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INTRODUCTION

An effective general education program begins with a university-wide vision about the qualities of an educated person, is shaped by a curriculum th

MISSION, PURPOSE AND OUTCOMES

Mission

The General Education program at Messiah University encourages the development of knowledge, skills, and attitudes of intellect, character, and faith that Christians use in lives of service, leadership and reconciliation.

Purpose

QuEST, Messiah University's general education program, serves as a curricular progression through which students develop skills, abilities and perspectives necessary to become collaborative agents in the contemporary workforce and society. This progression is intended to complement and parallel the academic majors in a way which allows students to respond with maturity to the world's complexities by raising important questions, exposing students to multiple perspectives and ways of knowing (i.e. arts, humanities, natural sciences, social sciences). In doing so, our curriculum encourages critical thinking and the application of knowledge from diverse disciplines, informed by faith and a sense of purpose, to relevant issues which shape our lives. The curriculum is divided into four outcomes which reflect Messiah's educational objectives.

1.1 First Year Seminar [3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to

- a. read critically: recall, analyze, synthesize and integrate.
- b. discuss ideas critically: express thoughtful insight, based on close reading and active listening.
- c. write essays critically, using effective prose for particular audiences.
- d.

KNOWLEDGE OF THE LIBERAL ARTS

[23 Hours]

This segment of the curriculum promotes awareness and insight of how people with different perspectives, beliefs and disciplines interpret reality and make meaning. Given that modern society and the workplace involve increasingly complex and global issues, students must develop a breadth of knowledge and the capability for action informed by context and purpose. An educated person should have pursued knowledge in many fields of inquiry and understand how each contributes to the interdependent nature of human society. To this end, the courses in this area will acquaint the student with the intellectual tradition of diverse fields in the liberal arts.

2.1 Mathematical and Natural Sciences (9 hrs.)

- A. Mathematical Sciences
- B. Laboratory Sciences
- C. Science, Technology and the World

2.2 Social Sciences and History [6 hrs.]

- A. Social Sciences
- B. European History
- C. United States History

2.3 Humanities and Arts [9 hrs.]

- A. Literature
- B. Religion/Philosophy
- C. Arts

2.4 Languages and Cultures [9 hrs.]*

*Language 201 and Cross-Cultural Courses lay a foundation in the outcome Social Responsibility

2.1 Mathematical and Natural Sciences [9 hrs.]

A. Mathematical Sciences [3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to

- a. Solve quantitative problems using mathematical techniques, statistical methods, or information technology.
- b. Use systematic reasoning appropriate to the respective discipline.
- c. Apply course content to diverse fields of study.

Course Level: 100 or 200 level three-credit courses.

Requirement: One course selected from an approved list.

Sequence: Recommended for either semester of the first year.

Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty in the Department of Information and Mathematical Sciences, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

B. Laboratory Science [3 hrs.]

Objectives: By the completion of the course the students will demonstrate

- a. substantive knowledge of the content and investigative methodologies of a scientific topic.
- b. an understanding of the scientific method and how the scientific community validates new knowledge.
- c. the ability to conduct and analyze simple investigations in the natural sciences.
- d. the ability to present scientific arguments orally and in writing using tables, graphs and charts.

Class Size: 24 students per laboratory.

Course Level: 100 or 200 level three-credit courses.

C. Science, Technology, and the World [3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to:

- a. examine relevant scientific or technological concepts.
- b. characterize ethical, social, historical, philosophical, aesthetic, or political aspects of science or technology.
- c. analyze relationships between Christian Faith and science or technology within the context of a particular issue/topic.

Class Size: 27 students.

Course Level: 200 or 300 level three-credit courses.

Requirements: One course selected from an approved list.

Sequence: Recommended for any semester during the first and second years.

Course Proposal: Courses appropriate to the above objectives and level designations are proposed by faculty in the Departments of Education, Human Development and Family Science, Psychology, Sociology and Social Work, Politics, and Management and Business (for economics), approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

B. **European History**

Objectives: By the completion of the course the students will demonstrate the ability to

- explain selected ideas, events, peoples, cultures, and social phenomena central to European history
- conduct basic historical analysis of primary and secondary sources pertaining to European society.
- communicate historical analysis in effective forms of communication.

