Colonnade General Education Curriculum Committee (CGEC)
Committee Report for SEC from the September 27, 2022 CGEC Meeting

Voting Members Present: Stacey Forsythe, Susan Eagle, Kate Hudepohl, Sheila Flener, Mohsen Mollagholamali

Guest: Jennifer Hammonds, Beth Laves, Jessica Dorris, Merrall Price, Chris Jensen, Grace Lartey

Ex-Officio: Molly Dunkum, Jennifer Hanley, Molly Kerby

Called to order at 3:45pm

Approval of Minutes:
Minutes, September 6, 2022 – **1st/2nd**: Forsythe/Flener – **Vote:** Approved

One amendment to the September 6 minutes.
> Fix Courtney Basham & Shelia Flener spelling – Cortney Basham & Sheila Flener

Action Items:
1. Approve PH 100 Revisions

Colonnade Committee (1)				
Code	**Title**	**Status**	**Initiator**	**Received**
PH 100	PH 100: Personal & Public Health	Edited	grc29932	4/4/2022

Motion to Approve - 1st/2nd: Forsythe/Flener
Discussion: Lartey spoke briefly about this request, not a lot of changes. COVID open their eyes about how one person can effect a whole group. No one asked questions.
Vote: Approved (5/5)

2. **Approve Colonnade Proposal Forms**
   a. **Colonnade Explorations Arts and Humanities Proposal Form**
   Motion to Approve – 1st/2nd: Hudepohl/Flener
   Discussion – Forsythe will "Track changes" on all documents and share with the minutes. Hudepohl, how are these changing incorporate new state guidelines? Hanley competencies, took out unnecessary stuff, clarified SLO, artifact, old form and literally condensed them and keep integrity of them. # 7 is the only new thing. Eagle – for the Rubric, what's it going to look like with multiple courses? Kerby, said that it's listed in the colonnade learning outcomes, essay/written project. Wanting some examples put on the website so people could understand the assessment piece.
   Friendly Amendment: Hudepohl asked that CCC be changed to College Curriculum Committee and be spelled out. Everywhere it says SLO's should be CLO's.
   Move to approve with friendly amendment– Flener/Eagle
   Vote: Approved with friendly amendments (6/6)

Making a motion to bundle sections b-f – Flener/Hudepohl
Vote: approved (6/6)
Discussion – Forsythe will "Track changes" on all the documents and will share with everyone.
Friendly Amendment: *Hudepohl asked that CCC be spelled out; changed to College Curriculum Committee. Everywhere it says SLO's should be CLO's. Changing the wording from "ten" to "10".*
Vote: Approved (6/6)

   b. **Colonnade Social Behavioral Proposal Form**
   c. **Colonnade Explorations Natural and Physical Sciences Proposal Form**
   d. **Social Cultural Colonnade Proposal Form**
   e. **Local to Global Colonnade Proposal Form**
   f. **Systems Colonnade Proposal Form**

3. **Review/Approve Evaluation Form for Connections Course Proposals**
   Motion to approve – Flener/Eagle
   Discussion: Creating specific forms for each categories. Explained that the committee members use this form to make comments to help the meetings go smother. Should these get submitted to the chair prior to the meeting, should the language be changed to say that? Hudepohl make sure the members know, but asking for it in advance would be a huge headache. Forsythe, thought that maybe the chair would appreciate it beforehand. Thoughts from others? Post to a shared drive so people could see other comments. Kerby suggested new people go through a simple training (what's the norm) on how to do these things. Deleting the first sentence of the form … submit to colonnade committee chair. Flener said to be successful each member should complete the form and the language should be "prior to the meeting where proposals will be discussed."
   Friendly Amendment: Members of the Colonnade Committee should complete this form prior to the meeting where proposals will be discussed. Delete "for each course proposal and submit it to the Colonnade Committee Chair." Remove the second paragraph of the form altogether.
   See attached form with track changes to see all the amendments.
   Vote: Approved (5/5)

4. **Review/Approve Colonnade Bylaws**
   Motion to table for longer discussion at next meeting – 1st/2nd – Flener/Hudepohl
   Vote: Approved (6/6)

