IUPUI Indianapolis

Proposed Title of Certificate Program: Pre Art Therapy Certificate

Projected Date of Implementation: Fall 2013

Type of Certificate: Undergraduate Certificate

I. Why is this certificate needed? (Rationale):

This 33 credit certificate program will allow students to become eligible for graduate work in art therapy. Becoming a Registered Art Therapist requires the completion of a master's degree and post-education supervised clinical experience.

There are nationally stipulated pre-requisites for any student entering any graduate art therapy program approved by the American Art Therapy Association (AATA). The pre-requisites are standard and include:

- A minimum of eighteen (18) semester hour credits of study in studio art, which demonstrates proficiency and disciplined commitment in art making.
- A minimum of twelve (12) semester hour credits of study in psychology, which must include developmental psychology and abnormal psychology.
- A bachelor's degree (in any major).

The proposed certificate provides a means for students to complete these nationally standardized requirements as a certificate, with the advising and support that comes with being enrolled in a formal certificate program.

Also, this certificate removes an obstacle that currently blocks psychology majors from preparing for graduate school in art therapy. After completing all required courses for a psychology degree, a student has approximately 30-35 credits hours remaining of general electives. This provides enough electives for a psychology major to complete a minor or certificate, however, it is the policy of the psychology department that art courses will only count towards a science major’s degree program if the student is pursuing a minor, certificate, or degree in the field. Otherwise, students are limited to counting only 6 credit hours of “art, music, performing arts, athletic” courses. This prohibits a psychology major from taking the required studio art coursework necessary to meet the pre-requisite requirements for admission to an art therapy graduate program. With the creation of this certificate, all the art courses would count towards a science major’s degree program and the student could prepare for a career using this application of psychology (art therapy) during his or her undergraduate years of study.

While not specifically intended as a recruitment tool for IUPUI's Art Therapy master's degree program, since it would be equally applicable to any AATA approved graduate program nationally, it may aid in recruitment for IUPUI by making it simpler for students at IUPUI to fulfill the prerequisites, and providing them guidance as they proceed.
By offering a Pre Art Therapy certificate, IUPUI is providing the opportunity for students to engage in coursework required for graduate school application to an accredited art therapy program in pursuit of professional goals.

This certificate program requires no new resources, will serve as the inaugural interdisciplinary program between the Schools of Science and Art on the IUPUI campus, and serve as a recruitment tool for graduate programs.

The certificate will be awarded by the Herron School of Art and Design.

II. **List the major topics and curriculum of the certificate**

Students who complete the certificate will gain

- A fundamental grounding in studio art techniques, materials, and styles
- An introduction to key psychological concepts that serve as foundation to the theory and application of art therapy philosophy and treatment
- Experience in putting into practice a range of creative processes for making works of art.
- An understanding of how the processes of creativity are applied to personal art making, psychological principles, and the art therapy healthcare profession.

*Total: 33 hours of coursework. All courses already exist.*

1. **Eighteen (18) semester hour credits of studio art coursework**

According to the AATA Masters Education Standards for Master’s Degree Programs Providing Art Therapy Education (June 30, 2007):

*It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.*

Art therapy graduate programs do not require a specific studio art curriculum other than what is stated above. Applicants are encouraged to use their own judgment when determining studio courses. This allows the student to choose from a wide range of studio coursework, as long as all necessary pre-requisite coursework is completed prior to enrollment in the class.

The Herron School of Art and Design offers roughly 350 classes per year that would count for this certificate program. Although many have pre-requisites (which would present no obstacle for certificate enrollees who were majoring in a fine arts program), about 30 classes per year are intended exclusively for non-art majors, and a number of others welcome both fine arts majors and students from other departments for combined instruction. Any student will have a broad range of art classes to choose from.

For the full list of Herron courses and course descriptions visit [http://www.iupui.edu/~bulletin/iupui/2012-2014/schools/herron-art-design/courses/index.shtml](http://www.iupui.edu/~bulletin/iupui/2012-2014/schools/herron-art-design/courses/index.shtml)
2. Twelve (12) semester hour credits of psychology coursework, which must include developmental psychology and abnormal psychology.

