II. QuEST

Contents

The Basics of QuEST .................................................................................................................. 2
QuEST Curriculum .................................................................................................................. 2
Sequencing of Requirements ................................................................................................. 7
Courses Meeting QuEST Requirements .................................................................................. 9

Area 1: Abilities of the Liberal Arts ......................................................................................... 9

Area 2: Liberal Arts .................................................................................................................. 9

   A. Mathematical Sciences .................................................................................................... 9
   B. Laboratory Science ......................................................................................................... 9
   C. Science, Technology, and the World ............................................................................... 10

Area 3: Christian Faith ............................................................................................................. 15

   3.1 Knowledge of the Bible ................................................................................................ 15
   3.2 Christian Beliefs ........................................................................................................... 15

Area 4: Social Responsibility .................................................................................................. 15

   4.1 Wellness [1 hr.] ............................................................................................................ 15
          A. Ethics in the Modern World .................................................................................... 16
          B. World Views ............................................................................................................. 17
          C. Pluralism in Contemporary Society ....................................................................... 17

Guide to Navigating Advising Equivalencies for QuEST Requirements .................................. 18

   Important Considerations Regarding QuEST Equivalencies ........................................... 19
   Transfer Equivalencies ....................................................................................................... 20
The Basics of QuEST

QuEST is based on several assumptions which affect the design and implementation of curriculum.

- The curriculum consists of 54 credits supporting our four learning outcomes. However, students typically complete no more than 50 credits, as all majors have at least one course which also meets QuEST requirements.
- Unless otherwise noted in the curriculum, all courses will have a class enrollment maximum of 35 students per faculty member.
- Courses may be team taught (no more than 3 faculty members). Team-taught courses will provide adequate student discussion and student-faculty dialogue in groups of no more than 35 students.
- Each component of the QuEST curriculum has a set of unique course objectives, by which courses are approved to meet the component of the curriculum. Only courses which meet these objectives, including those taken at other institutions, will satisfy the relevant component.
- Students may not use a course to meet more than one component of the QuEST curriculum; “double-dipping” between categories is not permitted.
- The General Education Committee may approve multiple courses in each section of the curriculum. This approach 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.
- Departments may require that all students within a major/department take a single course to meet the objective. Where an approved QuEST course is also specified as a major requirement, it will free a corresponding number of unrestricted elective credit hours for the student. Please consult the major advising sheets for the QuEST components specified by each specific major.

QuEST Curriculum

QuEST, Messiah College’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.

Area One—Abilities of the Liberal Arts foster 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. (9 credits)
  First Year Seminar (3 credits)
  Created and Called for Community (3 credits)
  Oral Communication (3 credits)
  Writing Enriched course* (3 credits)

*For students matriculating during the 2013-14 academic year or earlier: Each student is required to complete a writing-enriched course. Approved courses are listed online with a “Writing Enriched” attribute. The selected course may, but need not, simultaneously meet the W requirement and another curricular requirement.
Area Two—Knowledge of the Liberal Arts 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. (35 credits)

1. Mathematical and Natural Sciences (9 credits)
   - Mathematical Science (3)
   - Laboratory Science (3)
   - Science, Technology, and the World (3)
2. Social Sciences and History (6 credits)
   - Two of the following:
     - Social Science (3)
     - European History (3)
     - United States History (3)
3. Humanities and Arts (9 credits)
   - Literature (3)
   - Arts (3)
   - One of the following:
     - Religion (3)
     - Philosophy (3)
4. Languages and Culture (9 credits)
   - One of the following:
     - Language (6) two semesters of the same language (6) AND an off-campus, cross-cultural studies course (3)
     - Language (9) three semesters of the same language (9)
5. Non-Western Studies (2–3 credits)

Area Three—Christian Faith encourages 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. (6 credits)

   - Knowledge of the Bible (3)
   - Christian Beliefs (3)

Area Four—Social Responsibility 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. (4 credits)

   - Wellness Activity Course (1 credit)
   - Engaging a Pluralistic World: Interdisciplinary Perspectives (3 credits)

