

WKU GENERAL EDUCATION PROGRAM PROPOSAL:

“BIG RED GEN ED”

AUGUST 31, 2026

Overview

The current Western Kentucky University (WKU) Colonnade General Education Program (CGEP) was implemented in 2014. Designed to provide all students with a shared foundation of academic skills, exposure to broad areas of human knowledge, and appreciation for diverse perspectives, the program reflected a national movement in higher education to ensure graduates develop not only disciplinary expertise but also critical thinking, communication skills, and civic awareness.

The program's structure, comprised of Foundations, Explorations, and Connections courses, was intended to guide students through a deliberate progression of learning. Foundations and Explorations introduce multiple ways of thinking and problem-solving, while Connections courses were intended to emphasize integration, reflection, and preparation for lifelong learning.

General education is an essential component of a student's four-year educational experience. It should provide context and perspective that helps students connect their general education coursework with their major(s) and personal interests.

Though faculty developed and delivered innovative and relevant Colonnade courses for today's learners, over time, several implementation challenges have emerged. Some students experience CGEP as a series of disconnected requirements rather than a cohesive curriculum. Faculty have received limited institutional support to coordinate learning outcomes or foster connections across courses. Issues such as scheduling bottlenecks, unclear requirements, and excess credit accumulation have also raised concerns about the program's efficiency. Additionally, shifting state and institutional priorities, such as the Kentucky Graduate Profile's (KGP) 10 Essential Skills, underscore the need to align general education at WKU more clearly with the competencies most relevant to contemporary student success. When revising the current general education program, the Colonnade General Education Work Group (CWG) reflected on the original vision of CGEP while addressing how a new structure could better meet the needs of students, faculty, and employers.

In January 2025, WKU appointed a new General Education Director. The Director convened the CWG to review the existing program and develop a redesigned structure that better supports student learning. Guided by a charge from Provost Bud Fischer to reduce unnecessary barriers and enhance the effectiveness of general education for both students and faculty, the CWG focused on creating a more coherent and accessible curriculum. The CWG aimed to honor the grand vision of the Colonnade program as it was conceived, while refining the program to not only streamline requirements but to also strengthen the academic journey for all learners by supporting timely degree progress, improving pathways for exploration and skill development, and aligning more closely with current institutional priorities and student needs. Through simplifying structures, addressing long-standing bottlenecks, and improving coherence across categories, the redesigned program seeks to deliver on the vision of Colonnade but to provide a more intentional, engaging educational experience that helps students make meaningful connections across disciplines while enabling faculty to teach within a flexible, mission-driven framework.

The CWG voted to approve this final proposal 10-1.

Issues with Current WKU General Education Program (CGEP)

Chief among the issues with Colonnade is overall program coherence and delivery of clear programmatic learning outcomes; faculty and students understand the learning outcomes of their specific courses but,

despite the original aims of Colonnade, generally do not see how the courses connect or how the program synthesizes learning. In fact, the word *Colonnade* has become a point of confusion for prospective students and a hurdle for admissions counselors and advisors to recruit and onboard new students. There are also several interconnected challenges within the Colonnade structure that may hinder timely degree completion and add unnecessary costs for students. Some transfer and dual credit courses do not fulfill Colonnade requirements, high-demand classes have limited availability, and some categories such as Literary Studies and Quantitative Reasoning have pre-requisite sequencing that may delay student progress. In addition, a failure to globally audit four-year plans, widespread use of reserved course sections, and inconsistent availability of courses create registration challenges. Furthermore, the complexity of Connections requirements consistently creates confusion for students and often requires administrative intervention by the Committee on Credits and Graduation. In total, the program does not maximize student learning in the ways originally intended, is difficult to navigate, is inefficient to oversee, and does not fully complement WKU's goals for retention, graduation, and overall student success.

Vision and Purpose of a Revised WKU General Education Program

One of the cosmetic changes to the program is the name: ***Big Red Gen Ed***. Arising from conversations with some faculty, the name Big Red Gen Ed (BRGE) was intentionally chosen to clarify the purpose of WKU's general education program while strengthening its connection to the university's identity. Big Red Gen Ed directly communicates that general education is a shared, core experience for all WKU students.

