHE 111, EES 110, EES 120, EES 150, EES 170, EES 180, EES 190, GEO 130, GEO 135, PHY 120, PHY 130, PHY 140, PHY 211, PHY 231, PHY 241, AND PLS 104*

SECTION III: CROSSCUTTING SKILLS

PLO CRITICAL THINKING - Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary. Relationship to institution's Passport Block: this area may be addressed by a single course or in multiple courses across the lower-division general education curriculum. Options may include science, quantitative literacy, economics, computer science, sociology, philosophy, history, literature and others.

UK CORE – Woven throughout the UK Core general education requirements. At its March 17, 2008 meeting, the University Senate adopted [design principles](#) for revising the general education curriculum at the University of Kentucky. Design principle one stated “**Courses in the general education curriculum will incorporate learning experiences that produce understanding of the process of inquiry and help students develop critical thinking skills.** We should intentionally set knowing how to learn and think as an essential goal of a general education program. At its best, general education establishes a foundation for critical and thoughtful approaches to solving problems and promotes intellectual development. In the context of disciplinary learning, one intended outcome of general education is 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.”

COURSES: ANT 360, BAE 202, BST 230, CS 115, CS 215, CS 261, ECO 201, ECO 202, EES 151, EES 155, EES 185, EGR 103, FOR 200, FOR 250, GEO 310, ICT 200, ICT 201, ICT 202, MA 109, MA 111, MA 113, MA 123, MA 137, PHI 120, PSY 215, PSY 216, SOC 303, STA 210, STA 296, STA 381

PLO TEAMWORK AND VALUE SYSTEMS - Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy relationships. Value Systems are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block. Relationship to institution's Passport Block: this area may be addressed by a single course or in courses across the lower-division general education curriculum. Options may include science lab courses, psychology, theater, and many others.

UK CORE – Woven through multiple areas to include intellectual inquiry, citizenship and composition and communication requirements.

COURSES: *ANT 230, BIO 111, BIO 155, BIO 209, CHE 111, CHE 113, EES 160, EES 220, PHY 211, PHY 213, PHY 241, PHY 242, PS 372, PSY 100, PSY 215, SOC 302, SOC 303, TA 120, TA 126, TA 150, and TA 237.*

CROSSWALK BETWEEN PLO AND UKCORE

PLO CATEGORY	UK CORE CATEGORY
Oral Communication	Composition and Communication II
Quantitative Literacy	Quantitative Foundations
Written Communication	Composition and Communication I
Creative Expression	Humanities
Human Cultures	Citizenship
Human Society and the Individual	Social Sciences
Natural Sciences	Natural, Mathematical and Physical Sciences
Critical Thinking	Woven throughout
Teamwork and Value Systems	Woven in several categories