



WKU Colonnade Plan

A New Approach to the
Core Curriculum at WKU

General Education Review Task Force

Larry Snyder, Chair (Potter College)
Craig Cobane (Honors College)
Robert Dietle (History)
Sylvia Dietrich (School of Teacher Education)
Molly Dunkum (Mathematics & Computer Sci.)
Christopher Ervin (English, Director of Comp.)
Gary English (Public Health)
Sylvia Gaiko (ex officio, Academic Affairs)
Quentin Hollis (University College)
Kate Hudepohl (Folk Studies & Anthropology)
Karen Mason (Consumer & Family Sciences)
Zubair Mohamed (Management)
Doug McElroy (Academic Affairs)
Roger Murphy (Political Science)
Sharon Mutter (Psychology)
Jane Olmsted (Women's Studies)
Nathan Phelps (Honors College)
Nancy Rice (Biology)
Heather Strode (University Senate)
Michelle Trawick (Economics)
Richard Weigel (University Senate)
Elizabeth Winkler (English)
Andrew Wulff (Geology & Geography)

General Education Committee

Eric Reed, Chair (History)
Andy Mienaltowski (Psychology)
Nathan Phelps (University College)
Peggy Gripshover (Geography & Geology)
Amanda Drost (Library Technical Svcs.)
Alex Lebedinski (Economics)
Dawn Wright (Nursing)
Robert Dietle (History)
Krisstal Clayton (Psychology – Glasgow)
Kim Cunningham (Academic Support –Univ. College)
Nathan Lee Bishop, SGA representative
Sylvia Gaiko, Academic Affairs (non-voting)



Q: Why change the core curriculum?

A: Because we have to.

- Internal changes (shift from 128- to 120-hour degree)
- SACS review
- State Transfer Agreement

The Colonnade Program emphasizes the following four principles

- ***Progression:*** The program promotes the continuing development of students' fundamental skills throughout the entire course of their study from the first year through graduation.
- ***Perspective:*** The program exposes students to different ways of knowing and/or observing the world and themselves.
- ***Connection:*** The program is intentional in helping students integrate knowledge and skills from multiple disciplines and experiences.
- ***Application:*** The program provides students with opportunities to examine and engage in issues at the local, national, and international level.

Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World:

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Integrative and Applied Learning:

- Synthesis and advanced accomplishment across general and specialized studies

Intellectual and Practical Skills:

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Personal and Social Responsibility:

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Colonnade Program Core Curriculum (39 hours)

FOUNDATIONS (18 hours) <i>Intellectual and Practical Skills</i>	EXPLORATIONS (12 hours) <i>Knowledge of Human Cultures and the Physical and Natural World</i>	CONNECTIONS (9 hours) <i>Understanding Individual and Social Responsibility</i>
College Composition ENG 100 (3 hours)	Arts & Humanities (3 hours)	Social and Cultural (3 hours)
Writing in the Disciplines ENG 300, or 200-level or higher writing in the discipline course. (3 hours)		
Human Communication COMM 145 or other approved courses. (3 hours)	Social and Behavioral Sciences (3 hours)	Local to Global (3 hours)
Quantitative Reasoning MATH 109, 116, or other approved courses. (3 hours)	Natural and Physical Sciences (Min. 6 hours, incl. one course w/applied/lab component. Two diff. disciplines must be taken.)	Systems (3 hours)
Literary Studies ENG 200 or other approved courses. (3 hours)		
World History HIST 101 or 102 (3 hours)		

*** World Language Proficiency:** Admitted students are expected to demonstrate language proficiency at the "novice mid" level before completing 60 hours of coursework. Additional courses may be taken to meet this proficiency.