Course Level: 100 level three-credit courses.

Requirement: One course from two of the following categories [A, B, or C]

Sequence: Recommended for any semester during the first and second years.

Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty in the Department of History, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

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Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty in the Department of History, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

2.3 Humanities and Arts [9 hrs.]

A. Literature [3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to

- a. identify terminology, traditions, and methods of literary study.
- b. recognize literature's capacity to provoke thought, grow the imagination and deepen their understanding of what it means to be human.
- c. analyze significant works of literature.
- d. articulate the relationship of literary texts to their personal world.

Course Level: 100 level English and 300 level Modern Language three-credit courses.

Requirement: One course selected from an approved list.

Sequence: Recommended for any semester during the first or second years.

Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty in the Department of English, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

B. One of the following

1. Philosophy [3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to

- a. evidence a basic understanding of some of the traditions and methods of philosophical inquiry.
- b. analyze historical philosophical problems and their relation to contemporary thought.
- c. engage the work of significant thinkers.
- d. think logically and critically.

Course Level: 100 level three-credit courses.

Requirement: One course selected from an approved list.

Sequence: Recommended for any semester during the first and second years.

Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty in the Department of Philosophy, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

2. **Religion [3 hrs.]**

Objectives: By the completion of the course the students will demonstrate the ability to

- a. articulate the traditions and methods of the study of religion as a humanities discipline.
- b. discuss the role religions play in shaping individual identity and self- understanding of adherents.

Sequence: Recommended for any semester during the first and second years.

Course Proposals

Objectives: By the completion of the course students will demonstrate the ability to:

- a. identif

3.1 Knowledge of the Bible [3 hrs.]

Objectives: By the completion of this course the students will demonstrate the ability to

- a. reflect on how the Bible functions as an ancient text with authority for Christian belief and practice.
- b. describe important aspects of the Bible's complex formation.
- c. recognize the Bible's variety of literary genres and discuss principles necessary for their interpretation.

Course Level: 200 level three-credit course.

Requirement: BIBL 201, 202, 203, or 204.

Sequence: Required for either the first or second year.

Course Proposals: Courses appropriate to the above objectives and level designations are proposed by the faculty to the Department of Religion and Theology (BIBL) at the University of Regina. Proposals should be submitted to the Department Chair, Department of Religion and Theology, University of Regina, Regina, Saskatchewan S4S 0A2, Canada. Tel: (306) 766-5008. Fax: (306) 766-5008. Email: bibl@uregina.ca

SOCIAL RESPONSIBILITY

[16 Hours]

Study in this area facilitates deepening self-awareness as students discern and develop their identity, gifts and vocation, as well as Christian character. These academic experiences empower students to act upon their knowledge and judgment through meaningful careers and lives that respond to the complexities of this world. These learning outcomes encourage students to live healthy lives, both individually and socially. Students should recognize the need for physical well-being, the critical affirmation of values, the interdisciplinary engagement of the world, and the practice of service.

4.1 Wellness [1 hrs.]

4.2

4.1 Wellness [1 hr.]

Objectives: By the completion of the courses the students will demonstrate the ability to

- a. describe the relationship between habitual exercise and disease risk
- b. practice exercise and physical activity that improves health
- c. identify the importance of behavior choices in overall health

Class Size: Vary according to the requirements of specific physical activities, and not to exceed 37 students per section.

Course Level: 100 level

Requirement: One WELT1 u30j 0.()Tj 3.261 0 Td [(R)4 tB (o)3.4tR9 -4.6/TT1 u3 3.261 0038 >>BD

- c. apply Christian ethical approaches to selected ethical problems or issues.
- d. develop and defend a perspective on contemporary ethical issues.

B. World Views

Objectives: By the completion of the course the students will demonstrate the ability to

- a. describe the basic issues surrounding the concept of world view.
- b. compare and contrast a Christian world view with other world views.
- c. articulate different approaches to justifying one's world view.
- d. outline a variety of contemporary issues relevant to the development of a personal world view from a Christian perspective.

