

Colonnade General Education Curriculum Committee (CGEC)
Agenda for meeting on April 28, 2026, at 3:45pm – Zoom

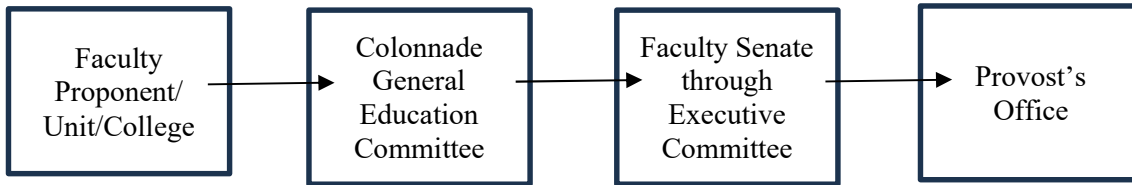
Zoom Link: <https://wku.zoom.us/j/6170567939>

Meeting ID: 617 056 7939

- **Approval of Minutes from March 24, 2026 (See Below)**
- **Action Items:**
 - None
- **Information Items:**
 - Side-by-side workflow comparisons for current Gen Ed curriculum proposals and future proposals if the Senate Charter revision is approved
 - Discussion of WKU Gen Ed Oversight, Assessment, and Improvement Group – Dr. Rob Hale, Associate Provost for Faculty & Academic Excellence and Dr. Stacey Forsythe, Colonnade Program Director
 - Discussion of non-faculty-led Study Abroad Experiences and the International Experience category of Connections
- **New Business**

Current General Education Curriculum Proposal Workflow

Standard Approval Workflow



Starting Point:

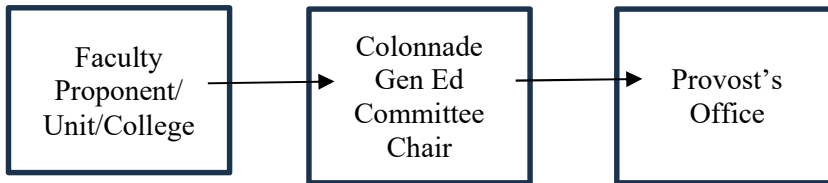
Faculty/Unit/College to Colonnade General Education Committee

- Add new and existing courses to the general education program
 - Choose general education course category
 - Specify course learning outcomes alignment with general education category
 - Define assessment strategy to demonstrate general education learning outcomes are met

Colonnade General Education Committee to Faculty Senate

- Change to the general education program (e.g., course categories, learning outcomes, and implementation guidelines)
- Removal of existing courses from program (e.g., not offered regularly or not meeting learning outcomes)

Expedited Approval Workflow



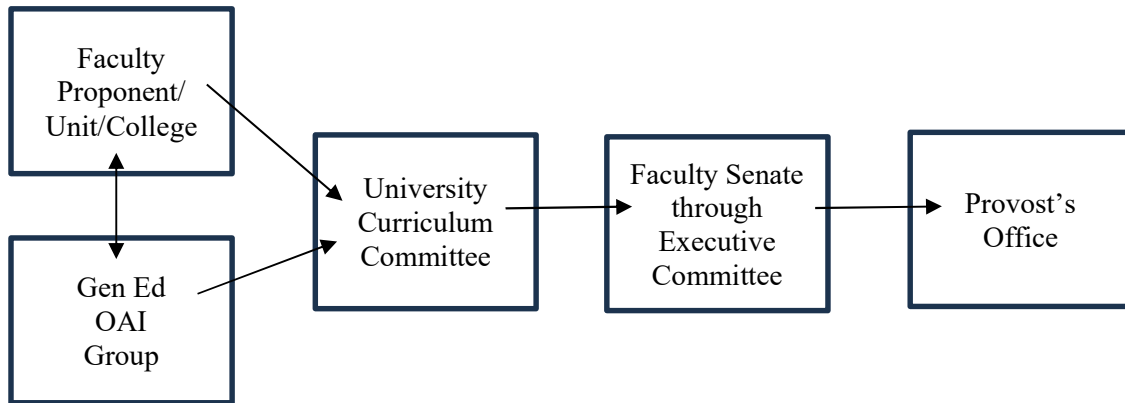
Starting Point:

Faculty/Unit/College

- Revise assessment strategy with no other changes

General Education Curriculum Proposal Workflow given Charter Revision

Standard Approval Workflow



Starting Point:

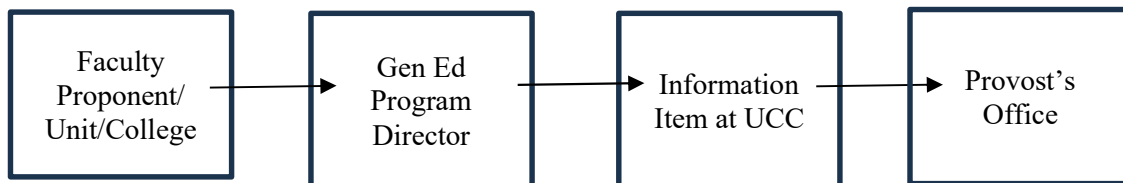
Faculty/Unit/College to UCC

- Add new and existing courses to the general education program
 - Choose general education course category
 - Specify course learning outcomes alignment with general education category
 - Define assessment strategy to demonstrate general education learning outcomes are met

General Education Oversight, Assessment, and Improvement Group (Gen Ed OAI)

- **Gen Ed Program Operations from Gen Ed OAI Group to UCC**
 - Change to the general education program (e.g., course categories, learning outcomes, and implementation guidelines)
 - Removal of existing courses from program (e.g., not offered regularly or not meeting learning outcomes)
- **Oversight – Gen Ed OAI group only makes recommendations to UCC and Units/Colleges**
 - **To UCC: Review course proposals to ensure courses meet program learning outcomes and comply with assessment requirements (Endorse/Not endorse to UCC; final decision resides with UCC)**
 - To Faculty/Unit/College: Evaluate assessment data to recommend course review
- New curricular assessment and improvement duties not currently performed by CGEC
 - Review program assessment data to propose changes to structure of program relative to university mission
 - Systematically evaluate program relative to CPE and SACSCOC compliance requirements

Expedited Approval Workflow



Starting Point:

Faculty/Unit/College

- Revise assessment strategy with no other changes

Connections – International Experience (K-IE) rubric – **Draft**
 CLO Artifact Assessment Rubric

K-IE CLO 2	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Articulate the relationship between ideas, experiences, and place.	Integrates ideas, lived experiences, and place to show how context shapes meaning or practice.	Clearly connects ideas and experiences to place with relevant examples.	Describes ideas, experiences, or place with limited or uneven connections.	Mentions ideas, experiences, or place with little, superficial, or no connection.
K-IE CLO 2	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Develop tools to engage with diverse people in local cultures.	Demonstrates intentional and effective engagement strategies (e.g., communication practices, cultural protocols, listening approaches). Reflects on why these tools matter, adapts them in response to context, and evaluates their effectiveness.	Uses appropriate tools or strategies to engage with people from the local culture and explains how they supported interaction or learning.	Attempts engagement with local people but tools or strategies are limited, inconsistently applied, or weakly explained.	Shows minimal or no evidence of purposeful engagement with people from the local culture or relies on stereotypes or assumptions.
K-IE CLO 3	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Explore other peoples' values and clarify one's own.	Thoughtfully analyzes others' values within cultural context and critically reflects on personal values, identifying growth, tension, or change. Demonstrates self-awareness and openness to complexity.	Examines others' values and reflects on personal values, noting similarities or differences with reasonable insight.	Acknowledges differences in values but reflection is surface-level, descriptive, or focused primarily on the self without cultural analysis.	Shows little understanding of others' values or lacks meaningful self-reflection.

Could consider scoring adaptability and leadership at the same time using this:

Adaptability and Leadership (Kentucky Graduate Profile)

Demonstrate adaptability and leadership in an international or unfamiliar context.

- **Capstone:** Anticipates and responds effectively to change; overcomes challenges and supports or coaches others toward shared goals in a new cultural context.
- **Milestone:** Adjusts to new or unfamiliar situations with a positive mindset and contributes to group, common, or community goals.
- **Benchmark:** Describes or recognizes the need to adapt or work with others, but shows limited application in practice.

Evaluators are encouraged to assign a rating of fails to meet standard to any work that does not meet the benchmark-level performance. The above proficiency levels for the Kentucky Graduate Profile Competency is a summary of the rubric offered by the Kentucky Council on Post-Secondary Education found on the next page.

Essential Skill 5: 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.

Benchmark College Entry	Milestone End of Two Years of College	Capstone Bachelor's Program Completion
Describes how people can cooperate to reach a common goal.	Contributes toward achieving a common goal.	Overcomes barriers or obstacles to achieving a common goal, often by providing guidance and support to others.
Explains how new situations may require a change in the way things are done.	Adjusts to new situations by doing things differently and showing a positive mindset.	Responds to and anticipates change by practicing and modeling new strategies and tools to thrive in a dynamic environment.
Recognizes how people are motivated by others to achieve a goal.	Encourages others to persist in achieving goal(s) through changing situations.	Coaches others through changing situations.

