



BETHEL UNIVERSITY

**PREPARING
TODAY'S
CHRISTIANS
FOR
TOMORROW'S
WORLD**

**COLLEGE OF ARTS AND
SCIENCES**

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INTRODUCTION

Central to this General Education curriculum is Bethel's mission statement and the broad goals of general education as they have evolved with the support of the faculty. The primary goal is to integrate the Christian faith with all areas of learning as the integrative principle for the entire curriculum, and a foundational area of study for all learners. Our mission further includes the integration of several elements that are often separated in contemporary academia:

- the great fields of learning—humanities, social and natural sciences, the arts, and pre-professional studies, to emphasize the interdependence of knowledge,
- the many aspects of being human as individual persons and members of societies--to seek wholeness in one's development and maturation,
- Western and nonwestern cultural perspectives—to communicate both the differences and similarities in their histories and worldviews and the understanding of diversity amid commonality,
- the study of the dominant ideas of many cultures with the firsthand experience of interacting with those cultures—to cultivate empathy and depth of understanding, and
- the perspectives of history with the shaping of the present and near future—to cultivate a sense of an “extended present” with the grasp of the movement of time and the impacts of human choices on the generations that follow.

As a step to enhance such integration, the major themes are arranged in four “pillars” with a capstone that draws from all of them. Each pillar represents elements that form a unified perspective. To be described in detail on the following pages, these pillars are:

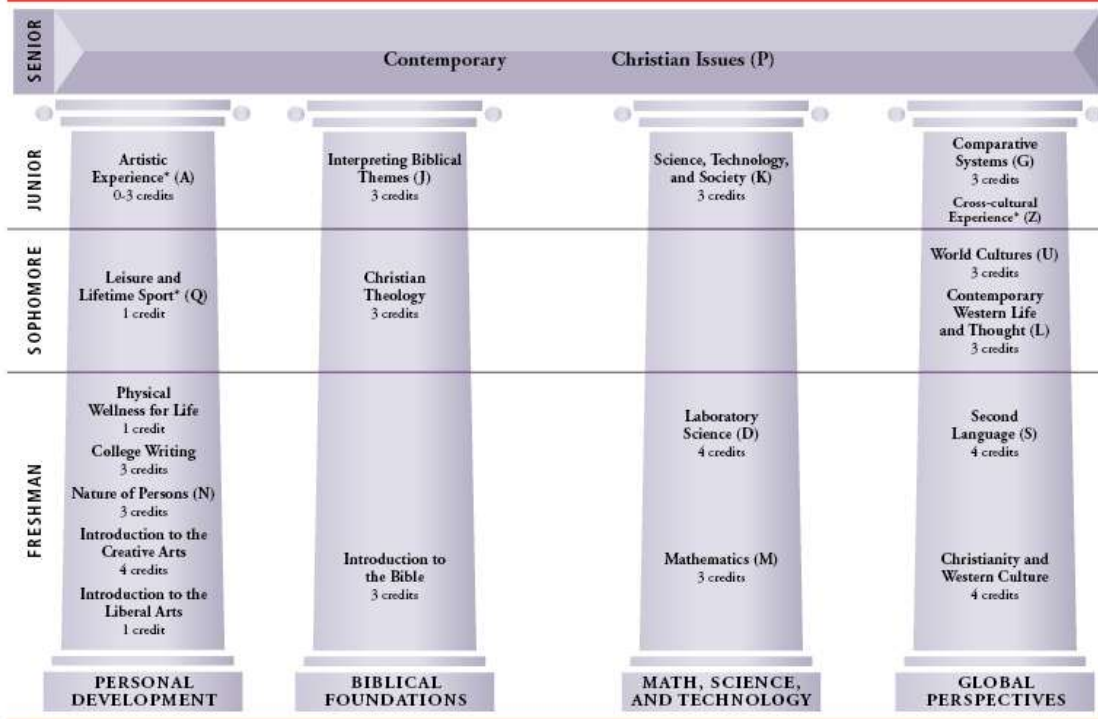
1. Personal Development,
2. Biblical Foundations,
3. Math, Science, and Technology,
4. Global Perspectives,

The “capstone” of all four pillars is Contemporary Christian Issues.

General Education Program Overview

OPTION 1 FOR GENERAL EDUCATION:

CWILT* (Modular)



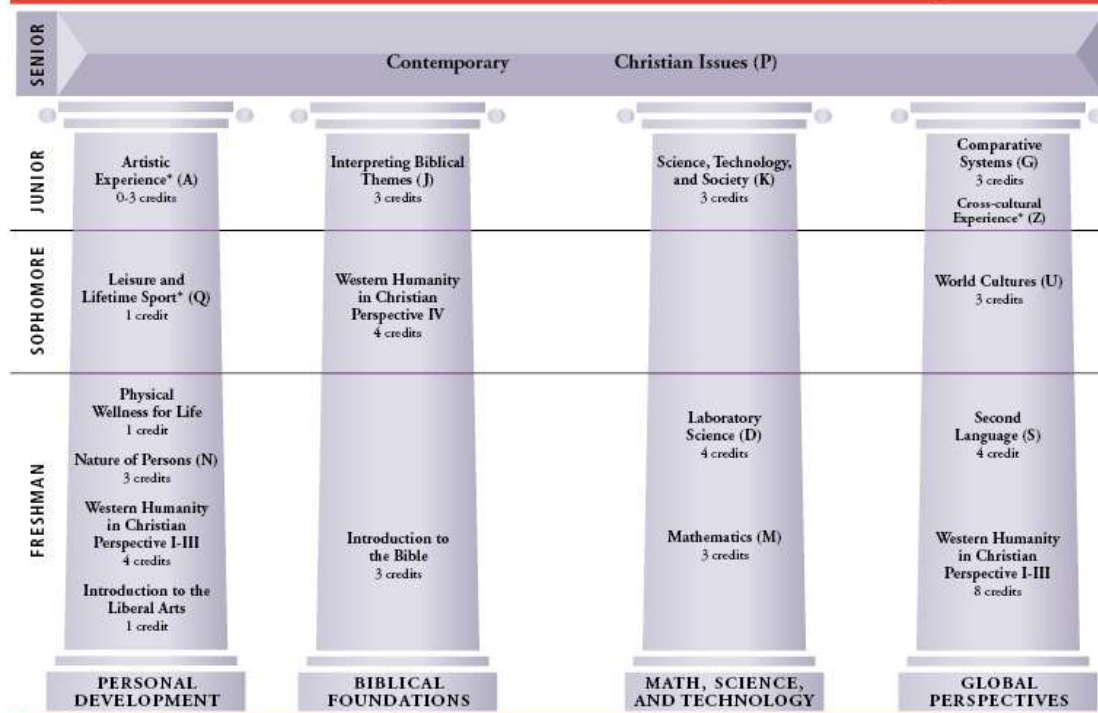
*May be taken during any year of study

†Christianity and Western Culture; Writing; Introduction to the Creative Arts; Contemporary Western Life and Thought (L); Theology

52 Credits

OPTION 2 FOR GENERAL EDUCATION:

THE HUMANITIES PROGRAM (Integrated)



* May be taken during any year of study

51 Credits

PERSONAL DEVELOPMENT

DESCRIPTION: Facilitates a broad understanding of the richness inherent in humans and their relationships. Orients students to higher education, builds communication skills, enhances creative thought and expression, promotes physical well-being, and increases understanding of human nature. The integration of these facets yields whole and healthy persons.

RATIONALE: In a fragmented society, it is necessary to seek wholeness in all areas of life. Personal development occurs in large part through interaction with others; understanding of others develops at least in part through examining oneself. Such examination must be holistic, including written and oral communication, creative expression, and physical activity.

GENERAL OUTCOMES: Upon completion of this pillar, the students will

Knowledge

1. Identify the mission of Bethel University and Christian liberal arts education.
2. Reflect on and critically evaluate a wide range of creative arts from a Christian world-view.
3. Show imagination and originality in formulating hypotheses, ideas, models, and/or works of art.
4. Analyze the relationship between body, fitness, and wellness, and plan for life-long fitness.

Skills

1. Research and write correctly, convincingly, and ethically.
2. Work cooperatively and effectively with others.
3. Establish a healthy self-identity.
4. Communicate with others clearly, authentically, and ethically.

COMPONENTS:

- GES106 Introduction to the Liberal Arts
- GES110 College Writing
- *CATEGORY:* Nature of Persons (N)
- GES125 Introduction to the Creative Arts
- PEA100 Physical Wellness for Life
- *CATEGORY:* Leisure & Lifetime Sport (Q)
- *CATEGORY:* Artistic Experience (credit and noncredit options) (A)

Introduction to the Liberal Arts (1 credit Course)

DESCRIPTION: Introduces students to a liberal arts education at Bethel as a foundation for scholarship, leadership, and service in a changing world. Orients students to campus resources related to academics and encourages the development of personal, academic, and relationship skills needed to be a successful college student.

RATIONALE: When students enter higher education they must negotiate many transitional challenges. Students are more likely to persist and succeed in their education with a support group of peers and a faculty member to orient them to the mission and facilities of Bethel and to discuss issues related to liberal arts education and student life.

PREREQUISITES: None

CLASS: GES106. Transfer students can take GES108: Introduction to Life at Bethel.

RECOMMENDED CLASS SIZE: 15

OUTCOMES: The students will

Knowledge

1. Describe the purpose of a Christian liberal arts education at Bethel University.
2. Identify, develop, and assess personal, academic, and relationship skills needed to be a successful college student.

