

MESSIAH UNIVERSITY

QUEST

QUALITIES ESSENTIAL FOR STUDENT
TRANSFORMATION

A Guide

to the

Curriculum

2023-2024

Table of Contents

Introduction.....	3
Mission, Purpose and Outcomes	4
The Curriculum	5
Abilities of the Liberal Arts	5
Knowledge of the Liberal Arts	8
Christian Faith	17
Social Responsibility.....	19
Approved QuEST Courses	24
Six Assumptions.....	32
Recommended Sequencing of QuEST Requirements	33
Disciplinary and Interdisciplinary Courses	34
Information Literacy	35
Writing Across the Curriculum.....	37
Structural Parameters for the Major Writing Requirement	40
Principles for Approving Faculty Members for Interdisciplinary Courses	41
Structural Parameters for Interdisciplinary Courses	42
First Year Seminar.....	42
Created and Called for Community.....	49

INTRODUCTION

An effective general education program begins with a university-wide vision about the qualities of an educated person, is shaped by a curriculum that cultivates those qualities, and is implemented through courses specifically designed to support this curriculum. The Messiah University Identity and Mission Statements are the basis for the University-Wide Educational Objectives adopted by the faculty in 2004. The QuEST Curriculum, including the objectives addressed through this program and the structure through which these objectives are addressed, is presented in the attached material. In addition, the General Education Committee periodically prepares related publications and guides to specialized parts of the curriculum such as writing requirements and cross-cultural studies. These materials and other information may be obtained from the Dean of General Education and Common Learning.

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.

Outcomes

The QuEST

- To sharpen intellect:
 - **Abilities of the liberal arts** *foster students who discern and communicate effectively.*
 - **Knowledge of the liberal arts** *promotes students' grasp of the larger picture.*
- To deepen Christian Faith:
 - **Christian Faith** *encourages the development of an informed Christian conviction*
- To inspire action:
 - **Social responsibility** *spurs students to know self, know good, do good.*

THE CURRICULUM

ABILITIES OF THE LIBERAL ARTS

[9 Hours]

This portion of the curriculum fosters the abilities to think, read, write and speak effectively. Individuals who develop these abilities are more flexible and adaptable to the changes of the world across the spectrum of different fields and life experiences. These courses provide students with the basis upon which to enhance their skills in thinking, reading and listening, and writing and speaking. Further development of many of the abilities emphasized in this area is expected throughout the curriculum. The seminar and small class context provides an effective way to introduce first year students to the intellectual life of university.

1.1 First Year Seminar [3 hrs.]

1.2 Oral Communication [3 hrs.]

1.3 Created and Called for Community [3 hrs.]

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. apply basic methods and skills of information literacy: accessing, evaluating, and using information effectively and ethically.

Class Size: 18 students

Course Level: 100 level three-credit course.

Requirement: One course selected from an approved list.

Sequence: Required during the first semester of the first year.

Course Proposals: Seminars appropriate to the above objectives are proposed by individual faculty who write and who are interested in the reading/writing process, their own and others'. Seminars may be proposed by faculty in any discipline, provided it is conducive to meeting the objectives delineated in this area. Seminar proposals are approved by the Dean of General Education and Common Learning.

1.2 Oral Communication [3 hrs.]

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

- a. identify key elements of communication within a variety of contexts.
- b. analyze their own communication and recognize its effects on others.
- c. articulate ethical responsibilities of oral communicators and, in their own communication, demonstrate adherence to those responsibilities.
- d. convey information and reasoned argument in spoken and visual presentation.

Class Size: 27 students.

Course Level: 100 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 are proposed by the faculty in the Department of Communication, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

1.3 Created and Called for Community [3 hrs.]

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

- a. describe biblical and theological implications of the Old Testament emphasis on being created in the image of God and the New Testament emphasis on becoming a new creation.
- b. articulate defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, inter-ethnic, and professional.
- c. develop a working definition of Christian Vocation as it relates to reconciliation, service, and leadership.
- d. write critically, using effective prose for particular audiences

Class Size: 25 students

Course Level: 100 level three-credit course.

Requirement: All students take course with common readings, assignments, and activities.

Sequence: Required during the second semester of the first year.

Syllabus Proposals: The faculty who teach sections of the *Created and Called for Community* course are expected to follow the parameters, course objectives, and general guidelines specified in the common general course syllabus. Faculty members submit copies of their syllabi to the Director of the *Created and Called for Community* Course prior to the beginning of the semester. Syllabi are not distributed to students until they have been reviewed by the Director. The specific due dates for the submission of syllabi for this review are established and communicated by the Dean for General Education and Common Learning on an annual basis.

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.

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, level designation, and laboratory requirements are proposed by the faculty in either the Department of Biological Sciences or the Department of Chemistry and Biochemistry, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

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 of the third or fourth years.

Course Proposals: Courses meeting the above objectives and level designation are taught with a distinctively scientific orientation but may draw from resources across the curriculum. Courses in this area may include a laboratory component and may be cross-listed upon recommendation of the respective academic department. These courses are proposed by individual faculty members for approval by the General Education Committee in consultation with the Departments of Biological Sciences, Chemistry and Biochemistry, Information and Mathematical Sciences, and Engineering.

2.2 Social Sciences and History [6 hrs.]

A. Social Sciences

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

- a. identify social scientific research methodologies and how they may be utilized to study various aspects of human experience.
- b. identify socio-cultural contexts that shape human experience.
- c. analyze important variables contributing to one or more social problems/issues.
- d. evaluate the portrayal and use of social scientific research in popular media and social discourse.
- e. critically reflect on interactions between self and others, using social science frameworks.

Course Level: 100 or 200 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 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.

C. **United States 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 American history.
- conduct basic historical analysis of primary and secondary sources pertaining to American society.
- communicate historical analysis in effective forms of communication.

Course Level: 100 level three-credit course.

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.

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.
- c. identify relationships between religion and culture at the local, national, and transnational levels.
- d. describe ways that religions can be explored historically and sociologically.
- e. discuss ways that Christianity relates to other faiths.

Course Level: 200 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 Biblical and Religious Studies, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

C. **Arts [3 hrs.]**

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

- a. reflect on the nature and principles of art.
- b. describe artistic processes and their history.
- c. "see" and "hear" through personal interaction with art media.

Class Size: Varies according to requirements of the art discipline, but not to exceed 37 students per section.

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

Requirement: One course selected from an approved list which includes courses in the visual arts, music, and theater. Each course must include attention to the history of the specific discipline, as well as student participation in making or performing art, and attendance at professional exhibits or performances appropriate to the discipline under study.

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 Departments of Visual Arts, Music, and Theatre, approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

2.4 Languages and Cultures [9 hrs.]*

A. Language

Modern Languages

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

- a. communicate orally and read fluently
- b. communicate in written form
- c. articulate knowledge of culture in that language
- d. articulate cultural and linguistic differences between American English and the language being studied

Literary Languages

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

- a. read fluently, carefully and critically
- b. explain patterns and institutions of history and culture of the Near East, the Mediterranean and/or Europe
- c. analyze significant works of literature

Class Size: 27 students.

Course Levels: 100, 200, and 300 level three-credit courses.

Requirement: One of the following: (1) Language study through the third semester level, or its equivalent, in one foreign language. (2) Language study through the second semester level, or its equivalent, in one foreign language and one QuEST approved off-campus cross-cultural studies course.

Sequence: Language study is to be initiated during the first year and continued each semester thereafter, until the requirement is completed.

Course Proposals: Language courses appropriate to the above objectives and level designations are proposed by the faculty from the Department of Modern Languages (for modern languages) and the Departments of Biblical and Religious Studies and History (for ancient languages), approved by the General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

B. Cross-Cultural Courses

Objectives: By the completion of the course 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.

Class Size: 12 students

Course Levels: 200 (selected courses may be 300 and 400 for discipline specific)

Requirement: One QuEST approved off-campus cross-cultural studies course, in lieu of third semester of language.

Sequence: Cross-cultural study is recommended for any time following the first year.

Course Proposals: Cross-Cultural courses appropriate to the above objectives and level designations are proposed by individual faculty members and approved by the General Education Committee. Cross Cultural courses may be cross-listed upon recommendation of the respective academic department.

