

**Colonnade General Education Curriculum Committee (CGEC)**  
**Minutes for September 30, 2025, at 3:45pm – Zoom**

**Voting Members Present:** Andy Mienaltowski, Kandy Smith, Missy Travelsted, Phillip Gunter, Yuyun Lei, Caden Lucas, Robin Ayers, LeAnne Coder, and Angie Jerome.

**Guests:** Brooke Gross, Ke Peng, Alex Poole

**Ex-Officio:** Danita Kelley, Stuart Burris, Jennifer Hammonds, Rob Hale, Jessica Dorris, Rheanna Plemons, and Stacey Forsythe

Meeting called to order at 3:45pm

**Approval of Minutes from September 2, 2025: 1<sup>st</sup>/2<sup>nd</sup>:** Ayers/Travelsted – **Vote:** Approved (9 yes)

**Action Items:**

Approval of New Courses:

Colonnade Committee (2)				
Code	Title	Status	Initiator	Received
<a href="#">CHIN 370</a>	<a href="#">CHIN 370: Introduction to Modern Chinese Literature and Film</a>	Edited	kpn73047	9/4/2025
<b>Motion to Approve – 1<sup>st</sup>/2<sup>nd</sup>:</b> Coder/Lucas <b>Discussion:</b> Mienaltowski stated, prior to the meeting, I had reviewed the proposals for today and sent feedback to the proponents. There were no issues that came up with this proposal when I reviewed it in terms of meeting the requirements for the forms. <b>Vote to Approve:</b> Approved (9 yes)				
<a href="#">CHIN 333</a>	<a href="#">CHIN 333: Chinese Culture and Civilization</a>	Edited	kpn73047	9/4/2025
<b>Motion to Approve – 1<sup>st</sup>/2<sup>nd</sup>:</b> Coder/Travelsted <b>Discussion:</b> Mienaltowski I'd like to say that I provided feedback on this proposal as well, and there were some minor issues with the learning outcomes being mentioned within the proposal, and that has been corrected. And, connecting the learning objectives to social and cultural instead of systems, that was also corrected within the proposal. And some additional information was provided by the proponent about the application of this course across multiple programs, or the interest of students across many different programs at the university. Forsythe shared, the syllabus is also supposed to identify which of the Kentucky graduate profile competencies, and I don't see that on either syllabi for either of the syllabus for this course or the other course, unless I'm looking at it incorrectly, that's supposed to be on the first page. <i>Friendly Amendment – Include the KGP language on the Syllabus like it's listed in the original proposal.</i> <b>Vote to Approve:</b> Approved (9 yes)				

- **Information Items:**

- **The Kentucky Graduate Profile & Colonnade WKU Career Climbers Pilot Project - Dr. Rheanna Plemons, Assistant Provost for Accreditation and Assessment**

Dr. Plemons shared a presentation (Appendix B) with the group.

You all have been so patient with us about the Kentucky Graduate Profile. We had to find a way to integrate in these essential skills that CPE has mandated that our students be able to reach at a milestone level, and I presented to you at the last meeting. Since the last meeting, you got an email from the provost (Appendix A) about the QEP being paused, and that just gives you an idea of how dynamic the situation is, yet CPE says that we have to have this in place by spring of 2028. I attended a meeting yesterday in Somerset, and many of our colleagues around the state are doing very similar things to what we're proposing with these competencies. Some people are starting with their programs first, but everything ends with the entire university experience, showing students being able to show how competent they are for the workforce. We chose to start with integrating the Colonnade, as I mentioned at the last meeting. And with that, what I have for you today is a Colonnade pilot. It's more of an information item for you, because we do have to get this rolling. There's no perfect fit for these competencies in all categories of general education. Just go into this knowing that we know that there will be changes in the pipeline that will come later. We know that we will get feedback from the faculty on what we've suggested, and we encourage that, because that's the only way that we can share with the CPE. The adjustments that we make and how your input was involved in it.

Our pilot proposal has been compiled with Andy, the Colonnade Committee Chair. Rob Hale has helped with it, and so has Stacy Forsythe, who is the Colonnade Director. You do have a Colonnade Chair who runs the business of the Colonnade Committee itself. The Colonnade Committee, of course, votes on new courses, like you did today. They vote on revisions. You approve forms that we will put out there going into the future, but then we have a Colonnade Director who is charged with making sure that the Colonnade program is running well, she helps in assessing the program, and right now she's also been charged with looking at, changes, tweaks that we might make to the current general education program. Also, keeping in mind what faculty perceive should be part of that general education plan as well. It is the current gen ed program, and how we are going to move forward with these competencies and align them with our current requirements.

We took the categorical learning outcomes and the CPE rubric, which is a CBIN rubric, and we took the Colonnade rubric, and we all cross-referenced those documents, and in doing that, we have made some alignments for these competencies to specific gen ed categories. Now, we did this because CPE says that we must have students that have... experience beyond high school in each one of these 10 essential skills. We recognize, though, that students, most of the time, can only reach capstone or mastery level in their academic program, in their major. We're looking at the gen ed program to give the baseline work so that students can build on competencies going forward. And sometimes students may stop at those baseline competencies. We took all of the competencies, and we aligned them to each category. We can argue about, you know, professionalism and whether that fits well for English 300, or whether critical thinking fits well, but we have tried to provide evidence across all three of these categories, two of which have been approved by the Colonnade Committee already. To show that even though the competency title might not be what we

would like it to be, the outcomes of it align nicely with what we are currently doing. So, to pilot this, we would like to start right now with integrating this into our Colonnade program. Starting with the spring semester, we want to revisit the syllabus statements that some people received an email about prior to the beginning of the fall semester, and I know that they received a lot of short notice for that. We've apologized. To the department heads on that, there was a timing issue from a lot of different folks in a transition period in our office, for sure, but we would like for... in the spring, we will have competency statements that Andy has worked on for Colonnade courses to put those statements on their syllabi, and they will align with what you see in front of you.