Purpose of the Revision to WKU's General Education Program

The redesigned WKU General Education Program (Big Red Gen Ed) aims to prepare students to be thoughtful, informed, and capable citizens who engage in meaningful inquiry, apply knowledge to real-world challenges, and develop the skills needed to thrive in a rapidly changing world. Rooted in a strong liberal arts and sciences foundation, the program is designed to help students connect what they learn in their majors to broader social, cultural, and global contexts. Rather than functioning as a checklist of disconnected requirements, general education at WKU should serve as a pathway to becoming a confident communicator, creative problem-solver, and engaged citizen. Students build a broad academic base in the arts, humanities, natural and physical sciences, and social sciences while developing practical skills in writing, public speaking, data literacy, and ethical decision-making. Through hands-on projects, inquiry-based learning, and opportunities to link coursework to personal and professional goals, students can integrate broad-based knowledge with their major fields. WKU's emphasis on high-impact practices and global perspectives ensures that graduates are not only career-ready but also prepared to contribute meaningfully to their communities. While this vision has long guided the Colonnade General Education Program, meeting it fully requires stronger administrative support and clearer, more achievable learning outcomes.

Enhance Learning Experiences for Students

The revised BRGE program is designed to strengthen student learning while also supporting timely degree completion through a structured yet flexible pathway that promotes both depth and breadth of academic engagement. By integrating applied, high impact experiences, such as inquiry-based assignments, collaborative problem solving, and other hands-on learning opportunities, students can deepen their understanding and connect classroom knowledge to real world contexts. This approach enhances autonomy, creativity, and long-term learning while helping students build transferable skills valued in professional and civic life. At the same time, reducing unnecessary barriers and excess credit accumulation will enable students to focus on courses and experiences that align closely with their goals, making their path to graduation more efficient, intentional, and meaningful.

Engage Faculty to Create New Courses and Experiences

Faculty play the central role in shaping dynamic, meaningful learning experiences. The redesigned Big Red Gen Ed program includes revised learning outcomes that better support faculty in creating these learning experiences. Beyond offering opportunities to develop and teach new courses, the program's learning outcomes provide a more intentional approach for individual classes to contribute to the overall general education pathway and how their course fits within the broader curriculum. With this clarity, faculty are better positioned to integrate interdisciplinary approaches, adopt innovative instructional strategies, and refine their pedagogy to support student learning more effectively. With this redesign, faculty are encouraged to build stronger collaboration across departments, as well as to build connections, share expertise, and incorporate creative, high-impact projects into their teaching. Revisions to program learning outcomes and cross-discipline collaboration foster professional growth and strengthen the coherence and quality of the student experience.

Employer and Workforce Alignment

Employers consistently signal that graduates must be prepared with more than academic knowledge. Graduates must demonstrate the career-ready skills identified by the National Association of Colleges and Employers ([NACE](#)) and the Kentucky Council on Post-Secondary Education ([CPE](#)) Kentucky Graduate Profile ([KGP](#)). Problem-solving, teamwork, communication, professionalism, and adaptability all rank among the most sought-after competencies in today's workforce, underscoring the need for a general education program that intentionally cultivates these abilities. WKU's reimagined Big Red Gen Ed Program is designed with this purpose in mind. By embedding skills aligned with NACE and CPE's KGP across coursework, cocurricular experiences, and applied learning opportunities, the program ensures students practice and apply critical workplace competencies in meaningful contexts. Through course-driven research, collaborative projects, experiential learning, and opportunities to engage with real-world challenges, students develop transferable skills that prepare them for careers in a rapidly evolving job market. At the same time, through its maintained breadth, the program nurtures lifelong learning by encouraging students to ask pressing questions, engage with diverse perspectives, and cultivate the intellectual curiosity needed to continue growing personally and professionally throughout their lives.

Goals of the Big Red Gen Ed Program Revision

1. Improve and Increase Learning

Ensure that all students gain deeper, more meaningful educational experiences through clearly defined outcomes, engaging coursework, and intentional opportunities to build the essential skills needed for academic, professional, and civic success.