Skills

1. Demonstrate ability to use campus resources for information, safety, and health.
2. Practice ethical and legal responsibilities of living in a digital age.

POSSIBLE FEATURES:

1. Small group interaction with upper class student.
2. Alternative course structure and pedagogy, depending on skills of faculty member and/or opportunities to combine this course with other courses.
3. May be developed with a focus on faculty modeling commitment to scholarship in their field as an outgrowth of faith and learning.
4. Could be organized around a common discipline, experience or interest.
5. Attention to the values of serving and stewardship.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Study of purposes of a liberal arts education
 - Use of campus resources
 - Personal and academic skills to be a successful college student
- **Transfer course level:** 100 or higher
- **Transfer course credits:** ½ credit or more
- Transfer students can take GES108 Introduction to Life at Bethel
- **Exemptions:** Students entering Bethel with 14 or more credits
 - All students enrolling at Bethel through the Postsecondary Enrollment Options (PSEO) are required to complete GES106 their first semester at Bethel.

-All students admitted provisionally must take GES106. Provisionally admitted transfer students must take GES108.

College Writing (3 credit Course)

DESCRIPTION: Focuses on the knowledge and skills necessary for successful college level academic research and writing. Emphasizes writing as a process that includes planning/prewriting, drafting, revision, and editing, and affords multiple experiences of the process. Topics include thesis formulation, development, and support, conventions of writing (grammar, usage, and mechanics), ownership of information and creative work (issues of plagiarism, copyright, and ethical management of information), and information literacy competencies. Students are required to perform in-depth research that involves gathering, reading and evaluating information and to write a formal research paper that synthesizes information from a variety of properly documented sources.

RATIONALE: Every Bethel graduate needs understanding and skill to manage information appropriately, use it to make sound decisions, and communicate it well in written form.

PREREQUISITES: None

CLASS: GES110

RECOMMENDED CLASS SIZE: 20

OUTCOMES: The students will

Knowledge

1. Evaluate information from various sources for validity and usefulness.
2. Recognize and respect ownership of information and creative work.

Skills

1. Formulate, develop, and support a thesis.
2. Research a topic from a variety of reputable sources.
3. Write clearly, ethically, and appropriately for the target audience.

ADDITIONAL INFORMATION: Students with AP scores of 4 or 5 on the *English Literature/Language and Composition Exam* are considered to have fulfilled the College Writing requirement. (Beginning fall 2012.)

POSSIBLE FEATURES:

1. Peer review and group activities as formative feedback.
2. Attention to the value of stewardship.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Academic research and writing
 - Practice of the writing process (i.e. planning, drafting, revisions, editing)
 - Research paper of 7 or more pages of text, including correct documentation
- **Transfer course level:** 100 or higher

- **Transfer course credits:** 2 or more
- **Exemptions:** None

Students may be granted credit by transfer for College Writing only for a college-level course that meets the requirements of College Writing and which includes an academic research paper of 7 pages or more. Students who have completed such a course at another college or university who have not received credit at Bethel for College Writing should contact the Director of College Writing and provide him/her a syllabus and the research paper written for the class. If the Director of College Writing determines that the research paper assignment and other course requirements are equivalent to those of Bethel's College Writing course, transfer credit will be granted.

Nature of Persons (3 credit Category) (N)

DESCRIPTION: Explores human nature via a person's relationship to God, others, and the world, and examine how these different aspects of human nature are interconnected. Topics include issues of personal identity and development that are of concern to students as they enter college. Examines the crucial link between personal maturity and the activities of immediate social groups, aiding the student both in establishing a healthy self-identity and cooperating effectively with others. Students consider ways that wholeness contributes to Christian growth and service.

RATIONALE: Students enter college with many questions and are learning to think and act independently. Students need to reflect about their identity and place in the world, with respect to their relationships with God and others.

PREREQUISITES: None

CLASS LEVEL: 100

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Describe how physical, psychological, social, and/or spiritual aspects contribute to one's personal identity.
2. Compare and contrast various fundamental ideas about human nature.

Skills

1. Describe how to pursue a healthy self-identity and lifestyle.
2. Communicate with others clearly, authentically, and ethically.
3. Work cooperatively and effectively with others.

POSSIBLE FEATURES:

1. Classroom approaches emphasizing verbal communication, group experiences and tasks, and the contribution individuals make to teamwork
2. Attention to the values of peacemaking, serving, and stewardship.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)

- Study of human nature
- Interconnectedness of individual to social groups
- Self-identity
- **Transfer course level:** 100 or higher
- **Transfer course credits:** 2 or more
- **Exemptions:** Students entering Bethel with 14 or more credits

Introduction to the Creative Arts (4 credit Course)

DESCRIPTION: Introduces the creative arts and highlights their crucial role in human experience. Art forms included each semester are chosen from music, visual arts, theatre, dance, literature, or film. Creative works spanning stylistic, social, and historical contexts are examined in light of such issues as relationships, religion, death/despair, and humor (and abstraction). Students experience and critically interact with creative works and reflect on them from a Christian worldview, with the goal of developing literacy in artistic language as a tool for exploration and aesthetic interpretation and evaluation.

RATIONALE: The creative arts are an integral part of our identity as God's creatures. Through them, a person gains insight into the nature of humans and how they express themselves and relate to others. A liberal arts curriculum should provide an opportunity for students to interact with and learn to critically evaluate a wide range of creative arts and encourage students to analyze and reflect on creative works from a Christian worldview.

PREREQUISITES: None

CLASS: GES125

RECOMMENDED CLASS SIZE: 135 (lecture) with corresponding sections of 30-35 focused on a specific creative arts genre.

OUTCOMES: The students will

Knowledge

1. Recognize the aesthetic nature of the creative arts and their role in human experience.
2. Develop artistic literacy.
3. Apply a Christian worldview to artistic reflection.

Skills

1. Interpret and evaluate works in the creative arts.

POSSIBLE FEATURES:

1. Provide means for better understanding human nature and the nature of God.
2. Attention to the value of aesthetic stewardship.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Study of one or more art form(s)
 - Skills in evaluating art work

- Vocabulary to communicate about art
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 3 or more
- **Exemptions:** None

Physical Wellness for Life (1 credit course)

DESCRIPTION: Addresses a variety of physical aspects of the human person and how they relate to one's overall well-being and lifelong personal stewardship. Contemporary issues related to physical well-being, such as drugs, alcohol, nutrition, sleep and exercise, are discussed, as well as the relationship between personal health-related lifestyle choices and responsibility to others. About one-third of each course includes physical activity. Students are encouraged to develop and practice personal strategies for physical well-being through exercise and other means.

RATIONALE: Development and ongoing care of the physical body is one aspect of what it means to be whole and is foundational to one's ability to achieve personal goals in other areas of life.

PREREQUISITE: None

CLASS LEVEL: 100

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Explain the relationship between physical health, activity, overall well-being, lifelong personal stewardship, and/or social responsibility.
2. Describe strategies for achieving and maintaining physical well-being.

Skills

1. Apply physical activity to promoting personal well-being.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Physical aspects of a person's life and how it affects his/her well-being
 - Consideration of effect of drugs, alcohol, nutrition, sleep and exercise
 - 1/3 of course must be physical activity
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** ½ credit or more
- **Exemptions:** None

CANNOT be fulfilled by taking a lesson or participating in an activity that does not take place at an accredited college or university. Take ski lessons, taking aerobics at the Y, etc. **do not** count.

Leisure and Lifetime Sport (1 credit Category) (Q)

DESCRIPTION: Requires participation in a lifetime/leisure sport intended to expand students' exposure to movement, enjoyment of physical activity, and stewardship of the body through physical activity. Concentrated time participating in lifetime/leisure sport are required, along with selected readings and exam(s). Topics include understanding of movement and sport rules and strategies.

RATIONALE: Development of, and care for the physical body is one aspect of what it means to be liberally educated. Pursuing physical activity lifelong depends on acquiring specific knowledge and skills needed for participation.

PREREQUISITE: None

CLASS LEVEL: 100–400

RECOMMENDED CLASS SIZE: Variable

OUTCOMES: The students will

Knowledge

1. Identify the benefits of leisure sport activities that are maintained throughout one's lifetime.
2. Explain the rules and strategies of the sport being studied.

Skills

1. Develop skills in the sport being studied.

POSSIBLE FEATURES:

1. A limited number of Lifetime/Leisure courses could be 2 credits, depending on breadth and depth of content. These 2-credit experiences would: a) Foster further study of physical fitness, building on physical well-being course. b) Integrate at least one other sub-discipline or discipline with physical activity, such as anatomy, biomechanics, physiology, dance, culture, etc. c) Include an in-depth paper exploring relevant issue pertaining to physical activity or sport.
2. Could be combined with another course (e.g., Canoeing in the Boundary Waters with Introduction to Liberal Arts).
3. Attention to the value of personal stewardship.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Concentrated participation in sport or leisure activity that includes movement and physical activity
 - Includes readings and exams
 - Study of movement, sports rules, and statistics
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** ½ credit or more
- **Exemptions:** None

CANNOT be fulfilled by taking a lesson or participating in an activity that does not take place at an accredited college or university. Take ski lessons, taking aerobics at the Y, etc. **do not** count.

Artistic Experience (A)

DESCRIPTION: Students gain hands-on experience with creating/performing (engaging with materials, instruments, creative writing, etc.) that is planned, supervised, and evaluated by a faculty member. An in-studio experience/performance (individual or group) are critiqued in some form. The Artistic Experience may be taken before, during, or after Introduction to the Creative Arts or Western Humanity in Christian Perspective I-II.