Now, the next question that I'm anticipating is, will I have to change my artifact? What if my artifact does not map to this competency? And the answer to that is no. We do not want you to change your artifact currently. I know that people who have been in the position before me, and the people that have been in the Colonnade Director position before Stacy, worked hard on the rubrics that we use for assessment. And what is a little-known fact is that the conversation about the Kentucky Graduate Profile, whether it was made common knowledge across campus or not, has been an item of discussion since 2021.

Some of our rubrics already have these competencies aligned with them, which is why we use them to map these competencies into the categories in Colonnade. We would like to assess foundations and exploration categories this fall. So, we want you to submit those assessments. I know that last year was a reflection year for general education. The bottom line is we must submit a Gen Ed report every year to CPE, whether or not it's a reflection year, or it's really an assessment year. So, we must have data going forward, frequently. The reflection year, though, there was nothing really reflected. Now, I'm sure that you have spent a whole lot of time thinking about your class. When you read the announcement that it was a reflection year, but nobody submitted any reflection for me to view. So, we are going to look at artifacts for foundations and explorations. I'm going to work with the foundations departments. Using the rubrics that... CPE has provided, but also the Colonnade rubrics that we currently have, and making sure that we can assess that way.

Now, I'm theorizing, but what I believe is going to happen is that some of them will align, and some of them won't. And that's okay, because we're going to show growth. And we're going to show how we made changes, and we're going to have some data-driven rationale for why we're making changes to what we are doing. Right off, I can tell you civic engagement, which is one of the competencies, does not align with any of the Colonnade categories that we currently have, and I don't know if it will align with the new as well. We're not using these competencies to drive the curriculum. We are using this as a lens to look through when we're looking at the categories that we currently have. So, with that, we have the document that we've prepared that shows you the different categories, the competency that we believe is assessed in that category already. We will be asking for Colonnade courses to put competency statements on their syllabi, starting with the Spring 2028 semester. We're getting close to the timeframe that we need to have those to you, and they have been drafted. We're working with the Colonnade Committee to get those statements on the Colonnade website. We'll also get them on the syllabi website that you're used to in the provost office, so you won't have to come up with the statement, they will be created for you. We'll also be working with a technology team, including the Registrar's Office. We'll be working with IT. Because once we decide on what these alignments could and should be, there are some steps that we want to put in place so that students are aware of the competencies they are working on in

from the course description to their degree audit as well. I believe I have covered everything about this pilot. I do have in this document that we'll send out to you some of what I perceive to be frequently asked questions about this. I will tell you the theme of this, Frequently Asked Questions, is Don't worry about it. Don't stress about it. It's all going to be okay. We are going to move forward in the spirit of meeting these competencies, but there will be bigger conversations going forward as to how we can better map these towards any future renditions of general education.

Mienaltowski shared I realize that we all received the email indicating that new course proposals for adding courses to Colonnade has been... has been paused. But there are departments that are considering revisions to existing courses. And they're welcome to submit those revisions. Sometimes that might include changes to their artifact based on changes to the learning outcomes for courses themselves, but otherwise, it's my understanding that People do not have to, sort of, look at their course and submit a revision to their artifact at this point as we pilot, right?

Plemons, that is correct. We do not want to cause added stress to this. Now, I will say, that if you are so excited about the Kentucky Graduate Profile, and you've been looking for additional work. If you would like to change your artifact and pilot it, go for it. I mean, we would love to have some examples of effective use of assessing competencies. We are working on some professional development sessions with CIDL. I know that CPE is looking to build a repository of resources for faculty and example lessons. So, if you do have a course that you already wanted to redo the artifact, and now, you see the competency that we've aligned it to, and you feel like you could show that or demonstrate that better, go for it. We'd love to look at it. Stacy, I'm going to speak to her, she'd be happy to look at it. And we have other people as part of a Kentucky Graduate Profile work group that has representatives from every college on it. We'd be happy to look at that and see if it's doing what we would like to do. And if you would like to volunteer, one of the things that Andy and I have talked about is when we get to this assessment period and we start pulling in some of the artifacts, particularly for the explorations category. Since there is a pause on, accepting new Gen Ed courses, then I would be ecstatic if we would be willing to meet and look at some of those artifacts just at the top level, and see how well that the current rubric and the CBIN rubric, which is what CPE, is using. If we could just see how that's lining out, and do that kind of as a group, because in the spring, we would look at Colonnade. So, maybe that's a way we could use some of this time that you've already allotted to Colonnade to help move that process forward, and to ensure that your voices are heard in that assessment process.

- **Colonnade Workgroup Update – Dr. Stacey Forsythe, Colonnade Program Director and Colonnade Workgroup Chair**

Forsythe gave a brief update. The current Colonnade program alignment does matter long-term, because we will teach students out that are here for this catalog term, right? So even when we adopt a new Colonnade program, the current students that are here would still be under the... what we used to call the old gen ed. So... so we must make sure that we get that alignment right, and that pilot will help with that. So, moving to the Colonnade work group, we're continuing to meet, and I know there's a couple of people on here that are in those meetings as well. But we're continuing to meet to look at all the data and all the ideas we have for a new Colonnade program. And once we get that draft done, we're working on a narrative document to go with the kind of draft of the plan that we have. That will kind of

explain how we got to where we are with what we recommend from that work group for a new Colonnade program, and that will be shared eventually campus-wide through this group first, and then campus-wide to get feedback from departments on how this might impact them, or what ideas they have that could enhance whatever new categories that we might decide to come up with. So, we're continuing to work on that. Our hope is that by the end of this academic year, we could have something forward and pass through, so that starting in Fall 27, new students to the university would have the opportunity to do the new Colonnade plan. We're still working on collecting information and doing the draft that we have, adding to the draft that we have, just to make sure that we keep the overall student experience in mind in that, as well as faculty life and faculty creativity and options there as well.

- Forsythe asked – With artifacts for course... Is it possible to get 2 artifacts approved? Different instructions have different ways of teaching. Plemons stated she would hold off for this year. Forsythe said it will probably be revised if they can't ask for 2 artifacts. Mienaltowski explained how one of his courses had 2 ways of assessing the outcomes. Ayers shared that it happened in her department, and it was squashed at the beginning, and she thought it would be best to leave it alone at the time. Jerome shared another view. Perhaps if people are interested in this, they should take it to Forsythe and/or Plemons to discuss. More discussion took place.