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

CHRISTIAN FAITH

[6 Hours]

The theological courses within our curriculum encourage students to articulate and evaluate one's faith by gaining knowledge of the Bible's content and themes, including the biblical witness of service, leadership and reconciliation, and by understanding how different Christian faith traditions may shape beliefs.

Students develop deeper commitments in service to God and to others as they explore connections between faith and learning. Knowing God is pursued through the study of the Bible and awareness of historical Christian beliefs and contemporary theological dialogue and ecclesiastical expressions. The goal of this area of study is to understand and personally appropriate the Christian faith in a manner which encourages an awareness of its relationship to all areas of life, including an exploration of the relationship of faith, reason, and Scripture.

3.1 Knowledge of the Bible [3 hrs.]

3.2 Christian Beliefs [3 hrs.]

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 in the Department of Biblical and Religious Studies, approved by General Education and Curriculum Committees, and reported to the Community of Educators for information and review.

3.2 Christian Beliefs [3 hrs.]

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

- a. practice theological ways of thinking and writing.
- b. articulate central beliefs of historic Christian faith about God, Jesus Christ, the Holy Spirit, salvation, and the church.
- c. recognize Anabaptist, Pietist, and Wesleyan theological emphases, such as compassion, peace, justice, reconciliation, and the importance of personal piety.
- d. recognize that the Christian faith can be articulated in many ways.
- e. examine their theological convictions and spiritual practices.

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

Requirement: One course selected from an approved list.

Prerequisite: BIBL 201,202,203,or 204

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

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

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 Engaging a Pluralistic World: Interdisciplinary Perspectives [3 hrs.]

A. Ethics in the Modern World

B. World Views

C. Pluralism in Contemporary Society

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

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 WELL activity course or approved DANC course.

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

4.2 Engaging a Pluralistic World: Interdisciplinary Perspectives [3 hrs.]

Courses in this section are designed to serve as a capstone in the QuEST program and help students prepare to engage the world in which they will live and work. Building on study based in the specific academic disciplines in the earlier part of the QuEST curriculum as well as in the student's major, these interdisciplinary courses now focus attention on understanding the world ethically, intellectually, and socially.

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

- a. examine the complexities of society to gain self-knowledge and understand social change.
- b. describe the problems and opportunities associated with a culture that is both pluralistic and global.
- c. analyze at least one problem or issue posed by contemporary society from an interdisciplinary perspective.
- d. reflect on the implications of Christian faith for contemporary problems and issues.

A. Ethics in the Modern World

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

- a. describe various approaches to philosophical ethics (e.g. virtue, natural law, utilitarianism, duty, ethical relativism) and methodological issues associated with each.
- b. articulate implications of selected ethical issues of significance in the contemporary world.

- 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 some effects of inequality, prejudice, and discrimination.
- d. articulate and practice an informed and faithful Christian response to diversity.

Parameters for Engaging a Pluralistic World Courses:

Course Level: 300 level three-credit course.

Prerequisite: IDCR 151

Requirement: One course from category A, B, or C as listed above.

Sequence: Limited to the third or fourth years. Students will generally complete most discipline-based requirements in the QuEST curriculum prior to enrolling in this course.

Course Proposals: Courses meeting the above objectives for any one of the three categories are taught from an interdisciplinary perspective, drawing from resources in at least two disciplines. These courses are proposed and approved in one of two ways: (1) individual faculty members can propose an ID Engaging a Pluralistic World course to be approved by the General Education Committee, or (2) a department may propose a discipline-specific course to count for the Engaging a Pluralistic World requirement.

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

The following listing represents those courses in each category that have been approved by the General Education Committee. In some cases, the courses have been taught on a regular basis while in other cases the course may have been taught infrequently.

Area 1: Abilities of the Liberal Arts

- 1.1 **First Year Seminar** [3 hrs] The list of seminars is published each summer.
IDFY 101 First Year Seminar (3)
IDFY 102 Honors First Year Seminar (3)
- 1.2 **Oral Communications** [3 hrs]
COMM 105 Fundamentals of Oral Communication (3)
- 1.3 **Created and Called for Community** [3 hrs]
IDCR 151 Created and Called for Community (3)

Area 2: Liberal Arts

2.1 Mathematical and Natural Sciences [9 hrs]

A. Mathematical Sciences [3 hrs]

CIS 171	Problem Solving with Computers (3)
CIS 180	Introduction to Computer Science and Information Systems (3)
CIS 181	Computer Programming I (3)
CIS 191	Web Development Client Side (3)
MATH 101	Introduction to Mathematical Sciences (3)
MATH 102	The Mathematics of Growth (3)
MATH 105	Precalculus for the Sciences (3)
MATH 107	Applied Mathematics for Management (3)
MATH 108	Intuitive Calculus with Applications (3)
MATH 111	Calculus I (4)
MATH 180	Discrete Mathematics (3)
STAT 269	Introductory Statistics (3)

B. Laboratory Science [3 hrs]

BALT 403	Nutrition Theory with Public Health Lab (0)
BIOL 106	Life Science (3)
BIOL 117	Field Biology (3)
BIOL 158	Human Biology (4)
BIOL 170	Cell and Animal Physiology (4)
BIOL 172	Diversity of Life and Plant Science (4)
CHEM 102	Chemistry for Living (3)
CHEM 103	Chemical Science (4)
CHEM 105	General Chemistry I (4)
ESS 201	Earth and Space Science (3)
GEOL 201	Foundations of Geology (4)

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)

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

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:

A. Social Sciences

CRIJ 103	Crime, Justice and Society (3)
ECON 110	Economics of Social Issues (3)
ECON 117	Issues in Environmental Economics (3)
ECON 120	Principles of Macroeconomics (3)
EDUC 203	Educational Psychology (3)
HDFS 101	Foundations of Marriage and Family (3)
POLI 113	American Government (3)
POLI 213	Comparative Politics (3)
PSYC 101	Introduction to Psychology (3)
SOAN 101	Principles of Sociology (3)
SOAN 315	Urban Sociology (3)
SOAN 341	Religion and Society (3)
SOWK 120	Introduction to Social Work (3)

B. European History

HIST 101	Ancient Mediterranean Hist. (3)
HIST 102	Modern European History Survey (3)
HIST 205	Ancient Greece (3)
HIST 206	Ancient Rome (3)
HIST 207	The Early Church (3)
HIST 210	Knights, Peasants and Bandits (3)
HIST 212	Medieval Europe (3)

C. United States History

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 244	Civil War America (3)
HIST 256	America and World War II (3)

2.3 Humanities and Arts [9 hrs]

A. Literature [3 hrs]

ENGL 122	Introduction to Poetry (3)
ENGL 124	Short Story (3)
ENGL 126	From Script to Screen (3)
ENGL 142	Selected Works of British Literature (3)
ENGL 144	Nineteenth-Century British Women Writers (3)
ENGL 146	Writing of the Inklings (3)
ENGL 148	Introduction to Shakespeare (3)
ENGL 152	Selected Works of American Literature (3)
ENGL 154	Introduction to Ethnic Literatures of the United States (3)
ENGL 160	Introduction to World Literature (3)
ENGL 162	Of Gods and Humans: Literature of the Ancient World (3)
ENGL 164	Studies in the Bible as Literature (3)
ENGL 172	Literature and the Life of Faith (3)
ENGL 174	Literature and the Environment (3)
ENGL 176	Twentieth Century Women's Literature (3)
SPAN 301	Topics in Latin American Literature (3) Prereq: SPAN 206
SPAN 311	Topics in Spanish Peninsular Literature (3) Prereq: SPAN 206
SPAN 314	The Counter Reformation and the Spanish Baroque (3) Prereq: SPAN 206
SPAN 331	Trans-Atlantic Literature (3) Prereq: SPAN 206

B. Philosophy [3 hrs]

PHIL 101	Problems of Philosophy (3)
PHIL 102	History of Philosophy (3)

C. Religion [3 hrs]

RELI 205	Religions of the World (3)
RELI 228	Judaism (3)
RELI 229	Islam (3)

D. Arts [3 hrs]

ART 103	Introduction to Drawing (3)
ART 107	Introduction to Painting (3)
ART 115	Introduction to Sculpture (3)
ART 132	Introduction to Printmaking (3)
ARTH 150	Art History: Prehistory-1400 (3)
ARTH 151	Art History: 1400-21 st Century (3)
DANC 305	Dance History (2), when taken with one of the following: DANC 101 Ballet (1)