   One of the following:
   - Ethics in the Modern World (3)
   - World Views (3)
   - Pluralism in Contemporary America (3)
Interdisciplinary Courses
Interdisciplinary (ID) courses provide areas of integrated learning in which students wrestle with and address complex questions that face our society, and are woven throughout the curriculum. Throughout their QuEST, students will be challenged to answer these questions by examining different perspectives, theories and experiences in order to arrive at a more discerning conclusion. Students cultivate adeptness in navigating complexity and thinking holistically about these issues in order to reflect upon their own beliefs, as well as bridge values and assumptions of diverse perspectives. In turn, students are empowered to respond to unexpected and ever-changing realities they will encounter in life, work and society.

IDFY 101 First Year Seminar (3)
Faculty from a diverse array of disciplines engage students in conversations that focus on issues central to the college's educational mission -- faith, identity, vocation, character, and responsible action. Courses include opportunities to develop effective writing, close reading, critical thinking, as well as the identification and appropriate use of sources for research. All these skills foster a discerning mind and the effective communication of ideas, which provide an essential foundation upon which one’s learning and intellect develop.

Course Description: An introduction to the intellectual life of the college for first-year students. This is done in the context of a small-discussion-oriented seminar designed around specific themes proposed and taught by individual faculty from a variety of academic disciplines. Emphasis is given to developing important academic skills such as writing, reading, and critical thinking.

IDCR 151 Created and Called for Community (3)
In this second course in our writing program students consider the central question, 'What is my vocation as a faithful steward of God's creation?' They seek answers by engaging biblical themes of creation, forgiveness, compassion, peacemaking, and reconciliation through an examination of literary, historical, artistic, philosophical, and theological works using the lens of Messiah College's distinctive foundational values. Our foundational commitments have a particular focus on the importance of community and hospitality, as all peoples are made in the image of God. Students therefore develop the ability to be theologically reflective, to develop an appreciation for their own identity and Christian vocation, and to cultivate their intellect and character in preparation for lives of leadership through service in the world.

Course Description: 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 in the biblical themes of forgiveness, compassion, non-violence, peacemaking, justice, and racial and gender reconciliation through the lens of the College’s unique religious identity and foundational values, with a particular focus on the importance of community.

IDST 300 Science, Technology and the World (3)
Science and technology influence and impact every aspect of our modern society. An examination of these influences provides students with a significant understanding of how science, technology and the Christian faith complement and challenge one another related to relevant ethical, social, cultural, historical, political or sustainable issues. Therefore, within a Christian context, students gain the ability to contribute to societal discourses on issues and controversies which emanate from advances in science and technology.

Course Description: An interdisciplinary exploration of the nature, methodology, and scope of science with special emphasis on the interrelationship between science and culture.
IDNW 200 Non-Western Studies (2–3)
Studies of non-western cultures furthers students ability to understand and appreciate social customs, traditions, systems of thought and expression in various civilizations such as the Middle East, Asia, Africa, the Caribbean Islands, the Pacific Islands, Latin America and indigenous cultures across the world. In life, the ability to generally understand the context of perspectives, expectations and experiences of cultures different from one’s own facilitates effective relationship-building and problem-solving with people of differing backgrounds.

Course Description: An engagement with cultures or people whose heritage and/or present life has been significantly shaped by customs, practices, and ideas outside the European tradition.

IDCC 260 Cross-Cultural Studies (3)
By living in another culture for several weeks or a semester, students have the opportunity to understand the paradoxes, tensions, consistencies and values in a society significantly different from their own. Direct experience within other cultures develops an appropriate sense of self-awareness of one’s own cultural assumptions and the pervasiveness of cross-cultural encounters in the human experience. This immersion equips students for appropriate interaction with persons of different social norms, appreciate multiple viewpoints, and recognize the importance of developing mutual trust and respect in cross-cultural interaction when relating to others or living in complex situations.

Course Description: A field-based examination of one or more cultures which seeks to increase the students’ appreciation for and understanding of cultural traditions other than their own. Requires three weeks of on-site study, including home-stays or ethnographic fieldwork, in addition to readings, lectures, and site visitations.