**Adjourn – 4:45 pm – 1st/2nd:** Lucas/Ayers

Respectfully Submitted,  
Jessica Steenbergen  
Colonnade Recorder

## Appendix A: Announcement to Pause New Course Proposals for Colonnade Program

**Mienaltowski, Andrew**

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**From:** Provost  
**Sent:** Tuesday, September 23, 2025 3:00 PM  
**To:** Faculty-All; Staff-All  
**Subject:** Kentucky Graduate Profile and Colonnade Program



*Office of the Provost and Vice President for Academic Affairs*

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PROVOST'S MESSAGE

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Dear Faculty and Staff,

The Kentucky Graduate Profile (KGP) is a framework designed by the Kentucky Council on Postsecondary Education (CPE) to help students connect their University experiences with desired workforce competencies. The profile highlights 10 essential skills ranging from critical thinking and communication to professional and civic engagement that are crucial for success in today's workforce and as engaged citizens. These skills or competencies align with regional workforce needs and are supported by the National Association of Colleges and Employer (NACE) and the Competency-Based Education Network (C-BEN).

The integration and assessment of the Kentucky Graduate Profile was an integral part of our Quality Enhancement Plan (QEP) that was approved by SACSCOC. However, with the changing accreditation landscape, SACSCOC has announced that institutions could freeze all QEP work until SACSCOC can review, analyze, and revise their Principles of Accreditation. Therefore, we have decided to freeze the QEP and devote our attention and resources to the integration of the Kentucky Graduate Profile into the University Experience. The Kentucky Graduate Profile is a mandate that must be fully implemented by Spring 2028, or WKU will be prohibited for proposing any new academic programs.

Given the rapid changes and required timeline for integration, I have informed the Colonnade Committee to freeze any new course approvals to the current Colonnade program, effective October 1 for academic year 2025-2026. Instead, we will pilot integrating the Kentucky Graduate Profile into the current Colonnade program, analyze our existing rubrics and artifacts to assess competencies, and provide data to the workgroup tasked with updating our general education curriculum. In a preliminary review of the learning outcomes associated with the Colonnade program and the rubrics used to assess those categories, most of the competencies are currently embedded into the curriculum. Our focus needs to be on how we can document and communicate that students are competent in specific skills after the completion of the Colonnade program. During the freeze, academic units may still revise or delete current Colonnade courses.

The required implementation of the KGP does not stop with Colonnade. More information will be coming on how we can integrate and assess those skills in our academic programs. WKU has a KGP workgroup that

includes representatives from each Academic College. The Student Experience component is already integrating many of these skills and using the Sutable App to track student engagement.

We are excited about the opportunity to create a Hilltopper Experience that equips students to confidently connect their academic skills and knowledge with essential workforce competencies, ensuring they are well prepared for meaningful careers and engaged citizenship while also meeting the needs of our regional employers.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Fischer".

Robert "Bud" Fischer

Provost and Vice President for Academic Affairs

## The Kentucky Graduate Profile & Colonnade WKU Career Climbers Pilot Project

Colonnade Committee - Information Item

9/30/2025

### Colonnade Pilot Proposal

Academic Affairs and the WKU Kentucky Graduate Profile Workgroup is actively working to incorporate the CPE's mandated Kentucky Graduate Profile (KGP) (10 Essential Skills) into WKU's campus culture. We are also committed to ensuring that the integration minimally impacts established general education assessment practices and workload. Therefore, we will pilot the integration of the KGP into WKU's Colonnade requirements for AY 2025-2026 to help provide data and guide any future revisions to the Colonnade program. To pilot the integration of the KGP:

- ***Categorical & Competency Alignments*** - One essential skill (competency) is mapped to each Colonnade Category, if applicable. Mappings were determined based on the current Colonnade categorical learning outcomes (CLOS), current rubrics used for Colonnade categorical assessments, and CPE's Kentucky Graduate Profile Toolkit Competency Rubrics. The alignment is provided at the end of this document.
- ***Competency Statements*** – To streamline competency statements and reduce confusion among faculty, staff, and students, WKU's Syllabi Website and the Colonnade Website will be updated to include competency statements for each of the Colonnade categories. Statements will be ready for faculty to include on syllabi before Spring 2026 priority registration.
- ***Colonnade Assessment for AY 2025-2026*** – Foundation and Exploration courses will submit artifacts for review at the conclusion of the **Fall 2025** semester. Connections courses will submit artifacts for review at the conclusion of the **Spring 2026** semester. An assessment team will use the artifacts to determine if: (1) the KGP 10 Essential Skills are optimally aligned with the assigned category; and (2) categorical rubrics adequately address the aligned competency. Data will be compiled and shared with the Colonnade Committee and Workgroup. We expect there will be easy alignment in many cases, but that some alignments will need to be revisited after we review the data.



## Kentucky Graduate Profile & Colonnade FAQs

### What is the Kentucky Graduate Profile?

The Kentucky Graduate Profile (KGP) is the CPE's mandated postsecondary learning framework that defines the 10 Essential Skills all students should develop through their college experience. These skills, such as effective communication, critical thinking, quantitative reasoning, teamwork, adaptability, professionalism, civic engagement, and others, are aligned with what employers and communities say graduates need to thrive in their careers and lives. The KGP provides a common language for faculty, staff, students, and employers to connect classroom learning and co-curricular experiences with real-world readiness, ensuring that all graduates can both demonstrate and articulate the skills they have gained during their entire educational journey.

### How does the KGP integrate into the Colonnade Program?

Most of the Kentucky Graduate Profile (KGP)'s 10 Essential Skills naturally integrate into the current Colonnade program with the exception of Civic Engagement. The KGP workgroup has aligned the competencies and their definitions to Colonnade categorical learning outcomes and their rubrics. Each Colonnade category connects to at least one of the skills, ensuring students encounter and practice them across a variety of categories and courses.