	DANC 102 Jazz and Dance Theatre (1)
	DANC 103 Modern Dance (1)
	DANC 104 Tap Dance I (1)
MUGE 101	Fundamentals of Music Theory (3)
MUGE 209	Survey of Christian Song (3)
MUGE 210	American Popular Music (3)
THEA 110	Introduction to Theatre (3)
THEA 120	Acting 1 (3)
THEA 150	Introduction to Technical Theatre and Design (3)
THEA 361	Creative Dramatics (3)
THEA 363	Theatre for Social Change (3)

2.4 Languages and Cultures [9 hrs]

To complete this requirement, students need to take **one** of the following options:

- Three semesters of the same language, reaching the intermediate level **OR**
- Two semesters of the same language plus an approved cross-cultural study

CHIN 101	Fundamentals of Chinese I (3)
CHIN 102	Fundamentals of Chinese II (3)
CHIN 201	Intermediate Chinese (3)
FREN 101	Fundamentals of French I (3)
FREN 102	Fundamentals of French II (3)
FREN 201	Intermediate French (3)
GERM 101	Fundamentals of German I (3)
GERM 102	Fundamentals of German II (3)
GERM 201	Intermediate German (3)
GREK 205	Fundamentals of Greek I (3)
GREK 206	Fundamentals of Greek II (3)
GREK 305	Intermediate Greek (3)
HEBR 205	Fundamentals of Hebrew I (3)
HEBR 206	Fundamentals of Hebrew II (3)
HEBR 305	Intermediate Hebrew (3)
IDCC 260	Cross-Cultural Study (3) (locations to be announced; vary by academic year)
SPAN 101	Fundamentals of Spanish I (3)
SPAN 102	Fundamentals of Spanish II (3)
SPAN 201	Intermediate Spanish (3)
SPAN 203	Spanish for Healthcare Profess (3)
TEP 439	Student Teaching: Domestic and International (3)

Area 3: Christian Faith

3.1 Knowledge of the Bible [3 hrs.]

BIBL 201	Encountering the Bible (3)
BIBL 202	Encountering the Bible for Majors (3)
BIBL 203	Encountering the Old Testament (Hebrew Bible) (3)
BIBL 204	Encountering the New Testament (3)

3.2 Christian Beliefs [3 hrs.]

THEO 205	Introduction to Christian Theology (3)
THEO 207	African-American Theology (3)
THEO 209	Anabaptist Theology (3)

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)
THEO 223	Global Christian Theology (3)
THEO 227	Theology, Violence, and Non-Violence (3)
THEO 229	Theology and American Culture (3)
THEO 232	Reformation Theology (3)
THEO 238	Theology I (3)

Area 4: Social Responsibility

4.1 Wellness [1 hr.]

To complete this requirement, students must take one wellness activity course from the list below.

APHS 170	Concepts of Conditioning
DANC 101	Ballet (1)
DANC 102	Jazz and Dance Theatre (1)
DANC 103	Modern Dance (1)
DANC 104	Tap Dance I (1)
WELL 102	Lifetime Wellness (1)
WELL 103	Adapted Physical Education (1)
WELL 104	Swimming for the Non-Swimmer (1)
WELL 105	Intermediate Swimming (1)
WELL 106	Aquatic Aerobics (1)
WELL 107	Beginning Racquetball (1)
WELL 108	Intermediate Racquetball (1)
WELL 109	Beginning Volleyball (1)
WELL 110	Intermediate Volleyball (1)
WELL 111	Advanced Volleyball (1)
WELL 112	Beginning Tennis (1)
WELL 113	Intermediate Tennis (1)
WELL 114	Dance and Rhythm Activities (1)
WELL 115	Skiing & Snowboarding I (1)
WELL 116	Skiing & Snowboarding II (1)
WELL 117	Self Defense (1)
WELL 118	Creative and Expressive Movement (1)
WELL 119	Beginning Yoga (1)
WELL 120	Racquet Activities (1)
WELL 121	Team Activities (1)
WELL 122	Flag Football and Basketball (1)
WELL 123	Strength Training (1)
WELL 124	Safety and R.A.D. Systems for Women (1)
WELL 126	Tennis and Volleyball (1)
WELL 127	Aquatics (1)
WELL 128	Developmental Gymnastics/Rhythmical Activities (1)
WELL 129	Beginning Pilates (1)
WELL 131	Disc Activities (1)
WELL 133	Indoor Cycling (1)
WELL 135	Non-traditional Games (1)
WELL 136	Exercise and Weight Management (1)

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.

A. Ethics in the Modern World

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)

B. World Views

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

C. Pluralism in Contemporary Society

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)
HDFS 384	Families in America (3)
HDFS 386	Family Ethnicity and Human Services (3)
HIST 345	Pennsylvania History (3)
HIST 352	African-America History Since 1865 (3)
HIST 355	U.S. Urban History (3)
HIST 392	Women and Gender in Amer. History (3)
HPED 329	Sport in Society (3)
IDPL 300	Personal Narratives of a Pluralist Society (3)
IDPL 300	The Holocaust (3)
IDPL 300	Racism and Racial Reconciliation (3)
POLI 310	American Political Thought (3)
POLI 316	Constitutional Law: Civil Liberties and Civil Rights (3)
POLI 325	Gender, Family and Politics (3)
POLI 334	Public Opinion & Political Soc (3)

RELI 342	Religious Pluralism in America (3)
RELI 355	Christianity in North America (3)
SOAN 310	Food, Power, and Society (3)
SOAN 342	Race and Gender in the United States (3)
SOAN 356	Social Inequality (3)
THEO 354	Theology and Gender (3)

4.3 Non-Western Studies [2 or 3 hrs]

ARTH 210	Topics in Non-Western Art (3)
CHIN 320	Modern Chinese Culture: A Cup of Tea
COMM 321	Global Indigenous Media (3)
COMM 327	Latin American Cinema (3)
GEOG 103	World Regional Geography (3)
HIST 271	World History to 1500 (3)
HIST 272	World History Since 1500 (3)
HIST 273	Hist. of Premodern Asia to 1500 (3)
HIST 274	Hist. of Mod. Asia Since 1500 (3)
IDNW 200	Education. in Sub-Saharan Africa (3)
IDNW 200	Pacific Island Food and Culture (3)
MUMH 338	Studies in Global Music (2)
PHIL 318	Asian Philosophy (3)
POLI 222	Politics in Latin America (3)
POLI 312	Politics of China (3)
POLI 346	Russia after Communism (3)
RELI 321	Christianity in Latin America (3)
RELI 329	Christianity in Africa (3)
RELI 332	Christianity in Asia (3)
RELI 333	Religions of India (3)
RELI 334	Religions of China and Japan (3)
SOAN 212	Cultural Anthropology (3)
SOAN 221	Native American Cultures (3)
SOAN 236	Ethnography (3)
SOAN 371	Global Justice (3)
SPAN 302	Culture and Identity in Latin America (3)

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: In each section of the curriculum multiple courses may be proposed and approved. The approval of multiple courses rather than a single course for meeting a requirement is based on the assumption that both learning and teaching are facilitated when students are free to choose courses which correspond to personal areas of interest and when professors are free to design and teach courses which grow out of their individual interests and professional expertise.

It may be, however, that one or more departments will wish to assert that a single course from their department should be required of all students for meeting the objectives of a section of the curriculum assigned to this department. While it is the intent of the curriculum to have multiple courses available in each section, it is reasonable to assume that a good case can be made for a single-course requirement, and that the faculty should consider such cases as they are proposed by individual academic departments.

Fifth: There may be occasions on which a course which meets one of the QuEST requirements is also an appropriate course for a specific academic major. In such cases, the appropriate department may specify this course as a major requirement, in which case it would also fulfill the QuEST requirement. This is consistent with the Parameters for the Curriculum (Community of Educators Handbook 1.9). The parameters further specify that such a requirement will count toward the maximum of 60 credits permissible within the academic major, and will, consequently, free a corresponding number of unrestricted elective hours in the student's program.

Sixth: Since each section of the QuEST curriculum is defined by a set of objectives which are unique to each section and which are to be fulfilled via the courses approved for each section, we do not permit a student to use one course to meet the requirement for more than one component of the QuEST curriculum. As such, double-dipping within this curriculum (as contrasted with double-dipping between QuEST and the academic major as described in assumption five above) is not permitted.