C. Pluralism in Contemporary Society

Objectives: By the completion of the course the students will demonstrate the ability to

- a. outline contemporary issues arising out of the pluralism of race, ethnicity, social class, gender, disability, and religion.
- b. examine contemporary society from diverse viewpoints and through these increase self-knowledge.
- c. explain

Pedagogical Assumptions for Engaging a Pluralistic World Courses:

1. Courses are proposed and taught either by faculty teams of two or three members representing at least two distinct academic disciplines or an individual faculty member provided the course is taught from a distinctively interdisciplinary perspective.
2. Enrollment is limited to 37 students per faculty member up to a maximum enrollment of 111 students. When there are more than 37 students in a class, they should regularly meet in smaller groups of no more than 37 students to facilitate discussion of course content.
3. Instruction for each course will include a variety of pedagogical approaches to assure a context where students are encouraged to interact with each other and with the instructors relative to the course content.
4. Courses will require students to engage in the development of theses and arguments. Structures for this may include, but are not limited to, essay examinations, research papers, position statements, op-ed articles, class presentations, and debates.

4.3 Non-Western Studies [2-3 hrs.]

Objectives: By the completion of the course the students will demonstrate the ability to:

- a. articulate a basic understanding of a culture or people whose heritage and/or present life has been significantly shaped by customs, practices, and systems of thought outside the Western tradition.
- b. engage with multiple aspects of the culture under study; these may include social customs and practices, systems of thought, and artistic expression.
- c. understand the effects of contact between Western and non-Western people.

Class Size: 37 students.

Course Level: 100, 200, and 300 level two or three credit courses.

Requirement: One course, with a minimum of two credit hours, selected from an approved list.

Sequence: Recommended for any semester during the second or third years.

Course Proposals: Courses appropriate to the above objectives and level designation are proposed by individual faculty members and approved by the General Education Committee. Each course should deal with both the heritage and present life of the people under study, although the focus of attention may be in either direction. Courses may be cross-listed upon recommendation of the respective academic department.

SIX ASSUMPTIONS
QuEST Approved Courses
2023-2024

NUTR 110	Science and Nutrition (3)
PHSC 102	Foundations of Physical Science (3)
PHYS 201	Introductory Physics I (4)
PHYS 211	General Physics I (4)
SUST 140	Introduction to Ecology and Sustainability (3)

BUSA 358	Making a Better World? (3)
CRIJ 369	Forensics (3)
ENVS 216	Environmental Issues and Sustainable Solutions (3)
IDST 300	Genetics and Society (3)
IDST 300	History of Modern Science I (3)
IDST 300	History of Modern Science II (3)
IDST 300	Issues in Science and Religion (3)
IDST 300	Relationships and the Brain (3)
IDST 300	Science and Belief in Modern Europe (3)
IDST 300	Scientific Revolution and European Order, 1500-1700 (3)
IDST 300	Social Aspects of Modern Science (3)
IDST 300	Staging Science (3)
IDST 300	Stress and Health (3)
PHIL 356	Minds and Machines (3)
PHIL 362	Philosophy of Science (3)

2.2 Social Sciences and History [6 hrs]

To complete this requirement, students must take one course from two of the following categories:

CRIJ 103	Crime, Justice and Society (3)
ECON 110	Economics of Social Issues (3)
ECON 117	Issues in Environmental Economics (3)
ECON 120	

HIST 141	U.S. History Survey Before 1865 (3)
HIST 142	U.S. History Survey Since 1865 (3)
HIST 240	Age of Hamilton (3)
HIST 244ST	

DANC 102 Jazz and Dance Theatre (1)

THEO 211	Brethren in Christ Life and Thought (3)
THEO 213	Pentecostal Theology (3)
THEO 215	Roman Catholic Theology (3)
THEO 217	Wesleyan Holiness Theology (3)
THEO 219	Theology and Christian Unity (3)
THEO 221	Faith and Society (3)

WELL 137 Fitness Walking (1)
WELL 138 Couch to 5K (1)

4.2 Engaging the Pluralistic World: Interdisciplinary Perspectives [3 hrs]

To fulfill the Engaging the Pluralistic World requirement, students must take one course from one of the following categories.