WELL 100 Wellness Activity (1)
The activity wellness course equips students to identify the significance of behavior choices in reducing disease risk and improving overall health. A variety of different wellness activity courses provides students with the opportunity to practice skills and develop commitments to lifetime physical activity. Wellness education encourages students to recognize the integrated relationship between spiritual, emotional, physical, relational and intellectual health.

IDET 300 Ethics in the Modern World (3)
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. Ethics courses focus students’ attention on critically evaluating selected contemporary social and moral issues and incorporating Christian responses to complex problems. Study is designed to help students prepare to engage in the world in which they will live and work, as well as develop and defend ethical perspectives on challenging situations or issues.

Course Description: An examination of various approaches to moral decision-making and an application of these approaches to selected contemporary ethical issues and problems. Prerequisite: IDCR 151

IDWV 300 World Views (3)
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. World Views courses prompt students to consider various belief systems and perceptions of reality, as well as how those perceptions have shaped and continue to shape people’s lives with special emphasis on how these belief systems compare and contrast with a Christian worldview. Students are spurred to develop and support
their own world view, how it applies to contemporary issues and how they may relate to others who may or may not share their perspectives.

**Course Description:** An examination of the various belief systems which have and continue to shape people’s lives with special emphasis on how these belief systems compare and contrast with a Christian world view. Prerequisite: IDCR 151

**IDPL 300 Pluralism in Contemporary Society (3)**
This course builds on the concepts introduced in Created and Called for Community: we are made in the image of God, made to live in community and called to serve Him within society. By examining differing perspectives within a society – i.e. religion, race, ethnicity, gender, class, ability – pluralism courses address the effects of inequality, prejudice and discrimination. Engagement with these issues allows students to articulate and practice an informed and faithful Christian response to diversity.

**Course Description:** An examination of contemporary issues and problems arising out of the racial, ethnic, class, gender, and religious diversity of American society, with a special emphasis on raising the students’ awareness of the effects of inequality, prejudice, and discrimination in American society. Prerequisite: IDCR 151
### Sequencing of 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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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<td>1.1 First Year Seminar</td>
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<td>1.2 Oral Communication</td>
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<td>1.3 Created and Called for Community</td>
<td>SPRING ONLY</td>
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<td>2.1.A Mathematical Sciences</td>
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<td>2.1.B Laboratory Science</td>
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<td>4.1 Wellness **</td>
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<td>2.2.A Social Science</td>
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<td>2.2.B European History</td>
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<td>2.2.C United States History</td>
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<td>2.3.A Literature</td>
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<td>2.3.B Religion/Philosophy</td>
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<td>2.3.C Arts</td>
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<td>2.4.A Languages</td>
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<td>------ Writing Enriched Course</td>
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<td>3.1.A Knowledge of the Bible*</td>
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<td>*Must be at least sophomore status</td>
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<td>3.2 Non-Western Studies</td>
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<td>3.3.1 Christian Beliefs*</td>
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<td>* Must take BIBL 201 as prerequisite</td>
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<td>2.4.B Cross Cultural Studies^</td>
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<td>Ethics in the Modern World* OR</td>
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<td>4.1.A,B.C World Views* OR Pluralism in Contemporary Society*</td>
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<td>*Must take CCC as prerequisite</td>
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<td>2.1.C Science, Technology and the World</td>
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* Case by case exceptions for appropriate equivalent courses made in light of the theological foundation of the transferring college.

** Student-athletes must complete the following requirements during the semester in which they are enrolled in PHED 102, in addition to participation in their intercollegiate sport:
- Completion of initial wellness assessment
- Completion of written assignment, discussing wellness assessment
- Attendance at two wellness seminars, including brief written response after each seminar

^ Students are strongly encouraged to take their Cross Cultural Studies course during their second or third years. Should it become necessary to take during a student’s senior year, it should not be planned beyond J-Term.
An Alternate View of Sequencing of Requirements

First Year
1.1 First Year Seminar: FALL ONLY
1.2 Oral Communication
1.3 Created and Called for Community (W): SPRING ONLY
2.1.A Mathematical Sciences
2.1.B Laboratory Science
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
2.4.A Languages
4.1 Wellness

