International and Global Issues (3 s.h.)
Courses examine contemporary international or global issues, introducing students to the perspectives of other nations or cultures.

Outcomes

- Students develop knowledge of one or more contemporary global or international issue.
- Students demonstrate a greater awareness of various perspectives and a deeper appreciation of how differences arise.
- Students are better able to adapt to the complexity and diversity of contemporary life through their understanding of international and global contexts.
- Students know and are able to apply at least one method of analysis and critical inquiry.

Course Approval Guidelines
Courses in this area help students to understand contemporary issues from an international or global perspective by focusing predominantly on countries or issues outside of the United States.
Courses studying a single country or using a historical perspective must place the subject within a contemporary international or global context.

Literary, Visual, and Performing Arts (3 s.h.)

Description
Courses in and performing arts provide opportunities for students to appreciate art, to analyze art in historical and theoretical context, and in some courses to create works of art or performances.

Outcomes

- Students develop the analytic, expressive, and imaginative abilities needed to understand and/or create art.
- Students recognize constituent parts of an artwork and the processes of artistic production.
- Students recognize how aesthetic and critical meanings are attached to artworks and to understand ways quality can be evaluated.
- Students relate art to the broader human context (e.g. historical, social, ethnic, economic, geographic) in which it is created, including, for example, how an artwork or form is linked to the artist’s culture and identity.

Course Approval Guidelines
Literary, visual, and performing arts courses may focus on artistic processes or on analysis of finished works, whether created by professionals or by students themselves. Courses emphasizing processes will provide ample opportunity for students to engage actively in producing art; courses emphasizing analysis will give students ample experience applying
one or more methods of research and critical inquiry.

Values, Society, and Diversity (3 s.h.)

Description

Courses explore fundamental questions regarding human experience from a cultural, social, performative, philosophical, or spiritual perspective.

Outcomes

- Students gain knowledge of at least one approach to understanding human experience.
- Students demonstrate a greater awareness of various perspectives and a deeper appreciation of how differences arise.
- Students consider and apply their knowledge in relation to their own values and actions.
- Students know and are able to apply at least one method of analysis and critical inquiry.

Course Approval Guidelines

Courses focus on the ways individuals and cultures have interpreted and understood themselves, others, and the world, exploring value systems and expressions of human aspiration and belief. Courses may also interpret and examine culture, community, identity formation, and the human experience.

Courses focusing on U.S. cultural diversity are especially encouraged. Such courses foster greater understanding of one or more social groups identified by race, ethnicity, gender, religion, class, sexual orientation, or any other significant manifestation of human diversity.

Courses from many disciplines and interdisciplinary units may be approved in this area. Courses may be introductions or surveys or may focus more specifically on a particular topic or set of topics.

Course goals are achieved through various combinations of reading, speaking, writing, research, and experiential learning.

All courses must meet the Comprehensive Criteria for the General Education Program. In particular, students should have ample opportunities to develop critical thinking and to use communication skills appropriate to the discipline. Please see the Comprehensive Criteria for more information.