2. Engage Faculty to Improve Effectiveness of Courses and Experiences

Support faculty in developing innovative, interdisciplinary experiences and high-impact learning experiences that align with revised learning outcomes and Kentucky Graduate Profile competencies. Clearer outcomes and streamlined categories enable faculty to design assignments and pedagogy that promote inquiry, applied learning, and connections across disciplines. Faculty collaboration, both within and across departments, will strengthen program coherence and enrich the student impact of learning experiences that align with revised learning outcomes and Kentucky Graduate Profile competencies.

3. Modernize and Simplify Curriculum

Enhance relevance, streamline program structures, clarify requirements, and redesign categories to reduce complexity, registration errors, and barriers to progression.

4. Improve Course Access and Scheduling

Expand capacity in high-demand courses, increase online offerings for flexibility, and revise reserved section policies to ensure equitable access for all students.

5. Enhance Recruitment and Retention through Clarity

Redesign program materials and advising tools for transparency and clarity and launch communication initiatives that highlight student-centered improvements and program benefits.

Revised Big Red Gen Ed Program Learning Outcomes

The Big Red Gen Ed Program Learning Outcomes were developed to align with the priorities of the revised program and the recommendations of the Association of American Colleges and Universities for liberal education ([AAC&U](#)). These outcomes reflect the essential elements of broad knowledge, intellectual and practical skills, personal and social responsibility, and integrative learning. They emphasize communication, critical and creative thinking, quantitative reasoning, collaboration, leadership, civic engagement, and the ability to connect learning across disciplines. Our redesigned Synthesis category: (Global Societies, Collaboration, & Leadership), described later in this document, aligns with the AAC&U's Integrative Learning framework and the Kentucky Graduate Profile 10 Essential Skills initiative, moving beyond a distributive 'checklist' to ensure students can successfully transfer and apply knowledge across disparate contexts. Written at an applied level for clarity and measurability, the outcomes support WKU's mission to prepare students to engage in meaningful inquiry, apply knowledge to real-world challenges, and thrive in a rapidly changing world:

1. Communicate Effectively Across Contexts

Apply written, oral, and digital communication strategies to express ideas clearly, ethically, and persuasively to diverse audiences.

2. Think Critically, Creatively, and Quantitatively

Analyze complex problems, evaluate evidence, and apply quantitative and scientific reasoning to develop informed, innovative solutions.

3. Collaborate and Lead Responsibly

Work effectively in teams, adapt to changing circumstances, and apply leadership strategies to achieve shared goals in professional and civic contexts.

4. Integrate Knowledge and Engage Civically

Connect learning across disciplines to address real-world challenges, participate in civic life, and apply ethical reasoning to promote the common good.

Refined Colonnade: The Big Red Gen Ed Program

The redesigned Big Red Gen Ed Program preserves the essential elements that continue to serve students well. Most existing category level learning outcomes remain relevant and are aligned with the general education framework required by the Kentucky Council on Postsecondary Education (CPE), so the revised program retains all CPE and SACSCOC-mandated content. In this 33–34-hour program, students will still complete a broad set of foundational courses that support academic success, intellectual growth, and lifelong learning. Many familiar disciplinary areas remain part of the program, and students will continue to develop critical skills across the arts, natural and physical sciences, humanities, and social sciences.

While these core elements remain, the program has been redesigned to better reflect contemporary educational needs. Categories have been renamed to improve clarity, and the program now carries a new title, The Big Red Gen Ed Program, to demarcate the revision and prevent confusion among students, families, and the broader WKU community about the transition in program requirements.

Redesigned WKU BRGE Program Categories

Category	Hours
Communicating with Impact	9
Quantitative Reasoning	3
Exploring Natural & Physical Science & Innovation	6-7
Arts & Humanities: Creativity, Culture, & Expression	6
Social & Behavioral Sciences: Understanding People and Society and Civic Engagement	6
Synthesis: Global Societies, Collaboration, & Leadership	3
Total Hours	33-34 Hours

Specific Recommendations

1) Changes in the Revised Big Red Gen Ed Program

Reevaluate and Simplify Big Red Gen Ed Learning Outcomes (LOs)

The existing CGEP CLOs for all courses required by CPE were prescriptive. CPE has given permission for the CLOs to be revised for simplification and clarity. Many of the existing CLOs were double- and triple-barreled. New LOs were written to incorporate the Kentucky Graduate Competency linked to the category. This intentional alignment and simplification will help with general education assessment and consequently improve pedagogy and learning. The new learning outcomes have been vetted by the CPE.