Second Year
3.1.A Knowledge of the Bible
*Must be AT LEAST a sophomore
3.2 Christian Beliefs
*BIBL 201 prerequisite
2.5 Non-Western Studies

Third Year
2.4.B Cross Cultural Studies

Fourth Year
2.1.C Science, Technology, and the World
4.2.A, B, C Ethics in the Modern World OR World Views OR Pluralism in Contemporary Society
*CCC as prerequisite

QuEST Outcomes
1. Abilities of the Liberal Arts
2. Knowledge of the Liberal Arts
3. Christian Faith
4. Social Responsibility

Students are strongly encouraged to take their Cross Cultural Studies course during their second or third years. Should it become necessary to take during a student’s senior year, it should not be planned beyond J-Term.
Courses Meeting QuEST Requirements

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 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]
   BIOL 102 Bioscience (3)
   BIOL 106 Life Science (3) (for Department of Education students only)
   BIOL 117 Field Biology (3)
   BIOL/SUST 140 Ecology and Sustainability (3)
   BIOL 160 Molecular and Cellular Biology (4)
   BIOL 161 Animal Form and Function (3)
   BIOL 162 Plant Form & Function (3)
   BIOL 212 Introduction to Horticulture (3)
   BIOL 258 Human Biology (4)
BIOL 269  Topics in Field Biology: Ecology of South Florida in Winter (3)
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 152  Geology (3)
NUTR 110  Science and Nutrition (3)
PHSC 102  Physical Science (3) (for Department of Education students only)
PHYS 201  Introductory Physics I (4)
PHYS 211  General Physics I (4)

C. Science, Technology, and the World [3 hrs]
BIOL 216  Environmental Issues and Sustainable Solutions (3)
BIOL 218  Health Care in the Developing World (3)
BUSA 358  Making a Better World? (3)
IDST 300  Appropriate Technology (3)
IDST 300  Biotechnology (3)
IDST 300  Christianity and Science: Historical and Contemporary Interactions (3)
IDST 300  Exploring Electrical Technologies (3)
IDST 300  Genetics and Society (3)
IDST 300  Global Sustainability (3)
IDST 300  History of Electrical Technology (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  Mind and Machines
IDST 300  Plants and People (3)
IDST 300  Psychology, Science and Technology (3)
IDST 300  Relationships and the Brain
IDST 300  Religion and Science in Early America (3)
IDST 300  Religion and the Rise of Modern Science (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  Stress and Health (3)
IDST 300  The Origins Controversy in America (3)
IDST 300  The Story of the Universe (3)
IDST 300  Women and Science (3)
PHIL 362  Philosophy of Science
SOAN 334  Population and Environmental Issues (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 101 Introduction to Criminal Justice (3)
- ECON 110 Economics of Social Issues (3)
- ECON 117 Issues in Environmental Economics (3)
- ECON 120 Introduction to Economics - Macro-Economics (3)
- EDUC/PSYC 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 Introduction to Sociology (3)
- SOAN 305 Harrisburg Neighborhoods (3)
- SOWK 120 Introduction to Social Work (3)

B. European History
- HIST 101 Western Civilization Before 1500 (3)
- HIST 102 Western Civilization Since 1500 (3)
- HIST 131 The Emergence of Modernity in the Western Imagination (3)
- HIST 132 European Missionaries in Africa (3)
- HIST 134 A Social History of Medieval England (3)
- HIST 320 Reformation and Renaissance 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 151 Wild, Wild West: Battles over the American West and the Western Image (3)
- HIST 344 Civil War America (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)
GERM 301  Readings in German Literature I (3)
GERM 302  Readings in German Literature II (3)
SPAN 301  Topics in Latin American Literature (3)
SPAN 305  Latin American Plays of Protest (3)*Prerequisite: SPAN 206
SPAN 311  Topics in Spanish Peninsular Literature (3)
SPAN 314  Counter Reformation and the Spanish Baroque (3)*Prerequisite: SPAN 206
SPAN 331  Trans-Atlantic Literature (3)