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 **				
2.2.A	Social Science				
2.2.B	European History				
2.2.C	United States History				
2.3.A	Literature				
2.3.B	Religion/Philosophy				
2.3.C	Arts				
4.3.A	Languages				
3.1.A	Knowledge of the Bible*		*Must be at least sophomore status		
4.4	Non-Western Studies				
3.2	Christian Beliefs*		* Must take BIBL 201 as prerequisite		
4.3.B	Cross Cultural Studies^				
4.2.A,B,C	Ethics in the Modern World* OR World Views* OR Pluralism in Contemporary Society*			*Must take CCC as prerequisite	
2.1.C	Science, Technology and the World				

* Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

** Student athletes are automatically enrolled in PHED 102 during the semester in which their sport is in season. This one-credit course fulfills ELECTIVE credit only. To fulfill the QuEST wellness requirement, students must also complete the online Wellness Seminar in addition to PHED 102. Enrollment in the online Wellness Seminar and participation in an intercollegiate sport must occur during the same academic year. For more information, contact the Athletics Dept.

^ Students are strongly encouraged to take their Cross-Cultural Studies course during their second or third years.

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 "housed" in a particular academic department.

The core of options from which students will select their discipline-based courses is to be developed on the basis of the objectives delineated in the curricular proposal. Courses comprising the majority of options in each distribution area should not be courses designed to meet requirements for an academic major. It should be assumed that students taking these courses will have little prior familiarity with the discipline (beyond the normal expectations for admission to the university). Furthermore, these courses should be designed for students who are studying in an academic major from another department, and should generally be considered as the only course the student will take in the discipline.

Students majoring in a discipline closely associated with a particular distribution area may well present courses in their academic major which can be considered to overlap this QuEST requirement. In other words, even though the core of options does not include higher level courses, or those designed specifically for an academic major, students who take "major" courses in the distribution area may still have these count toward meeting their QuEST requirement. Overlap of this nature is permitted within the guidelines established in "Parameters for the Curriculum."

INFORMATION LITERACY

Information literacy--knowing how to access, evaluate, and use information effectively and ethically--is an essential part of a liberal education. The Information Literacy Program is designed to be consistent with and supportive of the University-Wide Educational Objectives, Principles for General Education, and related University documents.

To develop information literate students, library instruction session by librarians will often be utilized. Library instruction should be designed in a manner consistent with the following parameters:

- Be related to course content; not presented as an end in itself.
- Be given when motivation is highest--in conjunction with an instructor's assignment. The librarian doing the instruction should be cognizant of the objectives of the related assignment.

At Messiah University, the foundation of the lifelong process of information literacy, is laid in First Year Seminar. Within the academic majors, students achieve higher levels of information literacy through structured and progressive library-related assignments. Faculty members and librarians will work together to ensure that during their course of study at Messiah University, students will make significant progress toward meeting the standards in *Information Literacy Competency Standards for Higher Education*,* listed below.

- 1. The information literate student determines the nature and extent of the information needed.**
 - The information literate student defines and articulates the need for information.
 - The information literate student identifies a variety of types and formats of potential sources for information.
 - The information literate student considers the costs and benefits of acquiring the needed information.
 - The information literate student reevaluates the nature and extent of the information need.
- 2. The information literate student accesses needed information effectively and efficiently.**
 - The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
 - The information literate student constructs and implements effectively-designed search strategies.
 - The information literate student retrieves information online or in person using a variety of methods.
 - The information literate student refines the search strategy if necessary.
 - The information literate student extracts, records, and manages the information and its sources.
- 3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.**
 - The information literate student summarizes the main ideas to be extracted from the information gathered.
 - The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
 - The information literate student synthesizes main ideas to construct new concepts.
 - The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
 - The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
 - The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
 - The information literate student determines whether the initial query should be revised.

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

- The information literate student applies new and prior information to the planning and creation of a particular product or performance.
- The information literate student revises the development process for the product or performance.
- The information literate student communicates the product or performance effectively to others.

5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

- The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
- The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- The information literate student acknowledges the use of information sources in communicating the product or performance.

*Association of College & Research Libraries (2000). These standards were endorsed by the American Association for Higher Education and the Council of Independent Colleges (February, 2004)

WRITING ACROSS THE CURRICULUM

While writing instruction may have its home in the General Education curriculum, it is best achieved on an "across-the-curriculum" basis. That is, early instruction is provided in the Quest curriculum, but it is also required, under specific guidelines, in each major program as well. This practice may "blur the lines" between QuEST and the Academic Major, but such a "blurring" is altogether appropriate in this regard.

Two key principles need to stand behind every decision that we make about writing pedagogy: engagement and helpful intervention. **Engagement** means student and faculty involvement with the task at hand. The topics of the First Year Seminars are an obvious example of a technique that encourages engagement. Another common example is the projects that upper level students often undertake in their majors; those projects that closely parallel professional activity are especially likely to enjoy the fruits of vigorous engagement.

Helpful Intervention means any activity by which the writer receives input from others during the process of creating a written product. Helpful intervention can be accomplished in many ways: student-teacher conferences; peer editing projects (in-class or out); teacher review of topic, prospectus, or draft; consultation with workshop tutors; and so on. Teachers need to be trained in the importance and methodologies of helpful intervention.

The writing program at Messiah includes four classes: (1) a First Year Seminar, a College Writing Workshop course, (2) a First Year Seminar, Writing Workshop course, (3) Created and Called for Community, and (4) a writing-enriched course developed for the major (major-w).

(1) *First Year Seminar* -- The First Year Seminar is the standard first-year writing experience in our program, and is consequently required of all students. While the content topics of each seminar vary widely, there is a substantially common approach to writing instruction and related assignments among the seminars. The requirement must be satisfied in the student's first year by completing one of the many First Year Seminars, which are offered during the fall semester. Since this seminar is the standard first year writing experience in our program, several questions need to be answered.

(a) Who determines the writing component of the First Year Seminar? First, we need to embrace the necessity and desirability of variety in writing instruction. The professor who writes regularly and who purposes to teach her students "How I Go Through My Writing Process" is seldom ineffective; more likely to fail is the professor who teaches a textbook set of easy answers about how writing should happen. Thus, individual professors are encouraged to arrange their courses in order to incorporate the two key principles – engagement and helpful intervention – as they are best able. In addition, a Writing Committee works as a subcommittee of the General Education Committee to provide guidance for what kinds of writing activities and resources prove most beneficial and practical. Furthermore, assistance needs to be made readily available for professors who want helpful input on how they are teaching writing.

(b) How frequently will students write? The small size of the First Year Seminar is

intended to facilitate frequent writing. The actual amount of "finished" writing depends upon the kind of helpful intervention incorporated, but certainly writing should be weekly if not daily.

(c) What kinds of writing will students do? Students should experience both reflexive and transactional writing; the ratio varies with the section. It is important, though, that students learn to handle texts in a way common to the liberally educated; that is, getting information from texts and incorporating it into texts of their own. (This, by the way, does not mandate, or even imply endorsement of a traditional research paper.) A class focusing completely or primarily on personal writing seems less likely to fulfill this goal.

(d) What support should the First Year Seminar receive from other parts of the campus? Personnel in Computer Services may, on occasion, offer classes in learning to use the campus computer system. The library staff work with individual instructors to facilitate library orientation and provide additional support.

(2) College Writing Workshop -- College Writing Workshop is designed to help those students who, after completing First Year Seminar, and the Writing Associates tutorial support program, still demonstrate the need for further writing instruction. The hours it represents fall under the "elective" category in the General Education/Major/Elective scheme. This part of the writing program, for those of whom it is required, may be satisfied by completing IDWR 099 College Writing Workshop during the spring semester of the student's first year.

(3) Created and Called for Community – This course builds on the intellectual and writing skills developed during First Year Seminar in a common learning context. Students will do both reflexive and transactional writing. The Writing Committee continues to give guidance to instructors teaching Created and Called for Community.

Transfer students, who do not enter with an equivalent for FYS, can waive the FYS requirement if they take CCC and demonstrate writing proficiency by earning an average of B- or higher on the CCC writing assignments.