Review and Rename QR Courses

High demand and limited capacity prevent some students from enrolling in a Quantitative Reasoning course during their first semester, delaying progression in math-dependent majors. The Big Red Gen Ed Director will work with programs to update 4-Year-Plans to alleviate this bottleneck. Additionally, the CWG recommends that the Department of Mathematics reevaluate the names of the mathematics courses in the QR category to more clearly identify who should take those courses (e.g., MATH 115: Applied College Algebra vs. MATH 116: College Algebra, etc.).

Review and Re-envision Arts and Humanities (Creativity, Culture, & Expression)

While the work group understands the value of literary studies to one's academic endeavors, the CWG feels the KGPs may be met without literary studies remaining a required general education category. However, ENG 200 and all other literary studies courses may remain in general education offerings in the Creativity, Culture, & Expression category (or other appropriate category) should their learning outcomes and assessment artifacts be revised accordingly. ENG 200 will be moved back into Arts and Humanities as an optional course for students to take. Arts and Humanities faculty should execute a coordinated review to help clarify requirements, improve alignment across course options, and make the registration process easier for students to navigate.

Review and Re-envision Social and Behavioral Sciences: Understanding People & Society and Civic Engagement

In the BRGE Program, a new sub-category will be added to SBS: Civic Engagement. Social and Behavioral Sciences will be renamed, Social and Behavioral Sciences: Understanding People and Society and Civic Engagement. The Understanding People & Society category will house the traditional courses in the SBS

category, and Civic Engagement will focus on core documents, democratic principles, concepts of citizenship, and the impact of individual and community involvement in government and civic life, both in the past and present. Further, students will engage in critical inquiry and evidence-based reasoning and develop skills to engage with varied perspectives and in public problem solving. Courses in this category would examine democratic institutions, civic participation, public policy, and the responsibilities of citizenship in contemporary society. The Oversight, Assessment, and Improvement Committee will execute a coordinated review to help clarify requirements, improve alignment across course options, and make the registration process easier for students to navigate.

Review and Re-Envision Natural and Physical Science Category (Exploring Science & Innovation)

The Big Red Gen Ed Director and the OAI Committee will collaborate with Ogden College to evaluate and streamline course offerings in this category. Because some Natural and Physical Science courses include an embedded lab while others do not, current requirements can be confusing for students and may create scheduling and progression challenges. Students will be required to take two different prefixes and at least one lab. A coordinated review among the Natural and Physical Science departments will help clarify requirements, improve alignment across course options, and make the registration process easier for students to navigate.

Remove ENG 200 as Prerequisite and Expand Writing in the Disciplines Options

In the CGEP, ENG 200 is a prerequisite for ENG 300. As such, it creates a two-semester sequence that may delay a student's timely progression through general education. The CWG requested that the prerequisite of ENG 200 for ENG 300, and other equivalent courses, be removed; the Department of English has agreed.

ENG 300, or an approved course that meets the BRGE Learning Outcomes, would still be required. However, we understand that there are many programs that will not wish to develop their own disciplinary-specific courses. As such, the CWG encourages programs that would like more disciplinary-focused writing courses to continue to work with the Department of English to collaboratively develop special sections of ENG 300 tailored to specific major or fields, e.g., Writing for Business or Writing for Science.

Reduce Connections from 9 hours to 3 hours and Create a More Intentional General Education Synthesis Experience

The current Connections category (9 hours) will be replaced by a new category. The proposed new category, Synthesis: Global Societies, Collaboration, & Leadership (3 hours), is designed to advance students' ability to engage thoughtfully and responsibly in an increasingly interconnected world while building intentionally on learning developed across the BRGE Program. Courses in this area examine how individuals and groups shape, and are shaped by social, cultural, and global systems, encouraging students to grapple with diverse perspectives and the complexity of contemporary issues. Through collaboration, students further strengthen the competencies of adaptability, leadership, and ethical decision-making introduced elsewhere in the curriculum. Importantly, this category requires courses to connect back to earlier general education experiences in a scaffolded manner, helping students integrate foundational knowledge, apply interdisciplinary perspectives, and carry forward skills they have developed across the program. By embedding global awareness, sociocultural understanding, and the Kentucky Graduate Profile competencies within this category, students will deepen their capacity to participate as informed and engaged members of local and global communities.