**How will the KGP be assessed in the Colonnade Program?** As part of the pilot program, previously approved artifacts for each course will be submitted and reviewed by an assessment team to determine if the assigned KGP can be effectively evaluated using the current categorical rubric. Foundations and Explorations Courses will submit artifacts for the Fall 2025 semester. Connections courses will submit artifacts for the Spring 2026 semester. The Assessment Team will submit assessment data from the pilot to the Colonnade Director, who will share the data with various workgroups.

**Will faculty be required to change their artifact to incorporate the competency?** No. Departments can enhance the current, approved assessment to better incorporate the KGP into the course; however, it is not required. Refer to the approved Colonnade policy for instructions on changing an artifact.

### What happens if the course artifact does not demonstrate the aligned competency?

Nothing happens for AY 2025-2026. However, if the decision is made to keep the competency alignment for the category in which the course is offered, the department may be asked to consider moving the course to a different category that best fits the course, or

submit a revised assessment plan and artifact that aligns the course with the categorical learning outcomes and the aligned competency.

**Will professional development be offered to help faculty integrate essential skills?**

Yes. Members of the WKU KGP Workgroup will work with CITL to develop professional development sessions.

**Are competency statements required on a syllabus for a Colonnade course?** Yes. CPE requires that we notify students of the primary competency or skill that is addressed in the course. Faculty should use the competency statements provided on the Colonnade website that align with the category in which the course is taught.

**Will the KGP be expanded beyond general education?** Yes. While the KGP is first embedded in Colonnade, it is designed to expand into majors and co-curricular programs, allowing students to continue developing and applying the Essential Skills throughout their academic journey. Please contact Rheanna Plemons ([Rheanna.Plemons@wku.edu](mailto:Rheanna.Plemons@wku.edu)) should you have questions about integration in Academic Programs.

Colonnade Category/Courses	KGP Essential Skill ( <a href="#">LINK</a> )	Approved Colonnade Learning Outcomes ( <a href="#">LINK</a> )	KGP Rubric ( <a href="#">LINK</a> ; SCROLL TO LIST)	Colonnade Category Rubric
<b>Quantitative Reasoning (QR)</b> Courses: CS 146; MATH 109; MATH 112; MATH 115; MATH 116; MATH 117; MATH 123; MATH 136; MATH 183; PHIL 215	<b>3. QUANTITATIVE REASONING</b>  <b>Apply quantitative reasoning skills to analyze and solve numerical problems:</b> Graduates will hone their ability to provide solutions guided by data and choose the best methodologies for arriving at informed conclusions.	<ol style="list-style-type: none"> <li>1. Interpret information presented in mathematical and/or statistical forms.</li> <li>2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.</li> <li>3. Determine when computations are needed and execute the appropriate computations.</li> <li>4. Apply an appropriate model to the problem to be solved.</li> <li>5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Illustrates contextual data using a variety of models, including equations, graphs, and tables.</li> <li>2. Applies percentages and statistics to describe contextual data.</li> <li>3. Utilizes a variety of quantitative strategies to articulate assumptions and solve problems.</li> </ol> Essential Skill 3	<ol style="list-style-type: none"> <li>1. Provides accurate explanations of information presented in mathematical forms.</li> <li>2. Competently converts relevant information into an appropriate and desired mathematical portrayal.</li> <li>3. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</li> <li>4. Proposes one or more solutions/hypotheses that indicate comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors.</li> <li>5. Uses the quantitative analysis of data as the basis for drawing reasonable conclusions. Explicitly describes assumptions.</li> </ol>
<b>Human Communication (OC)</b> Courses: COMM 145	<b>1. COMMUNICATION</b>  <b>Communicate effectively:</b> Graduates will communicate effectively by listening, weighing	<ol style="list-style-type: none"> <li>1. Listen and speak competently in a variety of communication contexts, which may include public,</li> </ol>	<ol style="list-style-type: none"> <li>1. Gives focused attention to others, asks clarifying questions, and shows awareness of non-verbal signals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation interesting; speaker appears comfortable.</li> <li>2. Language choices are thoughtful and generally</li> </ol>

	<p>influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.</p>	<p>interpersonal, and/or small-group settings.</p> <ol style="list-style-type: none"> <li>Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.</li> <li>Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.</li> <li>Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.</li> </ol>	<ol style="list-style-type: none"> <li>Writes formally and informally using logical structure, complete sentences, standard grammar and correct punctuation.</li> <li>Engages in formal conversations with peers and professionals by offering information and ideas.</li> </ol> <p>Essential Skill 1</p>	<p>support the effectiveness of the presentation. Language in the presentation is appropriate to audience.</p> <ol style="list-style-type: none"> <li>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports presentation or establishes the presenter's credibility/authority on the topic.</li> <li>Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</li> <li>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</li> </ol>
<p><b>Writing Composition</b> Courses: ENG 100</p>	<p><b>1. COMMUNICATION</b></p> <hr/> <p><b>Communicate effectively:</b></p>	<ol style="list-style-type: none"> <li>Listen and speak competently in a variety of communication contexts, which may</li> </ol>	<ol style="list-style-type: none"> <li>Gives focused attention to others, asks clarifying questions, and shows</li> </ol>	<ol style="list-style-type: none"> <li>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make</li> </ol>

	<p>Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.</p>	<p>include public, interpersonal, and and/or small-group settings.</p> <ol style="list-style-type: none"> <li>Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.</li> <li>Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.</li> <li>Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.</li> </ol>	<p>awareness of non-verbal signals.</p> <ol style="list-style-type: none"> <li>Writes formally and informally using logical structure, complete sentences, standard grammar and correct punctuation.</li> <li>Engages in formal conversations with peers and professionals by offering information and ideas.</li> </ol> <p>Essential Skill 1</p>	<p>appropriate reference to information or analysis that generally supports presentation or establishes the presenter's credibility/authority on the topic.</p> <ol style="list-style-type: none"> <li>Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</li> <li>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</li> </ol>
<p><b>Writing in the Disciplines</b> (WC)ENG 300; COMM 200; GEOG 300; PSYS 300</p>	<p><b>6. PROFESSIONALISM</b></p> <hr/> <p><b>Perform professionally within their chosen field of study or occupation:</b> Graduates will adhere to the code of ethics in their</p>	<ol style="list-style-type: none"> <li>Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.</li> </ol>	<ol style="list-style-type: none"> <li>Describes what constitutes ethical behavior and makes choices accordingly.</li> <li>Applies organizational and time management skills to prioritize and</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context).</li> </ol>