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 206  Religions of the World for Majors (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 112  Introduction to Graphic Problem Solving (3)
ART 130  Introduction to Computer Art (3)
ART 136  Paper Processes (3)
ART 143  Introduction to Watercolor (3)
ART 171  Foundations of Drawing (3)
ART 182  Color and Design (3)
ART 211  Computer Art (3)
ART 215  Painting I (3)
ART 220  Ceramics I: Wheel Techniques (3)
ART 221  Ceramics I: Handbuilding (3)
ART 224  Textiles Surface Design (3)
ART 232  Screen Printing (3)
ART 234  Weaving Techniques (3)
ART 236  Graphic Design and Visual Culture: Seeing, Thinking, and Making (3)
ART 237  Graphic Design I: Typography (3)
ART 251  Photography I (3)
ART 262  Construction and Assemblage (3)
ART 263  Carving (3)
ART 282  Form, Space, and Media (3)
ART 312  Digital Studio (3)
ART 330  Intaglio and Relief Printmaking (3)
ART 332  Lithography (3)
ART 334  Wearable Art (3)
ART 364  Casting (3)
DANC 305  Dance History (2), plus one of the following Dance Studios
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 203 Music Through Piano (3)
MUGE 208 Music Through String Instruments (3)
MUGE 209 Survey of Christian Song (3)
MUGE 210 American Popular Music (3)
MUGE 213 Music Through Percussion (3)
MUGE 217 Music Through Singing (3)
MUGE 218 Music Through Guitar (3)
MUGE 219 Music Through the Recorder (3)
MUGE 223 Jazz Improvisation (3)
MUGE 224 Songwriting for Beginners (3)
MUGE 225 Worship Music through the Guitar (3)
THEA 110 Introduction to Theatre (3)
THEA 120 Introduction to Acting (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:

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

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<th>Course Title</th>
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<td>CHIN 101</td>
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<td>HEBR 305</td>
<td>Intermediate Hebrew (3)</td>
<td></td>
</tr>
<tr>
<td>LATN 101</td>
<td>Fundamentals of Latin I (3)</td>
<td></td>
</tr>
<tr>
<td>LATN 102</td>
<td>Fundamentals of Latin II (3)</td>
<td></td>
</tr>
</tbody>
</table>
LATN 201  Intermediate Latin (3)
SPAN 101  Fundamentals of Spanish I (3)
SPAN 102  Fundamentals of Spanish II (3)
SPAN 201  Intermediate Spanish (3)
IDCC 260  Cross-Cultural Study (3) (locations to be announced; vary by academic year)
BIOL 218  Health Care in the Developing World (3)
ECON 260  Perspectives on Development
HIST 319  Special Topics: The History and Archaeology of Cyprus (3)
HRM/BUSA 352  Management in the Netherlands (3)
IDNW 200H  Honors Non-Western Course, The Maori World (3)
MATH/CIS 391  Mathematics Professional Development in Burkina Faso (3)
NSG 493  Senior Practicum in Zambia (3)
NSG 493  Senior Practicum in Thailand (3)
SERV 260  Harrisburg Service-Learning Cross Cultural (1)