Review and Revise Four-Year Plans and Course Offerings

The Big Red Gen Ed Director will work with the Assistant Provost for Student Success and the Big Red Gen Ed Coordinators Group to evaluate the current four-year plans for all majors to maximize course offerings and reduce barriers.

2) Creation of WKU General Education Oversight, Assessment, and Improvement Committee

The CWG proposed replacing the Colonnade General Education Committee (CGEC) with a new General Education Oversight, Assessment, and Improvement (OAI) Committee to strengthen coordination, assessment, and continuous improvement across the general education curriculum. The rationale for this change was to create a more cohesive program led by faculty actively involved in teaching and assessing general education courses, improve communication across categories, preserve institutional memory through longer-term appointments, and place greater emphasis on assessment, faculty development, and program improvement rather than course approval alone. Under the revised structure, responsibility for reviewing and approving new and existing general education courses will reside with the Undergraduate Curriculum Committee (UCC), while the OAI Committee will focus on program oversight, assessment, and improvement.

The proposal to remove the CGEC from the Faculty Senate Charter and establish the OAI Committee was approved by the Faculty Senate in May 2026. As a result, the process of forming the OAI Committee will begin in the coming months. Working with the Director of General Education, deans, and department chairs, the Provost's Office will identify and appoint faculty representatives from the various general education categories and academic colleges with the endorsement of the Senate Executive Committee of the Faculty Senate. Once established, the OAI Committee will provide ongoing leadership for assessment, review learning outcomes and program effectiveness, support faculty teaching in general education, and make recommendations to the UCC to ensure the continued quality and coherence of the BRGE Program.

3) Faculty Development

Effective communication of the new BRGE Program will be critical to ensuring broad faculty and staff buy-in, understanding, and support. Communication will prioritize transparency, consistency, and opportunities for dialogue and will be facilitated by multiple offices. To support faculty in adapting to the redesigned program, we will coordinate with the Center for Innovative Teaching and Learning (CITL) to provide targeted professional development focused on both the content of the BRGE Program and the teaching skills that support student success within it.

Strategies for professional development would likely include:

- Single workshops focused on providing an overview of the BRGE Program as well as addressing specific skills and ways to assess the approved learning outcomes.
- Single workshops to help faculty make connections across the BRGE Program.
- Cohorts or faculty learning communities to provide more in-depth discussion and development of best practices.
- Faculty development sessions on effective advising for BRGE.
- Resource library including a collection of sample syllabi, assignment ideas, and rubrics that illustrate best practices.

4) Communication Plan to Increase Effectiveness and Recruitment

The Director of the Big Red Gen Ed Program will work with various groups to create:

- Special training for Admissions and for Advisors
- Advertising plan to communicate benefits/outcomes to guidance counselors
- Advertising plan to communicate benefits/outcomes to prospective students
- Advertising plan to communicate benefits/outcomes to parents
- Advertising plan to communicate benefits/outcomes to employers

Implementation Timeline (Tentative)

- **PHASE 1: Program Governance Restructuring**
 - MARCH 2026
 - Propose restructuring of General Education Program Oversight (WKU Faculty Senate Charter Change)
- **PHASE 2: Share Program Draft and Solicit Feedback**
 - APRIL 2026
 - Share Big Red Gen Ed Draft with campus community and host several Zoom Q&A sessions to gather feedback on the draft
 - Fill in gaps or unclear areas of the draft/program prior to sending through the approval process
- **PHASE 3: Form OAI Committee**
 - SUMMER/FALL 2026
 - Form WKU General Education Oversight, Assessment, and Improvement Committee and begin working on Gen Ed Policies, etc.
- **PHASE 4: Program Approval Process**
 - FALL 2026
 - Submit Big Red Gen Ed for approval (UCC, SEC, Senate, etc.)
 - Create expedited process for course re-affirmation process
 - Begin working with CITL, WKU Communications, and Admissions to create workshops, PR, and marketing.
 - CITL Workshops for Faculty
- **PHASE 5: Course Re-Affirmation/ Proposed Course Process**
 - SPRING 2027
 - Course approval process/implementation process
 - CITL Workshops for Faculty
- **PHASE 6: Program Implementation**
 - FALL 2028