(4) Writing-Enriched Course in the Major [Major-W] -- The major-w course is taken within the students' chosen disciplines; its primary purpose, in relation to writing, is to allow students to begin to acquire familiarity with the expectations of their own professional discourse communities. There is considerable variation in the kinds of courses into which various majors incorporate the writing emphases; each department is responsible for addressing this requirement as part of the academic major. (See Structural Parameters for the Major Writing Requirement.)

About the essentials of all writing courses, two elements should be considered: pedagogy and formal requirements. Concerning pedagogy, it is necessary that completing a writing process be presented as a meaningful part of the course focus. Some minimal class time should be based on the two key principles of engagement and helpful intervention. The evaluation of writing assignments should figure significantly into the students' grades in the course, and students cannot pass these courses without passing their writing assignments.

These three classes – four for students who struggle with writing fluency and/or skill – constitute the core of the writing program at Messiah. They represent, though, only the beginning of a real writing-across-the-curriculum approach. In actuality, we will produce excellent writers only as students come to see that faculty value good writing enough to write themselves.

STRUCTURAL PARAMETERS FOR THE MAJOR WRITING REQUIREMENT

1. Each major should designate the course(s) in which its students will fulfill the Major Writing Requirement.
2. The course(s) will not, as a matter of policy, be listed with a "W."
3. If a department chooses to list the course(s), which fulfill(s) its Major Writing Requirement with a "W", it should do so with the knowledge that the course(s) will then be open to (qualified) non-majors to fulfill the "W" writing requirement.
4. Since these courses will not appear with a W demarcation, it is the responsibility of the department to see that the Major Writing Requirement is fulfilled (just as it is the department's responsibility to oversee the fulfillment of any other required course in the major).
5. Occasionally a student may transfer into Messiah who has already taken a course, which would, customarily, have fulfilled the Major Writing Requirement. In such a case, it is the responsibility of the department chair, in consultation with the Director of Writing across the Curriculum, to determine the best way for this student to fulfill the Major Writing Requirement.
6. A Major W may be an actual *writing* course existing within the requirements of the major (for example, CLA 302 "Writing for Classicists"); more likely, it will be an already existing content course adapted to meet Major Writing Requirement parameters.
7. Although the subject content of the Major W course may remain the course's primary objective, the writing process should be an integral part of the intellectual and pedagogical fabric of the course.
8. The course should be taken after the First Year Seminar at the point deemed most advantageous by the department.
9. Students in the course will complete at least ten pages of finished, transactional (as opposed to reflective or poetic) writing.
10. Although it is realized that students of a given major can follow many different professional paths, writing assignments should attempt to reflect the kinds of writing they are likely to perform in their careers; that is, some emphasis should be placed upon features of writing which may be unique to the major discipline.
11. Helpful intervention (conferencing, tutoring, peer collaboration, professor comments on ungraded drafts, etc.) should be used in the writing processes of at least two distinct writing assignments.
12. Class size for all Major "W" courses should be no more than 25 students.

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 Committee in a manner consistent with the other parts of the proposal.
6. In team taught courses, achievement in the foundational discipline(s) may be demonstrated through a combination of the expertise brought to the course by each member of the faculty team.
7. Faculty members who desire to teach courses which have been previously approved by the General Education Committee will be requested to provide the self-certifying statement described above for review by the Committee. The Committee's review of this narrative should be completed prior to the annual assignment of course loads for faculty contracts.

STRUCTURAL PARAMETERS FOR INTERDISCIPLINARY COURSES

In various sections of the QuEST Curriculum there are included opportunities for students to study in an intentionally interdisciplinary context. At times this represents a course taught by an individual instructor, while at other times a team-teaching approach is used with two or three faculty members jointly working in the course.

Given the unique nature of these courses the General Education Committee has developed a statement of "structural parameters" for each section of the curriculum in which interdisciplinary instruction is provided. These statements are intended to guide faculty members as they propose and design relevant courses, and they also serve as the basis upon which the General Education Committee reviews relevant course proposals.

FIRST YEAR SEMINAR

The purpose of the First Year Seminar is to provide an effective introduction for first-year students to the intellectual life of the university. This is done in the context of a small discussion-oriented course designed around a specific theme or topic approached from the perspective of one or more of the traditional academic disciplines. In this context students work toward enhancing their ability in the basic intellectual skills: how to read critically, think logically, and communicate effectively. In addition, students are encouraged to begin thinking about how the Christian faith can and should be related to the intellectual life. In short, First Year Seminars are designed to encourage positive attitudes toward academic work and stimulate appropriate mental habits. The specific objectives for this course include the following:

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. apply basic methods and skills of information literacy: accessing, evaluating, and using information effectively and ethically.

The emphasis in First Year Seminars is on the process of intellectual discovery rather than on the acquisition of facts or content related to a specific academic discipline. First Year Seminars help first year students achieve critical thinking and communication skills essential to success in the world of academic scholarship.

The seminars have no prerequisites and are not intended to provide preparation needed for advanced work in specific departmental programs. The topical or thematic content of each seminar is determined by the individual faculty member. Each seminar adheres to stipulated requirements for the writing component common to all seminars, as specified in the policy on Writing Across the Curriculum. Since reading and interpreting texts is an important component of the delineated objectives, seminars also include a substantial amount of required reading. Seminars are designed to be taught by a single faculty member, with enrollment limits of sixteen students per seminar section.

The course is required of all first year students. Faculty in First Year Seminars must be individuals who write and who are interested in the reading/writing/thinking process, their own and others'. Faculty

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

1. Each seminar is open to all students (with the exception of special sections designated for honors students). No prerequisites are permitted, and seminars are not designed with the intent of introducing the student to a particular academic discipline.
2. Enrollment in First-Year Seminars is 18 students; honors sections are limited to 15 students.

Relation to the Core:

1. The First Year Seminar is the first common academic experience of most Messiah University students and therefore provides a foundation for the Created and Called for Community Course that students typically take in the second semester of the first year.
2. The First-Year Seminar course introduces students to the concept of vocation, broadly defined as “Love of God and Neighbor – to understand all of one’s life and activities as a form of stewardship and cooperation with God in the ongoing work of creation and redemption.”

Pedagogy

1. The Seminar emphasizes the academic skills of reading and listening carefully and critically; thinking logically and creatively, analytically and synthetically, abstractly and concretely; writing and speaking clearly and coherently; and accessing, evaluating, and using information effectively and ethically.
2. The emphasis of this course is to be on the process of intellectual discovery and skill development, using the academic content (facts and theories) of specific disciplines as a vehicle for learning.
3. Although pedagogical approaches may be varied, the seminars concentrate on active student learning: discussions are primary and lectures are only used to enhance the process of active student learning.
4. Students are given the opportunity to develop their oral skills by participation in class discussion, and, at the instructor's discretion, through formal oral presentations.

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 university-level content, not to verify that students have mastered a particular content.

Reading

1. One common text, read by all entering first-year students prior to enrolling, is used as the starting point for common conversation about vocation during the initial week of the course. The seminar instruction is coordinated with a convocation related to the common text.
2. Each seminar includes substantial work with other written texts, and most are primary sources. Multiple readings, reflecting a variety of perspectives and authors, are assigned. Moreover, the purpose of this reading is not simply to support or illustrate information provided by the instructor. To a large extent, the class discussions revolve around the readings.
3. Readings are high quality academic content providing students with the opportunity to analyze challenging texts.

Writing

As Messiah's initial writing course, the First Year Seminar conforms to the following expectations:

1. Writing is taught both as a process and as a collaboration within a community of writers. Thoughtful attention is given to idea generation, to revision, and to editing within the framework of helpful intervention (conferencing, instructor and peer feedback on ungraded drafts, tutoring, etc.).
2. The course emphasizes writing as a purpose-driven activity where sensitivity to the rhetorical situation (i.e., interaction among writer, text, and audience) is developed.
3. Instructors will provide explicit instruction on elements of academic reading and writing, composing and revising as determined by the writing committee
4. Writing to learn (writing with self as audience) is taught and practiced as an important skill (e.g., response and reaction writing, reading journals, essay quizzes, free writing, reflexive writing, etc.). Opportunities for informal writing must be included in each syllabus (10-15 occasions or pages of informal writing that is figured into the homework or contribution grade for the course) this type of writing is typically labeled "Writing to Learn."
5. Students engage in individual process writing for not less than 15 or more than 20 pages of "final-draft" writing (not counting writing to learn).
6. An initial writing assignment focuses on the common text. This assignment serves as the diagnostic essay scored on a 4 point rubric. Students scoring 1 or 2 on the rubric will be assigned a writing associate to help them improve their writing in preparation for the second writing assignment.
7. Students write two additional drafted academic essays. At least two-thirds of the course grade will be

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 assignments can vary widely depending on the needs of the particular course so long as they all incorporate the elements of the academic essay (see attached document). One of these papers must identify, evaluate, and effectively incorporate sources from the library (information literacy).

a. Second Paper--asks students to demonstrate engagement with a single text (or idea, event, or object). This gives students a chance to work on the central elements of the essay (thesis, evidence, analysis) and the rhetorical focus (purpose, audience) before adding the complexity of having to organize around multiple objects.

b. Third Paper— asks students to demonstrate engagement with several texts (ideas, events, or objects). The research assignment that uses the library may be integrated into paper two, or it may be a separate assignment. With the three-paper model, paper two may be an assignment that uses only sources from the syllabus of the class (or it may also involve research). The two-paper model must use one of the papers to complete the information literacy requirements of the course.