These twelve credits include nine (9) credits of required coursework:
PSY-B 110 INTRODUCTION TO PSYCHOLOGY (3 cr.)
PSY-B 310 LIFE SPAN DEVELOPMENT (3 cr.)
PSY-B 380 ABNORMAL PSYCHOLOGY (3 cr.) (P: PSY-B 110)

The additional three (3) credits of psychology coursework are up to the discretion of the student. All courses are 3 credits unless otherwise identified. Options (with any prerequisites identified) include:

PSY-B 201 FOUNDATIONS OF NEUROSCIENCE (P: PSY-B105, PSY-B110 or BIOL-K101)
PSY-B 203 ETHICS AND DIVERSITY IN PSY (P: see below*)
PSY-B 303 CAREER PLANNING FOR PSYCHOLOGY MAJORS (1 CR.) (P: see below*)
PSY-B 305 STATISTICS (P: See below* and 3 credits of Math)
PSY-B 307 TESTS AND MEASUREMENT (P: see below* and PSY B305)
PSY-B 311 INTRODUCTORY LAB IN PSYCHOLOGY (P: see below* and PSY B305)
PSY-B 320 BEHAVIORAL NEUROSCIENCE (P: see below*)
PSY-B 334 PERCEPTION (P: see below*)
PSY-B 344 LEARNING (P: see below*)
PSY-B 358 INTRO TO I/O PSYCHOLOGY (P: see below**) 
PSY-B 360 CHILD & ADOLESCENT PSYCHOLOGY (P: see below**)
PSY-B 365 HEALTH PSYCHOLOGY (P: see below**)
PSY-B 368 CONCEPTS & APPLS PERSONNEL PSY (P: PSY-B358 or consent of instructor)
PSY-B 370 SOCIAL PSYCHOLOGY (P: see below*)
PSY-B 375 PSYCHOLOGY AND LAW (P: see below**)
PSY-B 376 THE PSYCHOLOGY OF WOMEN (P: see below**)
PSY-B 386 INTRODUCTION TO COUNSELING (P: see below*, PSY B310 and PSY B380)
PSY-B 396 ALCOHOLISM & DRUG ABUSE (P: see below**)

* P: 3 credits of introductory psychology
** P: 3 credits of introductory psychology or consent of instructor

For Psychology course descriptions visit
http://www.iupui.edu/~bulletin/iupui/2012-2014/schools/purdue-science/courses/psychology.shtml

3. Three (3) credit hours of Intro to Art Therapy coursework

HER-T 200 Introduction to Art Therapy

Students must maintain a program GPA of 2.0 or above to be considered in good standing. A student whose certificate program GPA falls below 2.0 for two consecutive semesters may be dismissed from the program.

It is recommended that T200 be taken at the beginning of the certificate program so that there is a clearly identified understanding of the profession and potential commitment to pursue masters level rigor.

III. What are the admissions requirements?

Students must be admitted to IUPUI.
Students must meet the existing pre-requisites and registration requirements for all courses in which they enroll.

IV. **List the major student outcomes (or set of performance based standards) for the proposed certificate**

1. Students will meet the academic pre-requisites to be eligible to apply to a graduate program in art therapy approved by the American Art Therapy Association or the National Association of Schools of Art and Design.

2. Students will build a portfolio of artwork that they may submit as a required part of their admission application to a graduate program in art therapy approved by the American Art Therapy Association or the National Association of Schools of Art and Design.

3. Students will be able to recognize, discuss, and put into practice a range of creative processes for making works of art.

4. Students will be able to use a range of art media for creative expression.

5. Students will be able to discuss and critique works of art from multiple theoretical perspectives.

6. Students will be able to describe concepts from the discipline of psychology and to understand them when discussed in their applications to art therapy.

V. **Explain how student learning outcomes will be assessed and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.**

Evaluation of the certificate will be performed by an Advisory Committee already established for the Master’s degree program. The Advisory Committee consists of the Art Therapy program director, full time Art Therapy faculty and the associate dean for Academic Affairs.