APPENDIX A – Proposed WKU Big Red Gen Ed Program (with Colonnade Program Comparison)

Colonnade Category	Current Colonnade Learning Outcomes	Big Red Gen Ed Category	Big Red Gen Ed Learning Outcomes (Pending CPE Approval) and KGP 10 Essential Skills Alignment
F-W1 College Composition	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.	Communicating with Impact (9 hours)	College Composition (ENG 100) 1. Compose clear, coherent texts tailored to a variety of audiences. 2. Properly cite credible sources to support information given/arguments made in written texts. 3. Construct ethical arguments presenting diverse points of view. 4. Demonstrate competency in developing well-organized, written communication. KGP Competencies: COMMUNICATION Communicate Effectively CRITICAL AND CREATIVE THINKING Think critically to solve problems and create new ideas and solutions
F-W2 Writing in the Disciplines	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		Writing in the Disciplines (ENG 300 or Discipline-Specific Course) 1. Compose documents that meet the conventions and rhetorical expectations of a particular discipline or profession. 2. Revise documents to improve clarity, organization, and adherence to disciplinary expectations. 3. Apply discipline specific- documentation and formatting standards (e.g., APA, MLA, Chicago) accurately and consistently.

	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.		4. Demonstrate competency in developing well-organized, written communication. KGP Competency: INFORMATION LITERACY Use information for decision making
F-OC Human Communication	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.		Human Communication (COMM 145) 1. Competently deliver public presentations for a variety of communication contexts 2. Properly cite credible sources to support information given/arguments made in public presentations. 3. Construct ethical arguments presenting diverse points of view. 4. Demonstrate competency in preparing well-organized materials for public presentations KGP Competencies: PROFESSIONALISM Perform professionally COMMUNICATION Communicate Effectively
F-QR Quantitative Reasoning	1. Interpret information presented in mathematical and/or statistical forms. 2. Illustrate and communicate mathematical and/or statistical information symbolically, visually and/or numerically.	Quantitative Reasoning (3 hours; QR)	Quantitative Reasoning 1. Interpret quantitative information presented in numerical, symbolic, or visual forms. 2. Communicate quantitative ideas clearly using appropriate mathematical/statistical representations.

	- Determine when computations are needed and execute the appropriate computations. - Apply an appropriate model to the problem to be solved. - Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis.		- Perform accurate calculations when solving quantitative problems. - Apply appropriate mathematical/statistical models to analyze information and draw conclusions. - Evaluate quantitative arguments by identifying assumptions, limitations, or potential errors. KGP Competency: QUANTITATIVE REASONING Apply quantitative reasoning skills to analyze and solve numerical problems
E-AH Arts and Humanities	- Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. - Distinguish among various kinds of evidence by identifying reliable sources and valid arguments. - Demonstrate how social, cultural, and historical contexts influence creative expression in the Arts and Humanities. - Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. - Evaluate enduring and contemporary issues of human experience.	Arts and Humanities: Creativity, Culture, & Expression (6 hours; AH) Students must take two different prefixes	Creativity, Culture, & Expression - Analyze creative or cultural works using appropriate concepts and vocabulary - Identify reliable sources and valid arguments when evaluating different kinds of evidence - Demonstrate how social, cultural, and historical contexts influence creative expression. - Explain how human expression influences broader social or cultural understanding - Explore important questions and challenges in human experience. NOTE: Literary Studies (ENG 200) will move back into new category as an option, not a requirement
F-AH Literary Studies	Utilize basic formal elements, techniques, concepts, and vocabulary of specific disciplines within the Arts and Humanities.		KGP Competency: CRITICAL AND CREATIVE THINKING Think critically to solve problems and create new ideas and solutions

