

**From:** [Qualtrics Survey Software](#)  
**To:** [Tanaka, Keiko](#)  
**Subject:** Transmission of Proposal for Senate - Cover Page  
**Date:** Wednesday, January 24, 2024 2:02:15 PM

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## Cover Page

### UK Core Courses with Subtitle Required: HON courses

1. **Purpose for submitting:** *Submitting for approval*
2. **Type of proposal:** *A specific program*
3. **Specific action being requested:** *Change*
4. **Proposer:** *Keiko Tanaka*
5. **Affiliation of proposer:**
6. **Proposal submitted on behalf of another unit or organization**

6.a. **If "Yes," name of the submitting unit/organization:**

**7. Rationale for proposal:**

*When the UK Core program was established, replacing the University Studies Program (USP), an agreement was made between the General Education Oversight Committee (GEOC) and the Honors Program at the GEOC meeting on April 6, 2012 that the HON Program can continue to offer subtitle required (SR) Core courses with HON-prefix. Since then, Lewis Honors College (LHC) was created. SUKCEC and LHC worked together to develop this proposal to explicitly articulate the responsibilities of various units and administrators within LHC in overseeing SR courses with Core designations.*

**8. Does the proposal include a change to the Senate Rules?**

*Not applicable*

8.a. **If "Yes," what section of the Senate Rules?**

8.b. **If "Yes," what is the requested effective date?**

**9. If asking for feedback, how will the feedback be used?**

# Lewis Honors College's Procedure to Review the Syllabi of New Subtitle Sections for UK Core Designated HON Courses

*Note. This procedure, approved by the Senate UK Core Education Committee on December 1, 2023, applies only to Lewis Honors College.*

Given that faculty in HON are from a range of disciplines, and that the disciplines fluctuate as faculty rotate (all Lewis Honors College faculty are non-tenured, and the wider Honors faculty represent all of the disciplines across campus), and given that Honors students need to be able to have Core classes in Honors to be able to graduate with Honors, it is a requirement that courses taught under the HON prefix have a greater degree of flexibility than might typically be afforded a specific discipline. This makes it imperative to have available Core classes with "subtitle required." But given this additional requested flexibility, the Lewis Honors College has developed the following procedure to ensure adherence with the requirements of UK Core.

The following processes are in place:

1. All courses taught under the HON prefix will be reviewed—with an eye for Core compliance alongside other criteria established by the Honors College—by the Assistant Dean for Academic Affairs (AD), the Director of Undergraduate Studies (DUS), the Course and Curriculum Committee (CCC), and the Honors College Council (HCC). The process is as follows:
  - a. Faculty must submit a course proposal for any new course section to the DUS and AD, and if it is in a reviewable status, will be forwarded to the CCC.
  - b. The CCC reviews the proposal, and if acceptable, a syllabus is requested.
  - c. The faculty provides the syllabus, and the syllabus is sent to SUKCEC for review for Core compliance.
  - d. The syllabus will then be reviewed by the CCC, and any requested amendments will be made by the faculty.
  - e. Syllabi approved by the CCC are forwarded to the HCC for final approval.
2. Lewis Honors Academic Affairs leadership (the DUS and/or Associate Dean) will maintain a syllabi bank with updated UK Core SLOs and critical components of design, and they will remind all honors faculty of the importance of adhering to these as they design and update their courses prior to the start of the semester.
3. Courses assessed by UK Core will also be reviewed by the AD and DUS for any issues of non-compliance, and these will be discussed with the faculty member in question to ensure that subsequent iterations of the course do comply.
4. The above processes currently apply to the following areas of UK Core, which have corresponding HON course numbers with Subtitle Required:
  - a. Humanities (HON 151)
  - b. Natural Sciences (HON 152)
  - c. Social Sciences (HON 251)
  - d. Arts and Creativity (HON 252)
5. The processes will also be in place for the following future areas of UK Core, with SR:
  - a. Humanities Proseminar (HON 310)
  - b. Global Dynamics Proseminar (HON 350)
  - c. Community, Culture, & Citizenship Proseminar (HON 360)

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MENU 

# UK Core (/ukcore/)

Home (/ukcore/) / April 6, 2012

## April 6, 2012

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**Committee:** Interim General Education Oversight Committee (GEOC)

**Date of Meeting:** Friday, April 6, 2012

**Location of Meeting:** Room 203 Student Center, 10 a.m. – Noon

**Members Present**

Heather Bush

Amy Gaffney

Susan Larson

Juliana McDonald

Jennifer Rice

Ben Withers

**Ex-Officio Present**

Bill Rayens

Mike Shanks

**Guests Present**

### Minutes:

1. The Committee approved the March 23<sup>rd</sup> minutes.
2. Rayens discussed several brief information items with the Committee:
  - a) IGEOC members agreed to meet as needed in the summer either in person or by email should the need arise.
  - b) Last Undergraduate Council meeting is April 24th so last chance for IGEOC to move courses ahead this semester
  - c) Committee agreed to discuss best communication practices for IGEOC going forward
  - d) Clarifications were offered on the whereabouts of all outstanding course reviews
3. HIS 122 was on the consent agenda and has now been approved as a Global Dynamics UK Core course. It will go next to the Undergraduate Council.
4. IGEOC approved the three-semester package CHE109/CHE110/CHE111 for the Core. Dr. Beattie submitted (prior to the meeting) evidence that CHE 109 and CHE 110 are literally equivalent to CHE 105, so as a three-semester

package CHE109/CHE110/CHE111 is equivalent to the already-approved package of CHE105/CHE111. As such, IGEOC agreed that there was no apparent reason to review again, so the newly submitted tripartite package will go directly to the Undergraduate Council with IGEOC approval and not require further review.

5. IGEOC voted to endorse a hybrid rubric/scoring model for UK Core Assessment. See the March 23rd minutes for details. The basic idea is that the hybrid model, in use at many other major universities, assigns both an overall score to a given artifact (holistic) as well as individual scores to particular subcategories as defined by the rubric (analytic). Norming would take place on the holistic piece, but Area-specific feedback could also be communicated more effectively using subcategory summaries. IGEOC thought this would be more effective for faculty to use in a revision process.

6. Honor's proposal. IGEOC approved a temporary process for approving HON courses for the Core. See attached. Rayens was asked by IGEOC to submit this Statement to Dr. Mike Mullen to be communicated to the current Honors administration.

## Statement on Honors/UK Core Interface

### General Principle

GEOC is responsible for the regulation of UK Core and approval of courses that meet UK Core requirements.

### Honors and UK Core

The new curriculum for Honors recently approved by the Senate provides opportunities for students to achieve credit for UK Core requirements through Honors courses. The Honors program plans to create courses that meet these requirements using the HON prefix and to identify courses that will be offered within majors (which have already been approved for UK Core).

GEOC is willing to approve a series of HON course numbers that will meet particular UK Core requirements. For each course number, GEOC requests that Honors present a syllabus that can be used to represent the kinds of courses that may be offered under a particular course number. This submission will serve as a basic exemplar, not a generic syllabus, for all courses in that category. The Honors Director, working with the Honors Faculty of Record and GEOC, will be responsible for ensuring the courses do not "drift" away from the UK Core requirements. Recognizing the substantial effort required to launch the revised Program, GEOC voted to approve the following interface with the Honors Program effective for one year, expiring on May 15th, 2013.

