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. <u>Statements will be ready for faculty to include on syllabi before Spring 2026 priority registration.</u>

- ***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) should you have questions about integration in Academic Programs.

Colonnade Category/Courses	KGP Essential Skill (LINK)	Approved Colonnade Learning Outcomes (LINK)	KGP Rubric (LINK; SCROLL TO LIST)	Colonnade Category Rubric
Quantitative Reasoning (QR) Courses: CS 146; MATH 109; MATH 112; MATH 115; MATH 116; MATH 117; MATH 123; MATH 136; MATH 183; PHIL 215	**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.	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.	1. Illustrates contextual data using a variety of models, including equations, graphs, and tables. 2. Applies percentages and statistics to describe contextual data. 3. Utilizes a variety of quantitative strategies to articulate assumptions and solve problems. Essential Skill 3	1. Provides accurate explanations of information presented in mathematical forms. 2. Competently converts relevant information into an appropriate and desired mathematical portrayal. 3. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. 4. Proposes one or more solutions/hypotheses that indicate comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors. 5. Uses the quantitative analysis of data as the basis for drawing reasonable conclusions. Explicitly describes assumptions.
Human Communication (OC) Courses: COMM 145	**1. COMMUNICATION** **Communicate effectively:** Graduates will communicate effectively by listening, weighing	1. Listen and speak competently in a variety of communication contexts, which may include public,	1. Gives focused attention to others, asks clarifying questions, and shows awareness of non-verbal signals.	1. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation interesting; speaker appears comfortable. 2. Language choices are thoughtful and generally

	influencing factors, and responding accurately and professionally. They will express their thoughts coherently in writing, orally, and in formal presentations.	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.	2. Writes formally and informally using logical structure, complete sentences, standard grammar and correct punctuation. 3. Engages in formal conversations with peers and professionals by offering information and ideas. Essential Skill 1	support the effectiveness of the presentation. Language in the presentation is appropriate to audience. 3. 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. 4. Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 5. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.
Writing Composition Courses: ENG 100	**1. COMMUNICATION** **Communicate effectively:**	1. Listen and speak competently in a variety of communication contexts, which may	1. Gives focused attention to others, asks clarifying questions, and shows	1. Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make

	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.	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.	awareness of non-verbal signals. 2. Writes formally and informally using logical structure, complete sentences, standard grammar and correct punctuation. 3. Engages in formal conversations with peers and professionals by offering information and ideas. Essential Skill 1	appropriate reference to information or analysis that generally supports presentation or establishes the presenter's credibility/authority on the topic. 2. Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 3. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.
Writing in the Disciplines (WC)ENG 300; COMM 200; GEOG 300; PSYS 300	**6. PROFESSIONALISM** **Perform professionally within their chosen field of study or occupation:** Graduates will adhere to the code of ethics in their	1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.	1. Describes what constitutes ethical behavior and makes choices accordingly. 2. Applies organizational and time management skills to prioritize and	1. 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).

	chosen profession and act with honesty and fairness. They will prioritize their tasks, manage their time, take initiative, and demonstrate accountability and reliability.	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.	complete assigned tasks. 3. Takes personal accountability for actions, including mistakes 4. Converses with others using field-specific terminology and tools. Essential Skill 6	2. Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. 3. Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. 4. Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. 5. Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.
Arts & Humanities (E-AH) 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;	**2. CRITICAL AND CREATIVE THINKING** **Think critically to solve problems and create new ideas and solutions:**	1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.	1. Identifies aspects of a problem clearly by locating and using relevant sources of information.	1. Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline. 2. Information is taken from primary and/or secondary sources with enough

Courses	Learning Outcome			
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.	2. Distinguish between 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.	2. Seeks out and considers different perspectives on a problem. 3. Articulates patterns, relationships, context, and other factors that are relevant to a problem. 4. Links concepts to generate novel ideas or solutions to problems. Essential Skill 2	interpretation/ evaluation to develop a coherent analysis. 3. Accurately locates particular works in relation to some relevant contexts and elaborates on the manner in which those contexts influence the works. 4. Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance. 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.
Literary Studies (F-AH) Courses: (F-AH) ENG 200; MLNG 200; RELS 200	**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	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	5. Identifies aspects of a problem clearly by locating and using relevant sources of information. 6. Seeks out and considers different perspectives on a problem. 7. Articulates patterns, relationships, context,	1. Demonstrates accurate comprehension of elements, techniques, concepts, and vocabulary of the discipline. 2. Information is taken from primary and/or secondary sources with enough interpretation/ evaluation to develop a coherent analysis. 3. Accurately locates particular works in relation to some relevant contexts and