Example artifact

International Experience Reflection Paper – Colonnade Assessment Artifact

- Length: 1200–1400 words (excluding references)
- Sources Required: Minimum of 3 credible sources
- Citation Style: APA, MLA, or Chicago (instructor's choice)

Overview

This assignment asks you to write a reflection based paper to analyze your international experience by connecting specific events, disciplinary ideas, and credible evidence. Your writing should move beyond description to analysis, evaluation, and reflection. Clear headings are required.

Learning Goals

By completing this assignment, you will demonstrate your ability to:

- 1) Articulate the relationship between ideas, experiences, and place.
- 2) Develop tools to engage with diverse people in local cultures.
- 3) Explore other peoples' values and clarify your own.
- 4) Demonstrate adaptability and leadership in unfamiliar or changing contexts.

Task & Organization

Organize your paper into the four sections below. Use concrete examples from your experience and integrate sources throughout.

1) Ideas, Experiences, and Place (300–350 words)

Analyze how the local context shaped what you learned.

- Describe 1–2 pivotal moments that were tied to the location (social, historical, linguistic, geographic, etc.).
- Explain how place influenced meaning or practice in your discipline.
- Integrate at least one credible source to situate your analysis (e.g., cultural/area studies, disciplinary scholarship).

2) Engagement with Diverse People (300–350 words)

Explain how you engaged with people from the local culture and why those approaches mattered.

- Identify the tools/strategies you used (e.g., communication practices, cultural protocols, language choices).
- Evaluate their effectiveness; note any adjustments you made.
- Support with at least one source on intercultural communication or community engagement.

3) Values Exploration and Self-Reflection (300–350 words)

Examine values you encountered and how they shaped or challenged your own.

- Identify values evident in daily life, institutions, or interactions.
- Analyze similarities, differences, tensions, or growth.
- Use at least one source related to culture, values, ethics, or identity.

4) Adaptability and Leadership (250–350 words)

Describe a situation that required adaptation and how you supported others.

- Explain what changed, what you did, and what you learned.
- If applicable, describe how you encouraged, guided, or coached peers.

Tip: You may include brief tables, figures, or images if they clarify your analysis (optional; not counted in the word limit). If you add visuals, include a one-sentence caption explaining their relevance.

Source & Citation Requirements

- 3+ credible sources total (peer-reviewed articles, academic books, reputable journalism, NGO/government reports).
- Integrate sources into your reasoning; avoid stand-alone quotes.
- Provide in-text citations and a complete reference list in your selected style.

Submission

- **Length:** 1200–1400 words (excluding references).
- **Format:** Double-spaced, standard font, 1-inch margins.
- **File:** Submit through the course LMS by the deadline and save to share with WKU General Education assessment team.

Assessment

Your work will be evaluated with the International Experience Artifact Assessment Rubric across four criteria:

- 1) Ideas, Experiences, and Place;
- 2) Engagement with Diverse People;
- 3) Values Exploration and Self-Reflection;
- 4) Adaptability & Leadership.

Clear alignment between your experiences, analysis, and sources will strengthen performance across all criteria.

Colonnade General Education Curriculum Committee (CGEC)

Minutes for March 24, 2026

Voting Members Present: Andy Mienaltowski, Kandy Smith, Phillip Gunter, Yuyun Lei, Caden Lucas, LeAnne Coder, Brooke Gross, and Angie Jerome.

Guests: Stacey Forsythe and Rob Hale

Ex-Officio: Jennifer Hammonds, Stuart Burris, and Danita Kelley

Meeting called to order at 3:45pm

Approval of Minutes, March 3, 2026: 1st/2nd: Jerome/Lucas – **Vote:** Approved

Action Items: 1st/2nd: Mienaltowski/Jerome

- Proposal to Change the Faculty Senate Charter (Appendix)

Mienaltowski spoke briefly about the changes on the senate charter.