RATIONALE: Hands-on participation in the creative process increases appreciation for and understanding of the creative arts, as well as opportunity for personal discovery and expression.

PREREQUISITE: None

CLASS LEVEL: 100-300

CREDIT OPTION: A number of credited courses will be available to fulfill the requirement.

NON-CREDIT OPTION: Non-credit experiences must be approved by point person for this category through a petition form prior to participation in the activity.

OUTCOMES: The students will

Knowledge

1. Recognize elements of the creative genre being studied.

Skills

1. Express themselves through appropriate aesthetic, creative, and symbolic means.

POSSIBLE FEATURES:

1. Attention to the value of aesthetic stewardship

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Hands on artistic experience (dance, theatre, art, music)
 - Planned supervised, and evaluated by a faculty member
 - Critique of art form
- **Exemptions:** None

Because the "A" requirement is an experience requirement students have the option of fulfilling the requirement by participating in an artistic experience that is not at a college or university. This can only be done with **prior approval** of the Gen Ed point person for the "A" category. Students should use the forms found on the Gen Ed webpage: <http://cas.bethel.edu/dept/ges/categories/>

BIBLICAL FOUNDATIONS

DESCRIPTION: Biblical and theological competence consists of attaining scriptural knowledge, understanding theology based on scripture, and responding to new situations in an authentically Christian manner. Such competence requires a foundational grasp of Bible and theology, together with the skills for understanding and interpreting the Bible and Christian faith for new situations.

RATIONALE: In educating today's Christians for tomorrow's world, it is essential that they become biblically and theologically competent. At the present time, world conditions are in such a state of flux that it is challenging to identify the issues of the coming decades and their potential solutions.

GENERAL OUTCOMES: Upon completion of this pillar, the students will

Knowledge

1. Recognize the content, context, history and truth of the Bible.
2. Discern the biblical values that will govern one's conscience, judgments, goals, and decisions.
3. Apply the essentials of theology to the complexities involved in understanding human situations.

Skills

1. Acquire skills in the appropriate interpretation and application of scripture to personal issues and current issues.
2. Use biblical and theological principles to live and act influentially in society.

COMPONENTS:

- BIB101 Introduction to the Bible
- THE201 Christian Theology
- *CATEGORY:* Interpreting Biblical Themes

TRANSFER STUDENTS:

- Bible Residency (At least one of the three General Education Biblical Foundation courses must be taken at Bethel.)
- Students entering Bethel with 26-58 credits (transfer levels 3 and 4) are exempt from one Biblical Foundations course.
 - These students are encouraged to take THE201 and an Interpreting Biblical Themes (J) course.
- Students entering Bethel with 58 or more credits (transfer levels 5 and 6) are exempt from two Biblical Foundations courses.
 - These students should be encouraged to take an Interpreting Biblical Themes (J) course.
- All students, regardless of the number of credits with which they enter Bethel must take at least one Biblical foundations course at Bethel.

Introduction to the Bible (3 credit Course)

DESCRIPTION: Traces the journey of God's people from Abraham and Sarah through the New Testament church, highlighting the unifying self-disclosure of God in the various cultures and types of writing of the Old and New Testament. A holistic approach is used to introduce students to both historical and thematic content as well as broad, but basic exegetical principles.

RATIONALE: A biblical foundation for Christian life and thought is an essential feature of Bethel's identity, heritage, and mission. A basic understanding of the history and context of the Bible is necessary for building this foundation.

PREREQUISITES: none

CLASS: BIB101

RECOMMENDED CLASS SIZE: 35

OUTCOMES: The students will

Knowledge

1. Recognize the roots of Christian values in the history of God's faithful people.
2. Articulate the major themes of the Bible.
3. Affirm the Christian scriptures as literary, theological, and historical works.

Skills

1. Apply basic exegetical principles to Biblical content.

POSSIBLE FEATURES:

1. Attention to the values of peacemaking and stewardship

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - God's people from Abraham and Sarah through the New Testament church
 - God as seen in and communicated through various cultures and types of writing in the Old and New Testament
 - Introduction to historical context of the Bible
 - Introduction to theoretical context of the Bible
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:** See exemption on Biblical Foundations page

Christian Theology (3 credit Course)

DESCRIPTION: Investigates central themes of the Christian faith from a primarily systematic perspective. These themes are discussed both individually and in terms of the role each plays in worldview formation. Topics include Scripture (inspiration and inerrancy), God (Trinity), the person and work of Jesus Christ (incarnation and atonement), salvation (justification and

sanctification), and last things (heaven and hell). Emphasis is placed on the unity and diversity of theological beliefs within Christianity, both past and present, and on the interrelationships between theological understanding, culture, and discipleship.

RATIONALE: In addition to a basic understanding of the history and content of the Bible, students need to explore the ways that theological questions have been answered throughout the Christian tradition. This provides students with a reflective understanding of the historical and cultural dimensions of Christian doctrine, which contributes to their development into whole and holy persons.

PREREQUISITES: Introduction to the Bible

CLASS: THE201

RECOMMENDED CLASS SIZE: 35

OUTCOMES: The students will

Knowledge

1. Identify the essentials of Christian theology in light of both historical and cultural influences.
2. Compare various attempts to define heresy and orthodoxy.
3. Evaluate a variety of approaches to doing theology.

Skills

1. Apply theological understanding to life choices.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Study the essentials of Christian Theology
 - Theology is taught primarily from a systematic perspective
 - Unity and diversity of theological beliefs
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:** See exemptions on Biblical Foundations page

Interpreting Biblical Themes (3 credit Category) (J)

DESCRIPTION: Courses in this category investigate a significant biblical theme in a manner that emphasizes the development of exegetical skills, the use of interpretive tools, and the hermeneutical task of moving from the situation(s) and world views(s) in which the writings are expressed to those in which the reader makes application. The chosen theme must have contemporary relevance, must span both the Old and New Testaments, and must be found in at least two literary genres in each testament. Students gain “hands-on” experience in research, interpretation, application, and written communication through the writing of a major exegesis paper.

RATIONALE: To live as mature Christians, students need to have the hermeneutical skills necessary to interpret the Bible. Possessing these skills enables them to apply scripture to real

life situations and communicate the biblical foundations of their values and beliefs in a clear and informed manner.

PREREQUISITES: Introduction to the Bible

CLASS LEVEL: 300

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Explain the processes of biblical exegesis and hermeneutics.
2. Apply scripture to contemporary situations in a manner that appreciates the complexity of this task.

Skills

1. Utilize research and interpretative skills and tools in the study of the Bible.
2. Communicate and act influentially and thoughtfully about biblical values and their relevancy to contemporary society.

WRITING REQUIREMENT: Students utilize research and interpretative skills and tools in the study of the Bible, and students communicate and act influentially and thoughtfully about biblical values and their relevance to contemporary society. J courses include:

1. An exegetical paper, which must (a) explain the original meaning, (b) include a transition or “bridging” section in which the student reflects on the challenges of moving from the ancient culture to the contemporary (e.g., does the text offer nothing, one-to-one relations, or abstract principles, etc.?), which (c) leads to responsible contemporary application(s) of the passage.
2. For the exegetical paper, an outline and a bibliography, which receive feedback from the instructor, and at least one draft, which is reviewed either by peers, writing center, or instructor.

POSSIBLE FEATURES:

1. Interdisciplinary team-teaching
2. Attention to the values of peacemaking, serving, and stewardship

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Study of a biblical theme
 - Development of hermeneutical task of moving from situation of world views of writer and reader
 - Hands-on experience writing a major exegesis paper which must 1) explain original meaning(s), 2) include a transition or “bridging” section in which the student reflects on the challenges of moving from the ancient culture to the contemporary (for example, does the text offer nothing, one-to-one relations, or abstract principles, etc.?), which 3) leads to responsible contemporary application(s) of the passage
- **Transfer Course Level:** 200 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:** See exemptions on Biblical Foundations page.

MATH, SCIENCE, AND TECHNOLOGY

DESCRIPTION: Introduces students to the basic concepts, processes, ways of thinking, and applications in math and natural science, and promotes an understanding of central issues in the impacts of science and technology on society.

RATIONALE: Mathematics, science, and technology are driving forces in our society, impacting all areas of life. All persons must make choices in their personal and professional lives for which understanding of these disciplines and their ethical dimensions is essential.

GENERAL OUTCOMES: Upon completion of this pillar, students will

Knowledge

1. Identify key concepts in one of the natural sciences.
2. Explain the process of scientific research and the methods for reaching consensus within the scientific communities.
3. Explain the process by which scientific knowledge is applied through technology.
4. Critique the impact of technology on society for selected issues.
5. Express aspects of the joy, wonder, and excitement of science, mathematics, and technology as evidence of God's creative work.

Skills

1. Utilize laboratory skills appropriate to one of the sciences.
2. Apply selected mathematical, computational, and/or logical principles to problem solving.
3. Make competent, critical, Biblical, and ethical judgments about the use of scientific information and technology.

COMPONENTS:

- *CATEGORY:* Mathematics (M)
- *CATEGORY:* Laboratory Science (D)
- *CATEGORY:* Science, Technology, and Society (K)

Mathematics (3 credit Category) (M)

DESCRIPTION: Introduces foundational mathematical concepts and reviews and reinforces quantitative skills. Demonstrates pure mathematics as the foundation for the models in use. Students apply appropriate mathematical models and techniques to real-life quantitative problems in order to develop problem-solving skills. Topics addressed include (a) proportional thinking, with ratios, percentages, and decimals, (b) graphs and tables that illustrate trends, rates of change, slopes, and continuous and discrete data, (c) single variable problems, simple algebraic expressions with one unknown, and (d) elementary data analysis, such as unit and unit conversion, significant figures, and basic probability.