1. Exemplar syllabi will be submitted for IGEOC to view, as outlined above.

2. For a period of one year, expiring May 15, 2013, the Honors Director, working with the Honors faculty of record, will have full control over which HON courses are approved to fulfill Core requirements. It is expected that:

- a) Those syllabi will not go through GEOC but rather go directly to Undergraduate Council.
- b) Each syllabus will have an explicit statement of the template outcomes for the Area being addressed.
- c) Each submission will contain a cover letter from the Director that explains why the course meets the Core requirements for the Area addressed.
- d) Each submission will explicitly identify an artifact that will be available for assessment along with all other artifacts submitted from the Core for the Area being addressed.

3. In April 2013 the Director of Honors will present to GEOC a list of courses and syllabi that have been offered for the UK Core.

If this proves to be a workable interface, allowing important flexibility to the Honors Program, while maintaining the integrity of the Core, it is expected that year-long re-approvals will be automatic. However, if GEOC judges the process to be faulty or the courses being approved inappropriate, then GEOC reserves the right to withhold re-approval and work with the Director of Honors to find a more effective way to approve HON courses for the Core.3. In April 2013 the Director of Honors will present to GEOC a list of courses and syllabi that have been offered for the UK Core.

### **Rational**

With the decision being made above, GEOC is electing to treat the Honors Program differently than a special topics course within a particular department. The Honors Program is identified by the UK AR's as an interdisciplinary undergraduate program. As an interdisciplinary undergraduate program, the courses offered under HON prefixes are likely to differ substantially from most "special topics" or "subtle required courses" offered by any individual department in the University. The latter are likely to be more circumscribed in subject matter or approaches precisely because they are discipline-based and belong in a specific department. Courses offered via the HON prefix will not present a similar uniformity, precisely because it is an interdisciplinary program; if the Honors program is successful, it is likely that in any given semester faculty from several different colleges and departments will teach using the same HON course number.

# Senate UK Core Education Committee Report

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Fall 2023 Activities

Submitted: 1/18/2024

## UK Core Assessment 2022-2023 (Appendix A)

- Participation rates have improved.
- Artifacts need to be usable.
- Most SLOs are being met.
- SLOs and rubrics need to be reviewed.
- Opportunities for faculty engagement have been expanded.

## UK Core Policy Matters

Three policies issues were discussed.

### 1. UK Core Courses Not Been Offered over 5 Years

**Issue:** Several Core courses have not been offered over 5 years (see **Appendix B**). Should these courses be removed?

**Decision:** No. SUKCEC voted to keep these courses until some of these courses are automatically dropped by the Registrar's Office from the Undergraduate Catalogue.

#### **Remaining Issues to be Discussed:**

- Should Core courses be required more frequent offering? (e.g., once in two years)
- Should the Core sections of the Curriculog ask proposers how frequently the proposed course be offered?

#### **Rational of Concern:**

- It is very difficult for both students and advisors to select a UK Core course to take in certain areas when so many untaught courses are listed in the Degree Audit. For example, under "Humanities Courses" 108 courses are listed for students/advisors to go through, whether they are offered in a given semester.
- UK Core requirements are expected to be completed by the end of the sophomore year or the beginning of the junior year. Some students "wait" for certain courses to be offered because these courses sound interesting to them.

### 2. UK Core Courses with Two Area Designations

**Issue:** In the last several years, SUKCEC has not reviewed any new course proposals, which request two or more Core area designations. As shown in **Appendix C**, there are 36 courses designated with two UK Core areas (approved over 10 years ago). Should these courses be asked to choose one Core area designation to keep?

**Decision:** No. These courses were approved with two Core areas with an understanding that they are going to be assessed for two areas. It is the department/program's

responsibility to ensure that instructors are aware of that fact and participate in the UK Core Assessment accordingly.

### **3. Subtitle Required (SR) Courses**

**Issue:** Since the creation of the SUKCEC, we have been very concerned with “curriculum drifts” within the UK Core program. In the last several years, SUKCEC has stopped accepting any new course proposals, which require a subtitle. The rationale for this practice includes: (a) only one sample syllabus is reviewed by the SUKCEC, and (b) SUKCEC has not been able to implement the procedure of requiring the departments/programs with SR courses (as part of the “recertification” process) to submit the syllabi of all subtitles every 2-3 years.

Prior to submitting new SR course proposals, Lewis Honors College (LHC) submitted a request to approve a procedure for reviewing the syllabi of any new SR sections in collaboration with the SUKCEC. Unlike many departments/programs, LHC relies on rotating faculty members from diverse disciplines and colleges to teach HON courses. The number of HON courses offered is very small (18 distinct courses including independent study/work/experiential learning courses).

**Decision:** SUKCEC approved the procedure proposed by LHC (see **Appendix D**).

**Expectations:** TEK plans to submit a similar proposal to be reviewed and voted on for our February meeting. Like LHC, TEK relies on rotating faculty members to offer TEK courses.

## **Revisions on the UK Core Program**

In the 2022-2023, SUKCEC began discussing some of the issues to propose revision on the UK Core Program. With the formation of President Capilouto’s CR 1 Working Group II: More Readiness, we have stopped to formulate our own proposal. However, at the January 2024 meeting, we brainstormed some ideas to be shared with the CR1-WGII. This list will be included in our next report to the Senate Council.

During the 2024 Spring Semester, SUKCEC plans to tackle the following issues:

- Create checklists for UK Core proposals – One for each type of proposal (new, major/minor change)
- Create checklists for departments/programs about teaching UK Core courses
- Create syllabus templates for UK Core courses – additions to the existing Senate’s syllabus templates
- Develop suggestions for revision on the UK Core section of the Curriculog

## **Appendices**

- A. UK Core Assessment 2022-2023 Results
- B. UK Core Courses Not Being Offered Over 5 Years
- C. UK Core Courses with Two Area Designations
- D. LHC's Procedure to Review the Syllabi of New Subtitle Sections for UK Core Designated HON Courses



# 2022-23 UK Core Assessment Results

UKCEC  
November 2023



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## Overview

Core areas assessed 2022-2023:

- I. Composition & Communication
- II. Statistical Inferential Reasoning
- III. Quantitative Foundations
- IV. Citizenship



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## Overview

### Evaluators:

- 43 Evaluators
  - 32 faculty, 4 post-docs, 6 staff, 1 GA

### Sampling:

- 20 artifacts per course (50 in Comp & Comm)