2.5 Non-Western Studies [2 or 3 hrs]

ARTH 210  Topics in Non-Western Art (3)
HDFS 383  Topics in Multicultural Families: Kenyan Families (3)
HIST 17  World Civilizations: Bronze Age to 1500 (3)
HIST 172  World Civilizations: 1500 to Present (3)
HIST 372  Modern Civilizations of Asia (3)
HIST 379  History of the Middle East (3)
HIST 381  History of Africa (3)
HIST 383  South Africa: Struggle for Freedom (3)
IDNW 200  Africa History Survey (3)
IDNW 200  Africa Through Literature (3)
IDNW 200  African Music and Culture (2)
IDNW 200  African Ways of Life (3)
IDNW 200  Caribbean Island Society and Culture (3)
IDNW 200  Cinema in the Islamic World (3)
IDNW 200  Education in Sub-Saharan Africa (3)
IDNW 200  Japanese Culture: Ancient, Contemporary, Popular (3) Japanese
IDNW 200  Popular Culture (3)
IDNW 200  Japanese Society and Culture (3)
IDNW 200  National, Regional & Global: Contemp. Latin Amer. Cinema (3)
IDNW 200  Latin America Through Film (3)
IDNW 200  Latin American Music and Culture (2)
IDNW 200  Pacific Island Food and Culture (3)
IDNW 200  Themes in Latin American Theatre (3)
MUMH 338  Studies in Ethnic Music (2)
PHIL 318  Asian Philosophy (3)
POLI 222  Politics in Latin America (3)
POLI 346  Russia after Communism (3)
POLI 370  Chinese Politics (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 102 Introduction to Cultural Anthropology (3)
SOAN 221 Native American Cultures (3)
SOAN 381 Topics in Non-Western Cultures (3)
SPAN 302 Culture and Identity in Latin America (3)
SPAN 305 Latin American Plays of Protest (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 225 Practical Theology of the Urban Church (3)  
THEO 227 Theology, Violence, and Non-Violence (3)  
THEO 229 Theology and American Culture (3)  
THEO 238 Christian Theology I: God and Humanity (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.

APH 170 Concepts of Conditioning (2)
DANC 101 Ballet (1)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 102</td>
<td>Jazz and Dance Theatre (1)</td>
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</tr>
<tr>
<td>DANC 103</td>
<td>Modern Dance (1)</td>
<td></td>
</tr>
<tr>
<td>DANC 104</td>
<td>Tap Dance I (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 101</td>
<td>Introduction to Wellness (2)</td>
<td></td>
</tr>
<tr>
<td>WELL 102</td>
<td>Intercollegiate Sports (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 103</td>
<td>Adapted Physical Education (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 104</td>
<td>Swimming for the Non-Swimmer (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 105</td>
<td>Intermediate Swimming (1)</td>
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</tr>
<tr>
<td>WELL 106</td>
<td>Aquatic Aerobics (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 107</td>
<td>Beginning Racquetball (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 108</td>
<td>Intermediate Racquetball (1)</td>
<td></td>
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<tr>
<td>WELL 109</td>
<td>Beginning Volleyball (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 110</td>
<td>Intermediate Volleyball (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 111</td>
<td>Advanced Volleyball (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 112</td>
<td>Beginning Tennis (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 113</td>
<td>Intermediate Tennis (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 114</td>
<td>Dance and Rhythm Activities (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 115</td>
<td>Skiing/Snowboarding (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 116</td>
<td>Intermediate Skiing (1)</td>
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</tr>
<tr>
<td>WELL 117</td>
<td>Self Defense (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 118</td>
<td>Creative and Expressive Movement (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 119</td>
<td>Beginning Yoga (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 120</td>
<td>Racquet Activities (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 121</td>
<td>Team Activities (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 122</td>
<td>Flag Football and Basketball (1)</td>
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</tr>
<tr>
<td>WELL 123</td>
<td>Strength Training and Conditioning (1)</td>
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</tr>
<tr>
<td>WELL 124</td>
<td>Safety and R.A.D. Systems for Women (1)</td>
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</tr>
<tr>
<td>WELL 126</td>
<td>Tennis and Volleyball (1)</td>
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</tr>
<tr>
<td>WELL 127</td>
<td>Aquatics (1)</td>
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</tr>
<tr>
<td>WELL 128</td>
<td>Developmental Gymnastics/Rhythmical Activities (1)</td>
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</tr>
<tr>
<td>WELL 129</td>
<td>Beginning Pilates (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 131</td>
<td>Disc Activities (1)</td>
<td></td>
</tr>
<tr>
<td>WELL 135</td>
<td>Non-traditional Games (1)</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBL 293</td>
<td>The Bible and Social Ethics (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 315</td>
<td>Environmental Ethics (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 317</td>
<td>Bioethics (3)</td>
<td></td>
</tr>
<tr>
<td>CRIJ 348</td>
<td>Ethics in the Criminal Justice System (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Moral Education (3)</td>
<td></td>
</tr>
<tr>
<td>HDFS 340</td>
<td>Ethics and Family (3)</td>
<td></td>
</tr>
<tr>
<td>IDET 300</td>
<td>Children and Society (3)</td>
<td></td>
</tr>
<tr>
<td>IDET 300</td>
<td>Ethics of Caring (3)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
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</tr>
<tr>
<td>DET 300</td>
<td>Moral Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>DET 300</td>
<td>Perspectives on Justice and Rights</td>
<td>3</td>
</tr>
<tr>
<td>DET 300</td>
<td>Sport and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>DET 300</td>
<td>The Court’s Holy Battles</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Moral Problems</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 382</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 320</td>
<td>Ethnic and Racial Politics in America</td>
<td>3</td>
</tr>
<tr>
<td>POLI 330</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>SOAN 335</td>
<td>Social Conflict, Justice and Peacemaking</td>
<td>3</td>
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</table>