RATIONALE: Mathematical knowledge and skills are essential to decision making in daily life and many professional situations. It is necessary to ensure that all graduates have at least a minimal level of competence in them.

PREREQUISITE: Passage of appropriate placement test for some courses.

CLASS LEVEL: 100–200

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Interpret proportional measures, graphs and tables, single variable problems, and data analysis.
2. Appreciate the usefulness and aesthetic beauty of mathematical reasoning and logical deduction.

Skills

1. Apply mathematical and quantitative models to the investigation and analysis and solution of real-world problems from more than one discipline.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Proportional thinking (ratios, percentages, decimals graphs and tables) that illustrate single variable problems and data analysis
 - Application of math knowledge and concepts to real world problems from more than one discipline
 - Development of problem solving skills
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:** None

Laboratory Science (4 credit Category) (D)

DESCRIPTION: Introduces the process and concepts of modern science by focusing on one specific discipline. Provides a broad perspective on scientifically acquired knowledge, inductive methods, and experimental procedures. Provides a basis for considering implications for Christian stewardship of the natural world. Laboratory forms a central experiential component of each course, and the analytical procedures used there build and reinforce the student's mathematical competence.

RATIONALE: All students benefit from participation in studying the physical and biological universe. This strengthens and broadens their knowledge of one area of science while increasing their appreciation of the process of reaching consensus within the scientific community. The content of these courses provides a basis for considering implications for Christian stewardship of the natural world.

PREREQUISITE: Some courses require mathematics prerequisites or skills as defined in the course description.

CLASS LEVEL: 100–200

RECOMMENDED CLASS SIZE: Variable with the size of the laboratory.

OUTCOMES: The students will

Knowledge

1. Identify key concepts and principles of the specific discipline studied.
2. Describe the processes by which modern science gains knowledge.
3. Relate the specific discipline to modern life and/or stewardship of God's creation.

Skills:

1. Use appropriate laboratory techniques for the discipline.
2. Apply proper methods in investigating, quantifying, and reasoning from scientific evidence.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Concepts and process of modern science focused on one discipline
 - Relate discipline to modern life
 - Apply methods in investigating, quantifying, and reasoning from scientific evidence
 - Lab required
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 3 or more
- **Exemptions:** None

Science, Technology, and Society (3 credit Category) (K)

DESCRIPTION: Addresses the linkage of science and technology with other aspects of contemporary society and the natural environment. Focuses on a technological issue that poses

current and emerging choices and which rests on a body of scientific understanding. At least one-third of the course addresses the scientific and technological content, and at least one-third integrates it with contemporary issues. Addresses the means and criteria by which society decides how to use and regulate the technology. Gives attention to historical perspectives, the relevant ethical and theological principles, and the mandates for Christian stewardship in response to future challenges. Applies and reinforces at least one of the topics of the mathematics category description.

RATIONALE: Technology as a social enterprise and specific technologies exert a wide range of impacts on personal and professional lives. These require intelligent learning and decision making on their applications by individuals, organizations, and governments.

PREREQUISITES: One Mathematics and one Laboratory Science course.

CLASS LEVEL: 300

RECOMMENDED CLASS SIZE: 35

OUTCOMES: The students will

Knowledge

1. Understand the concept of technology and the means by which it emerges from scientific knowledge.
2. Define and analyze complex technological issues and their social, ethical and theological dimensions.

Skills

1. Apply a rational research and decision-making process to choices about the use of specific technologies.
2. Apply mathematical skills relevant to the course material.
3. Pursue wise and ethical approaches to the stewardship of scientific and technological capabilities.

POSSIBLE FEATURES:

1. Team teaching to draw on the perspectives of more than one discipline.
2. An off-campus component to provide a first-hand encounter with the subject matter.
3. An intensive focus on current and emerging information technology and its many prospects and applications.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Links science and technology with contemporary society
 - Focuses on technological issues
 - At least 1/3 of course addresses scientific and technological context
 - At least 1/3 of integrates science with contemporary issues
 - Applies and reinforces at least one mathematical concept/skill
 - Gives attention to historical perspective
- **Transfer Course Level:** 200 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:** Students entering Bethel with 58 or more credits

GLOBAL PERSPECTIVES

DESCRIPTION: Students first explore western traditions and their Christian influences, and build the skills to communicate in a foreign language. They move on to a deeper understanding of modern American and European cultures. This background provides a context for the study of other cultures, and the analysis of selected systems that are based upon these diverse cultures.

RATIONALE: In a diverse world, students need a cultural vocabulary that enables them to grasp the presentness of the past and the dimensions of change leading to appreciation of the plurality of world-views and the means by which cultures are transmitted. They need to place their own culture in the context of those cultures that are significantly different from their own, and grasp the systems that organize peoples' common life.

GENERAL OUTCOMES: Upon completion of this pillar, the students will

Knowledge

1. Identify the plurality of world-views, perspectives, and/or values.
2. Recognize the United States' inheritance from other cultures.
3. Compare mutual influences among nations, peoples, faiths, and/or cultures.
4. Analyze relationships and inequality within and between societies.
5. Analyze all cultures from a biblical perspective.

Skills

1. Develop a cultural competence to engage in discourse of meanings and traditions.
2. Communicate and collaborate effectively with diverse individuals.
3. Communicate at a Novice-High level of competence in a Second Language.

COMPONENTS:

- GES130 Christianity & Western Culture
- *CATEGORY:* Second Language (S)
- *CATEGORY:* Contemporary Western Life & Thought (L)
- *CATEGORY:* World Cultures (U)
- *CATEGORY:* Comparative Systems (G)
- *CATEGORY:* Cross-cultural Experience (Z)

Christianity and Western Culture (4 credit Course)

DESCRIPTION: Seeks to help students understand the key movements that have influenced the lives of people in Europe and North America up through the Enlightenment. Students read with insight and empathy the writings and lives of those who have influenced the course of world societies. Prepares students to appreciate and evaluate the diverse ways in which Christians have interacted with Western culture by shaping, absorbing, and criticizing the culture of the West.

RATIONALE: Students learn a cultural vocabulary that reflects an understanding of the history and mutual influence of the Christian tradition and Western culture. This vocabulary helps to prepare students to study other aspects of Western culture at a deeper level as well to meaningfully and insightfully compare and contrast Christianity and Western culture with other cultures and traditions.

PREREQUISITES: none

CLASS: GES130

RECOMMENDED CLASS SIZE: 135 for lecture; 18 for small group sections

OUTCOMES: The students will

Knowledge

1. Develop a basic historical and geographical outline of Western culture through the Enlightenment.
2. Examine personal faith within the broader Christian tradition.
3. Synthesize historical points of view with contemporary culture.

Skills

1. Write effectively and concisely, drawing on complex ideas.

TRANSFER and EXEMPTION INFORMATION:

- Beginning fall 2013, students entering Bethel must complete GES130 at Bethel unless they transfer in an approved course that they completed before entering Bethel.
- Beginning fall 2015, GES130 must be taken at Bethel by all students. At that time, no course taken at another college or university will be transferred in to fulfill this requirement. Students may complete Bethel's Humanities Program to fulfill this requirement.
- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)

Because of the significant role of Christianity and Western Culture (and its equivalent in the Humanities program) in the General Education curriculum, the General Education Committee has developed a more extensive description of the common necessary features that must be included in any course transferred in to fulfill the CWC requirement.

Courses transferred to Bethel to fulfill the GES130 Christianity and Western Culture General Education requirement must have the following features:

1. The course must cover key movements in Western history up through the Enlightenment.
 - a. The course must include three of the four following periods: 1) the Greco-Roman World 2) The Middle Ages 3) The Renaissance/Reformation 4) The Age of

Reason/Scientific Revolution/Enlightenment (**Determined by** catalog description. If not clear, see syllabus)

2. Students should have encountered the writings of influential individuals from that narrative (i.e., extensive use of primary sources from a variety of disciplines); **Note:** Extensive = as much as CWC. (**Determined by** catalog (e.g., Luther, Augustine, If not clear, see syllabus.)
 - a. Currently students in CWC are assigned to read roughly 180 pages of primary source material. Sometimes they read entire documents, and sometimes they read excerpts.
 - b. The readings are from a variety of disciplines including: theology, literature, historical documents, philosophy, politics, and science.
 - c. Students are exposed to readings from a variety of different cultural and religious contexts. For example, students read male and female authors, Christian and non-Christian authors (including Muslim, Jewish, Greco-Roman, and secular), and authors that represent various social and economic positions within their culture (powerful and powerless).
 - d. Students should be expected to read primary sources from each of the time periods the course is covering.
3. The course should prepare students to "appreciate and evaluate" how Christians have shaped, absorbed, and criticized Western culture (e.g., Christianity, the Church). (**Determined by** catalog or syllabus)
4. The course should connect historical points of view with contemporary culture. (**Determined by** catalog or syllabus)
 - a. In CWC this is accomplished through in-class writing assignments, exam essays, and a final synthesizing essay assignment at the end of the term.
 - **Transfer Course Level:** 100 or higher
 - **Transfer Course Credits:** 3 or more
 - **Exemptions:** None

Second Language (4 credit Category) (S)

DESCRIPTION: Equips students to understand and communicate with people of other cultures at the Novice-High level on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. In the case of ancient languages that are taught at Bethel, (Biblical Greek, Biblical Hebrew, Classical Latin), students are able to use the language to engage the ideas of those cultures. Documented proficiency in other languages not offered at Bethel serve to meet the requirement of this category. Learning experiences are focused on the use of the language for communication purposes within a broader cultural context. Provides opportunities for students to compare, contrast, and analyze their culture with other cultures.