Lucas asked about membership of the WKU General Education Oversight, Assessment, and Improvement Group. He requested that there be a student rep on the group just like currently on Colonnade GenEd Committee (CGEC). Forsythe said student involvement on the WKU GenEd OAI group has not been discussed. Hale indicated that the new group is not a standing committee of the senate and would involve discussion of pedagogy, assessment, etc. and include summer meetings as well when students were not available. Lucas spoke about how student representation is always beneficial. Lucas appreciated the context; maybe students could get two seats on UCC instead of one. Mienaltowski suggested that we ask UCC if they could open another seat for the extra student seat. Charter revision recommendation would go forward with request that UCC review this part of its bylaws. Forsythe shared that, unlike the current CGEC, this group would have far less turn over and longer terms to ensure institutional memory. Agrees that students can be involved but perhaps in a different way.

Vote: Approved (8 yes)

Information Items:

- None

Adjourn – 4:00 pm – 1st/2nd: Gross/Jerome

Respectfully Submitted,
Jessica Steenbergen
Colonnade Recorder

Proposal to Change the Faculty Senate Charter

Proposed Change 1 on p. 8 of the Senate Charter (see strikethrough)

V. The Organization of the Faculty Senate

The Faculty Senate shall act on all proposals received either from its committees or from its members. In addition, the Faculty Senate shall hear and rule on any appeal from a college curriculum committee, and shall forward its recommendation, along with the relevant materials to the Provost.

The Faculty Senate shall also act through its committees, receiving for information reports of committee actions. However, the Faculty Senate may vote to review a committee action. The committee shall be informed of the review, and the matter shall be placed on the agenda of the next Faculty Senate meeting. The Faculty Senate shall forward its recommendation to the Provost.

A. Standing Committees of the Faculty Senate

The standing committees of the Faculty Senate are as follows: The Executive Committee, the Undergraduate Curriculum Committee, ~~the Colonnade General Education Committee~~, the Faculty Welfare and Professional Responsibilities Committee, the Committee on Academic Quality, the Budget and Finance Committee, the Graduate Council and the Handbook Committee.

Proposed Change 2 on p. 9 of the Senate Charter (see strikethrough)

C. Composition and Duties of Other Standing Committees

The composition and duties of other Faculty Senate standing committees shall be set forth in Bylaws of each standing committee, which Bylaws are subject to approval of the Faculty Senate and are linked here:

1. [The Undergraduate Curriculum Committee](#):
2. ~~[The Colonnade General Education Committee](#)~~:
3. [The Faculty Welfare and Professional Responsibility Committee](#):
4. [The Committee on Academic Quality](#):
5. [The Budget and Finance Committee](#):
6. [The Graduate Council](#): and,
7. [The Handbook Committee](#):

Rationale for Charter Revision:

The Colonnade General Education Committee recommends that the Senate Charter be amended to remove the Colonnade General Education Committee from the Faculty Senate's list of Standing Committees.

The committee also recommends that its functions (a) to make proposals to the Faculty Senate concerning the structure and content of the Colonnade General Education Program, and (b) to consider new courses and review existing courses proposed for the Colonnade General Education Program be reassigned to the Undergraduate Curriculum Committee.

Expedited approval processes assigned to the Colonnade General Education Committee Chair will shift to the General Education Program Director. Moreover, other functions of the Colonnade General Education Committee will be re-assigned to a group of faculty appointed by the Provost's Office (a) to develop, review, and recommend Colonnade General Education guidelines, policies, performance standards, assessment and assessment policies; and (b) to verify that courses and policies meet the established Colonnade General Education Program requirements. This new group will be referred to as WKU General Education Oversight, Assessment, and Improvement Group (WKU GenEd OAI Group), and details of its memberships and responsibilities follow.

The WKU GenEd OAI Group will work in collaboration with the Director of the General Education Program and faculty who teach and support general education courses. This group will provide program-level oversight by reviewing assessment data, recommending improvements, promoting consistency across general education learning outcomes, and supporting the ongoing development of the general education program and faculty teaching in the program. Recommendations from the group will be to the Undergraduate Curriculum Committee by the General Education Program Director.

Currently, the members of the Colonnade General Education Committee serve two years, but this can sometimes be limited to one year based on Senate membership and other faculty course and service commitments. Consequently, there is frequent rotation in this committee which limits institutional memory. The WKU GenEd OAI Group will consist of faculty who teach general education courses or who are responsible for leading unit assessments of general education courses. Membership will be by appointment of the Provost's Office by recommendation of College Dean's Offices, and appointments will aim for at least one member per academic college. Additional appointments for membership may be recommended by the General Education program director to ensure that each category of courses in the General Education Program is represented to support course proposals, assessment, and faculty professional development. Terms of appointment are projected to be three years. These details will be worked out with the new group when formed. Initial appointment duration may be staggered to ensure that the committee maintains institutional memory.