	<p>chosen profession and act with honesty and fairness. They will prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.</p>	<ol style="list-style-type: none"> <li>Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.</li> <li>Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.</li> <li>Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.</li> <li>Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.</li> </ol>	<p>complete assigned tasks.</p> <ol style="list-style-type: none"> <li>Takes personal accountability for actions, including mistakes</li> <li>Converses with others using field-specific terminology and tools.</li> </ol> <p>Essential Skill 6</p>	<ol style="list-style-type: none"> <li>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.</li> <li>Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</li> <li>Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</li> <li>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</li> </ol>
<p><b>Arts &amp; Humanities (E-AH)</b>  Courses: (E-AH) AFAM 190; ARBC 200; ARC 100; ART 100; ART 102; ART 105; ART 106; AS 180; BCOM 200; DANC 110; FILM 105; FILM 201; FLK 275;</p>	<p><b>2. CRITICAL AND CREATIVE THINKING</b></p> <hr/> <p><b>Think critically to solve problems and create new ideas and solutions:</b></p>	<ol style="list-style-type: none"> <li>Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.</li> </ol>	<ol style="list-style-type: none"> <li>Identifies aspects of a problem clearly by locating and using relevant sources of information.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline.</li> <li>Information is taken from primary and/or secondary sources with enough</li> </ol>

FLK 276; MUS 120; PHIL 101; PHIL 102; PHIL 103; POP 201; RELS 100; RELS 101; RELS 102; SPAN 175; THEA 151; VJP 101; VJP 131; VJP 261	Graduates will think critically by evaluating assumptions and assessing information to make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.	<ol style="list-style-type: none"> <li>2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.</li> <li>3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.</li> <li>4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</li> <li>5. Evaluate enduring and contemporary issues of human experience.</li> </ol>	<ol style="list-style-type: none"> <li>2. Seeks out and considers different perspectives on a problem.</li> <li>3. Articulates patterns, relationships, context, and other factors that are relevant to a problem.</li> <li>4. Links concepts to generate novel ideas or solutions to problems.</li> </ol> <p>Essential Skill 2</p>	<ol style="list-style-type: none"> <li>interpretation/ evaluation to develop a coherent analysis.</li> <li>3. Accurately locates particular works in relation to some relevant contexts and elaborates on the manner in which those contexts influence the works.</li> <li>4. Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance.</li> <li>5. Describes several impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Outlines inter-connectedness between numerous aspects of works and culture.</li> </ol>
<b>Literary Studies (F-AH)</b> Courses: (F-AH) ENG 200; MLNG 200; RELS 200	<b>2. CRITICAL AND CREATIVE THINKING</b>  <b>Think critically to solve problems and create new ideas and solutions:</b> Graduates will think critically by evaluating assumptions and assessing information to	<ol style="list-style-type: none"> <li>1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.</li> <li>2. Distinguish among various kinds of evidence by identifying reliable</li> </ol>	<ol style="list-style-type: none"> <li>5. Identifies aspects of a problem clearly by locating and using relevant sources of information.</li> <li>6. Seeks out and considers different perspectives on a problem.</li> <li>7. Articulates patterns, relationships, context,</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline.</li> <li>2. Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a coherent analysis.</li> <li>3. Accurately locates particular works in relation to some relevant contexts and</li> </ol>

	make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.	<p>sources and valid arguments.</p> <ol style="list-style-type: none"> <li>3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.</li> <li>4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.</li> <li>5. Evaluate enduring and contemporary issues of human experience.</li> <li>6. Read, comprehend, and analyze primary texts independently and proficiently.</li> </ol>	<p>and other factors that are relevant to a problem.</p> <ol style="list-style-type: none"> <li>8. Links concepts to generate novel ideas or solutions to problems.</li> </ol> <p>Essential Skill 2</p>	<p>elaborates on the manner in which those contexts influence the works.</p> <ol style="list-style-type: none"> <li>4. Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance.</li> <li>5. Describes several impacts that works may have upon enduring and contemporary issues of human experience (e.g., love, faith, individual identity, good and evil, sacrifice). Outlines inter-connectedness between numerous aspects of works and culture.</li> </ol>
<p><b>Social &amp; Behavioral Sciences (E-SB)</b></p> <p>Courses: HIST 101; HIST 102; AGRI 108; ANTH 120; ANTH 130; CHHS 100; CIS 141; CNS 110; COMM 154; CRIM 101; CSJ 200; ECON 150; ECON 202; ECON 203; ENV 120; FIN 161; GEOG 110; GERO 100; GWS 200; HCA 120; IA 250; IA 260; LEAD 200; NURS 102; PH 100; PR 255; PS</p>	<p><b>4. INTERPERSONAL RELATIONS</b></p> <p><b>Interact effectively with people:</b> Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate,</p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of at least one area of the social and behavioral sciences.</li> <li>2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies how one's own perspectives and lived experiences impact relationships.</li> <li>2. Identifies positive ways to interact with people.</li> <li>3. Identifies multiple perspectives, ideas, and beliefs through interactions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates adequate understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.</li> <li>2. Appropriately develops and applies critical elements of the methodology and theoretical framework, including ethical conduct; more subtle elements are ignored or unaccounted for.</li> </ol>