Pre-Millennium

54

74

128 Hours

44

84

120 Hours

44

76

Colonnade

39

81

0

20

40

60

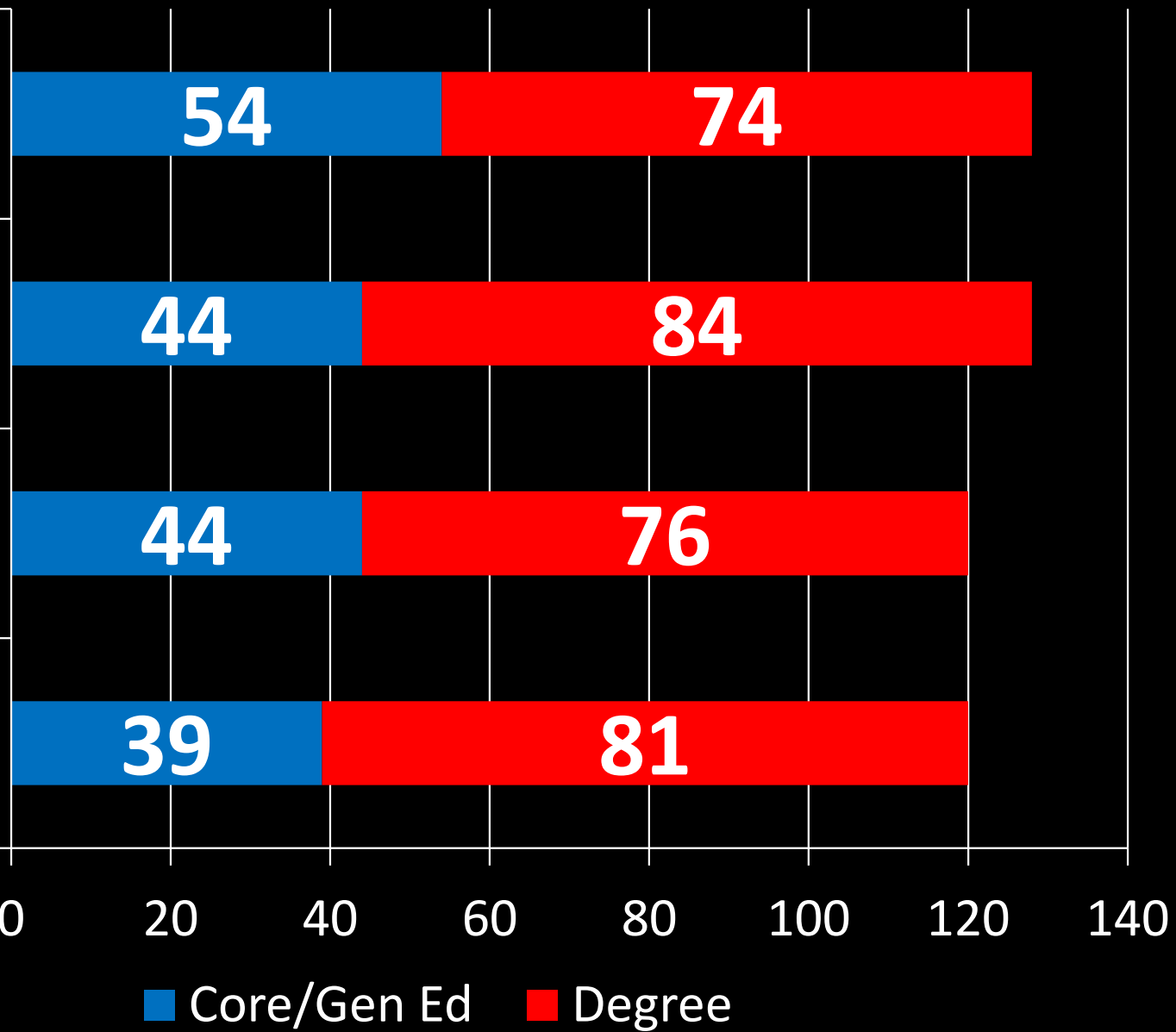
80

100

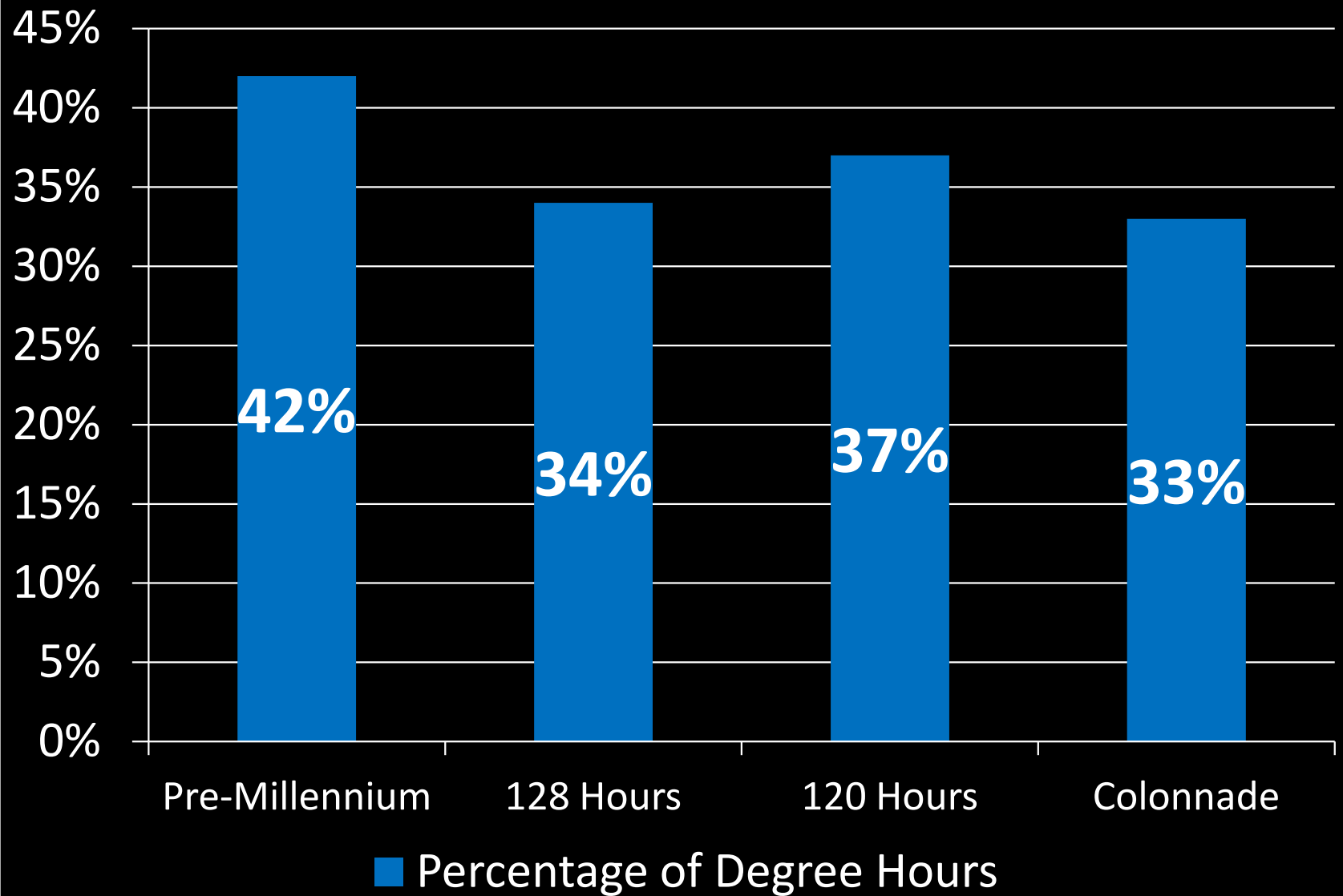
120

140

■ Core/Gen Ed ■ Degree



Percentage of Degree Hours



"Connections-" Style Courses at WKU

PSY 350. SOCIAL PSYCHOLOGY. (3) *Prerequisite: Sophomore standing.* A general introduction to social psychology for majors and non-majors in psychology. The psychology of how people think about and relate to others. Topics include love, altruism, aggression, conformity, behavior in groups, leadership, intergroup conflict, aggression, prejudice, and persuasion.

PHIL 320. ETHICS. (3) *Prerequisite: One course in philosophy or sophomore status.* An introduction to ethical issues using classical and contemporary texts. Among issues that may be treated are justice, rights, responsibilities, punishment, and obligations regarding the environment.

HCA 347. INT'L. COMPARISONS OF HEALTH CARE SYSTEMS. (3) *Prerequisite: ENG 100.* Cross country comparisons, including concepts of illness and healing within different cultural contexts; differing approaches to critical issues including access, quality of care, and cost containment; and methods of organization, financing and structuring of providers in various countries.

BIOL 302. HUMAN BIOLOGY. (3) A survey of body systems with special emphasis on human reproduction, embryological development and infectious diseases. Designed for non-science majors.

"Connections-" Style Courses Elsewhere

(IUPUI) N311 (Informatics) The Digital Paradigm Shift: Effects in International Cultures and Society (3)

Prerequisite(s): None

Examination of the digital paradigm shift and its global impact on cultures and societies. A study of major paradigm shifts in reference to culture and society as well as the implications for the future. Readings, lectures, class discussions.

(Indiana U.) BIOL-L 300 Social Implications of Biology (3 cr.) Biological aspects of social problems such as HEY, genetic engineering, population explosion, eugenics, drug abuse, heredity, hazards of irradiation, etc.

(Tulane) EENS 3050 – Natural Disasters (3)
An examination of the causes and effects of natural disasters, such as earthquakes, subsidence, coastal erosion, flooding, severe weather (including hurricanes), and meteorite impacts. Also includes a discussion of options available to mitigate disasters

(Eastern KY. U.) Nursing Science NSC 370 Health Disparities. (3)

Prerequisite: junior standing or departmental approval. Explores the social, economic, political and historical context of health disparities experienced by groups with an emphasis on racial/ethnic, gender and socioeconomic aggregates. Explores contributing factors and potential solutions to domestic and global health disparities.