Discussion Items:
   1. **CGEC/UCC Action Item (Kate Hudepohl/Sheila Flener)** – both gave a brief overview, issues with why people needed to see the SLO's. Empower Jennifer to change information. At UCC it was discussed how much work this creates for registrar's office.
   2. **Discussion regarding Connections courses (re: duplicate prefixes)** – Tabled until next time
   3. **Spring 2023 Meeting Locations** – Tabled until next time
       a. **Zoom or In-Person?**

New Business:
   International experience course to approve
   Motion to bring forward to discuss – 1st/2nd – Flener/Hudepohl
   Vote: Approved (5/5)
   Discussion: Forsythe, in an effort to have everything uniform there were questions about the international experience course. Maybe just change the formatting on it so it looks like the others. Is everyone okay with that? Basically just updating the way it looks.
   Motion to table this until our next meeting – 1st/2nd – Flener/Hudepohl

Adjourn – 5:25pm **1st/2nd:** Flener/Hudepohl

Respectfully Submitted,
Jessica Steenbergen
Colonnade Recorder

Colonnade Explorations Proposal Form: Arts and Humanities

Explorations courses introduce students to discipline-specific concepts, theories, methodologies, and practices that provide a variety of ways to know and understand the world. From artistic expression to scientific experimentation, students learn how various forms of disciplinary knowledge can be applied to solve problems, to understand social interaction, and to interpret human experience through language and image. (12 hours)

Arts and Humanities (3 hours)
Students analyze concepts, theories, methodologies, and practices from the arts and humanities in order to interpret the human experience through literary, visual, and performing arts. Courses offer opportunities for students to explore cultural expressions and enduring questions about human experience.

Arts and Humanities Colonnade Learning Outcomes
1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.
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.

Kentucky Graduate Profile Academy Competencies
As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified ten competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies students will develop in their class. The 10 competencies are as follows:
1. Communicate effectively.
2. Think critically to solve problems.
3. Apply quantitative reasoning.
4. Interact effectively with people from diverse backgrounds.
5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

New Colonnade Courses

1. Department - faculty should have their department vote on whether or not they approve the course.
2. College - course goes before the College Curriculum Committee.
3. Colonnade - once it has been approved by both the department and the College Curriculum Committee, it then goes to the Colonnade General Education Committee (CGEC).
4. University Curriculum Committee (UCC) - after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC) - following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

Colonnade Explorations Course Proposal: Art and Humanities

Proposal Date _____

Basic Information

Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:

1.1   Course prefix (subject area), number: _____

1.2   Course Title: _____

1.3   Credit hours: _____

1.4   Any Foundations pre-requisites? _____

1.5   Cross-listed and/or equivalent courses (prefix and number): _____

1.6   How often will this course be offered? _____

1.7   Is this an existing course? Y_____ N _____

        If yes, when was the last semester it was offered? _____

1.8   Proposed term of implementation? _____

1.9   Course Modality (In-person, hybrid, online): _____

1.10   Does this course include an applied/service-learning component? _____

Course Overview

1. Course Description (50-100 words)

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.

4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met the Colonnade Learning Outcomes (CLOs) and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class (NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections assessments).

5. Please explain how your assessment artifact demonstrates that students have met the Arts and Humanities CLOs. Classes in the Arts and Humanities category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Arts and Humanities Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Colonnade Explorations Proposal Form: Social and Behavioral Sciences

Explorations courses introduce students to discipline-specific concepts, theories, methodologies, and practices that provide a variety of ways to know and understand the world. From artistic expression to scientific experimentation, students learn how various forms of disciplinary knowledge can be applied to solve problems, to understand social interaction, and to interpret human experience through language and image. (12 hours)

Social and Behavioral Sciences (3 hours)

Students explore the human experience using theories and tools of the social and behavioral sciences. Courses require students to analyze problems and conceptualize the ways in which these theories and tools inform our understanding of the individual and society.

Social and Behavioral Sciences Colonnade Learning Outcomes
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.