RATIONALE: An essential component of developing students' global perspective is the ability to interact with people who don't speak their language and an appreciation of the need for this ability. Students should be able to initiate conversations of at least a basic nature with people from cultural and linguistic groups other than their own or interact with the ideas communicated by other cultural groups. Grammar is not an end goal of these courses; rather it is a tool to be used from the very beginning of language study as a means of communicating our humanity as

well as basic information. We learn to communicate by communicating, not by simply memorizing grammatical paradigms.

PREREQUISITES: One semester of college level language or placement exam

CLASS LEVEL: 100

RECOMMENDED CLASS SIZE: 25

OUTCOMES: The students will

Knowledge

1. Understand the grammatical structure of a second language.
2. Describe the power of language to bridge and/or divide varying experiences of different cultural or linguistic groups.
3. Compare, contrast, and analyze one's culture with another culture.

Skills

1. Communicate at the Novice-High level of proficiency in a second language.
2. Communicate effectively with diverse persons.

POSSIBLE FEATURES:

1. Participation in multilingual/multicultural communities
2. Use of language as a means of service
3. Attention to the values of peacemaking and service

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Students use language for communication
 - Learn aspects of culture(s)
 - Understand grammatical structures at basic level (grammar is not the only focus)
 - Equivalent of 2nd semester of first language at the college level (e.g. Elementary, Introductory, Beginning ...II/2) or a language course at a higher level
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 3 or more
- **Exemptions:** Students entering Bethel with 90 or more credits are exempt from three of the following: Comparative Systems (G), Second Language (S), World Cultures (U), Cross-Cultural Experience (Z)

The only option for testing out for French, German, and Spanish is to pass a CLEP exam. Students wishing to test out of a different language should contact the Modern World Languages Department.

Contemporary Western Life & Thought (3 credit Category) (L)

DESCRIPTION: The main focus of courses in this category is exploring contemporary American life, culture, and thought within the broad context of Western culture and thought. The courses build on the critical historical events, persons, movements, institutions, and world views of the enlightenment that have had phenomenal impact on the direction and evolution of Western life and culture. They address the question, "What does it mean to live in a Western culture in the 21st century, given the influences of the past 200 years?" Courses explore some of the key historical and contemporary persons, events, movements, institutions, and worldviews that have shaped Western

culture, with significant emphasis on the United States. While they are taught primarily from the perspective of one academic discipline, they use readings, materials, and insights from at least three disciplines. Although courses in this category might explore the European heritage, their core emphasis should be the unique nature of the American experience.

RATIONALE: It is essential for students to be able to situate their lives in the context of contemporary U.S. culture. By engaging students with the history and traditions of the past two centuries of Western life and thought, they develop a more complete understanding of how Western culture is related to other global perspectives and are better prepared to compare and contrast Western culture with those perspectives. In addition, these courses enable students to better comprehend the transition from modernity to postmodernity.

PREREQUISITES: Christianity and Western Culture or Western Humanity in Christian Perspective III (Western Humanity in Christian Perspective II may be taken concurrently).

CLASS LEVEL: 200

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Recognize the richness of contemporary Western culture in light of the influences of the past 200 years.
2. Distinguish between several of the diverse ideas, events, and/or persons that have shaped contemporary United States culture.
3. Critique and evaluate various Christian responses to contemporary United States and Western cultures.

Skill

1. Discern how one's values relate to new and changing situations and when to accommodate, resist, or attempt to change.

WRITING REQUIREMENTS: The skill of comprehension is the focus, as students learn to paraphrase and summarize scholarly arguments. L courses must include:

1. Writing assignments in which students summarize and interpret scholarly texts or primary sources chosen by the instructor.
2. Instruction/modeling by the instructor in methods of reading and comprehending such texts and formulating concise, coherent response essays that properly credit all sources.
3. Formative feedback on the writing that students are encouraged to use to improve successive assignments.

POSSIBLE FEATURES:

1. Interdisciplinary team teaching
2. Attention to the values of peacemaking, serving, and/or stewardship
3. Appropriate off-campus experiences

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Contemporary American Life (last 200 years)(No more than 1/3 of course may be about historical periods prior to the 19th Century.)
 - Study of influence of last 200 years on life today
 - Core emphasis of the course is the unique nature of the American experience.
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 2 or more

- **Exemptions:**
 - Students entering Bethel with 44-57 credits can choose between Contemporary Western Life and Thought (L) or Comparative Systems (G).
 - Students with 58 or more credits are exempt.
 - Students entering Bethel with 90 or more credits are exempt from three of the following: Comparative Systems (G), Second Language (S), World Cultures (U), Cross-Cultural Experience (Z).

World Cultures (3 credit Category) (U)

DESCRIPTION: Focuses primarily on one historical or contemporary cultural group whose ways of thinking and living are substantially different than the dominant cultures of Europe and North America. Generally this is an Asian, African, Latin American, Middle Eastern, or Native American culture. The culture's religious/philosophical traditions, economic & political structures, socio-cultural frameworks are examined, along with the various influences that have acted upon the culture's history and development. Writings by and about the lives of those who have influenced the course of contemporary cultures and societies are included.

RATIONALE: A global perspective requires that, at some point, students encounter cultures and worldviews that are substantially different than their own ways of thinking and living. This allows them to begin to recognize how their own culture surrounds and pervades aspects of their own life and challenges them to question or evaluate its assumptions and practices.

PREREQUISITE(S): Christianity and Western Culture or Western Humanity in Christian Perspective III (may be taken concurrently)

CLASS LEVEL: 200

RECOMMENDED CLASS SIZE: 30

OUTCOMES: The students will

Knowledge

1. Identify the interconnectedness of the culture being studied with other world cultures.
2. Analyze worldviews and ways of life from a variety of perspectives, including Christian.
3. Analyze how the culture has been transmitted and changed due to the influence of time, environment, and other cultures.

Skills

3. Develop a vocabulary that allows discourse between the culture being studied and one's own culture.
4. Show sensitivity to the ideas, points of view, and feelings of others when these differ from one's own.

POSSIBLE FEATURES:

1. Full text primary source reading assignments
2. Interdisciplinary team teaching
3. Off-campus multicultural interaction
4. Attention to the values of peacemaking and stewardship

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Study of one cultural group
 - Cultural group, such as Asian, African, Latin American, Middle Eastern, or Native American, different from dominant culture in US or Europe
 - Religious/philosophical, economic/political and socio-cultural frame works.
 - Writings by and about the lives of people of the culture
- **Transfer Course Level:** 100 or higher
- **Transfer Course Credits:** 2 or more
- **Exemptions:**
 - Students entering Bethel with 44-89 credits are exempt
 - Students entering Bethel with 90 or more credits are exempt from three of the following: Comparative Systems (G), Second Language (S), World Cultures (U), Cross-Cultural Experience (Z).

Comparative Systems (3 credit Category) (G)

DESCRIPTION: Compares and contrasts how societies in their large and small-scale manifestation develop mechanisms and strategies for dealing with numerous fundamental problems those individuals, groups, and institutions have to resolve in order to progressively reproduce themselves. Engages students in the comparative examination of: ideas, themes, processes, structures, institutions, or contemporary social, political, economic, religious, national, or international issues. Focuses on at least two distinctly different units of analysis, regions, or historical epochs. Deliberate attention is paid to the impact on different groups of the subject matter under consideration in a particular social and historical context. Students interact with “voices” (readings, materials, and insights) from the societies, regions, or the historical epoch being studied.

RATIONALE: Students must develop an understanding of how: a) all human societies or social groups share certain similar fundamental challenges and are unique in certain respects; b) given the same challenges, groups may adopt similar or varying mechanisms and strategies for confronting the challenges with varying degrees of success. Students should appreciate the diverse strategies used to resolve collective challenges in social environments and existential realities.

PREREQUISITES: Christianity and Western Culture, Contemporary Western Life and Thought, and a World Cultures course or Western Humanity in Christian Perspective IV and a World Cultures course.

CLASS LEVEL: 300

RECOMMENDED CLASS SIZE: 25

OUTCOMES: The student will

Knowledge

1. Identify external influences on all societies and cultures.
2. Describe common elements shared by all or different human societies.

3. Analyze how different ideas, social processes, economics, institutions, social and/or religious organizations may have similar consequences in different societies.
4. Think critically and reflectively about cultural, economic, and/or religious systems.
5. Evaluate the impact of present decisions on the future.

Skills

1. Develop effective writing and argumentation skills based on synthesis of numerous perspectives.

WRITING REQUIREMENTS: The skills of application, analysis, synthesis, and evaluation are the focus, as students learn to compare and compile ideas into coherent arguments, and then discover and construct relationships between those ideas and everyday, modern life. G courses include:

1. Writing assignments in which students utilize two or more primary or scholarly sources (properly cited and referenced) to draw appropriate comparison, find common threads, and combine ideas into meaningful arguments.
2. Formative feedback on writing assignments so that students can improve on successive assignments.
3. At least one assignment that requires two preliminary steps in the writing process (thesis statement, outline, annotated bibliography, draft, etc.)

POSSIBLE FEATURES:

1. Interdisciplinary team teaching.
2. Guided reflections such as journals, response papers, interpretive drama, or group discussion.
3. Collaborative project involving students and or members of an external community.
4. Experiential component to complement classroom lectures and discussion.
5. Attention to the values of peacemaking, service, and stewardship.
6. Use of primary sources.