In consultation with the program’s Advisory Committee, the program director will review assessment data for the individual courses and for the certificate as a whole on an annual basis to ensure continuous improvement of the program.

1. Psychology courses will be evaluated through attendance and participation, completion of coursework, examinations, and other assignments.

2. Studio Art courses will be evaluated through attendance and participation, course projects and formal group critique.

3. Grades for students enrolled in the certificate program will be reviewed each year and compared to the overall grades for students in the same classes.

4. Student success and satisfaction will be monitored continually. This function will be performed by the program coordinator, who will keep records of student applications, matriculation, performance, and completion rates, etc. Student satisfaction surveys will also be collected to assess student satisfaction with courses and other program elements.

5. Alumni of the program will be surveyed to learn whether they applied to graduate programs in art therapy within two years of completion and whether their applications
were successful. (Tracking of alumni will depend on voluntary responses by alumni and voluntary sharing of contact information.)

6. Courses taken by students in the program will be assessed as part of school and campus assessment procedures already in place, such as the campus-wide assessment process for the Principles of Undergraduate Learning (PUL).

7. Program requirements will be adjusted as needed if any changes are made to the application pre-requisites by the American Art Therapy Association and the National Association of Schools of Art and Design.

<table>
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<tr>
<th>Student Outcome</th>
<th>Where will students learn this knowledge or skill?</th>
<th>How will student achievement of the outcome be assessed?</th>
<th>Relationship to Mission, PULs</th>
<th>In what setting will the assessment take place?</th>
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<tr>
<td>Students will be able to recognize, discuss, and put into practice a range of creative processes for making works of art.</td>
<td>Herron Studio Art Courses</td>
<td>Class discussions, Studio art assignments, Studio critiques</td>
<td>Assignments and evaluation primarily address PULs II, II, and IV</td>
<td>Herron Studio Art Courses</td>
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<tr>
<td>Students will be able to use a range of art media for creative expression.</td>
<td>Herron Studio Art Courses</td>
<td>Class discussions, Studio art assignments</td>
<td>Assignments and evaluation primarily address PUL IV</td>
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<tr>
<td>Students will be able to discuss and critique works of art from multiple theoretical perspectives.</td>
<td>Herron Studio Art Courses</td>
<td>Studio critiques, Class discussions</td>
<td>Assignments and evaluation primarily address PUL II</td>
<td>Herron Studio Art Courses</td>
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<td>Students will be able to describe concepts from the discipline of psychology and to understand them when discussed in their applications to art therapy.</td>
<td>Psychology courses and Art Therapy course HER-T200</td>
<td>Attendance and participation, completion of coursework, examinations, and other assignments.</td>
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<td>Psychology courses and HER-T200</td>
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<td>Students will build a portfolio of artwork that they may submit as a required part of their admission application to an approved graduate program in art therapy</td>
<td>Herron Studio Art Courses</td>
<td>Attendance and participation, course projects and formal group critique.</td>
<td>Assignments and evaluation primarily address PUL IV</td>
<td>Herron Studio Art Courses</td>
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<tr>
<td>Students will meet the academic pre-requisites to be eligible to apply to an approved graduate program in art therapy</td>
<td>Completed Certificate</td>
<td>Applications to and acceptance by graduate programs in Art Therapy</td>
<td>IUPUI mission of intellectual development and workforce preparation</td>
<td>Alumni Survey</td>
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For more on the Principles of Undergraduate Learning, See Appendix II
Assessment of Market Need

- Job classification for art therapists
- Department of Labor statistics
- 2009 (most recent) AATA demographic survey of Common Licensure Options
- Development of Herron’s art therapy program
- Work settings for art therapists
  
  - The American Art Therapy Association (AATA) has been instrumental in gaining the distinct job classification for art therapists, which is a key strategy in the overall effort to identify art therapy as a unique and vital profession: Code 21 in the BLS system in July 2013.
  
  - The Patient Protection and Affordable Care Act (PPACA) Health Care Reform Act means more health services will be available to more people. State health insurance agencies will increase choices and demand for services on the state level and should lower costs over time.
  