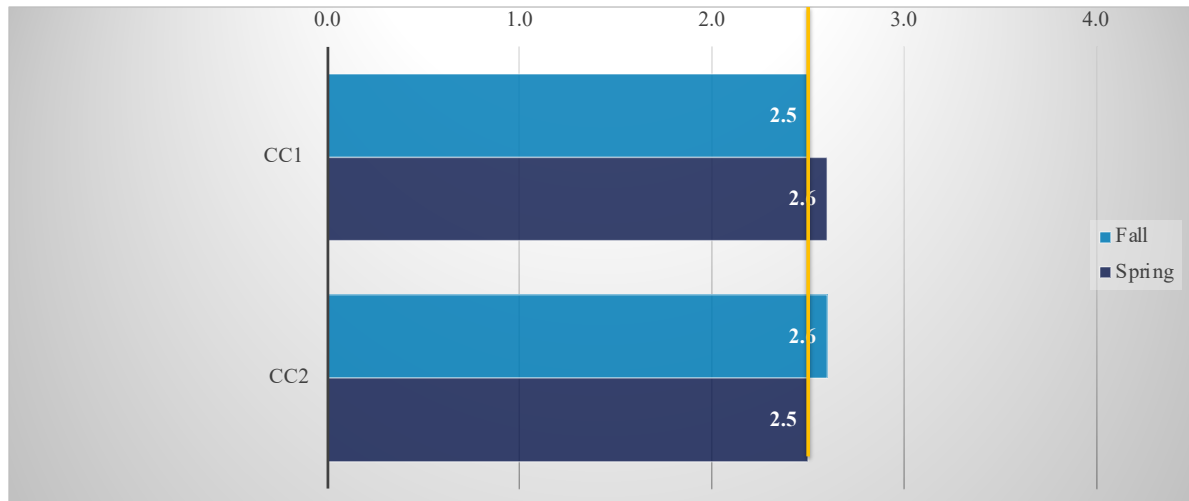


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Core Area	Fall 2022			Spring 2023		
	Courses Offered	Mapped Courses	Courses with Usable Artifacts	Courses Offered	Mapped Courses	Courses with Usable Artifacts
<b>Citizenship</b>	79	51 (65%)	44 (56%)	90	63 (70%)	59 (66%)
CCC	36	29	26	38	28	26
GDY	43	22	18	47	35	33
<b>Comp &amp; Comm</b>	9	8 (89%)	8 (89%)	7	6 (86%)	6 (86%)
CC1	5	4	4	3	2	2
CC2	4	4	4	4	4	4
<b>Quantitative Reasoning</b>	20	17 (85%)	16 (80%)	15	13 (87%)	13 (87%)
QFO	8	7	6	7	6	6
SIR	12	10	10	8	7	7

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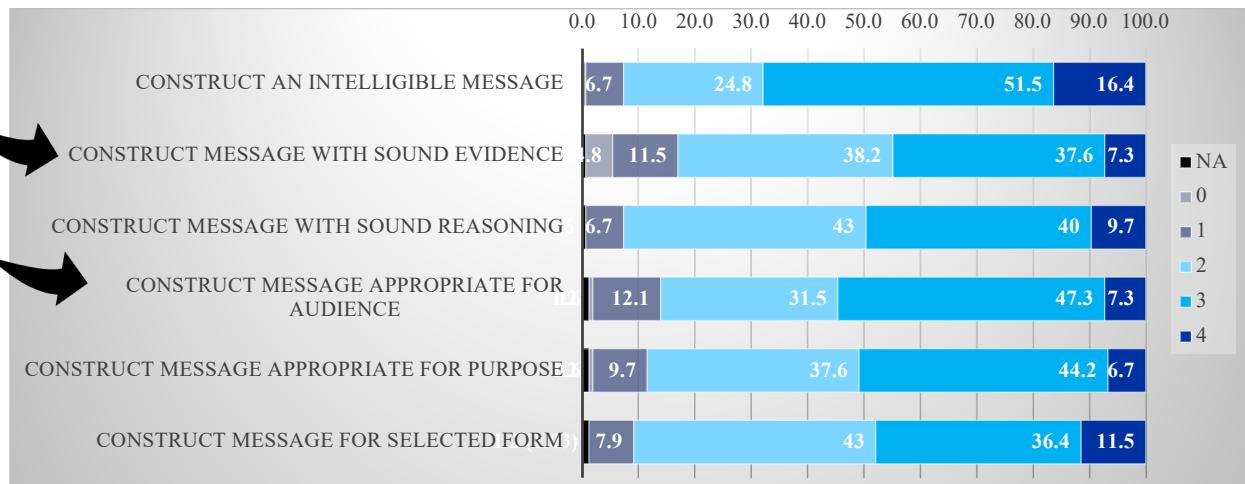
## Means: Composition & Communication



Rating Scale: 0 = Incomplete; 1 = Benchmark; 2 & 3 = Milestone; 4 = Capstone

5

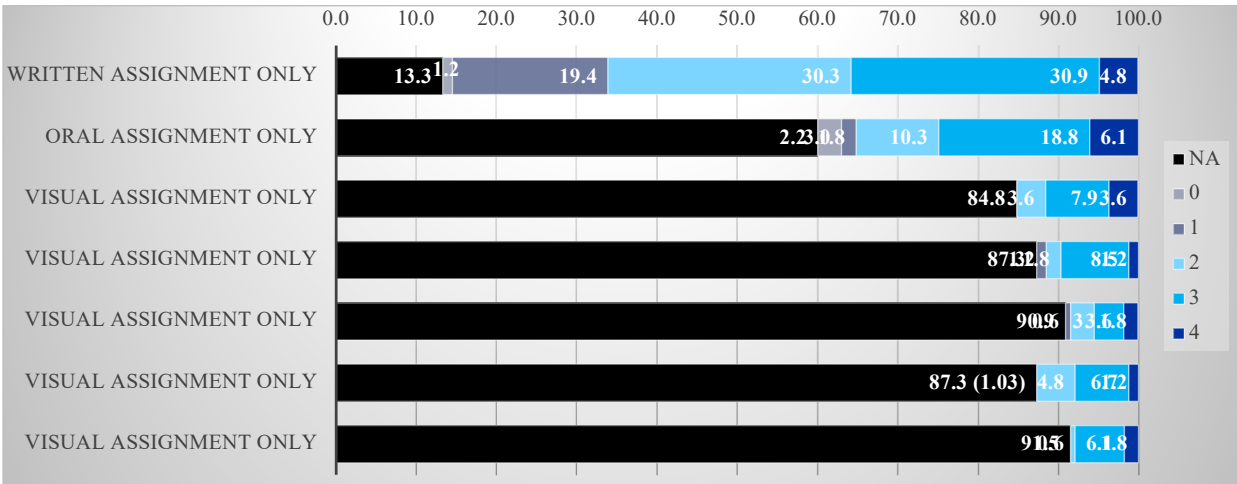
## Means: Composition & Communication (CCI)



Rating Scale: 0 = Incomplete; 1 = Benchmark ; 2 = Milestone; 3 = Milestone; 4 = Capstone

6

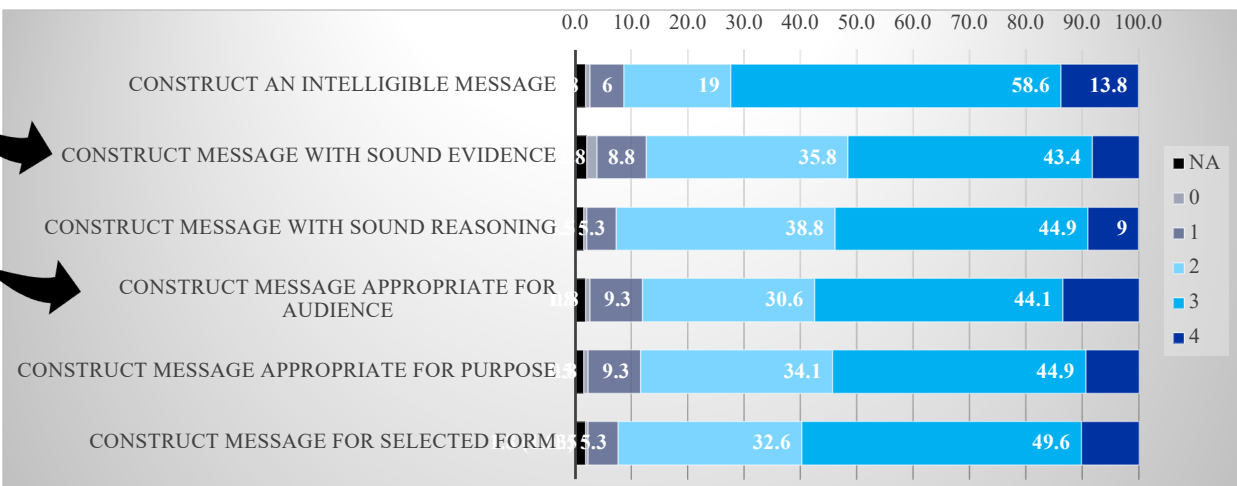
## Means: Composition & Communication (CCI)