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Compares and contrasts societies or compares culture and subculture
 - Writing demonstrating synthesis of perspectives
- **Transfer Course Level: 200 or higher**
- **Transfer Course Credits: 2 or more**
- **Exemptions:**
 - Students entering Bethel with 44-57 credits can choose between Contemporary Western Life and Thought (L) or Comparative Systems (G).
 - Students with 58 or more credits are exempt.
 - Students with Students entering Bethel with 90 or more credits are exempt from three of the following: Comparative Systems (G), Second Language (S), World Cultures (U), Cross-Cultural Experience (Z).

Cross-cultural Experience (Z)

DESCRIPTION: Students experience an off-campus person-to-person (ideally one-on-one) intercultural engagement, of at least 25 hours with a specific cultural group that supports the development of awareness of one's own culture and the culture with which the student is interacting. (Culture can be defined as the values, beliefs, and behaviors of a group.) Students develop an increased understanding of the complexity and tension cultural difference has on interaction with others. Students develop an increased understanding of the complexity and tension cultural difference has on interaction with others. Successful-Z-tag outcomes include students being able to identify and describe: (a) some behaviors, beliefs, and values of their own culture and the culture they are interacting with; (b) features of subgroups (e.g., class, gender, socioeconomic class, religion, etc.) within these cultures; and (c) the effect of their own cultural behavior, beliefs, and values on interactions with those from the other culture. Students learn methods of guided reflection and analysis that facilitate processing experiences of difference. The Z-tag experience places students in an experiential person-to-person learning environment (domestic or abroad) that includes faculty guided pre-experience preparation and post-experience processing. This requirement can be met by taking a course designated with a Z-tag, participating in an approved, non-credit experience, or by spending an approved semester abroad.

RATIONALE: In order for every Bethel graduate to have a fuller and deeper understanding of the differing perspectives inherent in different cultures, some experience in an environment different from the Bethel community culture is required.

OUTCOMES

Knowledge:

1. Identify and describe some values, beliefs, and behaviors of one's own culture.
2. Identify and describe some values, beliefs, and behaviors of the culture with which the student is interacting.
3. Identify and describe some distinguishing features of subgroups (e.g., class, gender, socioeconomic, religion, etc.) within these cultures.
4. Identify and describe how cultural difference impacts interactions.
5. Learn a method of guided reflection and analysis.

Skills:

1. Ask questions that lead to a deeper understanding of another culture.
2. Engage in active listening to gain understanding from interactions with someone from another culture.
3. Engage in person-to-person interactions with someone from another culture in a way that demonstrates an understanding of and respect for difference.

OPTIONS:

1. Z-tag course – Enroll in a course that has been approved by the General Education Committee as a Z-tag course (Z is part of the course number.)
2. Semester abroad – Complete an approved semester abroad program. (Must be completed during the years the student is enrolled at Bethel or at another college or university.)
3. Individualized cross-cultural experience –
 - a.) Enroll in GES101* Pre-Intercultural Engagement Preparation

- b.) Participate in an approved cross-cultural experience (experience is evaluated for approval while enrolled in GES101)
- c.) Enroll in GES102Z* Post-Intercultural Engagement Processing

*For the individualized option, GES101 must be taken prior to participating in the cross-cultural experience. GES102Z must be completed after participating in the cross-cultural experience.

Examples of experiences that may qualify as a cross-cultural experience to fulfill the Z requirement are listed below. This list is illustrative, not exhaustive. The experience is evaluated for approval while enrolled in GE101 and must meet the requirements listed in the category description.

- Participation in a Spring Break trip to the Dominican Republic
- Service as a language partner for an international student at the University of Minnesota
- Participation in a service-learning or other cross-cultural experience in a Bethel course that is not a Z course. (Requires approval of the faculty member teaching the course, although this instructor is not responsible for overseeing or evaluating the Z requirements. Enrollment in GES101 and GES102Z required.)
- Service as a tutor or teacher for ESL students through a church program

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
 - Must be part of a credit bearing course. Regular transfer policies apply (e.g. grade of C or better, cannot be S/U.)
 - Minimum 25 hours person to person (preferably one on one) with someone from another culture
 - Develops awareness of one's own culture
 - Identification of values, beliefs, behaviors of a culture different from their own
 - Pre-experience preparation
 - Guided reflection
 - Method for understanding another culture
 - Post-experience processing
 - Students cannot use a previous experience for the Z requirement.
 - They can transfer in a college course they have taken that includes the elements above, passed with a grade of C or better, and for which they have received college credit.
- **Exemptions:** Students entering Bethel with 90 or more credits are exempt from three of the following: Comparative Systems (G), Second Language (S), World Cultures (U), Cross-Cultural Experience (Z).

Students **CANNOT** use an "independent" experience (e.g. missions trip) that they have already completed to retroactively meet the Z requirement. (Independent cross-cultural experiences can be used to meet the Z requirement, but the student **must** take GES101 before or concurrently with the experience and then take GES102Z after the experience.

Cross-pillar PROGRAMS & CATEGORIES

COMPONENTS:

- *PROGRAM*: GES145, GES147 Western Humanity in Christian Perspective I-II
- *PROGRAM*: GES244, GES246 Western Humanity in Christian Perspective III-IV
- *CATEGORY*: Contemporary Christian Issues (P)

Western Humanity in Christian Perspective I - IV

(16 CREDIT 4-COURSE SEQUENCE)

DESCRIPTION

The four-course sequence emphasizes in-depth reading, discussion, and analysis of texts and works of art. Students experience literature, theology, philosophy, music, theatre, and art in historical context. They learn the foundations of theology and see how Christians have shaped and responded to Western culture. The four-course sequence must be taken in order. They replace five courses in the Personal Development, Biblical Foundations, and Global Perspectives pillars of Bethel's General Education Program: GES110 College Writing, GES125 Introduction to the Creative Arts, GES130 Christianity and Western Culture, THE201 Christian Theology, and a Contemporary Western Life and Thought (L) course.

RATIONALE

Stays the same as current document

PREREQUISITES

Each course serves as the prerequisite for the course that follows it in the four course sequence (GES145; GES147; GES244; GES246)

CLASS LEVEL

100 and 200

OUTCOMES

Knowledge

1. Understand the vocabulary and modes of expression that Christians and others in the West have used to search for truth and express themselves through art, music, theology, drama, philosophy, literature, and politics.
2. Know significant primary texts in which central theological doctrines are debated: Trinity, justification, and incarnation and atonement of Christ
3. Integrate an understanding of the arts, theology, and the humanities with personal faith.
4. Reflect critically, creatively, and faithfully on their own role in culture.
5. Learn the basic outlines of Western and American history through the Postmodern era, emphasizing the various ideas, movements, and cultures that have shaped the U.S.
6. Develop and demonstrate an understanding of the writing process (planning, drafting, revision, editing, information literacy, effective use of secondary sources for research-based papers).

Skills

1. Develop writing skills: formulating and developing a thesis; drawing upon the full writing process to produce coherent papers; using research skills; documenting and integrating sources properly.
2. Communicate effectively understanding of issues across chronological and disciplinary lines in written form, using the vocabulary appropriate to the arts and humanities.
3. Interpret with understanding works of philosophy, literature, theology, and the arts.
4. Demonstrate an understanding of the interrelationships among central theological doctrines.

Contemporary Christian Issues (3 credit Category) (P)

DESCRIPTION: Explores selected topics that challenge Christians to make personal and collective choices in light of their Christian values, education and personal experience. Emphasizes deeper levels of self-understanding or a sharpened sense of some of the complex issues present in our contemporary society. The primary goals are to cultivate holistic and biblically based views of oneself and the world and to facilitate ethical decision-making when facing these issues. Students explore alternative Christian worldviews that can define and guide decision-making and/or developing oneself. They examine a theme pertaining to one's personhood and/or relationship to a facet of contemporary society in order to personalize and integrate varied approaches to that issue as part of the process of formulating a personal ethic.

RATIONALE: It is important that students acquire the necessary skills to evaluate life issues through the lens of a Christian world-view. Students utilize various perspectives in approaching issues and making choices that affect their individual lives.

PREREQUISITES: Senior standing, College Writing, Nature of Persons, Christian Theology, and Comparative Systems.

CLASS LEVEL: 400

RECOMMENDED CLASS SIZE: 20

OUTCOMES: The students will

Knowledge

1. Explore and evaluate Christian worldviews and develop personal strategies to inform decision-making.
2. Critique alternative points of view to various life issues.

Skills

1. Write correctly, convincingly, and ethically.
2. Communicate with others clearly, authentically and ethically.
3. Establish a healthy Christian self-identity.

WRITING REQUIREMENT: Students' thinking skills should allow for evaluation of ideas and arguments, as evidenced by their ability to critique, choose, and defend points of view that have relevance to personal and societal issues. P courses will include

1. A minimum of 15 pages of final draft writing, including at least one paper of 7-8 pages that has undergone a guided revision process. The writing should:
 - a. Draw from a variety of sources to describe the formative influences on their personal worldview,
 - b. Address aspects of the issue that is the focus of the course from various points of view,
 - c. Critique alternative points of view (including their own) on the target issue, and
 - d. Identify personal judgments and decisions with regard to the target issue and justify those in light of data and worldview.