  - Mental health service providers are required to have an active state license. For providers paid as employees or independent contractors of a direct contract provider, a licenser (license?) is recommended and may be essential.
  
  - The industry segments of community and social services, education, health care are three of the most promising sectors for growth in the next 7 years. “Health care support personnel” is identified as one of the highest growth fields.
  
  - According to the US Department of Labor, the field of mental health counseling, between 2008 and 2018, is anticipated to grow by: “24 percent, which is much faster than the average for all occupations. Under managed care systems, insurance companies increasingly are providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists. In addition, there has been increased demand for mental health services as individuals become more willing to seek help.”
  
  - The U.S. Department of Labor does not currently track data on art therapists. However, many art therapists pursue dual credentialing and practice as licensed counselors. Categories of licensure vary from state to state. In Indiana the counseling license that includes art therapists is the Licensed Mental Health Counselor (LMHC).
  
  - According to a 2009 demographic survey of registered art therapists conducted by AATA, the most common licensure options for art therapists are:
In all states major educational institutions are providing a degree program that includes “art therapy” as part of its course of study. Masters and above level art therapy degrees with national credentials have national portability.

Between 2008 and 2010, Herron School of Art and Design assessed the market need for a graduate program in art therapy. The school successfully proposed a master's degree program in art therapy that received approval from the Indiana Commission for Higher Education in May 2010. The profession of art therapy was demonstrated in that program proposal to have many opportunities in central Indiana and nationally. High standards of education and practice established by other mental health professions will greatly influence the future standards required for licensure and for government and private insurer companies in approving reimbursement.

Art therapists are actively advocating for their distinct identity in the health care field and in other fields in which art therapists work. This includes efforts to obtain independent licensure in all states. The license qualifications and scope of practice will have to match or exceed the qualifications of other leading mental health providers.

In 2009 the American Art Therapy Association conducted a demographic survey of its members to learn about the settings in which they worked. The results are summarized on the chart below. The survey was sent to more than 4,300 members and received a response rate of 12%. The survey showed a rising trend, since 2007, in placements working at outpatient mental health clinics, psychiatric hospitals, art centers, and day treatment centers:
From American Art Therapy Association website: [slightly edited]

"Art therapy is an expanding field and employment continues to increase as art therapy becomes recognized by professionals, work settings, and clients. Graduates of art therapy programs are successful at finding employment in both full and part-time positions.

Earning for art therapists vary geographically depending on the type of practice and job responsibilities. Entry level income is approximately $32,000, median income of $45,000, and top earning potential for salaried administrators ranges between $50,000 and $100,000. Art therapists with doctoral degrees, state licensure, or who qualify in their state to conduct private practice, have an earning potential of $75 to $150 per hour in private practice.

On the federal government’s O*Net Online website, the inter-agency American Job Center describes the field of Art Therapy as having a “Bright Outlook,” with jobs projected to grow much faster than average. Visit [http://www.onetonline.org/link/details/29-1125.01](http://www.onetonline.org/link/details/29-1125.01)
Note: While O*NET Online does recognize and describe the profession of art therapy, detailed data collection for the specific occupation of art therapist is currently underway. In the meantime, this website currently provides salary data related to the profession of Recreational Therapist. This is misleading, since Art Therapists are not Recreational Therapists. The profession of art therapy is a distinct vocation overseen by the American Art Therapy Association and the Art Therapy Credentials Board. See http://www.americanarttherapyassociation.org.

This proposed certificate enables students to embark on the path to a career as an art therapist by preparing them with the prerequisites for any master's degree program that meets the Masters Level Educational Standards of the American Art Therapy Association.

For more on the AATA visit http://www.americanarttherapyassociation.org/

VI. Describe the student population to be served

The student population will comprise those undergraduates interested in pursuing a career requiring a graduate degree in art therapy. An additional population will be those science majors who are interested in developing skills as an artist, whether for personal satisfaction and/or professional development, such as preparation for graduate work in medicine, dentistry, social work, counseling and art education.