8. Writer's Reference is a required course resource, available for use by all instructors via the learning management system.
9. Students discuss in class Messiah's Policy Regarding Academic Integrity, which is included in the course learning management site through the Academic Integrity Module (policy, video, quiz). All drafted assignments must also be submitted via TurnItIn.
10. Students learn to write according to the conventions of inclusive language. Messiah's Statement on Inclusive Language is included in the syllabus and class time is taken to discuss this issue with the students.
11. Students who do not meet the performance threshold in FYS are required to complete IDWR 099 College Writing Workshop in the spring semester.

Writing Objectives for First Year Seminar

1. Rhetorical Knowledge
 - a. Focus on a purpose, expressed through developing a central thesis
 - b. Respond to the needs of different audiences
 - c. Use format and structure appropriate to different rhetorical situations
 - d. Adopt appropriate voice, tone, and level of formality
2. Critical Thinking, Reading, and Writing
 - a. Use writing and reading for inquiry, learning, thinking, and communicating
 - b. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
 - c. Integrate their own ideas with those of others
 - d. Understand the principles of intellectual property and avoid plagiarism.
3. Processes
 - a. Be aware that it usually takes multiple drafts to create and complete a successful text
 - b. Develop flexible strategies for generating, revising, editing, and proof-reading

- 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
4. Knowledge of Commonly Accepted Writing Practices
- a. Learn common formats for different kinds of texts
 - b. Develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics
 - c. Practice appropriate means of documenting their work
 - d. Use appropriate syntax, grammar, punctuation, and spelling.

Information Literacy

Instruction in accessing, evaluating, and using information effectively and ethically is provided by library faculty and seminar instructors.

1. In the first four weeks of the semester, recognizing the need for library use in the first weeks of the students' university experience, students receive, from the librarians, basic orientation for using library resources for all of their university classes. After four weeks, students will demonstrate the following abilities:
 - a. Know the function of basic academic library service points: Reference and Circulation Desks; online search stations; reference collection; periodicals; and stacks.
 - b. Use the Murray Library homepage as a gateway to access essential library resources and information (e.g., library catalog, general periodical index).
 - c. Recognize academic research terminology (e.g. index, periodical, citation, abstract).
 - d. Identify key concepts of a selected topic.
 - e. Know basic search strategies (author, title, keyword, and phrase searching).
 - f. Use the Library's online catalog and at least one periodical index, to retrieve information.
 - g. Interpret bibliographic citations in order to locate the materials cited.
2. After completing First Year Seminar, students will demonstrate the following abilities:
 - a. Define academic research terminology (e.g. index, periodical, citation, abstract).
 - b. Understand that materials not owned by one library may be obtained from other sources.
 - c. Focus and articulate an information need.
 - d. Determine type(s) of materials appropriate to meeting an information need (e.g., currency, format)
 - e. Understand common search strategies that help narrow, broaden, or otherwise enhance their basic searching capabilities (e.g. the use of Boolean operators, differentiating keyword from subject searching)
 - f. Select the appropriate research database to find information on a topic.
 - g. Evaluate retrieved information, discerning its strengths, limitations and usefulness in relation to a topic.
3. Concurrent with information literacy instruction, assignments are made that integrate course content with information literacy skills.
4. Information literacy instruction requires at least two 50 minutes sessions, one session to be given in the first four weeks of the semester.

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 Committee or their designee; selected topics conform to the following guidelines:

1. All proposals must evidence how sub-points a,b,c, and f of University-Wide Educational Objective #1 are addressed in the course and state how the course content reflects Messiah University's Mission and Identity and Core Value Statements and contributes to fulfilling several of the sub-points of University-Wide Educational Objectives 3,5-7.
2. Selected topics reflect the expertise of the faculty member, as developed through formal academic study, extensive independent reading and research, or some other commensurate means; seminar proposals are not accepted for a topic in which the faculty member has not previously developed an appropriate level of knowledge.
3. Faculty members cannot select topics which are narrowly linked to an academic discipline other than the faculty member's own.
4. Topics which are interdisciplinary, and which effectively combine a variety of resources and pedagogical approaches, are encouraged.

Faculty

Faculty for First Year Seminars are selected within the following parameters:

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 instrument is developed and edited by the Director of First Year Seminar and the results are processed and filed in the Office of General Education, Common Learning and Advising. This instrument focuses on:

1. the achievement of course objectives.
2. the ability of the instructor to create a classroom environment where students are effectively introduced to the intellectual life of the University.
3. the quality of the course in developing important academic skills, such as reading, writing, and critical thinking.
4. the extent to which writing instruction conforms to the parameters of the course.

Data from this evaluation will be reviewed yearly by the General Education Committee to determine the content of the May Development Week program and to make decisions about future Seminar offerings and the general administration of the First Year Seminar program.

CREATED AND CALLED FOR COMMUNITY

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, they are God's agents for service, leadership, and reconciliation in the broader community. The course is designed to ask questions of life and learning, those questions which students engage in order to participate fully in their academic pursuits. The central question to be considered is: "What is my vocation as a faithful steward of God's creation?" Through examining literary, historical, artistic, philosophical and theological works, students engage the biblical themes of forgiveness, compassion, non-violence, peacemaking, justice, and racial and gender reconciliation through the lens of the University's unique religious identity and foundational values, with a particular focus on the importance of community. In this context students work toward enhancing fundamental intellectual skills: reading critically, thinking logically, and communicating effectively. In addition, students focus on how the Christian faith can and should be related to the intellectual life. In short, Created and Called for Community is designed to encourage positive attitudes toward the Messiah University academic experience. The learning objectives for this course include the following:

- a. describe biblical and theological implications of the Old Testament emphasis on being created in the image of God and the New Testament emphasis on becoming a new creation.
- b. articulate defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, inter-ethnic, and professional.
- c. develop a working definition of Christian Vocation as it relates to reconciliation, service, and leadership.
- d. write essays critically, using effective prose for particular audiences

The Created and Called for Community course has no prerequisites except for the First Year Seminar, although the two courses may be taken concurrently. The thematic content of the course provides a basis that can be built on by faculty in later interdisciplinary and major courses. Since reading and interpreting texts is an important component of the objectives, the course includes a substantial amount of common reading.

The course is required of all students in the spring of their first year at Messiah University. Faculty for the Created and Called for Community course are individuals with interdisciplinary interests and who are interested in the reading/thinking process. Course faculty members are required to two workshops--one before the start of the spring semester and one following it—so that they might together refine and enhance their teaching of this course.

1.3 Created and Called for Community

1. The *Created and Called for Community* course is divided into course sections that are open to all students, with one or two designated for the needs of upperclass transfer students. Students are

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* course resides in a Steering Committee composed of the team coordinators, the First Year Experience Residence Life Coordinator and the Director of the *Created and Called for Community* course, who serves as the chair. Team coordinators serve three years with staggered terms. The Steering Committee will include tenure track faculty as well as other full members of the Community of Educators. The composition of the Steering Committee will reflect the various disciplines that compose the core faculty.