BALT 302 Bioethics & Justice (3)
BIBL 293 The Bible and Social Ethics (3)
BIOL 317 Bioethics (3)
BUSA 370 Moral Issues In Business (3)
EDUC 356 Moral Education (3)
ENVS 315 Environmental Ethics (3)
HDFS 340 Ethics and Family (3)
IDET 316 Healthcare Ethics (3)
PHIL 325 Moral Problems (3)
PHIL 382 Ethics (3)
POLI 330 Terrorism (3)
POLI 366 Conflict Management and Peace Science (3)
SOAN 335 Social Conflict and Reconciliation (3)

IDWV 300 World Views (3)
IDWV 300H What has Athens to do with Jerusalem? (3)
PHIL 345 Philosophy of Religion (3)

COMM 307 Rhetoric of the Civil Rights Movement (3)
EDSP 303 Disability And Society (3)
EDUC 346 Social-Cultural Perspectives on Education (3)
HDFS 378 Latino Families (3)
HDFS 383 Topics in Multi-Cultural Families (3)

Six Assumptions

The QuEST Curriculum incorporates six assumptions, which while not stated explicitly in the program itself must be understood as part of the curricular design and carefully considered as the curriculum is implemented. These assumptions are as follows.

First: While the requirements listed in the curriculum total 54 hours of study, each student is required to complete a maximum of 51 hours, according to the following pattern. Since through the academic major each student investigates varied areas of knowledge, there will naturally be some overlap between the requirements for the major and those in the QuEST curriculum. To avoid unnecessary duplication of study, each student has a reduction of three credit hours from one of the QuEST requirements. The specific placement of this reduction is determined on the basis of that part of the curriculum which is most closely duplicated by some component of the academic major. The placement of this reduction is recommended for each major by the respective academic department, and approved by the General Education Committee.

Second: Unless otherwise stipulated in the curriculum, all courses are to be structured on the basis of class enrollment maximum of 37 students per faculty member.

Third: Team-taught pedagogical approaches may be used in any part of Areas Two, Three, and Four of the QuEST curriculum, under the following provisions: (1) they are staffed by faculty members who volunteer for teaching in this context, (2) the number of faculty members per team does not exceed three, (3) enrollment in team-taught sections is limited to 37 students per faculty member, and (4) provision is made in the structure of the course to provide for adequate student discussion and student-faculty dialogue in groups of no more than 37.

Fourth

RECOMMENDED SEQUENCING OF QUEST REQUIREMENTS

The white spaces indicate the time when each of the general education requirements should be taken. When two or more years are indicated, the requirement may appropriately be completed during any of the suggested years.

		First Year	Second Year	Third Year	Fourth Year
1.1	First Year Seminar	FALL ONLY			
1.2	Oral Communication				
1.3	Created and Called for Community	SPRING ONLY			
2.1.A	Mathematical Sciences				
2.1.B	Laboratory Science				
4.1	Wellness **				

DISCIPLINARY AND INTERDISCIPLINARY COURSES

The QuEST curriculum includes both courses based in selected academic disciplines and interdisciplinary courses. Discipline-based courses in this curriculum are proposed and usually staffed by individual academic departments. Interdisciplinary courses are proposed by individual faculty members and are not

These three classes – four for

PRINCIPLES FOR APPROVING FACULTY MEMBERS FOR INTERDISCIPLINARY COURSES

Faculty for interdisciplinary courses will be approved according to the following principles. Specific application of these principles for each interdisciplinary component of the curriculum is delineated in the relevant statement of structural parameters for that component.

1. Each interdisciplinary component of the curriculum is recognized as having one or more foundational disciplines, which delineate the context within which the respective courses are designed and taught.
2. The General Education Committee is responsible for articulating the respective foundational disciplines as part of the structural parameters assigned to each interdisciplinary component of the curriculum.
3. Faculty members proposing and teaching courses are expected to have an appropriate level of expertise in the respective foundational discipline(s).
4. Appropriate expertise in the foundational discipline(s) can be achieved through a variety of means, including but not limited to, graduate course work, independent study, and life experience.
5. As part of each course proposal, sponsoring faculty members will include a short statement by means of which they will "self-certify" their expertise in the respective foundational discipline(s). The narrative will be reviewed by the General Education Cdall bs).ai bans,2 (s o)2o, gsexeor l

members teaching seminars are required to attend yearly workshops designed to enhance teaching in this context.