Rating Scale: 0 = Incomplete; 1 = Benchmark ; 2 = Milestone; 3 = Milestone; 4 = Capstone

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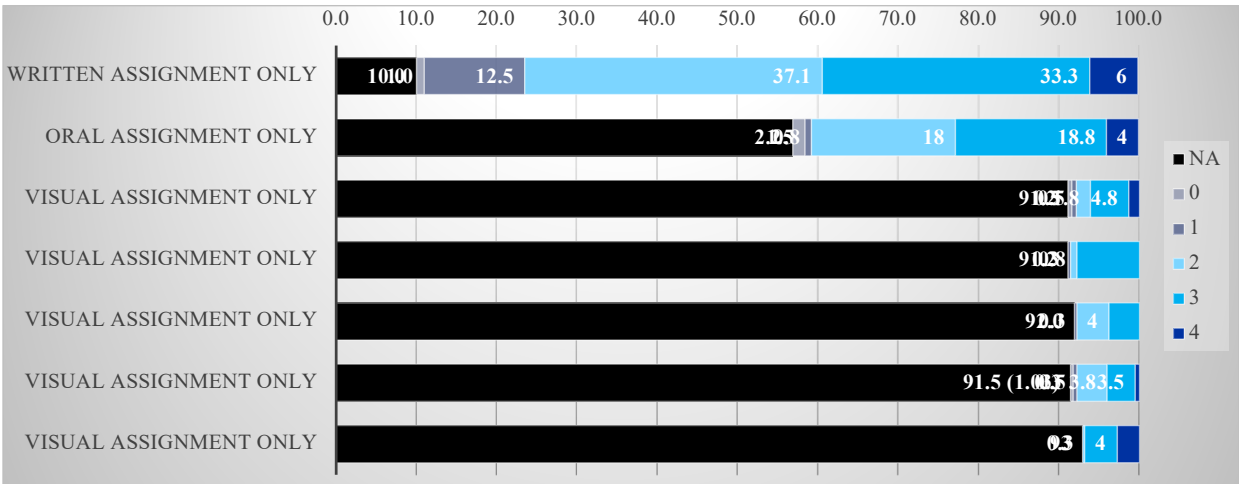
## Means: Composition & Communication (CCII)



Rating Scale: 0 = Incomplete; 1 = Benchmark ; 2 = Milestone; 3 = Milestone; 4 = Capstone

8

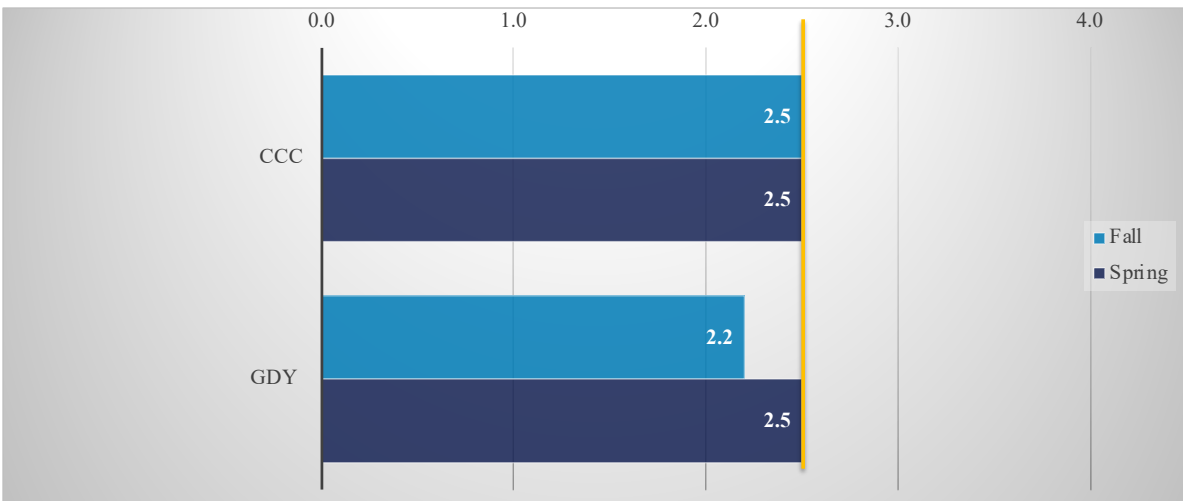
## Means: Composition & Communication (CC2)



Rating Scale: 0 = Incomplete; 1 = Benchmark ; 2 = Milestone; 3 = Milestone; 4 = Capstone

9

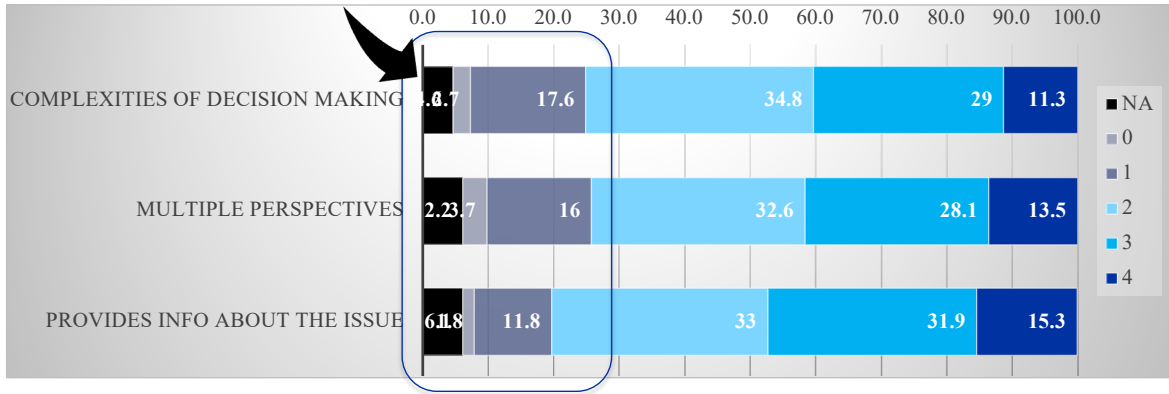
## Means: Citizenship



Rating Scale: 0 = Inadequate; 1 =Emerging ; 2 = Developing; 3 = Highly Developed; 4 = Capstone

10

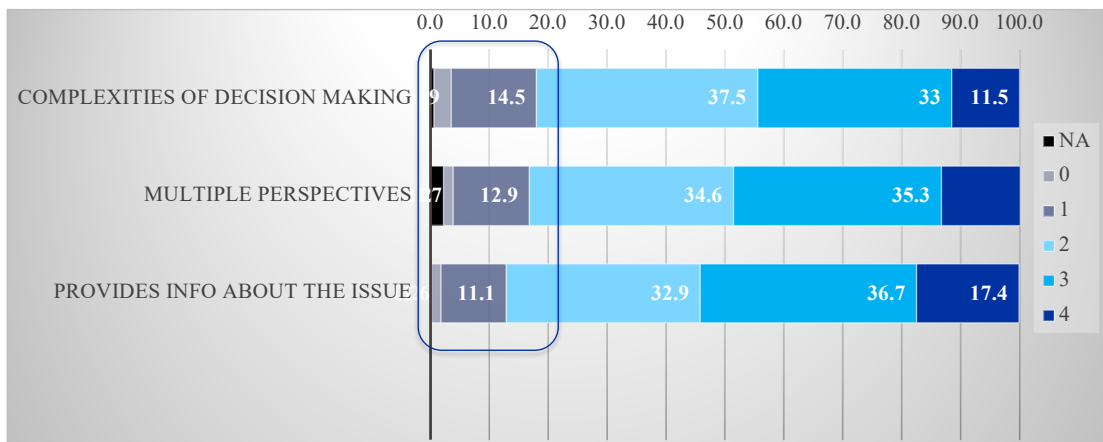
## Means: Citizenship (GDY)



