

## GENERAL EDUCATION CURRICULA

These course requirements are intended to ensure a broadly-based liberal arts education.

### CHALLENGE CURRICULUM

### THREE CROWNS CURRICULUM

<b>First-Term Seminar (FTS)</b>		<b>Transformations, Values, and Identity (CUR-100)</b> 1 <sup>st</sup> year, fall
<b>Distributive Area Courses</b>	<b>Arts (ARTSC)</b>	<b>The Arts (CUR-225)</b> 2 <sup>nd</sup> year, January or spring
	<b>Humanities (HUMN)</b>	<b>Understanding the past (CUR-115)</b> 1 <sup>st</sup> year, spring
	<b>Natural Science (NTSCI)</b>	<b>Natural World (CUR-265)</b> 3 <sup>rd</sup> year
	<b>Human Behavior and Social Institutions (HBSI)</b>	<b>Individual and Community (CUR-215)</b> 2 <sup>nd</sup> year, fall
	<b>Theological Studies (THEOL)</b>	<b>Religious Traditions (CUR-125)</b> 1 <sup>st</sup> year, spring
	<b>Quantitative Reasoning (QUANT)</b>	<b>1 Approved QUANT course (MCS-115; MCS-121; PHI-136; <u>or</u> MCS-140)</b>

Introduces skills and habits central to the liberal arts: critical thinking, writing, speaking, and recognizing and exploring question of values. The FTS professor serves as the academic advisor until a major is declared. Take first semester in the first year. Carries a WRIT (writing) designation. A list and description of FTS offerings is published for entering students before registration.

Intellectual, embodied and practical experiences open new paths to understanding and interpreting oneself and the world they inhabit. By engaging and immersing in the creative process, learn how the arts historically represent, reinforce, and/or critique culture.

Examine the question of what it means to be human through the study of artistic and literary expression, history, language, philosophy, rhetoric, and religion in order to understand and evaluate human thought, culture, and history, and the ways in which human beings construct meaning from experience.

Examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings.

Rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact?

Critically analyze the religious beliefs and ethical commitments of Christians as well as those adherents of at least one other religious tradition, and consider how those traditions have engaged politics, culture, and society. Consider how religious people think about God and the world and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts.

Understand and evaluate quantitative or logical assertions, as well as conduct and communicate quantitative or logical analysis by preparing to read, analyze, and critique mathematical, logical, statistical, and/or algorithmic analyses and increase understanding of how such methods are properly used. Practice, receive feedback, and refine quantitative skills.

Global Contexts	<p><b>Global Affairs and Cultures (GLAFC)</b></p> <p>Examine global reach topics in the context of social, economic, cultural, political, or ecological environments, considering global interactions and interconnections.</p>	Fulfilled by <b>CUR-115</b> (see above)
	<p><b>Non-English Languages and Cultures</b></p> <p>Language plays an essential role in acquiring intercultural knowledge and participating meaningfully in global culture. The ability to operate between languages and cultures is essential to think and act as responsible global citizens, to develop as effective communicators, and to understand the challenges of our world from diverse cultural perspectives. Take two sequential courses of a non-English language and culture at the college level, preferably in the first two years. Place in the appropriate course level by completing a placement exam or formal evaluation.</p>	<b>Non-English language through the third semester at the college level</b>
	<p><b>U.S. Identities and Difference (USIDG)</b></p> <p>Explore identity formation (e.g., race, gender, class, sexuality) in the U.S., examine separate and intersectional identity constructions in context, and reflect on the varied ways in which difference and identity impact policies, institutions, and/or communities here and abroad.</p>	Fulfilled by <b>CUR-215</b> (see above)
Writing Across the Curriculum (WAC)	<p><b>Writing in the First Year (WRIT)</b></p> <p>Write to express ideas and to inform and communicate with others. Learn to make rhetorical choices (style and content selected to accommodate purpose, context, and audience), making a case in the most effective ways possible. Take up to 1, typically in the first year.</p>	Fulfilled by <b>CUR-100</b> (see above)
	<p><b>Writing and Information Literacy (WRITL)</b></p> <p>Investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.) to create arguments for general audience. Draft, revise, and edit multiple short pieces of writing with peer and instructor feedback. <b>Take at least 1</b> within a total of 4 WRIT/WRITL/WRITD</p>	<b>1 Fulfilled by CUR-399</b> (see below)
	<p><b>Writing in the Disciplines (WRITD)</b></p> <p>Use writing to communicate disciplinary knowledge. Develop writing strategies to explore and pursue new ideas or research questions and produce discipline-specific forms. Draft, revise, and edit work with peer and instructor feedback.</p>	<b>take any 2 additional WRITD/WRITL courses</b>
<p><b>Wellbeing (WELBG)</b></p> <p>Learn and practice strategies for enhanced health, happiness, and functioning across the lifespan. Choose from courses exploring multiple dimensions of wellbeing (emotional, relational, physical, financial, intellectual, environmental, vocational, career, spiritual) and explore how at least two of these intersect.</p>		<b>any WELBG course</b>
<p><b>January Term (JAN)</b></p> <p>Study within a general framework that is interdisciplinary and international in perspective and that prepares for leading a life of leadership and service. Learning opportunities take advantage of the short term's unique qualities, balancing educational tradition with innovation. Take 2 full-credit courses.</p>		<b>Any 2 full-credit JAN courses</b>
<p><b>Challenge Seminar</b></p> <p>Collaboratively example and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Engage in reflection about the influences on own personal values, plans for life after college, and one's own role in the world. Like FTS, explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection.</p>		<b>3 Crowns Seminar (CUR-399)</b>  3 <sup>rd</sup> or 4 <sup>th</sup> year