110; PSY 100; PSY 220; PSYS 100; PSYS 220; REC 200; SMED 101; SMED 102; SOCL 100; SPM 200; SUPR 100; SWRK 101	communicate, and work respectfully with others.	<p>area of the social and behavioral sciences.</p> <ol style="list-style-type: none"> <li>Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.</li> <li>Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.</li> <li>Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.</li> </ol>	Essential Skill 4	<ol style="list-style-type: none"> <li>Demonstrates adequate understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience.</li> <li>Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance.</li> <li>Demonstrates consistent use of important conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices.</li> </ol>
<b>Natural &amp; Physical Sciences (E-NS/E-SL)</b> Course: AGRI 280; ASTR 104; ASTR 106; ASTR 108; BIOL 113; BIOL 114; BIOL 120; BIOL 121; BIOL 122; BIOL 123; BIOL 131; BIOL 207; BIOL 208; CHEM 101; CHEM 105; CHEM 106; CHEM 109; CHEM 111; CHEM 116;	<b>9. KNOWLEDGE APPLICATION</b>  <b>Apply academic knowledge, skills and abilities to their chosen career:</b> Graduates will articulate and apply the theoretical content of their	<ol style="list-style-type: none"> <li>Demonstrate an understanding of the methods of science inquiry.</li> <li>Explain basic concepts and principles in one or more of the sciences.</li> <li>Apply scientific principles to interpret and make</li> </ol>	<ol style="list-style-type: none"> <li>Applies learned knowledge to resolve foundational problems pertinent to the desired career pathway.</li> <li>Explains concepts that support the practical application of knowledge, skills, and</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates adequate understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability).</li> <li>Demonstrates adequate understanding of the</li> </ol>

<p>CHEM 120; CHEM 121; ENV 280; EXS 223; GEOG 103; GEOG 280; GEOL 103; GEOL 111; GEOL 112; GEOL 113; GEOL 114; GEOL 250; METR 121; PHYS 100; PHYS 101; PHYS 103; PHYS 130; PHYS 180; PHYS 181; PHYS 201; PHYS 231; PHYS 232; PHYS 255; PHYS 256; PSYS 160; PSYS 161</p>	<p>academic preparation with relevant knowledge and abilities essential to their chosen careers.</p>	<p>predictions in one or more of the sciences.</p> <p>4. Explain how scientific principles relate to issues of personal and/or public importance.</p>	<p>abilities related to professional interests.</p> <p>3. Reflects on personal and academic experiences to assess compatibility and provide reasoning for career choice.</p> <p>Essential Skill 9</p>	<p>complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices.</p> <p>3. Applies scientific principles to propose one or more hypotheses/ predictions that indicate an adequate comprehension of the problem. Hypotheses/ predictions are sensitive to contextual factors.</p> <p>4. Adapts and applies scientific principles (e.g., skills, abilities, theories, methodologies) to address solutions to problems/explore issues of personal and/or public importance.</p>
<p><b>Connections – Local to Global (K-LG)</b></p> <p>Courses: AD 240; AFAM 343; ANTH 316; ANTH 388; ART 318; ASL 303; BIOL 372; BIOL 380; CHHS 370; CIS 205; CRIM 434; CSJ 380; ECON 385; ECON 430; EDFN 310; EDU 276; ENG 388; FLK 373; FLK 388; GEOG 378; GEOG 380; GEOG 386; GEOG 452; GISC 216; HCA 347; HIST 300; HIST 304; HIST 309; HIST 332; HIST 365; HIST 379; HIST 380; HIST 407; HIST 430; HIST</p>	<p><b>5. ADAPTABILITY AND LEADERSHIP</b></p> <hr/> <p><b>Adapt to changing circumstances while leading and supporting others:</b> Graduates will accept change and find effective ways to work and thrive in different settings. They will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal</p>	<p>1. Analyze issues on local and global scales.</p> <p>2. Examine the local and global interrelationships of one or more issues.</p> <p>3. Evaluate the consequences of decision-making on local and global scales.</p>	<p>1. Contributes toward achieving a common goal.</p> <p>2. Adjusts to new situations by doing things differently and showing a positive mindset.</p> <p>3. Encourages others to persist in achieving goal(s) through changing situations.</p> <p>Essential Skill 5</p>	<p>1. Demonstrates a clear understanding of local and global phenomena.</p> <p>2. Clear analysis of relationships between local and global issues.</p> <p>3. Proposes a clear assessment of the relationship between local and global problems.</p>