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1. Communicate effectively.
2. Think critically to solve problems.
3. Apply quantitative reasoning.
4. Interact effectively with people from diverse backgrounds.
5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

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4. University Curriculum Committee (UCC) - after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC) - following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

Colonnade Explorations Course Proposal: Social and Behavioral Sciences

Proposal Date _____

Basic Information
Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:

1.1   Course prefix (subject area), number: _____

1.2   Course Title: _____

1.3   Credit hours: _____

1.4   Any Foundations pre-requisites? _____

1.5   Cross-listed and/or equivalent courses (prefix and number): _____

1.6   How of10 will this course be offered? _____

1.7   Is this an existing course? Y_____ N _____

       If yes, when was the last semester it was offered? _____

1.8   Proposed term of implementation? _____

1.9   Course Modality (In-person, hybrid, online): _____

1.10   Does this course include an applied/service-learning component? _____

Course Overview

1. Course Description (50-100 words)

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

3. If this is <u>an existing course</u>, please explain how it will be adapted to appeal to a broad student audience.

4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met the Colonnade Learning Outcomes (CLOs) and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class (NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections assessments).

5. Please explain how your assessment artifact demonstrates that students have met the Social and Behavioral Sciences Colonnade Learning Outcomes. Classes in the Social and Behavioral Sciences category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Social and Behavioral Sciences Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Colonnade Explorations Proposal Form: Natural and Physical Sciences

Explorations courses introduce students to discipline-specific concepts, theories, methodologies, and practices that provide a variety of ways to know and understand the world. From artistic expression to scientific experimentation, students learn how various forms of disciplinary knowledge can be applied to solve problems, to understand social interaction, and to interpret human experience through language and image. (12 hours)

Natural and Physical Sciences (Minimum of 6 hours from two different disciplines)

Students use the scientific perspective to gain basic understanding of the natural and physical world and the relevance of science to issues of personal and public importance. Courses examine scientific principles through different modes and scales of observation, development of theories and hypotheses, and data collection and interpretation. Hands-on experience provides an essential applied component in this category.

Natural and Physical Sciences Colonnade Learning Outcomes
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.

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6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

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5. Senate Executive Committee (SEC) - following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

Colonnade Explorations Course Proposal: Natural and Physical Sciences

Proposal Date _____

Basic Information

Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:

1.1   Course prefix (subject area), number: _____

1.2   Course Title: _____

1.3   Credit hours: _____

1.4   Any Foundations pre-requisites? _____

1.5   Cross-listed and/or equivalent courses (prefix and number): _____

1.6   How often will this course be offered? _____

1.7   Is this an existing course? Y_____ N _____

        If yes, when was the last semester it was offered? _____

1.8   Proposed term of implementation? _____

1.9   Course Modality (In-person, hybrid, online): _____

1.10   Does this course include an applied/service-learning component? _____

Course Overview

1. Course Description (50-100 words)

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5. Please explain how your assessment artifact demonstrates that students have met the Natural and Physical Sciences Colonnade Learning Outcomes. Classes in the Natural and Physical Sciences category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Natural and Physical Sciences Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Colonnade Connections Proposal Form: Social and Cultural

Connections courses are Colonnade's summative learning experiences in which students develop critical competencies through a lens of complex social, global, and systemic issues of concern. Colonnade Connections courses cannot have courses outside of the Colonnade program as pre-requisites.

Social and Cultural Colonnade Learning Outcomes

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs. Students who complete this course will:

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

Kentucky Graduate Profile Academy Competencies

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*Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

Approval Process

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7. Provost—final approval is the Provost's Office.

Colonnade Connections Course Proposal: Social and Cultural

Proposal Date _____

Basic Information
Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:
1.1   Course prefix (subject area), number: _____

1.2   Course Title: _____

1.3   Credit hours: _____

1.4   Any Foundations pre-requisites? _____

1.5   Cross-listed and/or equivalent courses (prefix and number): _____

1.6   How often will this course be offered? _____

1.7   Is this an existing course? Y_____ N _____

     If yes, when was the last semester it was offered? _____

1.8   Proposed term of implementation? _____

1.9   Course Modality (In-person, hybrid, online): _____

1.10   Does this course include an applied/service-learning component? _____

Course Overview

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5. Please explain how your assessment artifact demonstrates that students have met the Social and Cultural Colonnade Learning Outcomes. Classes in the Social and Cultural category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Social and Cultural Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Colonnade Connections Proposal Form: Local to Global

Connections courses are Colonnade's summative learning experiences in which students develop critical competencies through a lens of complex social, global, and systemic issues of concern. Colonnade Connections courses cannot have courses outside of the Colonnade program as pre-requisites.

