From:	Cramer, Aaron
Sent:	Friday, April 19, 2019 8:23 PM
To:	Bird-Pollan, Jennifer; Brothers, Sheila; Ett-Mims, Joanie
Cc:	Clymer, Jeffory; Bosch, Anna; Harmon, Camille
Subject:	NEW GC: Liberal Studies
Attachments:	Senate form and paperwork Liberal Studies Online Graduate Certificate 3....pdf

Proposed New Graduate Certificate: Liberal Studies

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Liberal Studies, in the College of Arts and Sciences.

Rationale: The proposed certificate is aimed at professionals in a wide variety of industries who wish to develop the essential, but difficult to practice skills, that employers demand. Drawing on the liberal arts disciplines, the certificate allows students to develop proficiencies such as critical and complex thinking, clear writing and communication, effective collaboration, research, awareness and sensitivity to the context and historical attributes of key issues and problems in society, and cultural literacy. The demand for such skills is persistent and growing, but they can be difficult to develop after completing one's undergraduate degree. Working professionals and adult learners are a primary audience for this program. Initial enrollment of 10 students growing to 30 students is anticipated.

Aaron

Aaron M. Cramer
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Director of Graduate Studies, Electrical Engineering
Chair, Senate's Academic Programs Committee
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Certificate Description. A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) The last step in the process is Senate approval; upon Senate approval, students can enroll in the new certificate.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION	
1a	Home college: *Arts & Sciences*
1b	Home educational unit (department, school, college[1]): *Arts & Sciences*
1c	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)
	Date of contact with OSPIE: 11/21/18
	☒ Appended to the end of this form is a PDF of the reply from OSPIE.
	☒ Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the certificate.
	CIP Code (confirmed by OSPIE): 24.0102
1d	Proposed certificate name: *Graduate Certificate in Liberal Studies*
1e	Requested effective date: ☒ Fall semester following approval. OR ☐ Specific Date[2]: *Fall 20*
1f	Contact person name: *Jeff Clymer* Email: *jeff.clymer@uky.edu* Phone: *859-257-2901*

2. OVERVIEW	
2a	Provide a brief description of the proposed new graduate certificate. *(300 word limit)*
	This certificate is aimed at professionals in a wide variety of industries who wish to increase their earning potential by developing the essential, but difficult to practice, skills that employers consistently demand. Drawing on the Liberal Arts disciplines, the certificate offers students the possibility to develop proficiencies from among a cluster of significant employment-related skills, such as critical and complex thinking, clear writing and communication, effective collaboration, research; awareness and sensitivity to the context and historical attributes of key issues and problems in today's society, and cultural literacy. Courses will be offered by a wide range of departments in the Humanities, Social Sciences, and Mathematics and Natural Sciences,

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[1] Only cross-disciplinary graduate certificates may be homed at the college level.

[2] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

	thus giving students broad exposure to the interpretive and analytical methods of the liberal arts. Because of the certificate's flexible curriculum, students can easily tailor highly individualized programs of study at their own pace. The certificate will augment students' career and professional opportunities by helping them to become better decision makers; more effective strategists and thinkers; better leaders and team members; more socially and historically aware citizens; and more adept writers and communicators.
2b	This proposed graduate certificate (check all that apply):
	☐ Has a clear and focused academic competency as its subject.
	☐ Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)
	☐ Responds to a specific state mandate.
	☒ Provides a basic competency in an emerging, preferably interdisciplinary, topic.
2c	**Affiliation.** Is the graduate certificate affiliated with a degree program? *(related to 3c)* Yes ☐ No ☒
	If "yes," include a brief statement of how it will complement the program. If "no," incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	Because of the interdisciplinary nature of this certificate program, students will receive cross-training in intellectual inquiry and problem-solving that will help them to become better communicators and thinkers, and thus more ready for advancement in their careers. Unlike more narrow certificates and degree programs, this certificate addresses in one curriculum a wide range of skills, including writing, awareness of diversity, group dynamics, and data analysis, that are essential to career advancement.
2d	**Duplication.** Are there similar regional or national offerings? Yes ☒ No ☐
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.
	Several universities around the country offer online graduate programs in some version or variant of the liberal arts. The focus of these programs is often fairly specific, such as "Peace Studies," or "Communication" or "e-Publishing". This proposed certificate will compete with these programs by offering a wider focus that enables students to enhance their overall abilities to pose strong questions, undertake research, write and communicate effectively, and ultimately enhance their resumes and professional employment prospects. *Please see attachment 2d for benchmarks*
2e	**Rationale and Demand.** State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). *(400 word limit)*
	There is a persistent and growing demand among employers for workplace professionals who possess strong communication, research, and critical thinking skills beyond those attained as undergraduates. These skills can be difficult for people to continue developing after completion of the initial Bachelor's degree. A report jointly released in November 2018 by Emsi, a labor market analytics firm, and the Strada Institute for the Future of Work, examined the "translation chasm" between the skills graduates possess and the skills employers say they're looking for in an applicant (Inside Higher Education, "Employers Want Liberal Arts Grads," 11/13/2018). This certificate can help fill that chasm, and will be especially useful for adult learners seeking to transition into, or move up within, high-skill, high-demand careers in fields such as marketing, advertising, public relations, management and human resources. A 2012 article in Business Communication Quarterly also outlines the need for the "soft skills" that this certificate will foster for a wide variety of business and professional careers ("Executive Perceptions…", BCC 75: 455-63). Moreover, many working adults would like to continue their education, augment their broadly marketable skills, and ultimately gain a tangible credential, but a more traditional disciplinary degree (in e.g., History, Education, or Law, etc.) would be either too narrow for their

purposes or require an impossible commitment of time and financial resources. For this group of working professionals, a certificate in "Liberal Studies" will enhance their workforce prospects by delivering a demonstrable credential that attests to their competence in key workplace skills such as communication, decision-making, research and data analysis, group dynamics, diversity and inclusion, and social/historical awareness. This multidisciplinary certificate fits the needs of working adults who do not desire a narrow program of study, but rather seek to improve core skills and competencies.

2f	**Target student population.** Check the box(es) that apply to the target student population.
	☐ Currently enrolled graduate students.
	☒ Post-baccalaureate students.