**B. World Views**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IDWV 300</td>
<td>World Views</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 345</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

**C. Pluralism in Contemporary Society**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIJ 389</td>
<td>World Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 346</td>
<td>Social-Cultural Perspectives on Education</td>
<td>3</td>
</tr>
<tr>
<td>HDFS/PSYC/</td>
<td>Women and Men in American Society</td>
<td>3</td>
</tr>
<tr>
<td>SOAN 342</td>
<td>Tops in Multi-Cultural Families</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 383</td>
<td>Family Ethnicity and Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3XX</td>
<td>Pennsylvania History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 351</td>
<td>Native American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 352</td>
<td>African-America History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 353</td>
<td>Immigrant America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 355</td>
<td>U.S. Urban History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 392</td>
<td>Women and Gender in History</td>
<td>3</td>
</tr>
<tr>
<td>HPED 329</td>
<td>Sport in Society</td>
<td>3</td>
</tr>
<tr>
<td>IDPL 300</td>
<td>Disability and Society</td>
<td>3</td>
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<tr>
<td>IDPL 300</td>
<td>Personal Narratives of a Pluralist Society</td>
<td>3</td>
</tr>
<tr>
<td>IDPL 300</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>IDPL 300</td>
<td>Racism and Racial Reconciliation</td>
<td>3</td>
</tr>
<tr>
<td>POLI 310</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POLI 316</td>
<td>Civil Liberties and Civil Rights</td>
<td>3</td>
</tr>
<tr>
<td>POLI 325</td>
<td>Women, Family and Politics</td>
<td>3</td>
</tr>
<tr>
<td>RELI 342</td>
<td>Religious Pluralism in America</td>
<td>3</td>
</tr>
<tr>
<td>RELI 355</td>
<td>Christianity in North America</td>
<td>3</td>
</tr>
<tr>
<td>SOAN 315</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOAN 356</td>
<td>Engaging Diversity and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOAN/HDFS 384</td>
<td>Families in America</td>
<td>3</td>
</tr>
<tr>
<td>THEO 354</td>
<td>Theology and Gender</td>
<td></td>
</tr>
</tbody>
</table>
Guide to Navigating Advising Equivalencies for QuEST Requirements

1. **BEFORE taking QuEST classes elsewhere**, a student should check the online Transfer Course Equivalency Database:
   - If a QuEST course appears in this database:
     - Students participating in off-campus programs still need to complete an Off-Campus Study Course Approval Form in which they list the specific courses they plan to take and the specific requirements (i.e. Art, Non-Western, etc.) which they plan to meet with those courses.
     - Students taking a course for traditional transfer credit do not need to submit additional pre-approval paperwork to receive credit for the existing course equivalency, once advisors review the course to ensure that students are interpreting the database correctly.
   - If a course does **not** appear in the database, the student must submit one of the following forms in advance of taking the course to ensure it meets the appropriate QuEST requirement:
     - Off-Campus Study Course Approval Form (for students studying in an approved off-campus program through, and available from, the Intercultural Office at Messiah College)
     - Approval for Transfer Credit Form (for students not studying in an approved study abroad program through the Intercultural Office at Messiah College; e.g., local community college)
     Students must list the specific courses they plan to take and the specific requirements which they plan to meet with those courses and review those expectations with their advisors to ensure that the anticipated courses meet with their degree plan.