POSSIBLE FEATURES:

1. Interdisciplinary, integrative discussion and exploration focus

TRANSFER and EXEMPTION INFORMATION:

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
-P courses *must* be taken at Bethel. No transfer courses will be accepted to fulfill this requirement. P course must be taken at Bethel via a face-to-face or online format.
- **Exemptions:** None

APPENDICES

Appendix A Credit Allocation

Option 1

Sr		Contemporary Christian Issues						3
Jr.			Interpreting Biblical Themes	3	Science, Technology, and Society	3	Comparative Systems Cross-cultural Experience	3
Cross-cultural Experience (Taken any year)								
Jr	Artistic Experience						World Cultures	3
So	Leisure and Lifetime Sport	1	Christian Theology	3			Contemporary Western Life and Thought	3
So	Physical Wellness for Life	1			Laboratory Science	4	Second Language	4
Fr					Mathematics	3		
Fr	College Writing	3	Introduction to the Bible	3			Christianity and Western Culture	4
	Nature of Persons	3						
	Intro to the Creative Arts	4						
	Intro to the Liberal Arts	1						
	Personal Development	13	Biblical Foundations	9	Math, Science, and Technology	10	Global Perspectives	17
Total General Education								52

Option 2

Sr		Contemporary Christian Issues						3
Jr.			Interpreting Biblical Themes	3	Science, Technology, and Society	3	Comparative Systems Cross-cultural Experience	3
Cross-cultural Experience (Taken any year)								
Jr	Artistic Experience						World Cultures	3
So	Leisure and Lifetime Sport	1	Western Humanity in Christian Perspective III-IV	4			Western Humanity in Christian Perspective III-IV	4
So	Physical Wellness for Life	1			Laboratory Science	4	Second Language	4
Fr					Mathematics	3		
Fr	Nature of Persons	3	Introduction to the Bible	3			Western Humanity in Christian Perspective I-II	4
	Western Humanity in Christian Perspective I-II	4						
	Intro to the Liberal Arts	1						
	Personal Development	10	Biblical Foundations	10	Math, Science, and Technology	10	Global Perspectives	18
Total General Education								51

Appendix B General Education Outcomes

Approved by the Faculty
April 4, 2001

I. Knowledge

1. Bible & Christian Traditions
2. Cultures & Traditions
 - US
 - Western
 - Non-Western
3. Natural World
4. Technology
5. The Arts
6. The Human Person
 - Human Nature
 - Self-Understanding
 - Human Relationships

II. Skills

1. Collaborating
 - With diverse individuals
 - With diverse cultures & ethnic groups
 - Conflict resolution
 - Cultivating the irenic spirit
2. Communicating
 - Writing
 - Speaking
 - Understanding
 - Creative/symbolic expression
 - Facility in more than one language
3. Critical & Creative Thinking
 - Reasoning
 - Analyzing
 - Investigating
 - Inquiring
 - Integrating
 - Imagining
 - Problem solving
 - Quantifying
 - Information Literacy
4. Healthy Living
 - Physically
 - Emotionally
 - Relationally
 - Spiritually
 - Morally

III. Values

1. Christian Piety
2. Integrity
3. Learning
4. Peacemaking
 - Reconciliation
 - Justice
 - Empathy
5. Serving
 - Civic
 - Humanitarian
 - Leadership
 - Ministry
6. Stewardship
 - Economic
 - Environmental
 - Personal
 - Aesthetic

Appendix C

Detailed General Education Outcomes

I. KNOWLEDGE

1. BIBLE & CHRISTIAN TRADITIONS

- A. Recognize the content, context, history and truth of the Bible.
- B. Discern the biblical values that will govern one's conscience, judgments, goals, and decisions.
- C. Apply the essentials of theology to the complexity of its application to human situations.

2. CULTURE & TRADITIONS

- A. Identify the plurality of world-views, perspectives, and/or values.
- B. Recognize the United States' inheritance from other cultures.
- C. Describe the power of language to bridge and/or divide varying experiences of different cultural or linguistic groups.
- D. Compare, contrast, and analyze one's culture with another culture.
- E. Compare the mutual influences among nations, peoples, faiths, and/or cultures.
- F. Analyze the cause and effect relationship inherent in decisions made by institutions and individuals.
- G. Analyze relationships and inequality within and between societies.
- H. Analyze cultures from a biblical perspective.

3. NATURAL WORLD

- A. Identify key concepts in one of the natural sciences.
- B. Explain the process of scientific research and the methods for reaching consensus within the scientific communities.

4. TECHNOLOGY

- A. Understand the concept of technology and the means by which it emerges from scientific knowledge.
- B. Explain the process by which scientific knowledge is applied through technology.
- C. Critique the impact of technology on society for selected issues.

5. THE ARTS

- A. Recognize elements of the creative genre being studied.
- B. Recognize the aesthetic nature of the creative arts and their role in human experience.
- C. Develop artistic literacy.
- D. Reflect on and critically evaluate a wide range of creative arts from a Christian world-view.
- E. Show imagination and originality in formulating hypotheses, ideas, models, and/or works of art.
- F. Apply a Christian worldview to artistic reflection.

6. THE HUMAN PERSON

- A. Describe how physical, psychological, social, and/or spiritual aspects contribute to one's personal identity.
- B. Describe strategies for achieving and maintaining physical well-being.
- C. Compare and contrast various fundamental ideas about human nature.
- D. Analyze the relationship between physical health, activity, overall well-being, lifelong personal stewardship, and/or social responsibility.

II. SKILLS

1. COLLABORATING

- A. Understand and appreciate diversity.
- B. Develop a vocabulary that allows discourse between the culture being studied and one's own culture.
- C. Develop a cultural competence to engage in discourse of meanings and traditions.
- D. Describe the common elements shared by all or different human societies.
- E. Communicate and collaborate effectively with diverse individuals.
- F. Show sensitivity to the ideas, points of view, and feelings of others when these differ from one's own.
- G. Analyze how different ideas, social processes, economics, institutions, social and/or religious organizations may have similar consequences in different societies.
- H. Reflect on one's own cultural identity and the factors contributing to the formation of values, attitudes and beliefs of self and others.

2. COMMUNICATING

- A. Work cooperatively and effectively with others.
- B. Write clearly, ethically, and appropriately for the target audience.
- C. Express themselves through appropriate aesthetic, creative, and symbolic means.
- D. Communicate at a Novice-High level of competence in a Second Language.
- E. Communicate clearly, effectively, authentically and ethically with diverse persons.

3. CRITICAL & CREATIVE THINKING

- A. Acquire skills in the appropriate interpretation and application of scripture to personal issues and current issues.
- B. Use biblical and theological principles to live and act influentially in society.
- C. Research a topic from a variety of reputable sources.
- D. Formulate, develop, and support a thesis.
- E. Interpret and evaluate works in the creative arts.
- F. Apply basic exegetical principles to Biblical content.
- G. Apply selected mathematical, computational, and/or logical principles to problem solving.
- H. Apply mathematical and quantitative models to the investigation and analysis and solution of real-world problems from more than one discipline.
- I. Apply proper methods in investigating, quantifying, and reasoning from scientific evidence.

4. HEALTHY LIVING

- A. Describe how to pursue a healthy self-identity and lifestyle.
- B. Discern how one's values relate to new and changing situations and when to accommodate, resist, or attempt to change the situation.
- C. Apply physical activity to promoting personal well-being.
- D. Practice ethical and legal responsibilities of living in a digital age.

III. VALUES

This General Education curriculum affirms the values that emerged from faculty discussion and that were adopted by the faculty on April 4, 2001. These values are: Christian piety, integrity, scholarship¹, peacemaking, serving, and stewardship, along with several subgoals. Certainly, the faculty promotes many other values in their teaching, but these are broadly representative.

There is good reason not to place specific values into each program category. The first three values in the list are understood to have a place in every course, allowing for different ways to promote them. The last three can be developed in many courses, and the proposal includes them as possible features in categories and courses where they are deemed particularly relevant.

Students' value development must occur in their entire course of study, both in the general education program and their major and elective courses. No single course can be expected to produce a particular value outcome by itself. Rather, the general education program is designed to provide a common base for faculty members to discern how best to foster the development of all six values in each course, given its discipline and methods.

Appendix D

General Education Policies

1. No more than three (3) courses may be used to meet both General Education requirements and requirements for a major. A Cross-cultural Experience (Z) course does not count toward these three courses.
2. General Education requirements may total no more than 52 credits.
 - Students completing Option 1 (CWC, Introduction to the Creative Arts, College Writing, Christian Theology, Contemporary Western Life and Thought) have 52 credits.
 - Students completing Option 2 (The Humanities Program) have 51 credits.
3. Prerequisites for all courses within a General Education category or for a stand-alone General Education course must be the same. General Education courses are open to all students who have met the General Education prerequisites.
4. General Education courses, with the exception of Cross-cultural Experience (Z) courses, may not be taken as a Directed Study. General Education courses may be taken as a Course by Arrangement only when they meet all requirements in the policy on Course by Arrangement.
5. Students should submit their petitions directly to the Office of the Registrar for evaluation. If the Registrar denies a petition or if s/he has a question about it, s/he will send the student to the point person. Students petitioning a course taken at another college or university may go directly to the General Education point person who will evaluate the request and, if approved, sign the petition form which must then be submitted to the Office of Registrar. Department chairs may not approve or deny a petition for General Education requirements and should refer any students with a General Education petition to the point person or the Registrar. Course petitions for study abroad courses must also be approved by the Office of International Studies.
6. An existing Bethel course may never be used to fulfill a General Education requirement until it has been approved by the General Education Committee through the established course approval process.

¹ The values voted on by the faculty in April 2001 used the term "learning". This term was replaced by scholarship in the final version of the General Education curriculum proposed and approved by the faculty in October 2004.