2g	Describe the demographics of the intended audience. *(150 word limit)*
	This certificate will be open to all students interested in expanding advanced liberal studies skills. Our primary target audience is workplace professionals who possess a Bachelor's degree and are seeking an advanced credential in important skills that will translate into greater professional opportunities. Among other industries, the degree will appeal to professionals in the following fields:

- *Educators*
- *Legal industry (paralegals, career clerks, etc.)*
- *HR professionals*
- *Business professionals*
- *Arts Administration professionals*
- *Community activists/organizers*
- *Social Workers*
- *Post-baccalaureate students looking for an introduction to graduate study*
- *Lifelong learners*
- *Non-profit sector*

2h	**Projected enrollment.** What are the enrollment projections for the first three years?			
		Year 1	*Year 2* *(Yr. 1 continuing + new entering)*	*Year 3* *(Yrs. 1 and 2 continuing + new entering)*
	Number of Students	*10*	*20*	*30*

2i	**Distance learning (DL).** Initially, will any portion of the graduate certificate be offered via DL?		Yes ☒	No ☐
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.			
	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☒

	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(300 word limit)*
	Please see attachment 2i.

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*

	The graduate certificate in Liberal Studies will be administered by the certificate director who will be a member of the graduate faculty and appointed by the dean of the College of Arts and Sciences in consultation with the faculty of record. Following the guidelines from the Graduate School students will be admitted under the same requirements as post-baccalaureate students. Students must submit a transcript showing an awarded bachelors degree, have an overall undergraduate grade point average of 2.50 or better and 3.00 on all previous graduate level coursework (both on a 4.00 point scale). The certificate director, in consultation with the faculty of record, will accept students into the certificate program through the processes established by the Graduate School. The director of the certificate program will advise students, and retention will be monitored by the director of the certificate program in consultation with the faculty of record.
3b	**Faculty of Record and Certificate Director.** *(related to 2c)* **T**he faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate's faculty of record must be members of the Graduate Faculty.
	The graduate certificate is affiliated with a degree program. Yes ☐ No ☒
	If "Yes," list the name of the affiliated degree program below. If "No," describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. *(150 word limit)*
	Please see attachment 3b.
3c	**Course utilization.** Will this graduate certificate include courses from another unit(s)? Yes ☒ No ☐
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[3] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[4] and impact on the course's use on the home educational unit. ☒ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.
3d	**Financial Resources.** What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? *(300 word limit)*
	There are no (non-course) resource implications for the proposed graduate certificate. The College of Arts and Sciences will cover the administrative stipend for the director of the certificate program until the certificate is able to generate enough money to cover the cost.
3e	**Other Resources.** Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs? Yes ☐ No ☒
	If "Yes," identify the other resources that will be shared. (*150 word limit*)
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[4] of the unit whose "other resources" will be used.

[3] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

[4] Show evidence of detailed collaborative consultation with such units early in the process.

☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a	**Other related programs.** Are there any related UK programs and certificates? Yes ☐ No ☒
	If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*
	If "Yes," two pieces of supporting documentation are required.
	☐ Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.
	☐ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed graduate certificate. *(150 word limit)*
	Following the guidelines from the Graduate School students will be admitted under the same requirements as post-baccalaureate students. Students must submit a transcript showing an awarded bachelors degree, have an overall undergraduate grade point average of 2.50 or better and 3.00 on all previous graduate level coursework (both on a 4.00 point scale). The director of the certificate program will advise students, and retention will be monitored by the director of the certificate program in consultation with the faculty of record.

5b **Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status[5]
	Please see attachment 5b and 5c for curriculum.		Select one....
			Select one....
			Select one....
			Select one....
			Select one....
	Total Credit Hours of Core Courses:		

5c **Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status[6]
	Please see attachment 5b and 5c for curriculum.		Select one....
			Select one....
			Select one....

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[5] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").
[6] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

		Select one....
		Select one....
		Select one....

5d	Are there any other requirements for the graduate certificate? If "Yes," note below. *(150 word limit)*	Yes ☒ No ☐
	Please see attachment 5b and 5c for curriculum.	

5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☒ No ☐
	The Graduate School requires that a student must have a minimum GPA of 3.0 in the set of courses required for completion of the graduate certificate in order to be awarded the certificate.	

6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*
	1. Demonstrate a sound understanding of the liberal arts by recognizing, interpreting, and developing skills and practices connected to critical and complex thinking, communication, group dynamics, research issues, and cultural literacy. *2. Think critically and analytically, make sound inferences from evidence, and draw reasonable conclusions from skills, and practices connected to the liberal arts. (AACU Critical Thinking outcome)* *3. Work effectively and collaboratively to solve complex problems by using solid research methodologies. (AACU Inquiry and Analysis outcome)* *4. Communicate clearly and persuasively in both written and oral formats by recalling and describing approaches and histories that influence multiple understandings of the liberal arts. (AACU Oral Communication and Written Communication outcomes)*

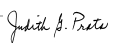|		
6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*	
	Please see attachment 6 for student learning outcome assessment map.	
6c	**Certificate outcome assessment[7].** Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*	
	The success of the certificate program will be examined from both the faculty and student perspectives. *The Program will conduct post-graduate surveys to determine student satisfaction. Items such as the range of course offerings, effectivenes of and ways to improve online delivery, and perceived value and usefulness of the degree will be assessed. The Program will also conduct post-graduate surveys of participants' employers, where possible, to determine workplace satisfaction and the synergy between instruction and workplace demand. The Program will additionally assess completion rates. If 90% of students enrolled are not completing the certificate, theProgram will reassess its curriculum and design.* *All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual faculty merit evaluation report process. The certificate director will review the teacher course evaluation results with the instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.* *The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with a sub-set of the faculty of record. The annual report will be shared with the full faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed*	

7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? *(150 word limit)*
	n/a

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	A&S EPC	1/17/19	Judy Prats / / *Judith S. Prats*

[7] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

	A&S Assoc Dean	11/18/19	Anna Bosch /	/	
				/	/	
				/	/	

8b	(Collaborating and/or Affected Units)				
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8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council		

From:	Weber, Annie
To:	Harmon, Camille; Clymer, Jeffory
Cc:	OSPIE; Conatser, Trey
Subject:	New UK Graduate Certificate Proposal - Liberal Studies
Date:	Wednesday, November 21, 2018 10:19:08 AM

Hello Jeff and Camille,

Thank you for your NOI submission regarding the proposed new Graduate Certificate in **Liberal Studies (24.0102)**

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted the Office of Strategic Planning and Institutional Effectiveness (OSPIE)—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

   List of Proposed Change(s):
   - Initiate new graduate certificate in Liberal Studies

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

Annie

Annie Davis Weber, Ed.D.

