

MISSIONS OF ACADEMIC PROGRAMS & INTERDISCIPLINARY MINORS

Environmental Studies

The Environmental Studies minor employs interdisciplinary inquiry to introduce students to local, regional and global environmental challenges. Using both scientific and humanistic perspectives, students describe the complex relationships between humans and the natural world, enhancing their thinking, problem-solving, and communication skills.

Programmatic Outcomes:

Students who complete the Environmental Studies minor will be able to:

1. Understand the fundamental physical and biological principles that drive environmental processes;
2. Understand human-environmental dynamics by applying concepts from the natural sciences, social sciences, and humanities;
3. Integrate and apply perspectives, epistemologies, and methods from the natural sciences, social sciences, and humanities to the analysis of complex environmental problems;
4. Communicate integrated perspectives on complex environmental problems in the form of written and oral argument;
5. Develop a critical understanding of conservation, sustainability, “green” policies, and other forms of environmental governance in relation to the construction, destruction, and preservation of built and natural environments.

First Year Seminar

The mission of the First Year Seminar is to introduce students to the techniques and habits of intellectual inquiry that distinguish a university-educated person. By engaging students in guided explorations of important topics and enduring themes, FYS help our graduates see the excitement and value of intellectual curiosity and searching analysis of complex problems and thorny intellectual issues. Though First-Year Seminars focus on well-defined topics, the analytic, communication, and evaluative skills students develop and practice in these courses are intended to be transferable to all of the learning they do at the university. In addition to acquiring a thorough understanding of how scholars frame and investigate research questions, students who complete an FYS should

emerge as more thoughtful and skilled in using evidence-based reason to tackle difficult questions and problems that defy easy solutions.

FYS Student Learning Outcome:

Each First-Year Seminar includes a “Big Question.” Big questions are broad, important, and timeless problems or inquiries into the nature of things that cannot be quickly solved or easily answered: What is justice? Is behavior a product of nature or nurture? How do we best reconcile prosperity with sustainability? What does it mean to be human? Though each FYS will consider a unique big question, all First-Year Seminars pursue this activity to help our students

- Make sense of complicated ideas;
- Develop the capacity for deep thought, sustained inquiry, and careful, evidence-based reflection;
- Connect their learning across course and disciplinary boundaries.

Global Studies

The Global Studies requirement provides a global dimension to each student’s education by fostering understanding of diverse cultures in today’s world and by equipping students to grapple with the complex global forces that are intensifying the interconnectedness of our world.

Honors

High Point University’s Honors Scholar Program deepens our students’ curiosity and fosters their creativity, shaping them into intellectual risk-takers and collaborative problem solvers, and equipping them for leadership in our increasingly complex world.

Our community of students and scholars is dedicated to sustaining an environment of educational excellence. The Honors Scholar Program combines unique curricular and co-curricular experiences that enable our students to:

- apply rigorous principles of reason and logic in the analysis and synthesis of knowledge;
- evaluate and apply their learning across multiple domains;
- integrate academics, community, and extra-curricular learning;
- encourage in themselves and others the habits of careful reflection and self-guided learning.

Honors graduates. . .

- strive to discover and comprehend the unknown, seek knowledge collaboratively, and apply their expertise and skills for others' benefit;
- exemplify engaged intellect, nurturing, empowering, and inspiring others;
- synthesize, formulate, and advance innovative solutions to complex problems.

Service Learning

The mission of the Service Learning Program at High Point University is to engage students in an experiential and interdisciplinary learning environment that promotes their understanding of and commitment to responsible civic leadership. In our turbulent global times, HPU employs its liberal arts mission to prepare students to be active, knowledgeable, and responsible citizens. The Service Learning Program engages students in connecting the theory of the classroom with the practices of good citizens, encouraging community-based research, active problem-solving, and a growth mindset that fosters creativity and social innovation.

Service Learning Educational Outcomes:

All SL courses must include Objectives #1 and #2 on their syllabus, and then either Objective #3 or #4 (you can include both if you want). Faculty can write the objectives in their own words.

1. Integrate the course material and service experience and apply it through the creation of some product (paper, poster, presentation, program, etc.).
2. Identify complex ethical issues, entertain different perspectives on them, and evaluate one's own position.
3. Understand and address at least one unscripted problem that faces the Piedmont Triad by engaging the community through authentic conversation and leadership.
4. Develop students' appreciation of diversity through engagement with people who are different from them.