	make informed conclusions. They will also think creatively by combining ideas in original ways or developing new ways of addressing issues.	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.	and other factors that are relevant to a problem. 8. Links concepts to generate novel ideas or solutions to problems. Essential Skill 2	elaborates on the manner in which those contexts influence the works. 4. Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance. 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.
Social & Behavioral Sciences (E-SB) 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	**4. INTERPERSONAL RELATIONS** **Interact effectively with people:** Graduates will demonstrate both self-awareness and appreciation of people with different perspectives, as well as the ability to collaborate,	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	1. Identifies how one's own perspectives and lived experiences impact relationships. 2. Identifies positive ways to interact with people. 3. Identifies multiple perspectives, ideas, and beliefs through interactions.	1. Demonstrates adequate understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. 2. Appropriately develops and applies critical elements of the methodology and theoretical framework, including ethical conduct; more subtle elements are ignored or unaccounted for.

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.	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.	Essential Skill 4	3. Demonstrates adequate understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience. 4. Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance. 5. Demonstrates consistent use of important conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices.
Natural & Physical Sciences (E-NS/E-SL) 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;	**9. KNOWLEDGE APPLICATION** **Apply academic knowledge, skills and abilities to their chosen career:** Graduates will articulate and apply the theoretical content of their	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	1. Applies learned knowledge to resolve foundational problems pertinent to the desired career pathway. 2. Explains concepts that support the practical application of knowledge, skills, and	1. Demonstrates adequate understanding of the methods of scientific inquiry, including elements of process (observations, hypotheses, predictions, experimentation) and key concepts (parsimony, hypothesis-testing, falsifiability). 2. Demonstrates adequate understanding of the

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	academic preparation with relevant knowledge and abilities essential to their chosen careers.	predictions in one or more of the sciences. 4. Explain how scientific principles relate to issues of personal and/or public importance.	abilities related to professional interests. 3. Reflects on personal and academic experiences to assess compatibility and provide reasoning for career choice. Essential Skill 9	complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. 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. 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.
Connections – Local to Global (K-LG) 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	**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	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.	1. Contributes toward achieving a common goal. 2. Adjusts to new situations by doing things differently and showing a positive mindset. 3. Encourages others to persist in achieving goal(s) through changing situations. Essential Skill 5	1. Demonstrates a clear understanding of local and global phenomena. 2. Clear analysis of relationships between local and global issues. 3. Proposes a clear assessment of the relationship between local and global problems.

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			

| Connections – Social & Cultural (K-SC) 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 | **8. COLLABORATION AND TEAMWORK** **Collaborate and work in teams:** Graduates will collaborate with colleagues, become effective team members, and manage conflict. | 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. | 1. Contributes ideas aligned to identified objectives of the team. 2. Addresses conflicts constructively, communicating expectations and adjusting own behavior based on feedback received. 3. Identifies tasks required to reach a goal and learns about team members' assets to support the distribution of roles and responsibilities. 4. Adapts to changing project requirements and roles in a way that fosters mutual trust and respect amongst team members. Essential Skill 8 | 1. Demonstrates a clear understanding of a diverse range of social and cultural phenomena. 2. Clear analysis of relationships between and among groups of people. 3. Proposes a clear solution to complex socio-cultural problems. |

Connections – Systems (K-SY) Courses: AGEC 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	**10. INFORMATION LITERACY** **Use information for decision making:** Graduates will identify, evaluate, and responsibly use information needed for decision making.	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.)	1. Develops questions with the appropriate scope for the field. 2. Implements search strategies to find information using credible resources relevant to the field. 3. Analyzes strengths and weaknesses of information sources to identify elements of bias, expertise, and point of view. 4. Identifies connections between relevant sources to make a decision. 5. Provides appropriate recognition of sources used for decision making. Essential Skill 10	1. Demonstrates a clear understanding of systems-level thinking. 2. Clear analysis of the evolution of systems. 3. Clear evaluation of how systems inform decision-making.
Connections – International Experience (K-IE)	**5. ADAPTABILITY AND LEADERSHIP** **Adapt to changing circumstances while leading and supporting**	1. Articulate the relationship between ideas, experiences, and place. 2. Develop tools to engage with diverse people in the local cultures.	4. Contributes toward achieving a common goal. 5. Adjusts to new situations by doing things	

	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.	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	

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.