Assistant Provost for Strategic Planning & Institutional Effectiveness
SACSCOC Accreditation Liaison

University of Kentucky
355B Patterson Office Tower
Lexington, KY 40506

Phone: (859) 257-1962
Email: ann.weber@uky.edu

2d. Benchmarks

2d. University of Kentucky Benchmarks/National and Regional Benchmarks Graduate Certificate in Liberal Studies

University of Kentucky Benchmarks	Graduate Certificate/Graduate Program
University of California-Davis	no
University of Iowa	no
Michigan State University	no
University of Missouri-Columbia	no
University of Arizona	no
University of Minnesota-Twin Cities	Yes- M.L.S in Liberal Studies
Ohio State University-Main Campus	no
University of Michigan-Ann Arbor	no*
University of Wisconsin-Madison	no
University of North Carolina at Chapel Hill	no
University of Florida	no

* University of Michigan-Flint offers a Masters in Liberal Studies

Regional Benchmarks	Graduate Certificate	Credit Hours

The Council on Postsecondary Education does not list any graduate programs in liberal arts or liberal studies. There are no other universities in Kentucky that are using the CIP code 24.0102 at the graduate level.

National Benchmarks	Graduate Certificate	Credit Hours	Face to Face / Online
University of Memphis	Graduate Certificate in Liberal Studies	12 Credit Hours	Face to Face
John Hopkins University	Advanced Graduate Certificate in Liberal Arts- Post MLA certificate	10 courses	Face to Face

2i. Distance Learning Courses

2I Distance Learning Courses

All 12 credit hours of the certificate will be completed through distance learning. The distance learning courses offered in the Liberal Studies Online Graduate Certificate will be offered by departments in the humanities, social sciences, and the math and natural sciences disciplines. Students will take graduate level courses from at least 2 of the 5 fields of inquiry that are spread across 13 departments/programs.

A&S 600   Perspectives on Diversity and Inclusion   **3 credit hours**
This 8-week course introduces students to meanings, practices, and theories connected to diversity and inclusion, and the implications of these within an increasingly interconnected world. The course approaches diversity and inclusion as central to professional and societal well-being and success. Students will critically examine the ways in which power, privilege, oppression, diversity, and inclusion inform everyday lives, organizations, institutions, and societies. Students will engage with multiple perspectives on human differences through multidisciplinary lenses to increase their awareness and understanding of the varied ways in which social identities and cultural beliefs inform social and professional settings on an individual basis and systemically.

AAS 500   African American Lives   **3 credit hours**
African American Lives is an interdisciplinary course that introduces advanced students to foundational concepts in African American Studies. It introduces students to the various approaches scholars use to analyze those concepts. This course focuses on the diversity and richness of African Americans' lives across time and geographic boundaries.

AAS 560   Race, Ethnicity, and Politics   **3 credit hours**
This course brings together several disciplines--history, sociology, and political science--to give students an overview of recent literature on the historical and contemporary political experiences of the four major racial and ethnic minority groups in the United States (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic White Americans) in the U.S. system. Major topics covered in this course include racial formation, (pan)ethnic identity, citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as voting rights, affirmative action, and immigration reform may be covered to the extent possible.

ANT 680   Business and Organizational Cultures   **3 credit hours**
The course introduces students to the various applications of anthropological theory and ethnographic research methods in contemporary institutional settings, including businesses, government, and non-governmental organizations. Students will investigate the concept of organization from an anthropological perspective in order to understand how organizational forms manifest in different social and cultural contexts and what cultural patterns and processes shape them. Students will learn about the growing field of business anthropology in which anthropologists apply their knowledge, skills, and research methods to improve business performance, competitiveness, and communication. Students will explore how business anthropologists help organizations develop culturally appropriate ways of working with suppliers, partners, and consumers and promote smooth working relationships among employees from different cultural contexts. Students will also critically examine the meaning and usage of core concepts such as culture, design, social organization, consumption, globalization, ethnography, business, branding and marketing. Students will have opportunities for hands-on, qualitative research involving interviews and participant observation. They will learn to effectively analyze their research data and relate it to the theoretical and analytical frameworks developed by business and organizational anthropologists.

ANT 681   Health Care Inequalities   **3 credit hours**
This course introduces students to anthropological theory and ethnographic research methods from the perspective of health inequalities and cultural aspects of health care systems. Students will investigate the concepts of health, disease and illness from an anthropological perspective in order to study how cultural and structural inequalities influence diverse experiences of health care institutions and practices. Students will develop skills in cross-cultural analysis to understand how factors such as race, gender, sexuality, and socio-economic status affect health outcomes, access to care, and the nature of patient-professional interactions in diverse social and cultural contexts. Students will critically examine Western biomedical interventions and practices as culturally embedded rather than universal or existing outside of culture. Students will also reflect on their own cultural and personal beliefs about the causes of and responses to illness. Students will explore the practical applications of medical anthropology for understanding the strengths and limitations of how concepts such as culture, compliance and cultural competency shape health care systems and practices, and how an anthropological approach can improve patient-professional relationships and health outcomes. Students will have opportunities for evaluating scholarly literature, critically analyzing representations of health and illness in mass media and popular culture outlets, and hands-on qualitative research involving interviews. They will learn to effectively analyze their research data and relate it to the theoretical and analytical frameworks developed by medical anthropologists.

ENG 502   Technology in Literature and Film   **3 credit hours**
This course will explore one of the most popular storylines in fiction and film, and one that is relevant to life throughout our history: humans and their relationships to machines and technology.
Literature and cinema have long provided a perfect medium for telling stories about such relationships, for exploring how they intersect with and shape our lives, and for documenting how this has changed over time. Credit for this course can be applied to the certificate in Liberal Studies and not toward the B.A., M.A., Ph.D., or M.F.A. in English.

ENG 602   **Contemporary American Literature**   **3 credit hours**

This course examines American literature written since the 1980s, introducing students to important writers, as well as key genres, movements, and intellectual trends, of the period. The class will situate literature within various social, political, cultural, and historical contexts to better understand literary imagination of the contemporary world. Credit for this course can be applied to the certificate in Liberal Studies and not toward the B.A., M.A., Ph.D., or M.F.A. in English.