We anticipate that the majority of students enrolling in the certificate program will be undergraduates pursuing or having already completed majors in psychology, fine arts, art education, and other "helping fields" such as social work. We also expect a smaller number of additional students who have discovered or are exploring an interest in art therapy while pursuing majors other than those we can easily anticipate.

As noted above, the Herron School of Art and Design offers roughly 350 classes per year that would count for this certificate program. Although many have pre-requisites (which would present no obstacle for certificate enrollees who were majoring in a fine arts program), about 30 classes per year are intended exclusively for non-art majors, and a number of others welcome both fine arts majors and students from other departments for combined instruction. Any student will have a broad range of art classes to choose from.

All Psychology courses required for the certificate are available to any IUPUI student subject to course availability and completion of required prerequisites. Prerequisites are listed in Section V above.

The certificate is designed to be completed on a stand-alone basis or in combination with a degree.

VII. How does this certificate complement the campus or departmental mission?

In addressing the need for qualified art therapists, the certificate supports Herron’s and IUPUI’s mission of intellectual development as well as providing graduates who can contribute to the workforce of Central Indiana.
Moreover, as the Principles of Undergraduate Learning (PULs) are central to the IUPUI mission, the certificate supports the PULs.

1. This certificate program will promote interdisciplinary collaboration between the schools on the IUPUI campus. (PUL 4, Intellectual Depth, Breadth, and Adaptiveness.)
2. This program will provide visual literacy and an understanding of art and design for students who are not majoring in one of Herron’s degree programs. (PUL 1a, Oral, Written, and Visual Communication.)
3. This certificate will deliver the highest quality educational opportunities to a diverse array of undergraduate students, helping them to think scientifically about behavior and preparing them for graduate work in art therapy. (PUL 3, Integration and Application of Knowledge.)
4. The certificate supports Herron's mission to prepare students for professional careers in art, by enabling them to seek graduate training in art therapy.

For more on the Principles of Undergraduate Learning (PULs), see Appendix II.

See Section V on how the PULs map to the program’s Student Learning Outcomes.

VIII. Describe any relationship to existing programs on the campus or within the university

The certificate program will take place entirely within the existing curricula of the School of Science and Herron School of Art and Design. All courses already exist.

All prerequisites and eligibility requirements for courses are accounted for and explained in section II. Courses either require no prerequisites, or the prerequisites also count toward the certificate.

There is no overlap with any existing certificate program at IUPUI.

The Master of Arts in Art Therapy degree offered by Herron School of Art & Design conforms to the national admissions standards; students who have completed a bachelor's degree and this certificate would be able to apply to Herron's art therapy graduate program as well as any other graduate program meeting the same national accreditation standards.

For more on the M.A. in Art Therapy visit http://www.herron.iupui.edu/art-therapy

IX. List and indicate the resources required to implement the proposed program

No additional resources will be needed. All faculty, staff, and academic courses are already in place and the courses are already being offered. No additional library or equipment resources will be required.

X. Describe any innovative features of the program

This is the inaugural interdisciplinary school collaboration between the School of Science and Herron School of Art and Design.

Appendix I Letters from Deans of Herron and Science
Appendix II Principles of Undergraduate Learning
February 22, 2013

Nasser Paydar
Executive Vice Chancellor
Chief Academic Officer
IUPUI
355 Lansing St., AO 126
Indianapolis, IN 46202

Dear EVC Paydar:

I write this letter to express my support for the creation of a Certificate in Pre-Art Therapy. This new proposal has the support of Dean Simon Rhodes, School of Science, IUPUI as well.

Beginning in the fall 2012 semester Herron welcomed its first class of students seeking a Master’s in Art Therapy. The number of applicants for the positions for this first year, and again for the upcoming class that will begin in the fall 2013, has been overwhelming.

There are nationally stipulated standards for any students wanting to pursue a graduate art therapy program. Currently IUPUI does not offer a program that meets all of the pre-requisites established by the American Art Therapy Association and this program will. This new Certificate in Pre-Art Therapy will fill a void on our campus, community and state.