1.1 First Year Seminar

While there will be substantive variation among seminars, particularly relative to topical or thematic content, all seminars abide by the following common expectations.

Participants

5. Formal student evaluation is primarily designed to assess the students' writing, thinking, and reading skills. Examinations focus on content only to demonstrate that students are able to master

based on these writing assignments. These assignments require some or several forms of intervention on the part of the professor, peer review, and/or the writing center. The rhetorical strategies of these

- c. Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- d. Understand the collaborative and social aspects of writing processes
- e. Learn to critique their own and others' works

5. Students are required to pass a library competency test in order to pass First Year Seminar. Students who fail to do so receive an Incomplete as a course grade.

Christian Faith and Intellectual Life:

Seminars give attention to helping students begin to understand how the Christian faith and the intellectual life are related. Given the diversity of subject areas and pedagogical approaches, this attention evidences itself in many different ways: class discussions, writing assignments, and assigned readings.

Syllabi

In order to assure that the parameters are consistently being implemented in all seminars, each First Year Seminar faculty member submits a copy of his or her syllabus to the Dean of General Education and Common Learning and the Instruction Coordinator of Murray Library **by August 10.**

Course Themes

Content topics for the First Year Seminar are selected by individual instructors and approved by the General Education Committ

1. Faculty in First Year Seminars are individuals who write and are interested in the reading/writing/thinking process, their own and others'.
2. In recruiting First Year Seminar instructors, priority will be given to members of the full-time teaching faculty who have a minimum of three years teaching experience within traditional academic disciplines.
3. Others--whether they be part-time instructors, administrators, or other university professionals--may also teach if they have equivalent teaching experience.
4. New First Year Seminar Faculty receive training in May led by the Director of Writing across the Curriculum. Each year, faculty receive additional training that focuses on fulfilling the parameters for First Year Seminar led by the Director of First Year Seminar and on refining writing skills led by the Director of Writing across the Curriculum.

Assessment

An assessment instrument for First Year Seminar is administered in each semester it is taught. This

The Created and Called for Community course applies the intellectual skills learned in First Year Seminar to content directly related to Messiah University's Mission, Identity, and Foundational Values. This is done in the context of a medium-sized discussion-oriented course designed around the themes of creation, community, and vocation. Students learn that because they are created in the divine image,

generally required to successfully complete the First Year Seminar prior to enrolling in *Created and Called for Community*, though in rare cases the two may be taken concurrently.

2. The *Created and Called for Community* course meets for the equivalent of three 60-minute class sessions each week during Spring Term. Students are awarded three credit hours.

3. Faculty are required to participate in two half days of faculty development during May Development Week and late January respectively.

4. Administrative oversight of the *Created and Called for Community*

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learning: discussions are p

6. The course may include a laboratory component.
7. Required assignments should include work in which students are expected to reflect upon the nature and scope of scientific/technical knowledge, and how it relates to other forms of knowledge.
8. The course should be designed to appeal to students in both scientific/technical and non-scientific/non-technical fields of study, in order to facilitate a meeting of these "two cultures."
9. The course should have no prerequisites related to other courses of study, although students wi10.9 (, c9.2 (ee)-2.6fT

meeting the learning outcomes and providing other supporting narrative, as outlined in Sections II and III below.

1. Minimum 2 months within host culture
2. Extended experience with host culture significantly different than one's own
3. Intentionally structured with an in-country partner

- D. If student experience meets the above criteria, the student must read Richard Slimbach's *Becoming World Wise: A Guide to Global Learning*, which is available in ebook form via Murray Library, **AND** at least one *academic* text/ journal article on the culture of the country to which the student traveled. The narrative for Sections II and III must appropriately integrate

- D. Where did you live? With whom in the host culture did you interact?
- E. To what extent were you put in the position of interacting directly with members of the host culture?
- F. To what extent were you on the receiving end of the host culture?
- G. How did your international experience occasion serious and thoughtful reflection on how the international experience impacted the way you see and think about culture in the United States?

Return this form to the Dean of General Education and Common Learning in Boyer 104.

Signature _____

[End Form]

The following parameters serve as guidelines for the development of off-campus cross cultural studies courses. The general education committee will be responsible to approve and monitor cross cultural courses and alternate activities.