5. The *Created and Called for Community* course utilizes a common syllabus.

- a. All course sections share a significant core of common texts (readings, music, art, video). Individual faculty will also add supplemental texts. The Steering Committee will indicate a range of pages that should be added and provide instructors with a list of possible supplemental texts.
- b. The course operates on a common calendar so that students across all sections are examining the same texts concurrently.
- c. The course includes similar assignments with shared objectives; individual faculty have some flexibility in implementing these objectives.
- d. Proposed changes to the common syllabus are solicited from the entire *Created and Called for Community* faculty during the May development meeting. Suggestions are considered by the Steering Committee and finalized by mid-November.

6. The *Created and Called for Community* course is thematically organized.

- a. A shared theme provides coherence to the overall course.
- b. The course is structured around three thematic units: Creation, Community, and Vocation. Each unit:
 - i. requires a variety of texts;
 - ii. raises important issues and questions related to the themes;
 - iii. employs biblical and theological themes.
 - iv. Employs the mission statement, confession of faith, and foundational values of Messiah University to advance the course themes.

7. The *Created and Called for Community* course focuses on careful reading and engagement of written texts.

- a. The course emphasizes primary texts, including contemporary and 'classic' texts.
- b. The course emphasizes the process of intellectual discovery and skill development. Although pedagogical approaches vary, the course concentrates on engaged student

learning: discussions are primary and lectures are used to provide a context for the readings.

- c. Assigned readings reflect a variety of perspectives and authors, and, collectively, are inclusive across gender, ethnicity, culture, and nationality.

8. While the subject content of the *Created and Called for Community* course remains the primary objective, the writing process is an integral part of the intellectual and pedagogical fabric of the course.

- a. Writing assignments aim to reinforce the intellectual skills introduced in First-Year Seminar.
- b. Students will complete at least ten pages of finished, transactional (as opposed to reflective or poetic) writing.
 - i. Students write one thesis-driven persuasive essay and one essay based on research.
 - ii. Each section will receive at least one refresher lesson on information literacy by a librarian.
- c. Helpful intervention (conferencing, tutoring, peer collaboration, professor comments on ungraded drafts, etc.) will be used in the writing processes of at least two distinct writing assignments.
- d. Students must earn a passing grade in the writing portion of the course in order to pass the course.
- e. The Director of the Writing Across the Curriculum program is consulted regularly regarding the course and invited to participate regularly in faculty development sessions for the *Created and Called for Community* faculty.

9. The *Created and Called for Community* course aims to influence student learning within and beyond the individual classroom context.

- a. Encouraging students to engage ideas beyond the classroom is part of the course's larger aim to enrich the academic climate of Messiah University.
- b. The course sponsors several First-Year Convocations (speakers, artistic events, productions, films, plays, etc.) Among these, the steering committee will designate three First-Year Convocations as required for all students and faculty. Faculty reference or incorporate First-Year Convocations into classroom discussions.
- c. Collaboration between teaching faculty and cocurricular educators is crucial for realizing the purposes of the course. Students are encouraged to participate in cocurricular programs sponsored by Residence Life.

10. Assessment of student learning is accomplished through at least two papers and through regular reading quizzes.

11. An assessment instrument for the *Created and Called for Community* course is administered annually. This instrument is developed and refined by the Director of the *Created and Called for Community* course, and the results are processed and filed with the Dean for General Education and Common Learning.

12. The faculty who teach sections of the *Created and Called for Community* course are expected to

follow the parameters, course objectives, and the general guidelines specified in the common syllabus. Within these boundaries, faculty members are encouraged to shape the course as they desire.

13. These *Created and Called for Community* course parameters are consistently implemented in all sections; therefore, faculty members submit copies of their syllabi to the Office of the General Education, Common Learning and Advising prior to the beginning of the semester. Syllabi are reviewed by the Director of the Core Course.

14. Faculty for the *Created and Called for Community* course are selected according to the following parameters:

- a. *Created and Called for Community* faculty are educators with interdisciplinary interests.
- b. At least two-thirds of the instructors in the *Created and Called for Community* course are members of the Ranked Faculty.
- c. Other University educators and administrators may also teach the *Created and Called for Community* course if they have appropriate academic preparation.
- d. Priority for teaching the *Created and Called for Community* course is given to full-time teaching faculty.

2.1.C Science, Technology, and the World

The following parameters serve as guidelines for the development of courses meeting the Science, Technology, and the World requirement.

Science encompasses the disciplines of natural, psychological, mathematical, and informational sciences.

1. The primary focus of the course should be scientific (i.e., related directly to one of the traditional disciplines of the natural or mathematical sciences or to a related applied/technological field of study such as computer science, nursing, or engineering), but the approach taken to the course content should be interdisciplinary by way of including appropriate attention to approaches to knowledge traditionally associated with the social sciences, humanities, and/or arts.
2. The course may focus on aspects of a single scientific discipline or applied area of study or it may examine aspects of more than one scientific discipline or applied area of study, so long as the approach to this focus, or the perspective applied, is consistent with the guideline stated above.
3. Required reading thus, should allow other disciplinary perspectives to bear critically on the topic(s) within the context of the sciences. Traditional scientific/technical textbooks should usually be avoided, but whenever they are part of a course they may not be used alone, and should not be used for more than one-half of the assigned readings.
4. Since science and technology do not occur in a vacuum, course content should include study of the intellectual, social, and cultural context within which new scientific theories are formulated and new technologies are developed.
5. The course should be designed in a manner which will help students think critically about the ways in which science and/or technology influence and shape the contemporary world.

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 will generally complete the laboratory science requirement prior to enrolling in this course.
10. Faculty members teaching the courses should
 - a. have a broad knowledge of the scientific and technical aspects of the topic under study;
 - b. be familiar with areas of the social sciences, humanities, and/or arts which may provide the context for reflection upon the contemporary application of scientific and/or technical aspects of the course; and
 - c. be prepared to integrate these "two cultures" within the course, allowing each to facilitate an enhanced understanding of the other.

2.4 Cross Cultural Studies

[Begin Form]

Waiver for Past International Experience Cross-Cultural Approval Form

Name: _____ ID Number: _____

Instructions to STUDENT: It is rather unusual for students to be allowed to complete their cross-cultural studies requirement outside of a regular Messiah University course. However, on rare occasions exceptions have been made. Experiences will be evaluated upon completion and submission of a narrative responding to the objectives and questions in Sections II and III. **Please do not attempt to complete this form without first contacting the Dean of General Education and Common Learning, as completion and submission do not guarantee approval.**

I. Basis and Parameters for this Waiver

- A. Cross-Cultural Studies courses involve immersion in social and geographic context that is significantly different from the American context. Culture refers to shared macro-level traditions of language, religion, mythology, beliefs, values, social norms, customs, knowledge and other aspects that guide how the community's life functions. Within the United States, only ethnic-linguistic communities with different macro-cultures may qualify. The Cross-Cultural Studies requirement differs from other requirements, such as Pluralism, which include sub-cultural differences within a larger population, including the way that those individuals in different categories of the sub-culture interact with each other on the basis of gender, race/ ethnicity, socio-economic status, religion, region, urban/rural, etc.
- B. Messiah recognizes that some students, whose primary language is English and/or their primary residence has been in the U.S., have had intense cross-cultural experiences that might count toward meeting the Cross-Cultural requirement.
- C. In order to ensure that students have had an experience deep enough to merit the waiver, applicants' experiences must first meet the below criteria, to then complete the application requesting the waiver. The basis of the waiver itself will then be evaluated based on applicant's successful demonstration of

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 and cite these resources.
- E. If a petition for a waiver is reviewed and accepted, the one course Cross-Cultural Studies requirement is waived. **The waiver does not award any credits.** International experience does not count toward fulfilling any language study requirements. In other words, the student must still successfully complete two semesters of language study in one language, or its equivalent. **DOES not meet Experiential Learning Initiative (ELI) requirement.**

- II. **Cross-Cultural Objectives:** Just "having an international experience" is not sufficient for meeting this requirement. To count, the experience must sufficiently meet Cross-Cultural objectives stipulated by the General Education Committee. Thus, there is no automatic waiver of course requirements for past international experience. Please indicate how your experiences meet the following cross-cultural objectives. Be sure that the narrative response includes both demonstration of general cultural learning related to each objective, as well as specific examples from your own experience. Your response should include a minimum of several paragraphs for *each* learning objective.

By the completion of the program the students will demonstrate the ability to:

- a. (Cognitive) identify the most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.
- b. (Intrapersonal/ Reflective) discuss facets in which the host culture differs from their own.
- c. (Intrapersonal/ Reflective) discuss facets in which the host culture is similar to their own.
- d. (Interpersonal/ Interactive): explain insights that they learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture.