Rating Scale: 0 = Inadequate; 1 =Emerging ; 2 = Developing; 3 = Highly Developed; 4 = Capstone

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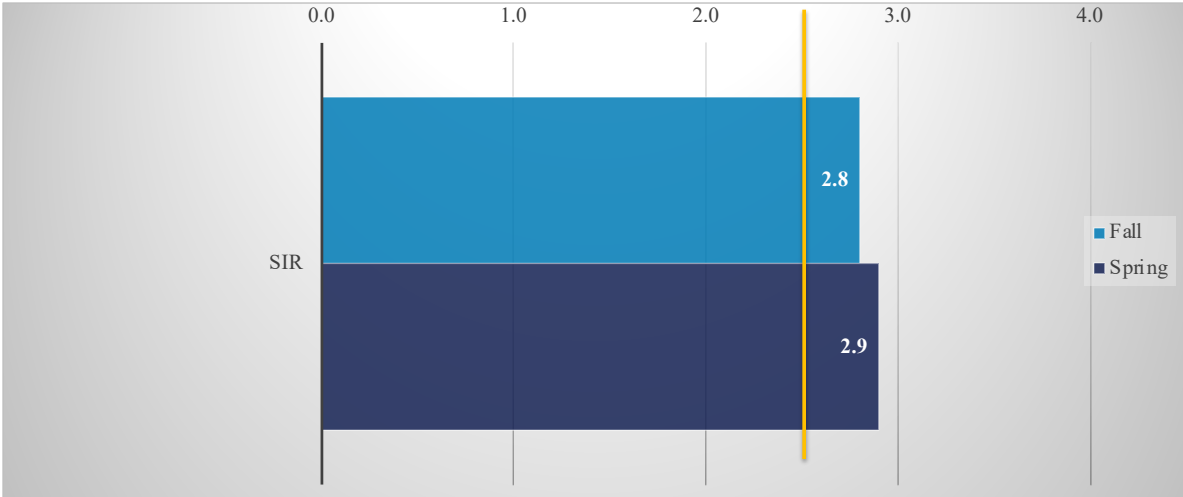
## Means: Citizenship (CCC)



Rating Scale: 0 = Inadequate; 1 =Emerging ; 2 = Developing; 3 = Highly Developed; 4 = Capstone

12

## Means: Statistical and Inferential Reasoning

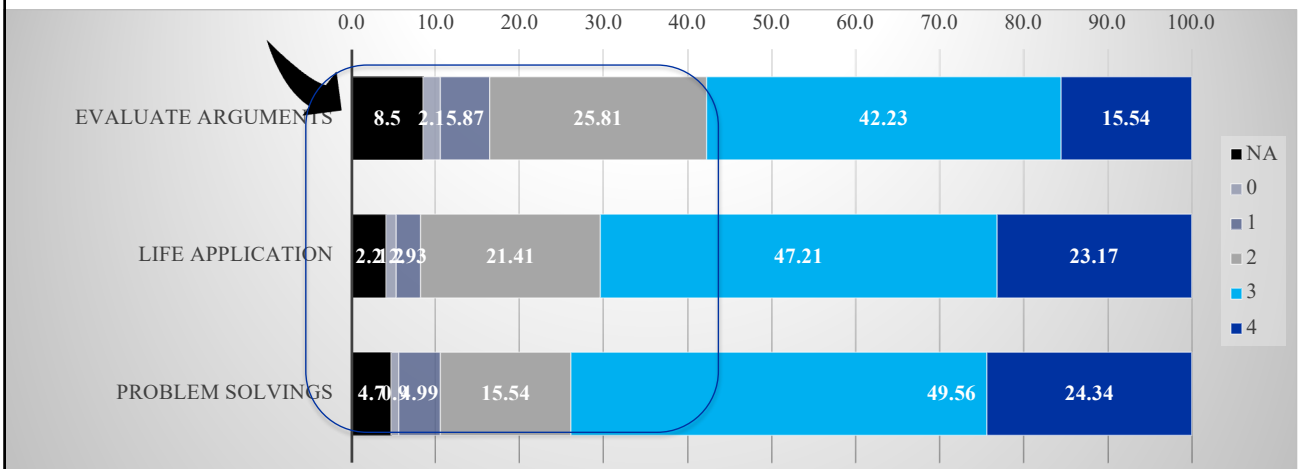


Rating Scale: 0 = No Evidence; 1 = Does Not Meet Standard; 2 = Nearly Meet Standard; 3 = Meet Standard; 4 = Exceed Standard



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## Means: Statistical and Inferential Reasoning

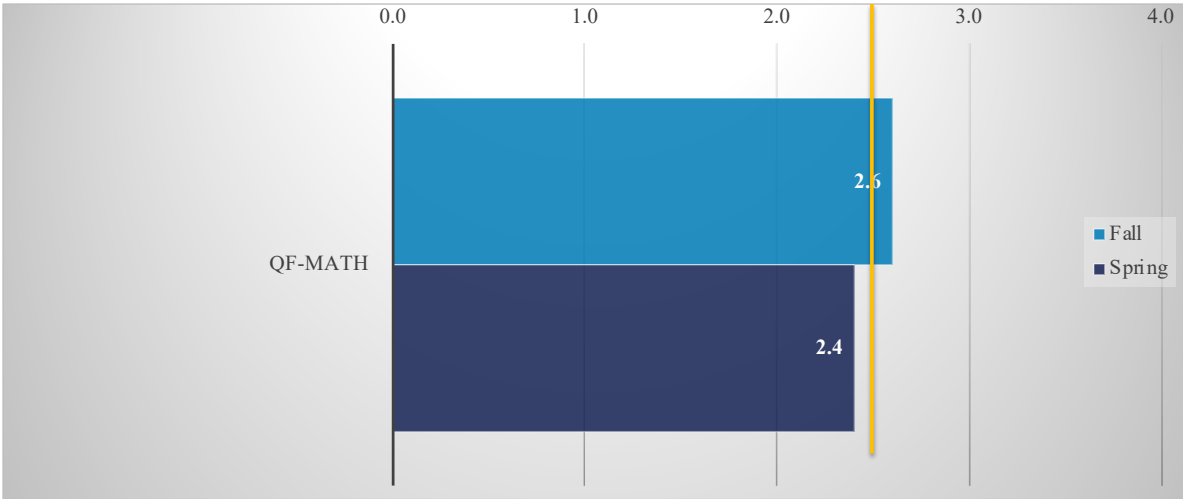


Rating Scale: 0 = No Evidence; 1 = Does not meet standard ; 2 = Nearly meets standard; 3 = Meets standard; 4 = Exceeds standard



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# Means: Quantitative Reasoning

