Area 1: Abilities of the Liberal Arts

**First Year Seminar** (General Education Committee)
- apply skills of critical thinking to reading, writing, and discussion.
- read analytically and critically.
- write essays using effective prose.
- apply basic methods and skills of information literacy: accessing, evaluating, and using information effectively and ethically.
- relate aspects of Christian faith to intellectual life.
- participate in conversations with students and faculty about significant ideas related to the identity of the College, thus enhancing an intellectual campus climate.

**Created and Called for Community** (General Education Committee)
- explain the Mission and Confession of Faith and Foundational Values of Messiah College.
- 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.
- articulate defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, inter-ethnic, and professional.
- develop a working definition of Christian Vocation as it relates to reconciliation, service, and leadership.

**Oral Communication** (Department of Communication)
- identify key elements of communication within a variety of contexts.
- analyze their own communication and recognize its effects on others.
- convey information and reasoned argument in spoken and visual presentation.
- articulate ethical responsibilities of oral communicators and, in their own communication, demonstrate adherence to those responsibilities.
Area 2: Liberal Arts

Mathematical Sciences (Department of Information and Mathematical Sciences)
   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.

Laboratory Sciences (Departments of Biological Sciences, Chemistry and Biochemistry, Information and Mathematical Sciences, and Nutrition and Dietetics)
   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.

Science, Technology, and the World (General Education Committee and School of Health and Natural Sciences)
   a. a significant understanding of how science, technology, and the Christian faith complement and challenge one another.
   b. an enhanced understanding of the relationship of science and technology to other disciplines and relevant ethical, social, cultural, historical and political issues.
   c. substantive knowledge of the essential concepts, controversies and areas of exploration of a topic in the scientific and technological disciplines.
   d. the ability to critique scientific and technological arguments and claims in oral and written presentations.
   e. the ability to contribute to societal discourses on scientific and technological issues and controversies emanating from advances in science and technology.
* Science encompasses the disciplines of natural, physical, mathematical, and informational sciences.

Social Sciences (Departments of Education, Human Development and Family Science, Management and Business, Psychology, Politics and International Relations, Sociology, Anthropology and Criminal Justice, and Social Work)
   a. explain various social scientific research methodologies and the philosophical assumptions underlying them.
   b. articulate theoretical frameworks that describe socio-cultural aspects of human experience.
   c. analyze important variables contributing to one or more social problems/issues.
   d. critically evaluate the use of social scientific research in popular media.

European History (Department of History)
   a. explain traditions and methods of historical scholarship.
   b. comprehend selected ideas, peoples, institutions, and events central to the formation of Western traditions.
   c. comprehend the patterns and institutions of Western history and culture.
   d. recognize ways in which the past has shaped the contemporary world.
e. conduct basic historical analysis of primary and secondary sources pertaining to European society and communicate that analysis in effective written and oral communication.

United States History (Department of History)

a. explain traditions and methods of historical scholarship.
b. comprehend selected ideas, peoples, institutions, and events central to American history.
c. comprehend the patterns and institutions of American history and culture.
d. recognize ways in which the past has shaped contemporary American society.
e. conduct basic historical analysis of primary and secondary sources pertaining to American society and communicate that analysis in effective written and oral communication.

Literature (Department of English)

a. evidence a basic understanding of some of the traditions and methods of literary study.
b. appreciate significant works of literature.
c. read closely and critically.
d. respond to significant questions of textual interpretation and of the text’s relationship to the student’s personal world.

Philosophy (Department of Philosophy)

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.

Religion (Department of Biblical and Religious Studies)

a. evidence a basic understanding of some of the traditions and methods of the study of religion as a humanities discipline.
b. understand 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. recognize that Christianity, like other religions, can be explored historically and sociologically.
e. understand various Christian positions on religious pluralism and interfaith dialogue.

Arts (School of the Arts)

a. reflect on the nature and principles of art.
b. describe artistic processes and their history.
c. make or perform art, usually at an introductory level.
d. "see" and "hear" through personal interaction with art media.

Languages and Cultures (Departments of Modern Languages, History, and Biblical and Religious Studies)

a. communicate in at least one language other than English.
b. understand the interdependent nature of world societies.
c. identify with cultural traditions other than their own.
d. comprehend ways in which people who speak a language other than English perceive the world.
e. understand and evaluate cultural relativism.
Cross Cultural Studies (General Education Committee)
a. appreciate cultural traditions significantly different from their own.
b. articulate how people from different cultures perceive the world, interpret reality, and make meaning.
c. understand the paradoxes, tensions, and contradictions as well as the consistencies and values in a society significantly different from their own.
d. develop an appropriate sense of cultural relativism and reduce ethnocentrism.
e. reflect on their own culture and society from the perspective of another culture.
f. gain skill and experience living and working in a culture different from their own.

Non-Western Studies (General Education Committee)
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.
**Area 3: Christian Faith**

**Knowledge of the Bible** (Department of Biblical and Religious Studies)

a. understand and evaluate the role of the Bible as an authority for Christian belief and practice.

b. describe important aspects of the Bible’s complex formation and its variety of literary genres.

c. read the Bible as an ancient text with contemporary relevance, and develop a basic grasp of interpretive methodology.

d. recognize how interpretive communities influence the way their members read the Bible.

**Christian Beliefs** (Department of Biblical and Religious Studies)

a. practice theological ways of thinking and writing.

b. understand central beliefs of historic Christian faith about God, Jesus Christ, the Holy Spirit, salvation, and the church.

c. understand Anabaptist, Pietist, and Wesleyan theological emphases, while affirming that Christian faith can be articulated in many ways.

d. examine their theological convictions and spiritual practices.

e. do theological reflection on academic study.
Area 4: Social Responsibility

**Health and Physical Fitness** (Department of Health and Human Performance)

a. develop and practice a program for physical activities, exercise, and related skills.

b. develop a personal program for physical activities, exercise, and related skills.

c. describe the relationship between care of the body and well-being.

d. exercise the body and participate in physical activities.

e. develop habits of exercise and physical activity that could be maintained over a lifetime.

**Ethics in the Modern World** (General Education Committee)

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.

**World Views** (General Education Committee)

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.

**Pluralism in Contemporary Society** (General Education Committee)

a. outline contemporary issues arising out of the pluralism of race, ethnicity, social class, gender, 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.