GWS 602   **Perspectives on Gender Identities and Sexual Identities**   **3 credit hours**

Gender identities and sexual identities, especially LGBTQ identities, will be examined in this interdisciplinary course. Topics include the history of sexual and gender identities; politics of sexuality and sexual identities, and transgender identities, the role of activism in political and cultural change; psychology of identity formation; form of oppression, including heterosexism, homonegativity, and transphobia; and representations in art, media, and literature. Throughout this course, we will pay attention to the ways sexual and gender identities intersect with other identities, including race, ethnicity, class, (dis)ability, and other cultural categories. Students will work towards a deeper understanding of the dynamics of privilege and oppression as they relate to LGBTQ individuals and culture by exploring lived experiences.

GWS 603   **Gender, Bodies, and Health**   **3 credit hours**

Health care reform is in the news every day, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes "good care" in the first place. This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in American history, who was included—and excluded—in each group, how medicine became professionalized, the meanings ascribed to human bodies across time and social contexts, and how people have organized around issues of individual or public health. As such, it will be organized around five topics within the gendered history of medicine and health in the United States, each containing several readings and a film. Students will interactively engage with a range of primary sources, watch presentations and related films, have the opportunity to ask the professor questions and seek assistance during designated virtual "office hours" via Skype, and participate in online moderated discussions of the assigned readings and films, and at the end of each unit, of the questions it raised about gender, bodies, and health.

MAP 671   **Introduction to New Mapping**   **3 credit hours**

This course introduces students to both the social and technical aspects of digital mapping in the 21st century. Students will learn fundamental concepts and techniques in cartography and GIS, including file types, data classification, projections and coordinate systems and elementary analytical techniques in a range of desktop and web-based mapping platforms. In addition to providing the fundamental technical competencies necessary to create maps, students will develop the critical awareness required to effectively communicate complex social processes through maps

MAP 701   **History of Critical Cartography**   **3 credit hours**

This course outlines key moments and arguments in the history of cartography with particular attention to advent of digital mapping and GIScience. Students will review and discuss the epistemological and ontological tensions within the field and practice a range of philosophical approaches to cartographic representation and spatial analysis. Prereq: Consent of instructor

MAP 719   **Social Impacts of New Mapping**   **3 credit hours**

This seminar introduces social and cultural issues that have emerged alongside the growth of digital mapping and location based services. It reviews the evolving nature of digital divides, expert versus crowdsourced knowledge, surveillance, privacy and the ethics of big
geospatial data collection and use. Students will utilize these discussions of the social impacts of new mapping to challenge and contextualize their own mapping projects. Prereq: MAP 671 or consent of instructor.

PHI 522   **Advanced Critical Thinking**   **3 credit hours**

We are bombarded with arguments in our daily lives. That is, we are told that we ought to believe things for various reasons – that we ought to buy this car for these reasons; that we ought to vote for this politician for those reasons. Yet, what makes an argument a good argument? What allows us to make good decisions? This course will focus on the nature and principles of correct judgment. We will study informal fallacies and the principles of formal deductive logic; we will also look at the basics of inductive reasoning, probability, game theory and modal logic.

PHI 532   **Advanced Environmental Ethics**   **3 credit hours**

Using the work of forester and founder of wildlife ecology, Aldo Leopold, as our example, students will examine issues central to the field of environmental ethics. The course is divided into 8 units. One unit is devoted to developing writing skills. The other seven units concern the basic themes at issue in environmental ethics. These include a review of the principles at work in an ecological ethic, the Darwinian basis of this ethical theory, advances in ecological theory which threaten basic concepts at work in an ecological ethic, and a review of specific problems within environmental ethics, e.g., wilderness preservation, the idea of conservation, appraisals by underrepresented groups, etc.

PHI 566   **Bad Language: Propaganda, Slurs, Lies, and Bullshit**   **3 credit hours**

This class concerns the use of language as a tool for political expression, activism, and oppression. Recent work in the Philosophy of Language has addressed the nature of propaganda; the nature and function of lies and bullshit; and the many other subtle ways language can be used to mislead and manipulate. This work bears obviously on timely questions of politics and justice. But it also exhibits and benefits from the precision and empirical rigor characteristic of the best kind of work in Philosophy of Language. This course will survey and critically engage with contemporary work on propaganda, slurs, lies, bullshit, "dog whistles", insinuation, and more generally on the language we use to debate, critique, and shape our political life and social institutions.

PHI 605   **Healthcare Ethics**   **3 credit hours**

A consideration of the philosophical foundations of medicine and the ethical issues generated or made acute by advances in biology, technology, and medicine. Typical issues include: informed consent, healer-patient relationships, con dentiality, abortion, allocation of scarce medical resources, genetic research and experimentation, cost containment in health care, accountability of health care professionals, care of the dying, and questions of what constitutes life, death, and health. This class does not require any previous experience in philosophy.

SPA 524   **Approaches to Diversity in the Modern World: Understanding Latinx Cultures**   **3 credit hours**

This course focuses on deepening our understanding of the ways in which race and ethnicity has shaped the Americas from the colonial era to the present. This course will focus on race and ethnicity as socially constructed categories, and on the ideology of race and diversity in Latin America and the US (past and present). We will treat race and ethnicity as dynamic processes that shape all social institutions, belief systems, and individual experiences. The primary focus is on the historical and social relationships among European, Native Americans, and Africans; and also, on the present-day experiences of American-born peoples whose ancestry originated in Latin America, or who immigrated to the US from a Spanish or Portuguese speaking country.

SOC 551   **Health, Illness, and Disabilities**   **3 credit hours**

Medical sociology can be subdivided into two broad areas: the sociology of health, illness, disability, and treatment-seeking, and the organization of medical care. This course focuses on the first area, exploring the social origins of illness and disability. We will review classic and contemporary work on the social construction of illness and biomedical knowledge, and on the unequal distribution of disease, disability, and death by social status. We will also assess various theories of the social etiology of health disparities, including fundamental social causes, stress, cumulative disadvantage, and differential patterns of help-seeking.

SOC 720   **Race, Racism, and Representation**   **3 credit hours**

This seminar is designed to provide an understanding of the main topics of concern and debate in the study of race, ethnicity, and representation in U.S. film. In the broadest sense, we will explore changing images of race and ethnicity in American films through readings, discussions, screenings, and writing assignments. The seminar adopts the structure shown below.