2. **WHEN REQUESTING AN ARTICULATION (EQUIVALENCY) FOR A QuEST COURSE**:
   - Students and advisors will be expected to provide the institution, course name and description. When possible, students may be asked to provide a class syllabus. General guidelines for types of course which may potentially meet requirements appear in the Transfer Guidelines.
   - The Registrar’s Office and Assistant Dean of General Education and Common Learning determine whether/ how well a particular course meets the various objectives set forth in each area of QuEST. These objectives were established in light of our institution’s specific educational mission and goals.
Important Considerations Regarding QuEST Equivalencies

- The determination of how effectively an interdisciplinary (IDS) course satisfies a particular QuEST requirement rests with the Registrar and Assistant Dean of General Education and Common Learning. When determining how effectively a distribution course (QuEST course within a department) satisfies a particular General Education requirement, these parties may consult with Department Chairs, to the extent that the course meets specified discipline-related educational objectives.

- An established partnership with an institution (e.g., via study abroad articulation) does not necessarily guarantee articulation of their coursework for our particular QuEST requirements.

- Classes are not equated solely by the type of course (i.e. Art, History, etc.) .

- Waivers of QuEST components are only granted in very rare circumstances

- Additionally, certain QuEST requirements must be taught from a Christian perspective (i.e., from Messiah or another institution with a similar Christian theological foundation):

  1.3.A Created and Called for Community (Messiah only)
  2.1.C Science, Technology and the World
  3.1 Knowledge of the Bible
  3.2 Christian Beliefs
  4.2.A. Ethics in the Modern World
  4.2.B. World Views
  4.2.C. Pluralism in Contemporary Society

When in doubt, please contact Dr. Robin Lauermann, Associate Dean of General Education, Common Learning and Advising!
**Transfer Equivalencies**

(Must meet all QuEST course objectives for specific requirement)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Equivalency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Seminar</strong></td>
<td>3 credits English composition (Awarded if 1 or more full-time semesters of college have been completed.)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Created and Called for Community</strong></td>
<td>Messiah College course</td>
<td>100</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>3 credits public speaking (e.g. speech, relational communication)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Mathematical Sciences</strong></td>
<td>3 credits mathematical science beyond college algebra (Some majors may have specific course requirements.)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
<td>3-4 credits laboratory science (e.g. biology, chemistry, physics, geology containing a lab component. Some majors may have specific course requirements.)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Science, Technology, &amp; the World</strong></td>
<td>Messiah College course</td>
<td>200</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3 credits introductory psychology, sociology, anthropology, economics, or political science</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>3 credits European or United States history (e.g. introduction to the foundations of the discipline and survey of the broader area of study)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>3 credits literature (e.g. American writers, British writers, Shakespeare, short stories, poetry)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Philosophy/Religion</strong></td>
<td>3 credits philosophy or religion (e.g. introduction or history of philosophy; world religion)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>3 credits art, music, or theatre (Must have a studio component, e.g. drawing, photography, singing, acting)</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Languages &amp; Culture</strong></td>
<td>3 semesters of same modern language</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Non-Western Studies</strong></td>
<td>3 credits in non-western studies (e.g. Asian, Latin American, Native American, African studies)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Biblical Knowledge</strong></td>
<td>*Messiah College course</td>
<td>100-200</td>
</tr>
<tr>
<td><strong>Christian Beliefs</strong></td>
<td>*Messiah College course</td>
<td>200-300</td>
</tr>
<tr>
<td><strong>Wellness</strong></td>
<td>2 1-credit activity courses (transfer students only)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Ethics in the Modern World or World Views or Pluralism in Contemporary Society</strong></td>
<td>Messiah College course</td>
<td>300-400</td>
</tr>
</tbody>
</table>

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

**NOTE:** Some majors have specifically defined courses that meet both a major and a QuEST requirement. Consult the current Messiah College catalog for more information.