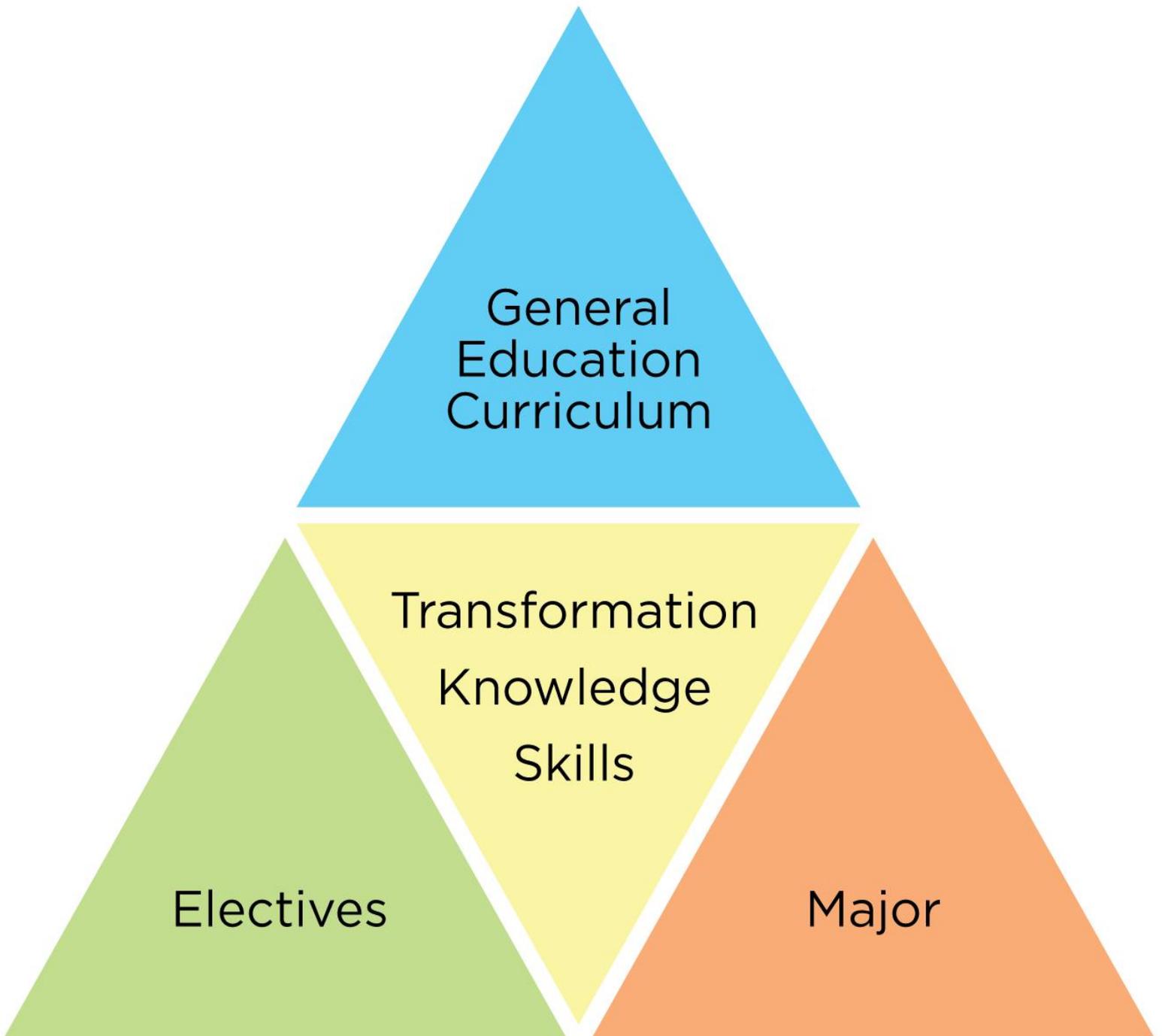


**Preparing Today's Christians  
for Tomorrow's World**



**College of Arts and Sciences**

REVISED  
September 2018

Revised 9/18

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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.