MCL 500   **Intercultural Communication for Professionals**   **3 credit hours**

Intercultural communication is increasingly an integral part of everyday professional life. This course responds to this emerging social reality by aiming to help professionals develop knowledge and skills to observe, interact with, speak and listen to, interpret, analyze, read, and write about people with different cultural backgrounds. To this end, the course requires each student to conduct a mini-ethnographic project in the context of her/his everyday professional life. This project, in turn, will be placed in critical dialogue with some of the basic questions of intercultural communication, such as: (1) what is culture? (2) what is communication? (3) In what ways do people who do not share the same rules (e.g., a "native" and a "foreigner," an adult and a child, a man and a woman, etc.) communicate? In considering these and other questions, we critically examine how an established linear stage model of intercultural communication, based on the notion of the "mastery of rules," capture and/or fail to capture complexities of intercultural communication. In so doing, we will also explore intercultural competence as "the ability to get along with other players of a language-game, a game played without referees" (to borrow from American philosopher Richard Rorty's words), while assessing merits and demerits of such a conceptualization in reference to student projects.

STA 570   **Basic Statistical Analysis**   **3 credit hours**

Introduction to methods of analyzing data from experiments and surveys; the role of statistics in research, statistical concepts and models; probability and distribution functions; estimation; hypothesis testing; regression and correlation; analysis of single and multiple classification models; analysis of categorical data.

STA 674   **Regression Analysis and Design of Experiments**   **3 credit hours**

Course begins with an applied regression module that emphasizes analysis and interpretation of real data, and statistical computing. Second part of course focuses on principles and implementation of experimental design for scientific research purposes. Standard designs presented along with the proper kinds of analysis for each. Continued emphasis on real data and statistical computing using R and/or SAS.

STA 677   **Applied Multivariate Methods**   **3 credit hours**

Survey of multivariate statistical techniques. The multivariate normal distribution; the general linear model; general procedures for parameter estimation and hypothesis testing in the multivariate case; Hotelling's T2, multivariate analysis of variance and covariance;
structural models for the covariance matrix; utilization of existing computer programs. Prereq: STA 671 and 672.

STA 678   **Statistical Computational Theory and Data Visualization: R and SAS**   **3 credit hours**

Use of statistical programming languages R and SAS to gain insight into statistical theory, to better understand fundamental statistical concepts, and to visualize data appropriately. Sampling distributions, confidence intervals and p-values, the central limit theorem, expectation, and maximum likelihood estimation. Simulation studies, data management, editing data, running basic statistical procedures, and producing reports.

WRD 612   **Ethical and Legal Issues in Technical Writing**   **3 credit hours**

Study of legal and ethical issues faced by technical writers

WRD 614   **Visual Rhetoric and Persuasion**   **3 credit hours**

Study of visual methods or persuasion in technical and professional writing

WRD 702   **Professional and Technical Writing**   **3 credit hours**

Study in advanced topics in professional and technical writing. Special emphasis on theoretical and practical issues in professional and technical writing. Prereq: Admission to the graduate program or consent of instructor

WRD 704   Technical Editing **3 credit hours**

Study of technical editing and methods relevant for professional editing, including drafting, editing, and proofreading. Prereq: Admission into the Graduate Certificate in Technical Writing Program
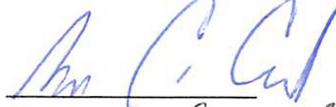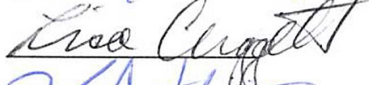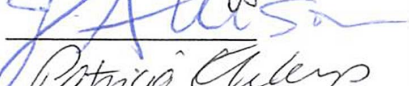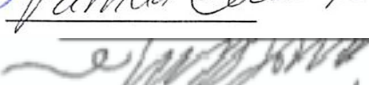
3b. Faculty of Record

3b Faculty of record-
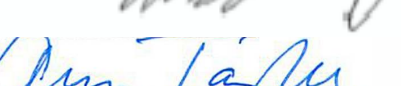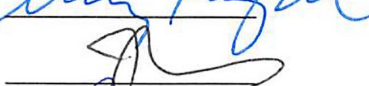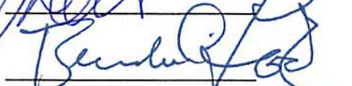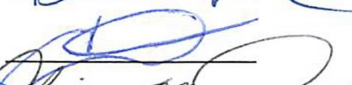
The faculty of record will be a faculty representative from the departments that will be contributing courses to the Liberal Studies online graduate certificate program. All participants in the faculty of record will be current members of the graduate faculty.
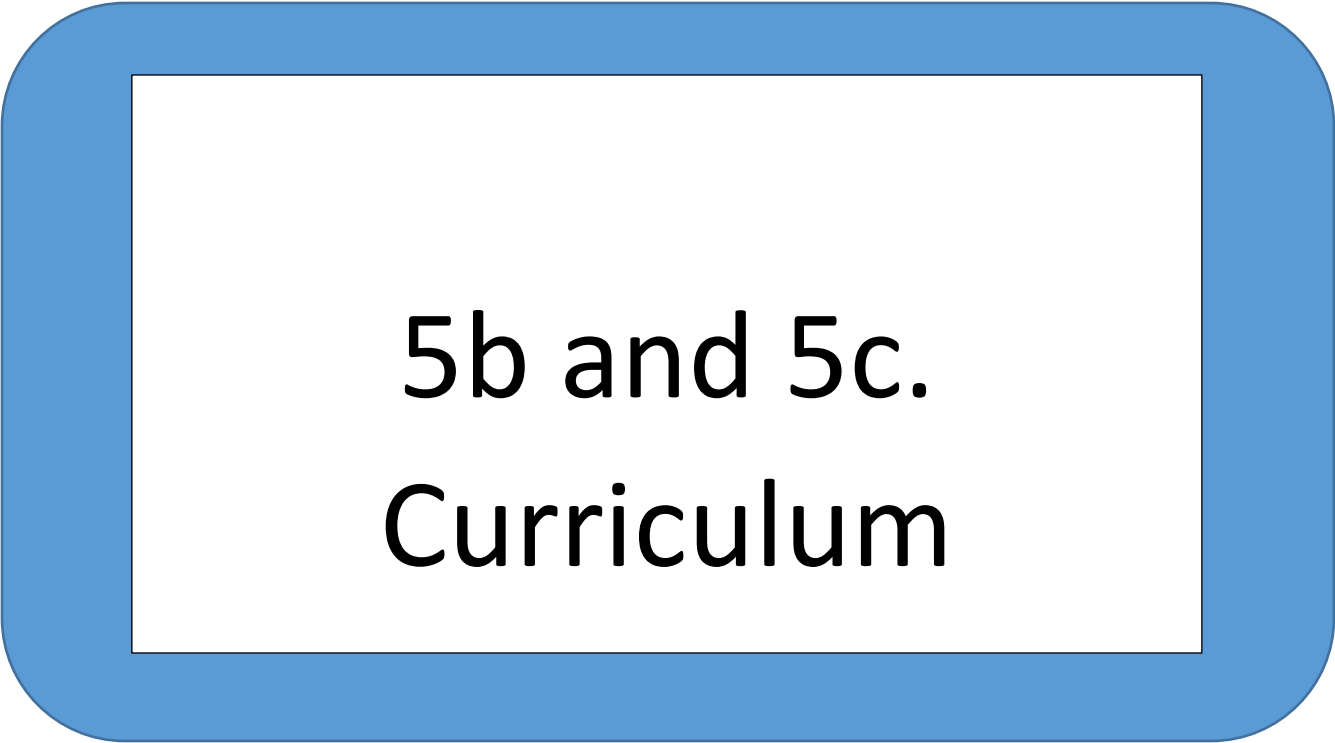
All members of the faculty of record will have equal voting rights and control over changes and/or additions to the curriculum.