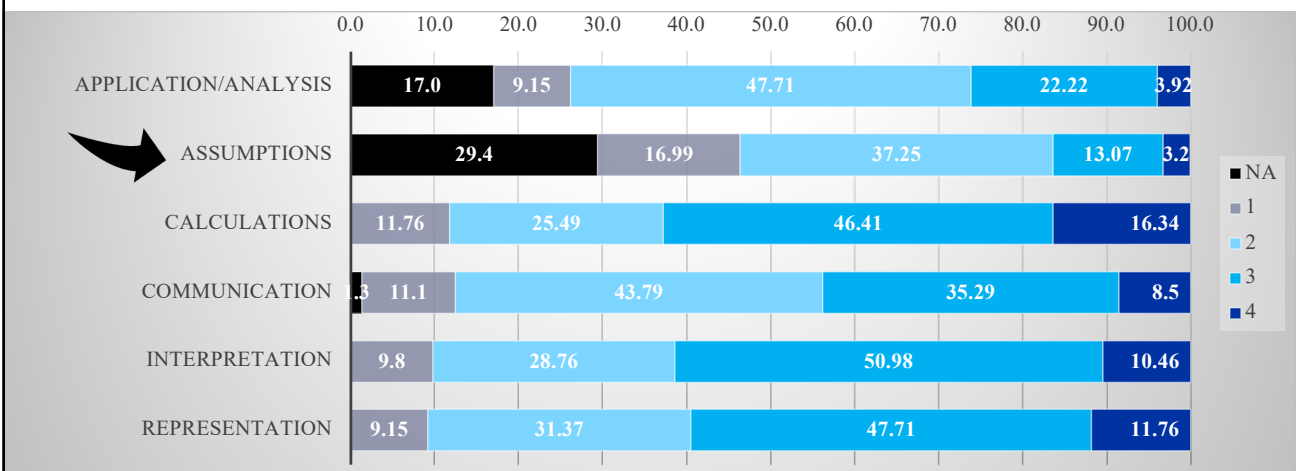


Rating Scale: 0= Below Benchmark; 1 = Benchmark; 2-3 = Milestone; 4 = Capstone



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# Means: Quantitative Reasoning Math



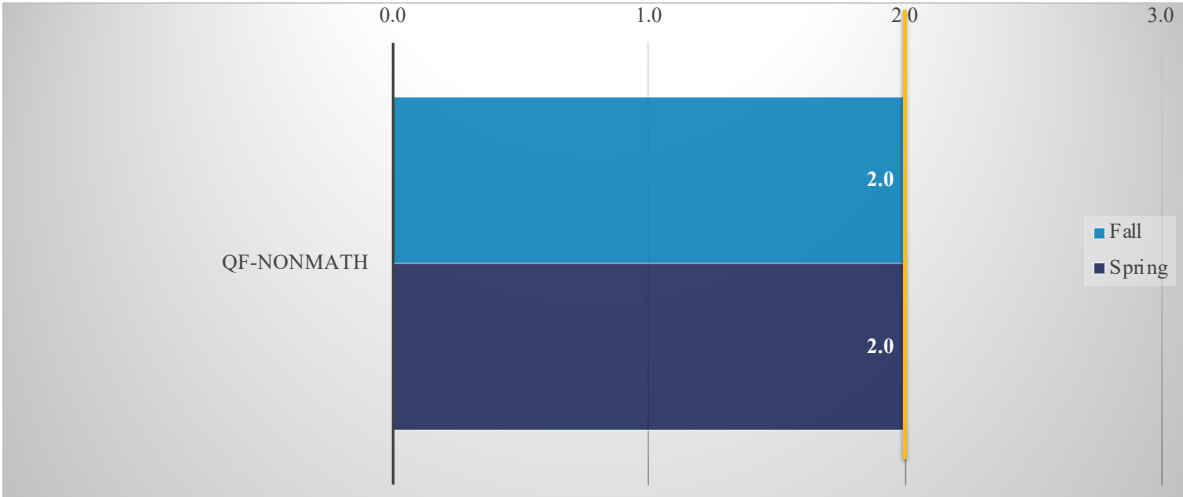
Rating Scale: 0= Below Benchmark; 1 = Benchmark; 2-3 = Milestone; 4 = Capstone



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# Means: Quantitative Reasoning

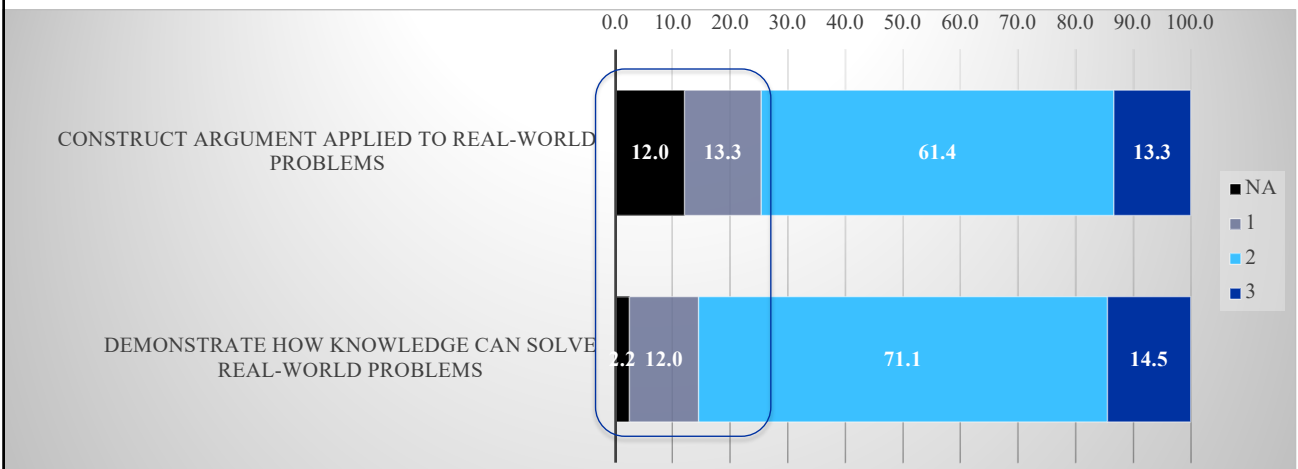


Rating Scale: 1 = Does Not Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations



17

# Means: Quantitative Reasoning Non Math



Rating Scale: 1 = Does Not Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations




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# Implementing Improvements

- Spring Assessments
- Evaluator Focus Groups
- Canvas Shells
  - Communication
  - Rubrics
  - Exemplar Assignments
- Piloting Workshops with CELT (GWS)

Arts &amp; Creativity →

Welcome to UK Core: Arts & Creativity!



Welcome to the UK Core Arts & Creativity Canvas Shell!

This Canvas has three areas:

1. To learn more about the UK Core program and assessment.
2. To view UK Core activities in developing effective assignments to be used for UK Core assessment, and
3. To access a variety of commonly used Core resources to assist those learn from each other and collaborate to enhance the UK Core program.

Besides useful resource pages, there are discussion boards (DB) under Discussion where you can interact with each other to post questions and suggestions about the UK Core program and assessment. You can be as active in these DBs as you wish. Both staff from the UK Office of Strategic Planning & Institutional Effectiveness (OSPI) and faculty from the Canvas are regularly to respond to your questions and engage in your discussions.

If you have any general questions about the UK Core program or assessment, please contact me, Kelly Torkes, at [kjtorkes@uky.edu](mailto:kjtorkes@uky.edu), Chair of the Senior UK Core Education Committee (SUKCEC), via technical questions directed to our technical support at [ukc@uky.edu](mailto:ukc@uky.edu), OSPI Data & Assessment Practice.