462; HIT 463; HIST 466; HMD 271; IA 357; IA 361; IA 365; IA 367; IA 369; LEAD 450; LME 448; MATH 270; MUS 277; PH 410; PHIL 426; PS 366; REC 338; RELS 242; RELS 302; RELS 306; RELS 309; RELS 322; RELS 335; RELS 340; RELS 341; RELS 455; SOCL 240; SOCL 372; SOCL 376; SPM 335; SPS 400; SUS 276; SWRK 300; VJP 390				
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<p><b>Connections – Social &amp; Cultural (K-SC)</b>  Courses: AFAM 329; AGRI 381; ANTH 360; ART 395; ART 407; ASL 302; CD 489; COMM 365; CRIM 361; CSJ 435; DANC 360; DCS 360; ECON 375; EDU 385; ENG 295; ENG 313; ENG 320; FILM 307; FLK 280; FLK 330; GEOG 200; GEOG 330; GEOG 385; GERM 369; HIST 200; HIST 316; HIST 317; HIST 318; HIST 320; HIST 324; HIST 325; HIST 329; HIST 340; HIST 364; HIST 390; HIST 395; HIST 420; HIST 432; HIST 447; IA 457; IDFM 431; IDST 390; MUS 320; MUS 322; MUS 323; MUS 327; NURS 415; PH 365; PH 447; PHIL 211; PHIL 212; PHIL 323; PHYS 363; PLS 324; PS 200; PS 320; PS 373; PS 374; PS 377; PSY 350; PSYS 346; PSYS 350; PSYS 357; RELS 211; RELS 222; RELS 305; RELS 318; RELS 331; RELS 333; SMC 310; SOCL 210; SOCL 220; SOCL 375; SOCL 389; SPAN 200; SWRK 311; THEA 323; THEA</p>	<p><b>8. COLLABORATION AND TEAMWORK</b></p> <hr/> <p><b>Collaborate and work in teams:</b> Graduates will collaborate with colleagues, become effective team members, and manage conflict.</p>	<ol style="list-style-type: none"> <li>1. Examine diverse values that form civically-engaged informed members of society.</li> <li>2. Analyze the development of self in relation to others in society.</li> <li>3. Evaluate solutions to real-world socio-cultural problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contributes ideas aligned to identified objectives of the team.</li> <li>2. Addresses conflicts constructively, communicating expectations and adjusting own behavior based on feedback received.</li> <li>3. Identifies tasks required to reach a goal and learns about team members' assets to support the distribution of roles and responsibilities.</li> <li>4. Adapts to changing project requirements and roles in a way that fosters mutual trust and respect amongst team members.</li> </ol> <p>Essential Skill 8</p>	<ol style="list-style-type: none"> <li>1. Demonstrates a clear understanding of a diverse range of social and cultural phenomena.</li> <li>2. Clear analysis of relationships between and among groups of people.</li> <li>3. Proposes a clear solution to complex socio-cultural problems.</li> </ol>
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<b>Connections – Systems (K-SY)</b> Courses: AGECE 471; ANTH 305; ANTH 342; ART 317; ASTR 305; BIOL 390; CHIN 208; COMM 349; CRIM 430; DATA 301; DCS 363; ENG 324; ENG 404; ENT 312; FLK 342; GEOG 225; GEOG 226; GEOG 227; GEOL 301; GEOL 315; GWS 375; HCA 340; HIST 302; HIST 303; HIST 305; HIST 306; HIST 307; HIST 308; HIST 310; HIST 391; HMD 211; HUM 240; IA 352; ID 475; MATH 240; MFGE 303; MUS 321; MUS 324; PH 412; PHIL 330; PHIL 332; PLS 375; PS 220; PS 304; PS 311; PS 340; PS 370; PSY 250; PSYS 352; PSYS 353; PSYS 423; PSYS 482; REC 330; REC 420; REC 434; RELS 317; SEAS 368; SOCL 315; SOCL 322; SOCL 342; SOCL 362; SOCL 363; SPS 300; SWRK 305; SWRK 330	<b>10. INFORMATION LITERACY</b>  <b>Use information for decision making:</b> Graduates will identify, evaluate, and responsibly use information needed for decision making.	<ol style="list-style-type: none"> <li>1. Compare the study of individual components to the analysis of entire systems.</li> <li>2. Analyze how systems evolve.</li> <li>3. Evaluate how system-level thinking informs decision-making. (For example: public policy, political landscapes, economic structures, cultural phenomena, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Develops questions with the appropriate scope for the field.</li> <li>2. Implements search strategies to find information using credible resources relevant to the field.</li> <li>3. Analyzes strengths and weaknesses of information sources to identify elements of bias, expertise, and point of view.</li> <li>4. Identifies connections between relevant sources to make a decision.</li> <li>5. Provides appropriate recognition of sources used for decision making.</li> </ol> <p>Essential Skill 10</p>	<ol style="list-style-type: none"> <li>1. Demonstrates a clear understanding of systems-level thinking.</li> <li>2. Clear analysis of the evolution of systems.</li> <li>3. Clear evaluation of how systems inform decision-making.</li> </ol>
<b>Connections – International Experience (K-IE)</b>	<b>5. ADAPTABILITY AND LEADERSHIP</b>  <b>Adapt to changing circumstances while leading and supporting</b>	<ol style="list-style-type: none"> <li>1. Articulate the relationship between ideas, experiences, and place.</li> <li>2. Develop tools to engage with diverse people in the local cultures.</li> </ol>	<ol style="list-style-type: none"> <li>4. Contributes toward achieving a common goal.</li> <li>5. Adjusts to new situations by doing things</li> </ol>	

	<b>others:</b> Graduates will accept change and find effective ways to work and thrive in different settings. They will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal.	3. Explore other peoples' values and clarify their own.	differently and showing a positive mindset. 6. Encourages others to persist in achieving goal(s) through changing situations. Essential Skill 5	
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### Kentucky Graduate Profile 10 Essential Skills ([CPE Website](#))

#### 1. COMMUNICATION

**Communicate effectively:** Graduates will communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.

#### 2. CRITICAL AND CREATIVE THINKING

**Think critically to solve problems and create new ideas and solutions:** Graduates will think critically by evaluating assumptions and assessing information to make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.

#### 3. QUANTITATIVE REASONING

**Apply quantitative reasoning skills to analyze and solve numerical problems:** Graduates will hone their ability to provide solutions guided by data and choose the best methodologies for arriving at informed conclusions.

#### 4. INTERPERSONAL RELATIONS

**Interact effectively with others:** Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

#### 5. ADAPTABILITY AND LEADERSHIP

**Adapt to changing circumstances while leading and supporting others:** Graduates will accept change and find effective ways to work and thrive in different settings. They will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal.

#### 6. PROFESSIONALISM

**Perform professionally:** Graduates will adhere to the code of ethics in their chosen profession and act with honesty and fairness. They will prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.

#### 7. CIVIC ENGAGEMENT

**Engage in civic life to improve society:** Graduates will engage in political, social, and other activities to address issues that benefit society.

8. **COLLABORATION AND TEAMWORK**

**Collaborate and work in teams:** Graduates will collaborate with colleagues, become effective team members, and manage conflict.

9. **KNOWLEDGE APPLICATION**

**Apply academic knowledge, skills, and abilities:** Graduates will articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen careers.

10. **INFORMATION LITERACY**

**Use information for decision making:** Graduates will identify, evaluate, and responsibly use information needed for decision making.

## Appendix C: Sample Syllabi Statements

### Syllabus Statements for Colonnade Courses

- The following **must** be included on the **first page** of the syllabus
  - Colonnade Learning Outcomes approved for course
  - Kentucky Graduate Profile Competency approved for course
- Syllabi must describe the Colonnade artifact and clearly label the activity/assessment comprising the artifact

### F-W1 College Composition

#### Colonnade Learning Outcomes for F-W1 College Composition

Students will demonstrate their ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

#### Kentucky Graduate Profile Essential Skill: **Communicate Effectively**

Within this course students will have the opportunity to grow their competency to **communicate effectively**. This course includes instruction and activities that will allow students to communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. Students will express their thoughts coherently in writing, orally, and in formal presentations.