A department offering a course in the Liberal Studies online graduate certificate program will automatically admit a faculty representative, who will be a current member of the graduate faculty, from that department to the faculty of record with full voting rights. Failure to teach a course in the Liberal Studies certificate curriculum in a three-year period will result in forfeiture of voting rights for that faculty of record member.

The Dean of the College of Arts and Sciences, in consultation with the faculty of record, will appoint the certificate director from one of the departments contributing the certificate curriculum. The certificate director will be appointed for a three-year term and must be a current member of the graduate faculty.

As the department chair/program director of course(s) offered in the Liberal Studies online graduate certificate program, I agree to have a graduate faculty representative serve on the faculty of record.

Department	Representative	Signature
African American and Africana Studies	Anastasia Curwood	
Anthropology	Lisa Cliggett	
English	Jonathan Allison	
Geography	Patricia Ehrkamp	
Gender and Women's Studies	Carol Mason	
History	Amy Taylor	
Hispanic Studies	Yanira Paz	
MCLLC	Jeanmarie Rouhier-Willoughby	
Philosophy	Brandon Look	
Political Science	Clayton Thyne	
Sociology	Claire Renzetti	
Statistics	Arny Stromberg	
Writing, Rhetoric and Digital Studies	Jeff Rice	

5b and 5c. Curriculum

5b and 5c Online Graduate Certificate in Liberal Studies Curriculum

Core Courses (9 Credit Hours)

PHI 522	Advanced Critical Thinking	3 credit hours

Students must take 6 credit hours from the approved list of courses below. Students must take courses from at least two of the five fields of inquiry. Courses used to satisfy one field of inquiry may not be used to satisfy another field of inquiry.

Critical Thinking, Decision-Making, Ethics, Writing Skills

PHI 532	Advanced Environmental Ethics	3 credit hours
PHI 605	Advanced Healthcare Ethics	3 credit hours
WRD 612	Ethical and Legal Issues in Technical Writing	3 credit hours
WRD 614	Visual Rhetoric and Persuasion	3 credit hours
WRD 702	Professional and Technical Writing	3 credit hours
WRD 704	Technical Editing	3 credit hours

Diversity, Global Dynamics, Cross-Cultural Competence

A&S 600	Perspectives on Diversity and Inclusion	3 credit hours
AAS 500	African American Lives	3 credit hours
AAS 560	Race, Ethnicity, and Politics	3 credit hours
ANT 681	Health Care Inequalities	3 credit hours
GWS 602	Perspectives on Gender Identities and Sexual Identities	3 credit hours
GWS 603	Gender, Bodies, and Health	3 credit hours
MCL 500	Intercultural Communication for Professionals	3 credit hours
SOC 551	Health, Illness, and Disabilities	3 credit hours
SOC 720	Race, Racism, and Representation	3 credit hours
SPA 524	Approaches to Diversity in the Modern World: Understanding Latinx Cultures	3 credit hours

Group Dynamics

ANT 680	Business and Organizational Cultures	3 credit hours
MAP 701	History of Critical Cartography	3 credit hours
MAP 719	Social Impacts of New Mapping	3 credit hours
PHI 566	"Bad Language: Propaganda, Slurs, Lies, and Bullshit"	3 credit hours

Cultural Literacy

ENG 502	Technology in Literature and Film	3 credit hours
ENG 602	Contemporary American Literature	3 credit hours

Research and Data Analysis

MAP 671	Introduction to New Mapping	3 credit hours
STA 570	Basic Statistical Analysis	3 credit hours
STA 674	Regression Analysis and Design of Experiments	3 credit hours
STA 677	Applied Multivariate Methods	3 credit hours
STA 678	Statistical Computational Theory and Data Visualization: R and SAS	3 credit hours

Elective Courses (3 credit hours)

Students must take an additional 3 credit hours from the approved list of courses in the five fields of inquiry. Courses used to satisfy the core requirement may not be used to satisfy the additional 3 credit hours required as electives.

6. Assessment

6. Online Graduate Certificate in Liberal Studies

ASSESSMENT PLAN- December 2018

Introduction:

This assessment plan is for the Online Graduate Certificate in Liberal Studies offered in the College of Arts and Sciences.

Mission Statement:

The Online Graduate Certificate in Liberal Studies is committed to preparing students to develop the essential, but difficult to practice, skills that employers consistently demand. These skills may include critical and complex thinking, clear writing and communication, understanding group dynamics, ability to research issues, and cultural literacy.

Basic Assessment Approach:

All outcomes will be assessed within a three-year cycle. Please see attached curriculum map and assessment instruments.

Assessment Oversight and Resources:

The certificate director will also serve as the Director of Graduate Studies (DGS) and will act as assessment coordinator. It is the responsibility of the assessment coordinator to monitor the activities of assessment that occur in the certificate program. The assessment coordinator will convene an assessment committee annual for the assessment of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college. The certificate director will discuss the results of the assessment with the faculty of record on an annual basis.