Women's and Gender Studies

Women's and Gender Studies at High Point University is an interdisciplinary academic program that also sponsors programming related to promoting social justice and diversity. The Women's and Gender Studies program seeks to explore the ways gender intersects with race, class, sexuality, ethnicity, ability, religion, and nationality. The WGS Program offers a 20-credit minor and an Individualized Plan of Study Major.

Program Goals: Students who complete the Women's and Gender Studies Minor will be able to:

1. Demonstrate knowledge of the history of women's studies as an academic discipline, with an understanding of its growth and relation to the fields of gender and sexuality studies.
2. Articulate and understand the history of feminism and the ways in which feminism has enhanced the lives of women and men.
3. Demonstrate fluency in feminist theories and methodologies and their applications to a number of different academic fields.
4. Understand the difference between "sex" and "gender" and be able to explain social construction theories of identity.
5. Recognize shifting definitions of "man" and "woman" in relation to evolving notions of "masculinity" and "femininity."
6. Appreciate women's contributions to society historically, culturally, and politically.
7. Appreciate variations in women's experiences across time, nations, and cultures.
8. Analyze historical and contemporary systems of privilege and oppression, with special attention to the ways gender intersects with race, class, sexuality, ethnicity, ability, religion, and nationality.
9. Analyze the ways in which the media has a role in the shaping of identity, particularly along intersections of gender, race, and class.
10. Demonstrate an understanding of the "personal is political" through the application of classroom learning to personal life, the workplace, the community, and active civic engagement.

Student Learning Outcomes: Students who graduate with a minor in Women's and Gender Studies are expected to demonstrate competence in the following skill areas:

- a. Knowledge
- b. Intellectual and Analytical Skills
- c. Integrative and Applied Learning
- d. Diversity
- e. Social and Personal Responsibility

Knowledge

- Define and explain the practices of the field of Women's and Gender Studies, as well as properly use the principal terms in the field.
- Identify major concepts and assumptions of feminist study.
- Evaluate, clarify, and frame complex questions using a feminist perspective in conversation with at least one other major field of study.
- Describe major theories and theorists in Women's and Gender Studies.
- Construct a project related to a research area in Women's and Gender Studies, making sure to identify, appropriately select, and implement diverse

epistemological and methodological approaches in the construction of a paper or project in response to a well-developed research question.

Intellectual and Analytical Skills

- Identify, categorize, and distinguish elements of the main theories associated with Women's and Gender Studies in order to engage in classroom discussion, papers, and projects appropriate for the discipline.
- Evaluate the reliability and comparative work of competing quantitative and qualitative information resources and their contributions to the field of Women's and Gender Studies.
- Incorporate multiple information resources presented in a variety of media and properly cite these sources.
- Discuss the importance of context for understanding and interpreting women's and men's experiences.
- Recognize societal institutions and power structures that occur within patriarchal society, and analyze the ways in which these institutions and structures impact the material realities of women's and men's lives differently.

Integrative and Applied Learning

- Identify the intersection of coursework and personal experience.
- Understand the field of Women's and Gender Studies in relation to contemporary and/or recurring problems in society.
- Recognize the ways feminist theory invites us to understand gender, human behavior, political institutions and oppression in a new light, with a reflection on how these factors operate in the one's own life.
- Demonstrate the feminist commitment to ground theory in real experience, through an examination and practice of how feminist theory and methodology must—and do—intersect.
- Complete a substantial project that is field-based and/or evaluates a significant challenge or problem, offering a practical and implementable solution.

Diversity

- Recognize historical and contemporary struggles to achieve social justice and human rights in relation to gender.
- Develop ways to address societal and power inequalities to improve women's status.
- Engage in promoting social justice and human rights.
- Understand how knowledge from different cultural perspectives affects one's understanding of Women's and Gender Studies in relation to prominent institutions and practices in society.
- Understand how feminist theories and methodologies have local, national, and global applications and consequences.

- Recognize and analyze the ways societal institutions and power structures within a patriarchal society impact the material realities of women's and men's lives differently in response to not only gender, but also race, ethnicity, national origin, religion, class, ability, sexuality, age, etc.

Social and Personal Responsibility

- Engage in critical self-reflection, promoting self-awareness.
- Connect knowledge and experience, theory and activism, and Women's and Gender Studies to other courses and fields of study.
- Recognize and work against sexist/racist/homophobic writing, thinking, and practices.
- Apply knowledge for social transformation and citizenship.
- Engage in theoretically informed civic engagement in the context and concerns of gender, race, sexuality, and social justice.