Local to Global Colonnade Learning Outcomes

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world. Students who complete this course will:

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

Kentucky Graduate Profile Academy Competencies

As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified 10 competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies students will develop in their class. The 10 competencies are as follows:

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7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
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   *Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

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4. University Curriculum Committee—after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC)—following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate—following SEC approval it goes before the full University Faculty Senate.
7. Provost—final approval is the Provost's Office.

Colonnade Connections Course Proposal: Local to Global

Proposal Date _____

Basic Information

Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:

1.1 Course prefix (subject area), number: _____

1.2 Course Title: _____

1.3 Credit hours: _____

1.4 Any Foundations pre-requisites? _____

1.5 Cross-listed and/or equivalent courses (prefix and number): _____

1.6 How often will this course be offered? _____

1.7 Is this an existing course? Y_____ N _____

     If yes, when was the last semester it was offered? _____

1.8 Proposed term of implementation? _____

1.9 Course Modality (In-person, hybrid, online): _____

1.10 Does this course include an applied/service-learning component? _____

Course Overview

1. Course Description (50-100 words)

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

3. If this is <u>an existing course</u>, please explain how it will be adapted to appeal to a broad student audience.

4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met the Colonnade Learning Outcomes (CLOs) and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class (NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections assessments).

5. Please explain how your assessment artifact demonstrates that students have met the Local to Global Colonnade Learning Outcomes. Classes in the Local to Global category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Local to Global Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Colonnade Connections Proposal Form: Systems

Connections courses are Colonnade's summative learning experiences in which students develop critical competencies through a lens of complex social, global, and systemic issues of concern. Colonnade Connections courses cannot have courses outside of the Colonnade program as pre-requisites.

Systems Colonnade Learning Outcomes

Students will examine systems, whether naturally occurring or created by humans, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking. Students who complete this course will:

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

Kentucky Graduate Profile Academy Competencies

As part of a CPE initiative, WKU is participating in the Kentucky Graduate Profile Academy which has identified 10 competencies that all Kentucky college graduates should have. Since Colonnade offers students a common learning experience across the university, faculty need to identify which of these competencies students will develop in their class. The 10 competencies are as follows:

1. Communicate effectively.
2. Think critically to solve problems.
3. Apply quantitative reasoning.
4. Interact effectively with people from diverse backgrounds.
5. Engage in civic life to improve society.
6. Adapt to change while leading and supporting others.
7. Exhibit professionalism on the job.
8. Collaborate and work in teams.
9. Apply learning to chosen career.
10. Use information for decision making.

*Courses do not have to incorporate ALL of these competencies, but should identify those which logically fit into their format, material, etc.

Approval Process

Faculty should fill out the proposal form in its entirety, attach a sample course syllabus, and then upload the document onto Course Leaf for approval. The steps for approval are as follows:

New Colonnade Courses

1. Department - faculty should have their department vote on whether or not they approve the course.
2. College - course goes before the College Curriculum Committee.
3. Colonnade - once it has been approved by both the department and the College Curriculum Committee, it then goes to the Colonnade General Education Committee (CGEC).
4. University Curriculum Committee (UCC) - after it has been approved by the CGEC, it then goes before the UCC.
5. Senate Executive Committee (SEC) - following approval at the CGEC and UCC, the course then goes before the SEC.
6. University Faculty Senate - following SEC approval it goes before the full University Faculty Senate.
7. Provost - final approval is the Provost's Office.