### F-W2 Writing in the Disciplines

#### Colonnade Learning Outcomes for F-W2 Writing in the Disciplines

Students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.



5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

### **Kentucky Graduate Profile Essential Skill: Professionalism**

Within this course students will have the opportunity to grow their competency in **professionalism**. This course includes instruction and activities that require students to adhere to the code of ethics in their chosen profession and act with honesty and fairness. Students will prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.

## **F-OC Human Communication**

### **Colonnade Learning Outcomes for F-OC Human Communication**

Students will demonstrate the ability to:

1. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

### **Kentucky Graduate Profile Essential Skill: Communicate Effectively**

Within this course students will have the opportunity to grow their competency to **communicate effectively**. This course includes instruction and activities that will allow students to communicate effectively by listening, weighing influencing factors, and responding accurately and professionally. Students will express their thoughts coherently in writing, orally, and in formal presentations.

## **F-AH Literary Studies**

### **Colonnade Learning Outcomes for F-AH Literary Studies**

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.
6. Read, comprehend, and analyze primary texts independently and proficiently.

### **Kentucky Graduate Profile Essential Skill: Critical and Creative Thinking**

Within this course students will have the opportunity to grow their competency in **critical and creative thinking**. This course includes instruction and activities that will allow students to think critically by evaluating assumptions and assessing information to make informed conclusions. Students will also think creatively by combining ideas in original ways or developing new ways of addressing issues.

## **F-QR Quantitative Reasoning**

### **Colonnade Learning Outcomes for F-QR Quantitative Reasoning**

Students will demonstrate the ability to:

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.

### **Kentucky Graduate Profile Essential Skill: Quantitative Reasoning**

Within this course students will have the opportunity to grow their competency in **quantitative reasoning**. This course includes instruction and activities that will allow students to hone their ability to provide solutions guided by data and choose the best methodologies for arriving at informed conclusions.

## **F-SB World History**

### **Colonnade Learning Outcomes for F-SB World History**

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.

2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

**Kentucky Graduate Profile Essential Skill: Interpersonal Relations**

Within this course students will have the opportunity to grow their competency in **interpersonal relations**. This course includes instruction and activities that will allow students to demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

E-AH Arts and Humanities

**Colonnade Learning Outcomes for E-AH Arts & Humanities**

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

**Kentucky Graduate Profile Essential Skill: Critical and Creative Thinking**

Within this course students will have the opportunity to grow their competency in **critical and creative thinking**. This course includes instruction and activities that will allow students to think critically by evaluating assumptions and assessing information to make informed conclusions. Students will also think creatively by combining ideas in original ways or developing new ways of addressing issues.

E-SB Social & Behavioral Sciences

### **Colonnade Learning Outcomes for E-SB Social & Behavioral Sciences**

Students will demonstrate the ability to:

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

### **Kentucky Graduate Profile Essential Skill: Interpersonal Relations**

Within this course students will have the opportunity to grow their competency in **interpersonal relations**. This course includes instruction and activities that will allow students to demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate, communicate, and work respectfully with others.

### **E-NS Natural & Physical Sciences**

### **Colonnade Learning Outcomes for E-NS Natural & Physical Sciences**

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance.

### **Kentucky Graduate Profile Essential Skill: Knowledge Application**

Within this course students will have the opportunity to grow their competency in **knowledge application**. This course includes instruction and activities that will allow students to articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen careers.

### **E-SL Science Lab**

### **Colonnade Learning Outcomes for E-SL Science Lab**

Students will demonstrate the ability to:

1. Demonstrate an understanding of the methods of science inquiry.
2. Explain basic concepts and principles in one or more of the sciences.
3. Apply scientific principles to interpret and make predictions in one or more of the sciences.
4. Explain how scientific principles relate to issues of personal and/or public importance.

**Kentucky Graduate Profile Essential Skill: Knowledge Application**

Within this course students will have the opportunity to grow their competency in **knowledge application**. This course includes instruction and activities that will allow students to articulate and apply the theoretical content of their academic preparation with relevant knowledge and abilities essential to their chosen careers.

K-SC Connections - Social & Cultural

**Colonnade Learning Outcomes for K-SC Connections – Social & Cultural**

Students will demonstrate the ability to:

1. Examine diverse values that form civically-engaged informed members of society.
2. Analyze the development of self in relation to others in society.
3. Evaluate solutions to real-world socio-cultural problems.

**Kentucky Graduate Profile Essential Skill: Collaboration and Teamwork**

Within this course students will have the opportunity to grow their competency in **collaboration and teamwork**. This course includes instruction and activities that will allow students to collaborate with colleagues, become effective team members, and manage conflict.

K-LG Connections - Local to Global

**Colonnade Learning Outcomes for K-LG Connections – Local to Global**

Students will demonstrate the ability to:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

**Kentucky Graduate Profile Essential Skill: Adaptability and Leadership**

Within this course students will have the opportunity to grow their competency in **adaptability and leadership**. This course includes instruction and activities that will allow students to accept change and find effective ways to work and thrive in different settings.

Students will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal.

## K-SY Connections - Systems

### **Colonnade Learning Outcomes for K-SY Connections – Systems**

Students will demonstrate the ability to:

1. Compare the study of individual components to the analysis of entire systems.
2. Analyze how systems evolve.
3. Evaluate how system-level thinking informs decision-making. (For example: public policy, political landscapes, economic structures, cultural phenomena, etc.)

### **Kentucky Graduate Profile Essential Skill: Information Literacy**

Within this course students will have the opportunity to grow their competency in **information literacy**. This course includes instruction and activities that will allow students to identify, evaluate, and responsibly use information needed for decision making.

## K-IE Connections – International Experiences

### **Colonnade Learning Outcomes for K-IE Connections – International Experiences**

Students will demonstrate the ability to:

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

### **Kentucky Graduate Profile Essential Skill: Adaptability and Leadership**

Within this course students will have the opportunity to grow their competency in **adaptability and leadership**. This course includes instruction and activities that will allow students to accept change and find effective ways to work and thrive in different settings. Students will motivate others in the pursuit of a common goal and coach others in the pursuit of this goal.