- III. **Expectations for Cross-Cultural Experiences:** Please address the following questions in relation to your international experience. Please also include supporting documentation which demonstrates the duration and nature of your time in the host culture.

- A. How was the host culture sufficiently different from your own culture?
- B. How long did you live in the culture and what was your age at the time?
- C. How was the interaction with the host culture sufficiently rich and intense to merit this waiver?

- 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.

The cognitive component should include attention to the study of culture including culture theory, cross cultural communication, cultural relativism, and culture shock.

An experiential component - Leaders should create opportunities for students to learn from members of the culture in order to learn specific elements of culture or learn about educational course content from the perspective of an individual within the culture. While partnerships with educational organizations are encouraged, non-faculty human resources are to be used for no more than half (22.5) of the course instructional time. Students should have experiences as participant observers in the culture through close involvement with a small unit of people (e.g. home stay with local family, work group) for at least five days. Involvement in the culture should aim for relationship-building, listening, mutuality, and reciprocity. Cross-cultural courses must include experiences through which students enter the culture and become vulnerable to it and dependent upon it.

Cross-cultural trip leaders should model to students how we might respect and serve others through travel, rather than simply to consume through travel. Proposals should provide examples of ways the trip will provide benefits to students and hosts, such as:

- a. Work with a travel company in the host country rather than a U.S. based travel agency
- b. Ensure the local culture benefits from the presence of the group (e.g., financially through support of local businesses, through service to the community)
- c. Partnerships with institutions in the local community

An observation and reflective component - Students should observe the culture in a disciplined way and reflect on the meaning of cultural practices. They should reflect on their own culture through their experience in another culture. This may be done through discussion, regular journaling or periodic response papers.

An integrative and analytic component - In order for learning to happen, students must engage in structured integration and analysis that brings together the experiences, readings and lectures. This may be done through a paper, examination, presentation, or similar activity.

4. Student evaluation will be on a letter grade basis.
5. Cross-cultural courses should be inclusive as possible (e.g., open to all majors; no prerequisites other than language). On occasion, however, departments may propose *discipline specific* courses which could provide a *waiver* of the cross-cultural studies requirement. Requests for a *waiver* will be governed by these guidelines:
 - a. All the objectives for cross-cultural studies shall be met. Syllabi will include these objectives (see #1 above).
 - b. Major or department objectives unrelated to cross-cultural studies will be balanced with cross cultural course objectives.
 - c. Discipline specific courses will be prepared by the appropriate department (not individual faculty). Such courses will follow the normal process for new courses including review by the Dean of Curriculum and the Curriculum Committee. Once approved, courses will be forwarded to the General Education Committee for review and approval of a cross-cultural waiver. In the case of previously approved discipline specific courses, a department may submit them to the General Education committee for review and consideration of a cross-cultural waiver. Departments will be asked to demonstrate how proposed courses fit with the cross-cultural course parameters.

- 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 knowledge of the language, s/he needs to address how communication needs are planned for)
 7. Faculty expenses and load credit are provided in the following manner:
 - a. Expenses incurred by the course faculty (i.e. transportation, lodging, and meals) should be included in the costs assumed by students enrolled in the course.
 - b. Faculty load credit of three hours will require an enrollment of at least 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 have a significant role in course design, implementation, instruction (which may or may not include content delivery) and grading. While it may be unusual, faculty who participate in the course but do not play a significant role in course development and delivery will be eligible for a partial load credit, as determined by the Provost's Office, based on responsibilities. (Please see Job Descriptions section in the Educator's Guide to Cross-Cultural Courses for more information.)
 - f. For courses during the summer or at other times the load credit will be consistent with university policies for awarding credit during that time period.
 8. Course proposals for all **new** cross cultural courses must be submitted by **October 15** of the year prior to when the course is to be scheduled; Proposals for **repeating** a previously approved course must be submitted by **November 15** of the year prior to when the course is to be scheduled. All proposals must submit a Pre-Approval form. Please contact the General Education Office for a copy of the form.
 9. All cross cultural study courses should be at least three weeks in length inclusive of travel time. For May Term courses, departure may not occur prior to the Friday of May Development Week.

4.2.A Ethics in the Modern World

The following parameters serve as guidelines for the development of courses meeting the Ethics in the Modern World requirement.

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;
 - b. be familiar with relevant aspects of other academic disciplines appropriate to the social issues under study; and
 - c. be prepared to integrate ethical theory and additional disciplinary perspectives within the course, allowing each to facilitate an enhanced understanding of the other.

4.2.B World Views

The following parameters serve as guidelines for the development of courses meeting the World Views requirement.

1. The primary focus of the course should be on understanding the assumptions and approaches which shape understanding of reality.
2. Each course should include study of two or more world views not commonly identified as "Christian," along with specific attention to a Christian world view.
3. In reflecting on a Christian world view, each course should assist students in developing an awareness of multiple approaches assumed by Christians in developing a world view.
4. Each course should be designed in a manner which will assist students in thinking critically about their own world view and that of others, including both the content of world views as well as the approaches to justifying world views.
5. Each course should be taught from an interdisciplinary perspective; attention should be given to philosophy, and may include other disciplines such as literature, history, economics, sociology, and theology.
6. Required reading should reflect the interdisciplinary nature of the course, and should include primary sources in each of the major world views under study. [Primary sources are defined as those written by individuals who personally adhere to the respective world view.]

7. Faculty members teaching the courses should
 - a. have a broad knowledge of the literature relevant to each world view under study, as developed through either formal academic study or extensive independent reading and research;
 - b. be familiar with relevant aspects of the various disciplines which serve as the basis for the content developed in the course; and
 - c. be prepared to integrate the various disciplinary perspectives within the course, allowing each to facilitate an enhanced understanding of the other.

4.2.C Pluralism in Contemporary Society

The following parameters serve as guidelines for the development of courses meeting the Pluralism in Contemporary Society requirement.

1. The primary focus of each course should be on the pluralistic context of contemporary society.
2. Areas of diversity appropriate for study in this part of the curriculum include race, ethnicity, social class, gender, disability, and religious faith. Each course should provide extensive study related to at least two of these areas.
3. The selected areas of diversity should be approached in each course from an interdisciplinary perspective.
4. Each course should be designed in a manner which will assist students in thinking critically about the effects of inequality, prejudice, and discrimination within the pluralistic context of contemporary society.
5. Each course should assist students in responding appropriately as Christians to the increasing diversity of society.
6. Required reading should reflect the interdisciplinary nature of the course, and should include primary sources in each of the major conceptualizations of diversity and pluralism under study in the course. [Primary sources are defined as those written by individuals who are personally identified within the respective social context.]
7. Faculty members teaching the courses should
 - a. have a broad knowledge of the literature relevant to the areas of pluralism and diversity under study, as developed through either formal academic study or extensive independent reading and research;
 - b. be familiar with relevant aspects of the various disciplines which serve as the basis for the content developed in the course; and
 - c. be prepared to integrate the various disciplinary perspectives within the course, allowing each to facilitate an enhanced understanding of the other.

4.3 Non-Western Studies

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 colonization, expressions of subaltern consciousness and resistance, borderlands and frontiers, etc.

2. Course content should center on either a general survey (social, economic, political, religious backgrounds, etc.) or a thematic study (e.g. music, literatures, religion, etc.) of a single country or a geographical region (e.g. Southeast Asia, Latin America, etc.).
3. The course should have no prerequisites related to other courses of study.
4. Required reading should include authors (frequently in translation) native to the country or geographical region under study.
5. Attention should be given to the nature of contact between the part of the world being studied and nations in the Western world, including discussion of the changing nature and historical and continuing effects of this contact.
6. Courses should be designed from the bias of learning about and from, rather than primarily critiquing or changing, the country or region being studied. [Note: There may be cases where human rights abuses may warrant advocating transformation.]
7. Courses may be designed for either two or three credit hours of study.
8. Faculty members teaching the course should
 - a. have a broad knowledge of the country/region being covered in the course through formal study, extended residence, or some other commensurate means;
 - b. be familiar with the introductory literature on the country/region being studied, including a basic knowledge of the country's history and contemporary social/cultural context; and
 - c. be widely read in the literature related to the themes/topics which will serve as the focus of the course.