Colonnade Connections Course Proposal: Systems

Proposal Date _____

Basic Information

Proposal Contact Name: _____

E-mail: _____

College: _____

Department: _____

Course Details:

1.1   Course prefix (subject area), number: _____

1.2   Course Title: _____

1.3   Credit hours: _____

1.4   Any Foundations pre-requisites? _____

1.5   Cross-listed and/or equivalent courses (prefix and number): _____

1.6   How of10 will this course be offered? _____

1.7   Is this an existing course? Y_____ N _____

       If yes, when was the last semester it was offered? _____

1.8   Proposed term of implementation? _____

1.9   Course Modality (In-person, hybrid, online): _____

1.10   Does this course include an applied/service-learning component? _____

Course Overview

1. Course Description (50-100 words)

2. If this is a NEW course, please explain how this course provides a multi-disciplinary learning experience that will appeal to a broad student audience beyond majors.

3. If this is an existing course, please explain how it will be adapted to appeal to a broad student audience.

4. Identify your Colonnade Assessment artifact. Please keep in mind that artifacts must demonstrate how students have met the Colonnade Learning Outcomes (CLOs) and are measurable. Each student in the class should complete this assignment and faculty will submit them for assessment at the end of each semester. Each course should produce only ONE artifact that is completed by all students in the class (NOTE: multiple choice exams, videos/interviews without transcripts, etc. cannot be used for Connections assessments).

5. Please explain how your assessment artifact demonstrates that students have met the Systems Colonnade Learning Outcomes. Classes in the Systems category will be assessed by a committee using a common rubric supplied by the Colonnade Committee. You can find this rubric on the Colonnade website.

6. Which of the 10 Kentucky Competencies are incorporated into this class? Please explain how they have been incorporated.

7. Does this course have a service/applied learning component? If so, please explain what it is and how it will help students meet the CLOs and 10 competencies. (NOTE: this is NOT a required component so courses that do not have a service-learning component can still be approved as an Explorations course.)

8. Attach a sample course syllabus. The course syllabus must contain provide the Systems Colonnade Student Learning Outcomes on the front page of the syllabus. Additionally, the assessment artifact must be included on the syllabus.

Evaluation Form for Explorations Course Proposals

Members of the Colonnade General Education Committee (CGEC) should complete this form prior to the meeting where proposals will be discussed and come prepared to each meeting ready to discuss.   At the end of each form, committee members should indicate whether or not they believe the course meets the requirements to be accepted into the Colonnade Program. Course proponents should be in attendance and/or represented.

Evaluative Criterion	Meets Requirements (2)	Revisions Needed (1)	Does Not Meet Requirements (0)	Comments
Application is COMPLETE and properly uploaded on Course Leaf				
For existing courses, are the revisions broad enough to appeal to a wide student audience?				
There is a clear description of the Colonnade Assessment ARTIFACT, and it is measurable.				
There is clear identification of the 10 KY Graduate Profile Academy COMPETENCIES being incorporated in the course				
Course SYLLABUS has the required Colonnade language, CLOs, and assessment clearly displayed on the first page				
Final score (out of 10)				

Decisions will be made according to the following scale.
10: Accepted
5-9: Conditional acceptance with revision; must be resubmitted
0-4: Not accepted

Evaluation Form for Connections Course Proposals

Members of the Colonnade General Education Committee (CGEC) should complete this form prior to the meeting where proposals will be discussed and come prepared to each meeting ready to discuss.   At the end of each form, committee members should indicate whether or not they believe the course meets the requirements to be accepted into the Colonnade Program. Course proponents should be in attendance and/or represented.

Evaluative Criterion	Meets Requirements (2)	Revisions Needed (1)	Does Not Meet Requirements (0)	Comments
Application is COMPLETE and properly uploaded on Course Leaf				
Colonnade RATIONALE (how and why this is an interdisciplinary capstone experience for ALL majors) For existing courses, are the revisions broad enough to appeal to a wide student audience?				
There is a clear description of the Colonnade Assessment ARTIFACT, and it is measurable.				
There is clear identification of the 10 KY Graduate Profile Academy COMPETENCIES being incorporated in the course				
Course SYLLABUS has the required Colonnade language, CLOs, and assessment clearly displayed on the first page				
Final score (out of 10)				

Decisions will be made according to the following scale.
10: Accepted
5-9: Conditional acceptance with revision; must be resubmitted
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