One of the most appealing parts of this new Certificate is that it requires no new resources. This certificate will remove a barrier that currently prohibits IUPUI psychology majors from pursuing a graduate degree in art therapy. Additionally, being on a campus with a vibrant life sciences program, it provides an opportunity for students with an interest to combine the arts and sciences together in a unique inter-disciplinary program.

Art therapy graduate programs do not require a specific studio art curriculum. This certificate will allow students to select from a wide range of studio coursework, as long as all necessary pre-requisite work is completed prior to enrollment. By offering this certificate we hope that this will be a conduit for potential students who are interested in pursuing a Masters in Art Therapy.

Currently there are only 30 licensed art therapists in Indiana. Our Masters in Art Therapy program is working with numerous campus and community entities to help them meet the needs of their clients providing much needed services to a wide variety of individuals—from children with critical health issues to veterans dealing with the emotional and physical scars of war. We can make a difference in preparing future service providers by offering the Certificate in Pre-Art Therapy to prepare them for their required graduate work.

Herron’s Director of Art Therapy, Juliet King stated, “When you make artwork, you are conscious, but you are also unconscious. The art produced in art therapy is not about form or technique or “being a good artist”. Art gives us insight about what is happening inside of us. What people say about their art provides rich information to support healing.”

I truly hope that the campus will support the creation of the Certificate in Pre-Art Therapy.

Sincerely,

[Signature]

Valerie Eichman
16 January 2012

Dean Valerie Eickmeier
Herron School of Art
IUPUI

Dear Valerie,

This letter is to express my support for the Herron School of Art’s proposal for a Certificate in Pre-Art Therapy.

The proposal has been developed after several meetings between Herron faculty and faculty in the School of Science’s Department of Psychology. The proposal has been reviewed by Dr. Peggy Stockdale, Chair of the Department of Psychology, by Dr. Kathy Marrs, Associate Dean for Academic Affairs, and was recently approved by our Undergraduate Education Committee.

Students completing this certificate will clearly benefit from the interdisciplinary partnership between our two schools. The proposed certificate provides a clear path to prepare students in both of our schools for graduate work in art therapy by combining a recommended set of psychology courses with studio art courses.

We look forward to working together to ensure a successful path for students in both of our schools to meet admissions standards for graduate Art Therapy programs.

Sincerely,

Simon J. Rhodes, Ph.D.
Dean, School of Science, IUPUI
Appendix II  IUPUI Principles of Undergraduate Learning (PULs)

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

I. Core Communication and Quantitative Skills
[Definition:] The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.
[Outcomes:] Core communication and quantitative skills are demonstrated by the student’s ability to
a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
b. comprehend, interpret, and analyze ideas and facts;
c. communicate effectively in a range of settings;
d. identify and propose solutions for problems using quantitative tools and reasoning;
e. make effective use of information resources and technology.

II. Critical Thinking
[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.
[Outcomes:] The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to
a. apply,
b. analyze,
c. evaluate, and
d. create
knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

III. Integration and Application of Knowledge
[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
[Outcomes:] Integration and application of knowledge are demonstrated by the student’s ability to
a. enhance their personal lives;
b. meet professional standards and competencies;
c. further the goals of society; and
d. work across traditional course and disciplinary boundaries.

IV. Intellectual Depth, Breadth, and Adaptiveness
[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.
[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student’s ability to
a. show substantial knowledge and understanding of at least one field of study;
b. compare and contrast approaches to knowledge in different disciplines;
c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

V. Understanding Society and Culture
[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.
[Outcomes:] Understanding society and culture is demonstrated by the student’s ability to
a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b. analyze and understand the interconnectedness of global and local communities; and
c. operate with civility in a complex world.

VI. Values and Ethics
[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.
[Outcomes:] A sense of values and ethics is demonstrated by the student’s ability to
a. make informed and principled choices and to foresee consequences of these choices;
b. explore, understand, and cultivate an appreciation for beauty and art;
c. understand ethical principles within diverse cultural, social, environmental and personal settings.