Program-Level Student Learning Outcomes:

1. Demonstrate a sound understanding of the liberal arts by recognizing, interpreting, and developing skills and practices connected to critical and complex thinking, communication, group dynamics, research issues, and cultural literacy.
2. Think critically and analytically, make sound inferences from evidence, and draw reasonable conclusions from skills, and practices connected to the liberal arts. (AACU Critical Thinking outcome)
3. Work effectively and collaboratively to solve complex problems by using solid research methodologies. (AACU Inquiry and Analysis outcome)
4. Communicate clearly and persuasively in both written and oral formats by recalling and describing approaches and histories that influence multiple understandings of the liberal arts. (AACU Oral Communication and Written Communication outcomes)

Curriculum Map for Online Graduate Certificate in Liberal Arts:

(1=Introduce; 2=Reinforce; 3=Emphasize)

Course	SLO #1: Liberal Arts	SLO # 2: Critical Thinking	SLO # 3: Inquiry and Analysis	SLO # 4: Oral and Written communication
PHI 522	1	1	2	3
Liberal Arts Course #2	2	2	2	3
Liberal Arts Course #3	2	3	3	3
Liberal Arts Course #4	3	3	3	3

Assessment Measures and Methods:

Direct Methods:

Assignments will be collected in all courses offered in the curriculum. The certificate director will collect the assignments and share with the assessment committee by April 30th every year. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record.

All outcomes are assessed using rubrics provided by the AAC&U for the targeted Student Learning Outcome. These rubrics are included in the Appendix, and can be found at the AAC&U website. Students must receive a 3 or 2 on the assignment to consider the learning outcome met.

Data Collection and Review:

Projects and assignments from the courses offered in the curriculum will be collected and assessed annually, according to the three-year assessment cycle. The certificate director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using AAC&U VALUE rubrics for Student Learning Outcomes 2-5. The committee will create a rubric to assess the content material of SLO 1 (Demonstrate a sound understanding of diversity and inclusion by recognizing, interpreting, and developing terminology, skills, and practices connected to diversity and inclusion). The certificate director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

Assessment Cycle and Data Analysis:

Assessment of student learning takes place throughout the certificate program and occurs in all courses. Artifacts of course assessment are maintained by the faculty teaching those courses for one year after the completion of the course. Program-level assessment data are gathered strategically according to the assessment plan. The certificate program will follow a three-year assessment cycle; one or two student learning outcomes will be assessed each year according to this cycle.

Online Graduate Certificate in Liberal Studies 2019-2022 SLO Reporting Cycle				
Outcome Number	Stated Student Learning Outcome	Cycle	Academic Year	Reporting Year
Outcome 1:	Students will demonstrate a sound understanding of the liberal arts by recognizing, interpreting, and developing skills and practices connected to critical and complex thinking, communication, group dynamics, research issues, and cultural literacy. (Rubric to be created by certificate program faculty)	Year 1	2019-20	October 31, 2020
Outcome 2:	Students will be able to think critically and analytically, make sound inferences from evidence, and draw reasonable conclusions from skills, and practices connected to the liberal arts. (AACU Critical Thinking outcome)	Year 2	2020-21	October 31, 2021
Outcome 3:	Students will be able to work effectively and collaboratively to solve complex problems by using solid research methodologies. (AACU Inquiry and Analysis outcome)	Year 3	2021-22	October 31, 2022
Outcome 4:	Students will be able to communicate clearly and persuasively in both written and oral formats by recalling and describing approaches and histories that influence multiple understandings of the liberal arts. (AACU Oral Communication and Written Communication outcomes)	Year 3	2021-22	October 31, 2022

Teaching Effectiveness:

All instructors will use the university teacher course evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual faculty merit evaluation report process. The chair will review the TCE results with instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.

Post-Graduate Success:

Our program will look at data provided by the university alumni survey. The certificate program will attempt to stay in contact with former students through an alumni mailing list, to be initiated at the inception of the certificate program. Periodic surveys of alumni will be taken through this venue.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; http://www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; http://www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Context of and purpose for writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introductionand conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

Inquiry and Analysis VALUE Rubric

for more information, please contact value@aacu.org

Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing knowledge, research, and/or views	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents 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.
Design process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical or unsupportable conclusion from inquiry findings.
Limitations and implications	Insightfully discusses in detail relevant and supported limitations and implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from http://dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Letters

January 18, 2019

Dear Graduate Council,

I am pleased to express the college's strongest support of the proposed Liberal Studies Online Graduate Certificate in the College of Arts and Sciences. The interdisciplinary online graduate certificate will increase students earning potential by developing the essential, but difficult to practice, skills that employers consistently demand. Students will have the opportunity to develop skills in critical and complex thinking, clear writing and communication, effective collaboration, research; awareness and sensitivity to the context and historical attributes of key issues and problems in today's society, and cultural literacy.

The proposed Liberal Studies Online Graduate Certificate will utilize the strengths of the outstanding faculty in the College of Arts and Sciences.

The experience gained through the Liberal Studies Online Graduate Certificate will augment students' career and professional opportunities by helping them to become better decision makers; more effective strategists and thinkers; better leaders and team members; more socially and historically aware citizens; and more adept writers and communicators. An online graduate certificate in Liberal Studies will attract a broad spectrum of interest from educators, paralegals, human resources professionals, community organizations, social workers, non-profit sectors, post-bac students, and lifelong learners.

In terms of additional resources required to offer the graduate certificate, no additional faculty or staff will be needed. The College of Arts and Sciences is committed to covering the administrative stipend for the director of the certificate until the certificate is able to generate enough money to cover the cost.

The College of Arts and Sciences fully supports the proposed Liberal Studies Online Graduate Certificate in the College of Arts and Sciences.

Sincerely,

Mark Lawrence Kornbluh
Dean

January 18, 2019

Dear Graduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed Online Graduate Certificate in Liberal Studies 7:1:1 on Thursday, January 17, 2019.

Sincerely,

Judith Prats
Chair, Education Policy Committee

University of Kentucky
College of Arts & Sciences
African American & Africana Studies

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Lexington, KY 40506
P: 859-257-2284
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December 7, 2018

Jeffory Clymer
Department of English
1215 Patterson Office Tower
Lexington, KY, 40506

Dear Jeff,

The African American and Africana Studies faculty of record was consulted and approved (15-0-0) the inclusion of AAS 500, African-American Lives, on December 4, 2018 as an elective in the proposed certificate in Liberal Studies.