	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.		
E-SB Social & Behavioral Sciences	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.	Social & Behavioral Sciences: Understanding People & Society and Civic Engagement (6 hours; SB) Two courses must be completed in this category: one course in Understanding People & Society and one course in Civic Engagement; students must take two different prefixes	Understanding People & Society: 1. Explore foundational concepts and terminology from at least one social and behavioral science discipline. 2. Analyze personal, public, or societal issues using theories, research methods, and ethical frameworks. 3. Communicate effectively with appropriate disciplinary language to diverse audiences. KGP Competency: INTERPERSONAL RELATIONS Interact effectively with others INFORMATION LITERACY Use information for decision making Civic Engagement: 1. Explore foundational concepts and terminology of civics from the perspective of
F-SB World History	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.		at least one social and behavioral science discipline. 2. Analyze civic, public, and societal issues using theories, research methods, and ethical frameworks from at least one social and behavioral science discipline. 3. Communicate effectively different perspectives on public policy and civic action to diverse audiences. 4. Evaluate civic issues using social science frameworks. 5. Develop civic engagement strategies informed by evidence. KGP Competency: CIVIC ENGAGEMENT Engage in civic life to improve society INTERPERSONAL RELATIONS Interact effectively with others
E-NS Natural & Physical Sciences	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.	Exploring Natural & Physical Science & Innovation (6-7 hours; NS) one lab required; students must take two different prefixes	Exploring Science & Innovation 1. Explore various methods of scientific inquiry. 2. Apply scientific concepts using appropriate discipline-specific vocabulary/terminology. 3. Apply scientific principles as it relates to issues of personal and/or public importance. KGP Competency KNOWLEDGE APPLICATION Apply academic knowledge, skills, and abilities
E-SL Science Lab	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.		
K-SC Connections - Social & Cultural	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.	Synthesis: Global Societies, Collaboration, & Leadership (3 hours)	Synthesis: Global Societies, Collaboration, & Leadership 1. Synthesize relevant information from multiple credible sources to justify an informed decision within a disciplinary, professional, or sociocultural context. 2. Advocate for evidence-based solutions that advance a team's shared objectives. 3. Apply feedback from collaborators to make improvements that support a shared goal. 4. Develop a solution to a complex local or global problem using disciplinary knowledge. KGP Competencies COLLABORATION AND TEAMWORK Collaborate and work in teams ADAPTABILITY AND LEADERSHIP Adapt to changing circumstances while leading and supporting others
K-LG Connections - Local to Global	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.		
K-IE Connections – International Experiences	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.		
K-SY Connections - Systems	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.)		

APPENDIX B – Colonnade Work Group

Members

Dr. Stacey Forsythe, Colonnade Director
Dr. Melanie Autin – Ogden College of Science and Engineering
Mrs. Marrissa Bryant – Associate Director, Academic Advising
Dr. Indudeep Chhachhi – Gordon Ford College of Business
Dr. Angie Jerome – Potter College of Arts and Letters/Previous Colonnade Committee Chair
Dr. Andy Mienaltowski – Colonnade Committee Chair
Mr. Jarrett Murphy – Associate Director, Transfer Center
Dr. Will Perry – Colleges of Education and Behavioral Sciences
Dr. Andrew Rosa – Potter College of Arts and Letters
Mrs. Jessica Steenbergen – Scheduling Applications Coordinator
Dr. Dawn Wright – College of Health and Human Services

Advisory

Dr. Jennifer Hammonds – Registrar
Dr. Rob Hale - Associate Provost for Faculty & Academic Excellence
Dr. Rheanna Plemons - Assistant Provost for Accreditation and Assessment

APPENDIX C – Resource Links

- <https://www.nacweb.org/talent-acquisition/candidate-selection/what-are-employers-looking-for-when-reviewing-college-students-resumes>
- <https://www.linkedin.com/pulse/linkedin-skills-rise-2025-15-fastest-growing-us-linkedin-news-hy0le/>
- AAC&U GenEd Essential Learning Outcomes: <https://www.aacu.org/trending-topics/what-is-liberal-education>