1. The specific objectives listed below guide cross-cultural courses (and should be included in all course syllabi).
By the completion of the program the students will demonstrate the ability to
 - a. Identify relevant information about the host culture's history, traditions, politics, geography, including regional differences, if applicable.
 - b. Discuss facets in which the host culture differs from their own.
 - c. Discuss facets in which the host culture is similar to their own.
 - d. Explain insights that they learned about themselves and their own relationships by directly interacting with individuals and groups from the host culture.
2. Credit for cross cultural study or waiver of the requirement may be earned in the following ways
 - Cross cultural courses sponsored by Messiah University (Credit)
 - Directed study (Credit). Must be directed by an on-site Messiah University faculty member.
 - Approved programs sponsored by other organizations (Waiver)
 - Significant prior experience living in another culture (Waiver)
3. Messiah University cross-cultural courses will include the following components. Faculty are responsible to design courses to accomplish the objectives and may use a variety of pedagogical strategies and course requirements to do so.

A cognitive component - Cognitive learning may be accomplished through readings and lectures which include a culture or country survey and representative literature from the host culture preferably developed by members of the host culture. Content might include history, literature, language, religion, social systems, economics, government, health care, education etc.

- d. Discipline specific courses that carry cross cultural studies waiver may be limited to students in the appropriate department and may carry course prerequisites. These courses will *not* be cross-listed.
6. Cross-cultural course leaders need to demonstrate sufficient evidence of three of the following criteria:
 - a. Service involvement with members of the culture, in the host country or with that cultural population living in the US
 - b. Connection to institutions or people in the host country related to the topic of study
 - c. Evidence of having lived in the country for a period of time, describing the nature of that residence and engagement with the local culture
 - d. Scholarship related to the region and culture
 - e. Teaching a course related to the region and culture
 - f. Knowledge of the language (*If faculty member does not have proficient knowled.002 Tc -0.002 Tw 2.565 0 language, s/h-0.002 Twnetds to address how communication needs are planned for)
 7. Faculty expenses and load credit are provided in th-0.002 Twfollowing manner:
 - a. Expenses incurred by the courst faculty (i.t. transportation, lodging, and meals) s hould be included in the costs assumed by students enrolled in the course.
 - b. Faculty load crtdit of three hours will require an enrollment of at ltast 12 students; full load credit for two faculty members will require an enrollment of at least 22 students and a maximum of 28 students.
 - d. Second educators should offer the course as an overload, regardless of term.
 - e. Faculty should hav-0.002 Twa significant role in courst design, implementation, instruction (which may or may n/P <</MCID 28 >>B

1. The primary focus of each course should be on philosophical and theological ethics, with attention given to the application of ethical theory and discussion of Christian responses to selected contemporary moral issues.
2. Each course should be taught from an interdisciplinary perspective, including the sub-discipline of ethics as well as one or more disciplines associated with the applied components of the course.
3. Each course should be designed in a manner which will assist students in thinking critically about selected contemporary social issues and in developing and defending an ethical perspective on these issues.
4. Required reading should reflect the interdisciplinary nature of the course; substantial reading should be assigned in theoretical ethics as well as relevant applied disciplines.
5. Faculty members teaching the courses should
 - a. have a broad knowledge of the literature on ethical theory, as developed through either formal academic study or extensive independent reading and research;

The following parameters serve as guidelines for the development of courses meeting the non-Western studies requirement.

1. The non-western requirement will give students an opportunity to explore the lifeworlds of cultures that have developed largely, though not exclusively, outside Europe and North America. This would include the study of societies in the Middle East, Asia, Africa, the Caribbean & Pacific Islands, Latin America and indigenous and minority cultures across the world. Students will gain an understanding of human achievements and potentialities that have provided alternative ways of living and engaging the world. Such an understanding develops the intercultural competence needed for lifelong learning, work, and service in a globalizing world co-produced by Western and Non-Western worlds.

Some examples could possibly include: pre-modern political & social formations, patterns of exchange, religion, or development of worldviews that have developed largely independent of Western traditions. Also, and especially after 1500CE patterns of globalization that highlight process of interaction and transformation at particular times and places in history: -- such as European