In addition, the African American and Africana Studies faculty of record was consulted and approved (11-0-0) the inclusion of AAS 560, Race, Ethnicity, and Politics, on December 6, 2018 as an elective in the proposed certificate in Liberal Studies.

Sincerely,

Anastasia C. Curwood

Professor Jeff Clymer
Department of English
College of Arts and Sciences
University of Kentucky

December 11, 2018

Dear Professor Clymer,
At our faculty meeting today (November 30, 2018) the anthropology faculty of record discussed and approved unanimously (11-0) the inclusion of ANT 680: Business and Organization and ANT 681: Health Care Inequalities, as electives in the proposed Graduate Certificate in Liberal Studies.

Please let me know if you need a copy of our meeting minutes, which document this approval.

Sincerely,

Lisa Cliggett, PhD
Chair and Professor

Anthropology
211 Lafferty Hall
Lexington, KY 40506-0024
Lisa.Cliggett@uky.edu
857-257-2796 (direct)
857-257-2710 (main office)

December 16, 2018

Camille Harmon
Office of the Dean
College of Arts and Sciences
202 Patterson Office Tower
University of Kentucky
Lexington, KY 40506

Dear Camille,

Jonathan Allison states the English faculty of record was consulted and approved [20-0-11] the inclusion of ENG 602 "Contemporary American Literature," and ENG 502 "Technology in Literature and Film" on December 5, 2018, as electives in the proposed Graduate Certificate in Liberal Studies.

Yours,

Jonathan Allison
Chair of the Department of English
University of Kentucky

December 19, 2018

Cristina Alcalde
Associate Dean for Inclusion and
Internationalization
College of Arts and Sciences
265 Patterson Office Tower
Lexington, KY 40506

Dear Dean Alcalde,

The Gender and Women's Studies faculty of record was consulted and approved (9-0) the inclusion of GWS 602: Perspectives on Gender Identities and Sexual Identities and GWS 603: Gender, Bodies, and Health, on December 3, 2018 as electives in the proposed online Graduate Certificate in Liberal Studies and the Online Graduate Certificate in Diversity and Inclusion.

Thank you for including us in this curricular innovation.

Sincerely,

Carol Mason, PhD
Professor and Chair
Department of Gender and Women's Studies
carol.mason@uky.edu

University of Kentucky
College of Arts & Sciences
Department of Hispanic Studies

1153 Patterson Office Tower
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December 13, 2018

Dr. Cristina Alcalde
Associate Dean of Inclusion and Internationalization
College of Arts and Science
Campus.-

Dear Cristina,

In our last faculty (November 28), we discussed and unanimoulsy approved *SPA 524 Approaches to Diversity in the Modern World: Understanding Latinx Cultures* as a new course for both Graduate Certificates: Diversity and Inclusion and Liberal Studies. Previously, we did the same via email. It is stated in the minutes.

Saludos,

Yanira

Dr. Yanira B. Paz
Professor of Spanish and Chair
Department of Hispanic Studies | University of Kentucky
E-mail: yanira.paz@uky.edu |Phone: (859) 257-7091

December 17, 2018

This letter confirms that the Writing, Rhetoric and Digital Faculty met in November 2018 and voted to allow the following courses to be part of the online graduate certificate in Liberal Studies:

WRD 612   Ethical and Legal Issues in Technical Writing

WRD 614   Visual Rhetoric and Persuasion

WRD 702   Professional and Technical Writing

WRD 704   Technical Editing

Sincerely,

Jeff Rice
Chair, Writing, Rhetoric and Digital Studies
Martha B. Reynolds Professor in Writing, Rhetoric, and Digital Studies
University of Kentucky

University of Kentucky
Department of Geography
817 Patterson Office Tower
Lexington, KY 40506-0027
P: 859-257-2931
F: 859-257-6277
geography.as.uky.edu

December 13, 2018

Professor Jeffory Clymer
Department of English
University of Kentucky

Dear Professor Clymer,

I am writing to confirm that geography faculty members were consulted via email vote on December 3, 2018 and unanimously approved the inclusion of the courses listed below as electives in the new online graduate certificate in Liberal Studies:

- MAP 671 Introduction to New Mapping
- MAP 701 History of Critical Cartography
- MAP 719 Social Impacts of New Mapping

Sincerely,

Patricia Ehrkamp
Associate Professor and Chair

December 11, 2018

Jeffrey Clymer
Department of English
College of Arts and Sciences

Dear Jeff,

The Modern & Classical Languages, Literatures & Cultures faculty of record was consulted and approved (35-0-0) the inclusion of MCL 500 as an elective in the proposed online Graduate Certificate in Liberal Studies on 11/27/18.

Sincerely,

Jeanmarie Rouhier-Willoughby
Chair, MCLLC

UK

UNIVERSITY OF KENTUCKY

Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

November 28, 2018

Dr. Jeffrey Clymer
Department of English
University of Kentucky

Dear Jeff,

As Chair of the Sociology Department, I am writing to certify that the Sociology faculty of record met on November 7, 2018, at which time they discussed and approved with a vote of 15-0-1 the inclusion of SOC 720 (Race, Racism and Representation) and SOC 551 (Health, Illness, and Disabilities) as electives in the proposed Graduate Certificate in Liberal Studies.

Sincerely,

Claire M. Renzetti, Ph.D.
Professor and Chair of Sociology
Judi Conway Patton Endowed Chair for Studies of Violence Against Women

January 9, 2019

Dear Jeff,

The Department of Philosophy's faculty of record was consulted and approved (10-0) on December 5, 2018 the inclusion of PHI 522 as a required course in the proposed Online Graduate Certificate in Liberal Studies. The faculty of record also approved by the same vote the inclusion of PHI 532, PHI 562 and PHI 605 as electives in the proposed Online Graduate Certificate in Liberal Studies.

Sincerely yours,

Brandon C. Look

Brandon C. Look

University Research Professor and Chair

see blue.

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An Equal Opportunity University

Department of Statistics
311 Multidisciplinary Science Building
725 Rose Street
Lexington, KY 40536-0082

859 257-6115
*fax*859 323-1973

statistics.uky.edu

Dear Jeff,

As Department Chair, this letter confirms that the Statistics faculty unanimously approved (12-0) the inclusion of STA 570, 674, 677, and 678 on 12/5/18 as electives in the proposed Graduate Certificate in Liberal Studies.

Sincerely,

Arnold J. Stromberg, Chair
stromberg@uky.edu