**UK Core**

- Overview of the UK Core Program
- UK Core Student Learning Outcomes
- Arts & Creativity Student Learning Outcomes
- FAQ

**Assessment**

- Arts & Creativity Evaluator Rubric
- Assessment Plan

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# Evaluator Feedback

- Overall Positive
  - Tools
  - Communication
  - Professional Development
- Challenges
  - Rubrics
    - Clearer wording
    - GDY rubric didn't ask for global context
    - CCC rubrics don't match learning outcomes
    - Visual element on Comp & Comm rubric added confusion
    - QFO rubrics need balancing (QFOM too many/QFON too few)


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# Evaluator Feedback

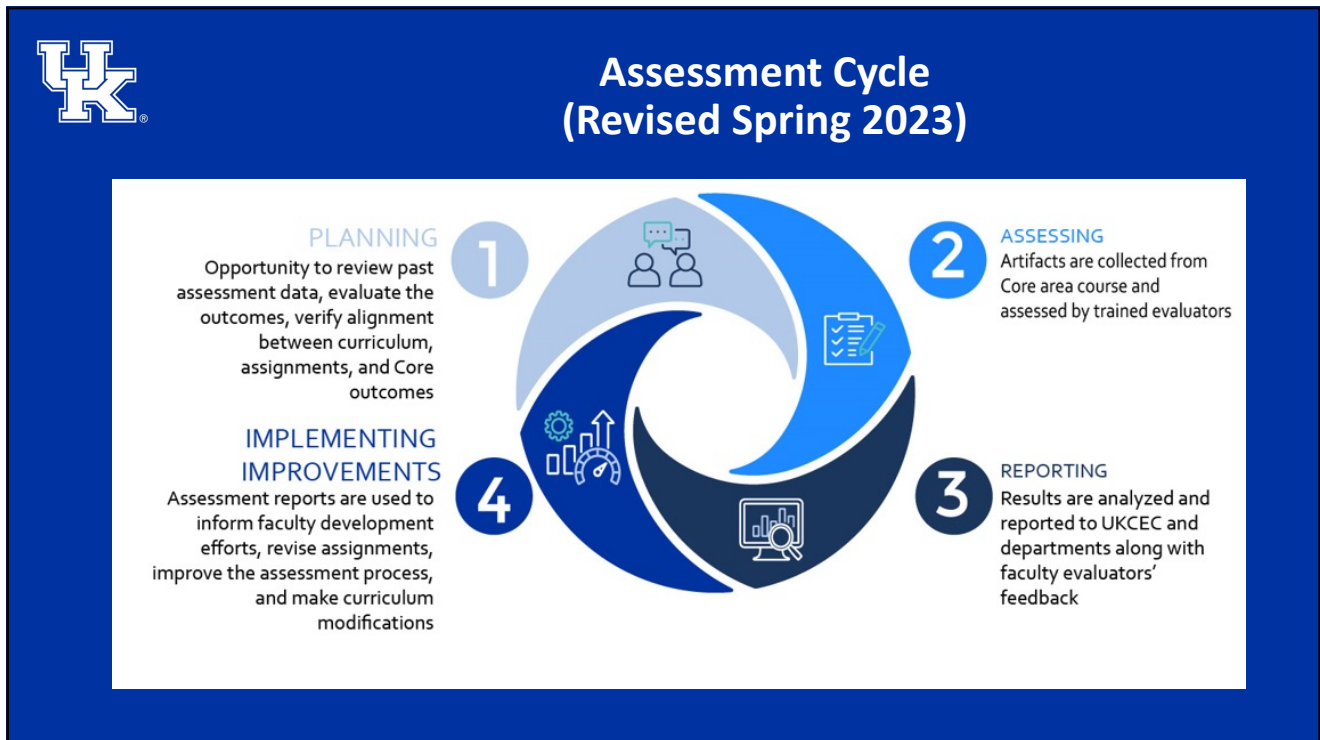
- Ideas
  - Providing feedback on aligning assignments “good assignments”
  - End of the semester Faculty Survey
  - More engagement of UKCEC with faculty: good examples, rubrics, outcomes



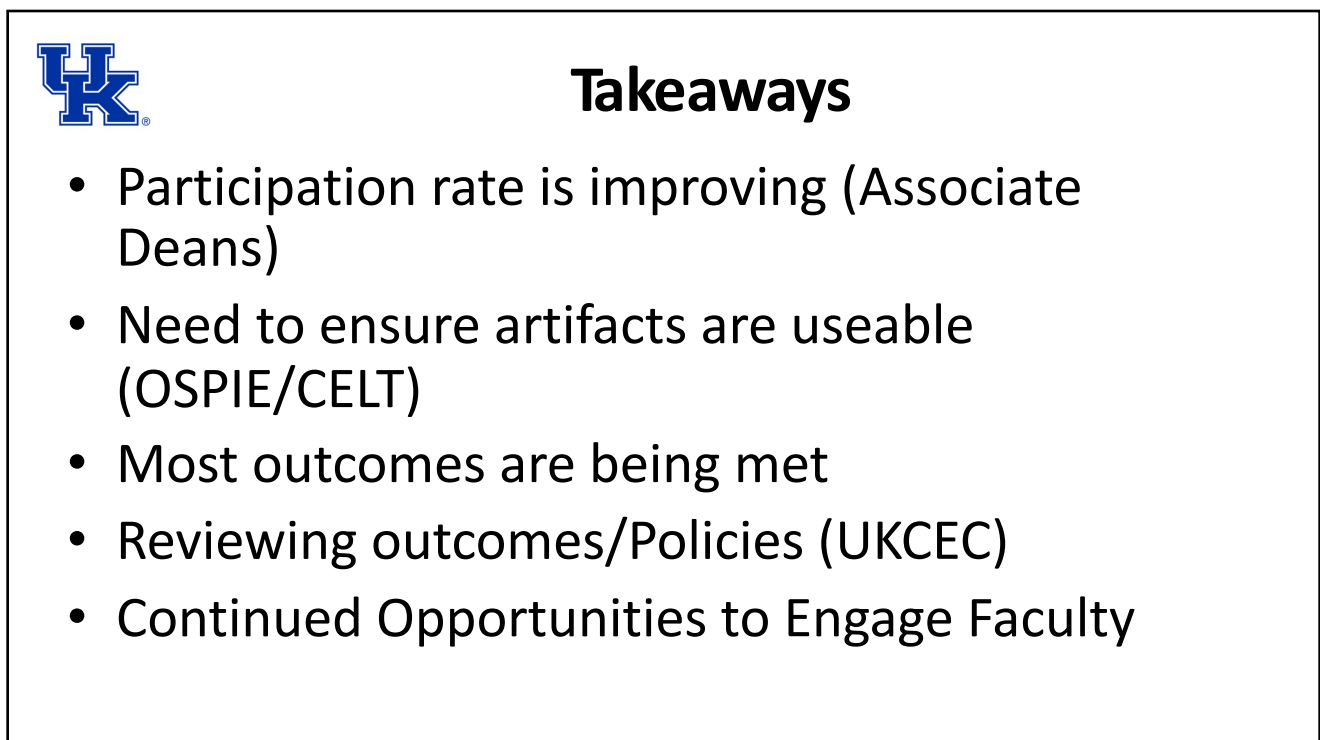
21

 <b>FIVE YEAR PLAN</b>		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
		<b>PLANNING</b>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>
<b>ASSESSING</b>		<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	
<b>REPORTING</b>			<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	
<b>IMPLEMENTING IMPROVEMENTS</b>				<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	