7. With the exception of four requirements, General Education requirements must be completed through courses taken at Bethel or at another accredited college or university or through CLEP/AP/International Baccalaureate exams. Exceptions include:
 - Second Language (S) – See proficiency testing options in the section of the General Education document that applies to this category as well as in the appendix.
 - Artistic Experience (A) – See experience options in the section of the General Education document that applies to this category.
 - Cross-cultural Experience (Z) – See experience options in the section of the General Education document that applies to this category.
8. College Writing – Students may be granted credit by transfer for College Writing only for a college-level course that meets the requirements of College Writing and which includes an academic research paper of 7 pages or more. Students who have completed such a course at another college or university who have not received credit at Bethel for College Writing should contact the Director of College Writing and provide him/her a syllabus and the research paper written for the class. If the Director of College Writing determines that the research paper assignment and other course requirements are equivalent to those of Bethel’s College Writing course, transfer credit will be granted. College Writing credit may also be granted for students receiving a qualifying score on an Advanced Placement (AP), CLEP, or DANTE exam. The College Writing requirement cannot be waived or met by any other means.
9. Students may not register for more than one P course per semester.

*Academic departments as well as individual students may petition the General Education Committee for exceptions to policies.

Appendix E

Second Language Requirement Summary

Students must demonstrate the ability to understand and communicate with people of other cultures in order to graduate. Students may demonstrate this ability by:

1. taking classes at Bethel and receiving a passing grade (course must be the second semester of the first-year or higher of a modern, biblical, or classical language i.e. HEB102S, SPA202.
2. taking the second semester of a first-year (introductory or beginning) college-level language class or higher with grade of C or higher at another college/university (Any language other than English.)
3. earning a qualifying score on an Advanced Placement, CLEP, or IB exam.
4. providing appropriate documentation that verifies language skills.

Option 1 - TAKING CLASSES AT BETHEL

Students must pass a language class at the 102 level or higher.

Students with no high school experience or with **one year or less** in the language they are going to take at Bethel should enroll in the first language course i.e. FRE101. **No placement test required.** These students will need to take two semesters of the same language and pass the second course i.e. FRE102S. Students with two years of high language will be placed in 102 and will need to take one course only. Applies for all languages.

Students who have completed **three or more years** of French, German, or Spanish in high school who plan to take a course in the same language at Bethel **must take the language placement exam** so that they can be enrolled in the course that is most appropriate for their language ability. Students who have taken more than three years of Latin in high school and plan to continue in Latin should contact the biblical and theological studies department.

Students majoring in Biblical and Theological Studies who plan to take Biblical Greek or Hebrew to meet Bethel's language requirement may want to consider waiting until their second or third year of study at Bethel. Many of these students plan to go to seminary and by taking the courses later in their college experience will have more recent experience with the biblical languages when they start their seminary studies.

Consult the Biblical and Theological Studies and the Modern World Languages sections of the catalog for a current listing of language courses offered at Bethel.

Option 2 - TAKING A CLASS AT ANOTHER COLLEGE OR UNIVERSITY

Students who have completed the first year of language on the college level (College-in-the-Schools, PSEO at another college, community college etc.) with a grade of C or better have met the language requirement. These courses are usually called Introductory/Beginning/Elementary *name of language* II i.e. GER102, FREN 1102.

Students who have passed a language course higher than Introductory II with a grade of C or better at another college have also met the language requirement.

Students who have taken a course at another college and want to continue in the same language at Bethel for a major/minor or for general interest may start in the next course in sequence, but we suggest they take the placement test to confirm the level.

Option 3 - EARNING A QUALIFYING SCORE ON AN ADVANCED PLACEMENT EXAM, CLEP TEST, OR INTERNATIONAL BACCALAUREATE (IB)

Minimum scores needed on these exams to fulfill the language requirement are as follows:

- AP (all languages) - 3
- CLEP (all languages)
- IB – Language A (HL) 4
 - Language A2 (HL) 4
 - Language A2 (SL) 5
 - Language B (HL) 4
 - Language B (SL) 5

Students who have passed the AP or CLEP test and want to continue studying the same language at Bethel for a major/minor or for general interest should take the placement test.

Option 4 - PROVIDING APPROPRIATE DOCUMENTATION THAT VERIFIES LANGUAGE SKILLS

This option may only be pursued by students who ...

- 1) have significant experience living in a non-English speaking community in the U.S. or abroad in which they communicated regularly in a language other than English
- 2) are a native-speaker of a language other than English

Contact the General Education Point Person for Second Language. Though this option can be used to fulfill the language requirement, credit is not granted.

Language Requirement for Transfer Students²

Level 1 through level 5 transfer students all have the same language requirement as incoming freshmen. (See above.)

Level 6 transfer students choose between four options, any of which can be met at Bethel or by transfer:

- fulfilling the second language requirement (Options 1-5 above apply.)
- passing a World Cultures (U) course
- passing a Comparative Systems (G) course
- fulfilling the Cross-cultural Experience (Z) requirement

Courses may be transferred to Bethel only if the student has received a grade of C or better.

Appendix F Language Placement and Testing

Students planning to take a language class at Bethel to fulfill language requirement

1. Students with NO previous language coursework, to meet the General Education language requirement:

- Complete the REQUEST TO TAKE 101 form available through the Modern World Language webpage.

2. Students WITH previous language coursework:

Language Placement Test

- Taken by students who have had HS language course(s) and continue that language at Bethel University.
- Test is offered online at the Modern World Language website, takes about 15 minutes, must be taken at least one week before registration.
- MWL testing coordinators consider, in addition to the score: previous seat time, grades, lapse of time between language courses, experience with native speakers.
- Final placement is determined by the testing coordinator.
- Students who place above the 102S course, take the course into which they are placed, or the CLEP test [see below].

Students NOT planning to take language class work at Bethel:

² Requirements for transfer students differ during the first two years of implementation of the General Education curriculum. See advising manual.

1. Transfer credit from another college
 - Applies to students who have taken language classes at an accredited college and received a grade of C or better (e.g. community college, U of M, College-in-the-Schools).
 - Must have completed a college-level course equivalent to Bethel's Introductory II classes (FRE102S, GER102S, SPA202S, etc) or a language class at a high level.
 - No testing required. Student should verify on their degree evaluation that their language class has transferred in and that their degree evaluation has a "yes" on the line that says "R Second Language Requirement".
2. CLEP Test [College Level Examination Program]
 Taken by students wishing to test out of Bethel University language requirement in Spanish, German, or French. NOTE: Since CLEP tests are not offered in all languages, students who have studied a language other than French, German or Spanish or who are native speakers of another language should contact the Modern World Languages Department.
 - Take onsite at area locations – see **CLEP website:**
<http://www.collegeboard.com/testing/>
 - Request that score results be sent to Bethel University.
 - Credits can be received through CLEP with a minimum score of 50. Final determination of credits will be made by the Registrar's office.
 - Testing fees must be paid directly to CLEP upon registration for the exam.
3. AP [Advanced Placement], IB [International Baccalaureate], and Transfer credits from another university – may apply toward meeting the Gen Ed language requirement. For further questions on what will transfer for the Gen Ed language requirement from AP, IB, CIS and transfer credits from another university, please contact the Registrar's office.

Further information can be found at the MWL website:
<http://cas.bethel.edu/dept/mw-languages/index.html>

Appendix G: Description of Modifications from the 1985 Curriculum

Reflects modifications from the 1985 curriculum as well as from the two proposals presented to the faculty: General Education Revision Team (GERT) and General Education Modification (GEM). The GEM proposal was approved in November 2004.

- Within the "Personal Development" pillar, the following courses are essentially intact from the current curriculum: College Writing, Artistic Experience (A), and Leisure and Lifetime Sport (Q). The Intro to Liberal Arts (Freshman Seminar), Introduction to Creative Arts (CIFA) and Physical Well-Being (Physical Wellness) courses are GERT's revisions of the current general education program. Nature of Persons is GERT's revision of the current SAGI (B) category.
- The "Biblical Foundations" pillar is comprised of Introduction to Bible, Christian Theology (C), and Interpreting Biblical Themes (J) as they are in the current curriculum.

- The “Math, Science, and Technology” pillar retains the Laboratory Science (D) requirement from the current curriculum. The Math category (M) incorporates GERT’s revision. The Science, Technology, and Society (K) category remains intact from the current curriculum.
- The “Global Perspectives” pillar retains CWC in its current form and builds upon this course with four new and revised course categories. Contemporary Western Life and Thought is a revision of the current Modern Age (F) category. World Cultures is a revision of GERT’s World Cultures category. Comparative Systems reflects ideas from both GERT’s Comparative Ideas & Cultures category and the current Systems (G) and Cultural Diversity (E) categories. The requirement of a second language has been adopted from the GERT proposal and replaces one of the current E or G category requirements.
- The capstone course, Contemporary Christian Issues (P), has been retained from the current curriculum.
- The Cross-Cultural Experience requirement is a revision of both GERT’s proposal for an off-campus version of Comparative Ideas & Cultures and the current curriculum.
- The knowledge, skill, and value outcomes approved by the faculty on April 4, 2001 are more specific and embedded into the pillars, categories, and courses.
- Specific designations for writing and speaking intensive courses, proposed by GERT, were not retained in this proposal since they are departmental rather than general education responsibilities.
- Western Humanity in Christian Perspective I-IV is explicitly integrated into the General Education Program. These courses will meet the following five requirements in this proposal; College Writing, Introduction to Creative Arts, Christian Theology, Contemporary Western Life & Thought, and Christianity & Western Culture.