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**Appendix B.****List of Core Courses that Have Not Been Taught over 5 Years**

<b>Class</b>	<b>Title</b>	<b>Area</b>	<b>College</b>	<b>Last Time Taught</b>	<b>Total Terms Taught</b>
A-H 334	Reframing Renaissance Art (1400-1520)	HUM	FA	Spring 2015	7
AIS 320	Modern Arabic Literature & Film in Translation	HUM	A&S	Fall 2016	1
CIS 184	Communicating Arguments	C&C II	CI	Spring 2017	4
EE 101	Creativity & Design in Electrical & Computer Engineering	A&C	EG	Fall 2015	7
EES 185	Quantifying the Bluegrass Water Supply	QFO	A&S	Fall 2016	9
EGR 201	Literature, Technology, & Culture	HUM	EG	Fall 2014	6
ENG 209	The Structure & Use of English	HUM	A&S	Spring 2017	7
LIN 209	The Structure & Use of English	HUM	A&S	Spring 2017	7
MCL 324	The City in the Twentieth Century: Tokyo, Shanghai & Paris	GDY	A&S	Spring 2016	2
TA 370	Staging History	A&C	FA	Spring 2016	4

## Appendix C.

## List of Core Courses with Two Area Designations

Class	Cross Listed Classes	Class Title Current	Core Code	Source
AAS 168	ENG 168	JAZZ AND DEMOCRACY	ACR	SAP & Bulletin
			CCC	SAP & Bulletin
AAS 253	HIS 253	HISTORY OF PRE-COLONIAL AFRICA	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
AAS 254	HIS 254	HIS OF COLONIAL AND POSTCOLONIAL AFRICA	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
AIS 430		ISLAM IN AMERICA	CCC	SAP & Bulletin
			SSC	SAP & Bulletin
CHI 331		INTRO TO CHINESE CULTURE 1840 TO PRESENT	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
CIS 112		ACCELERATED COMP. AND COMM. II (CIS)	CC1	SAP & Bulletin
			CC2	SAP & Bulletin
CPH 309	GWS 309	HEALTH, HISTORY, AND HUMAN DIVERSITY	CCC	SAP & Bulletin
			HUM	SAP & Bulletin
ENG 142		GLOBAL SHAKESPEARE	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
ENG 168	AAS 168	JAZZ AND DEMOCRACY	ACR	SAP & Bulletin
			CCC	SAP & Bulletin
ENG 191		LITERATURE AND THE ARTS OF CITIZENSHIP	CCC	SAP & Bulletin
			HUM	SAP & Bulletin
GER 305		GERMAN FILM TODAY	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
GWS 250		SOCIAL MOVEMENTS	CCC	*Bulletin Only
			GDY	SAP & Bulletin
GWS 309	CPH 309	HEALTH, HISTORY, AND HUMAN DIVERSITY	CCC	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 104		HIS EUR THRU MID-17 CENT	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 105		HIS EUR MID 17 CENT-PRES	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 108		HISTORY OF THE U.S. THRU 1876	CCC	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 109		HISTORY OF THE U.S. SINCE 1877	CCC	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 112		THE MAKING OF MODERN KENTUCKY	CCC	SAP & Bulletin
			HUM	SAP & Bulletin

Class	Cross Listed Classes	Class Title Current	Core Code	Source
HIS 121		WAR AND SOCIETY, 1914-1945	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 191		HIST WRLD REL: (SR)	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 202		HIST BRIT PEOPLE TO REST	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 203		HIS BRIT PEOPLE SIN REST	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 207		HIS OF MOD LATIN AM, 1810 TO PRESENT	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 253	AAS 253	HISTORY OF PRE-COLONIAL AFRICA	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 254	AAS 254	HIS OF COLONIAL AND POSTCOLONIAL AFRICA	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
HIS 296		EAST ASIA SINCE 1600	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
MCL 135		VAMPIRES: EVOLUTION OF A SEXY MONSTER	HUM	SAP & Bulletin
			SSC	SAP & Bulletin
MCL 270		INTRO TO FOLKLORE AND MYTHOLOGY	HUM	SAP & Bulletin
			SSC	SAP & Bulletin
MCL 343		GLOBAL HORROR	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
MCL 360		CATASTROPHES IN GRECO-ROMAN WORLD	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
RUS 125		MAPPING RUSSIA: SUBTITLE REQUIRED	GDY	SAP Only
			HUM	SAP Only
RUS 275		RUSSIAN FILM	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
RUS 370		FOLKLORE OF RUSSIA AND UKRAINE	GDY	SAP & Bulletin
			SSC	SAP & Bulletin
RUS 371		RUSSIAN CULTURE 900-1900	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
RUS 372		RUSSIAN CULTURE 1900- PRESENT	GDY	SAP & Bulletin
			HUM	SAP & Bulletin
WRD 112		ACCELERATED COMP. AND COMM. II (WRD)	CC1	SAP & Bulletin
			CC2	SAP & Bulletin

## Appendix D.

### **LHC's Procedure to Review the Syllabi of New Subtitle Sections for UK Core Designated HON Courses**

Given that faculty in HON are from a range of disciplines, and that the disciplines fluctuate as faculty rotate (all Lewis Honors College faculty are non-tenured, and the wider Honors faculty represent all of the disciplines across campus), and given that Honors students need to be able to have Core classes in Honors to be able to graduate with Honors, it is a requirement that courses taught under the HON prefix have a greater degree of flexibility than might typically be afforded a specific discipline. This makes it imperative to have available Core classes with “subtitle required.” But given this additional requested flexibility, the Lewis Honors College has developed the following procedure to ensure adherence with the requirements of UK Core.

The following processes are in place:

1. All courses taught under the HON prefix will be reviewed—with an eye for Core compliance alongside other criteria established by the Honors College —by the Assistant Dean for Academic Affairs (AD), the Director of Undergraduate Studies (DUS), the Course and Curriculum Committee (CCC), and the Honors College Council (HCC). The process is as follows:
  - a. Faculty must submit a course proposal for any new course section to the DUS and AD, and if it is in a reviewable status, will be forwarded to the CCC.
  - b. The CCC reviews the proposal, and if acceptable, a syllabus is requested.
  - c. The faculty provides the syllabus, and the syllabus is sent to SUKCEC for review for Core compliance.
  - d. The syllabus will then be reviewed by the CCC, and any requested amendments will be made by the faculty.
  - e. Syllabi approved by the CCC are forwarded to the HCC for final approval.
2. Lewis Honors Academic Affairs leadership (the DUS and/or Associate Dean) will maintain a syllabi bank with updated UK Core SLOs and critical components of design, and they will remind all honors faculty of the importance of adhering to these as they design and update their courses prior to the start of the semester.
3. Courses assessed by UK Core will also be reviewed by the AD and DUS for any issues of non-compliance, and these will be discussed with the faculty member in question to ensure that subsequent iterations of the course do comply.
4. The above processes currently apply to the following areas of UK Core, which have corresponding HON course numbers with Subtitle Required:
  - a. Humanities (HON 151)
  - b. Natural Sciences (HON 152)



- c. Social Sciences (HON 251)
  - d. Arts and Creativity (HON 252)
5. The processes will also be in place for the following future areas of UK Core, with SR:
- a. Humanities Proseminar (HON 310)
  - b. Global Dynamics Proseminar (HON 350)
  - c. Community, Culture, & Citizenship Proseminar (HON 360)