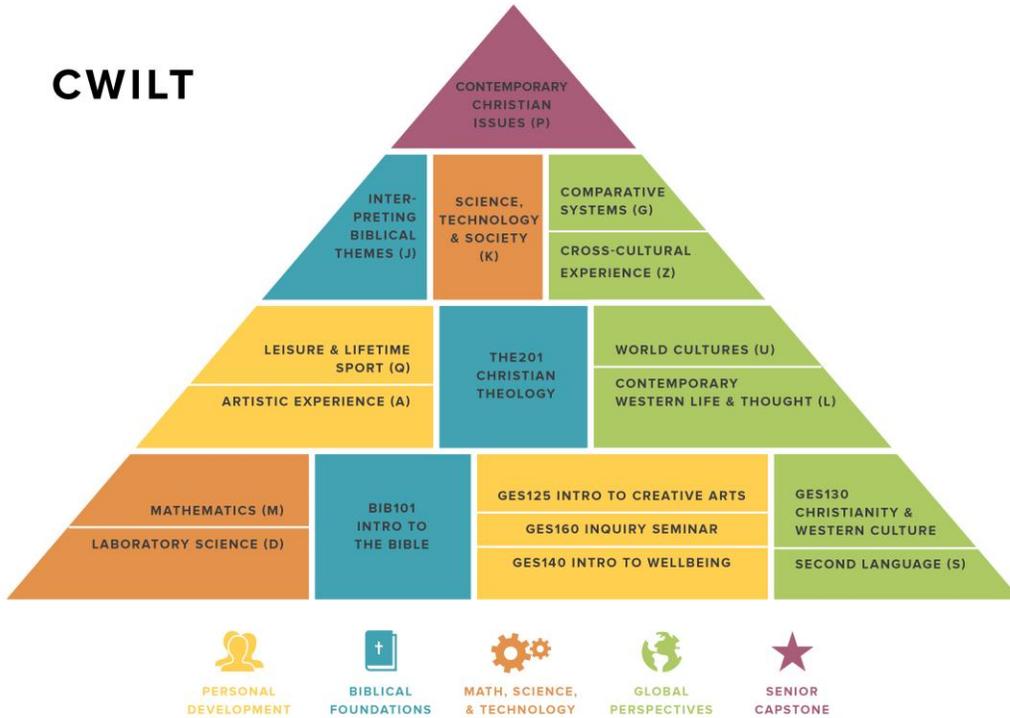
As a step to enhance such integration, the curriculum is arranged in four themes with a capstone that draws from all of them. Each theme represents elements that form a unified perspective. To be described in detail on the following pages, these themes are:

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

The capstone of all four themes is Contemporary Christian Issues.

# General Education Program Overview

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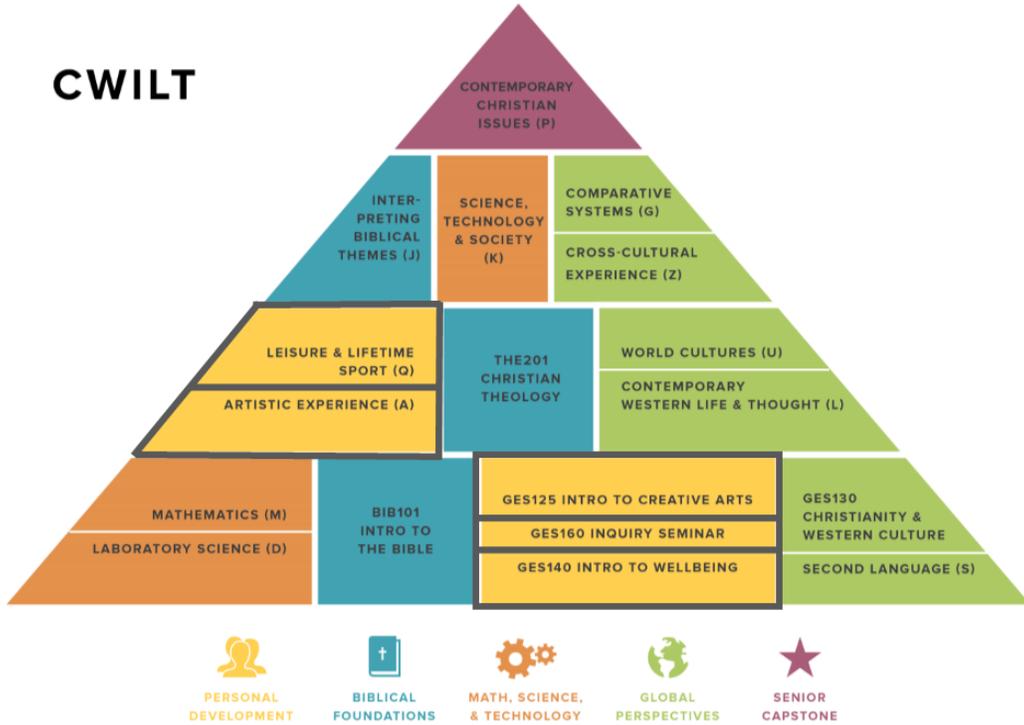


## HUMANITIES

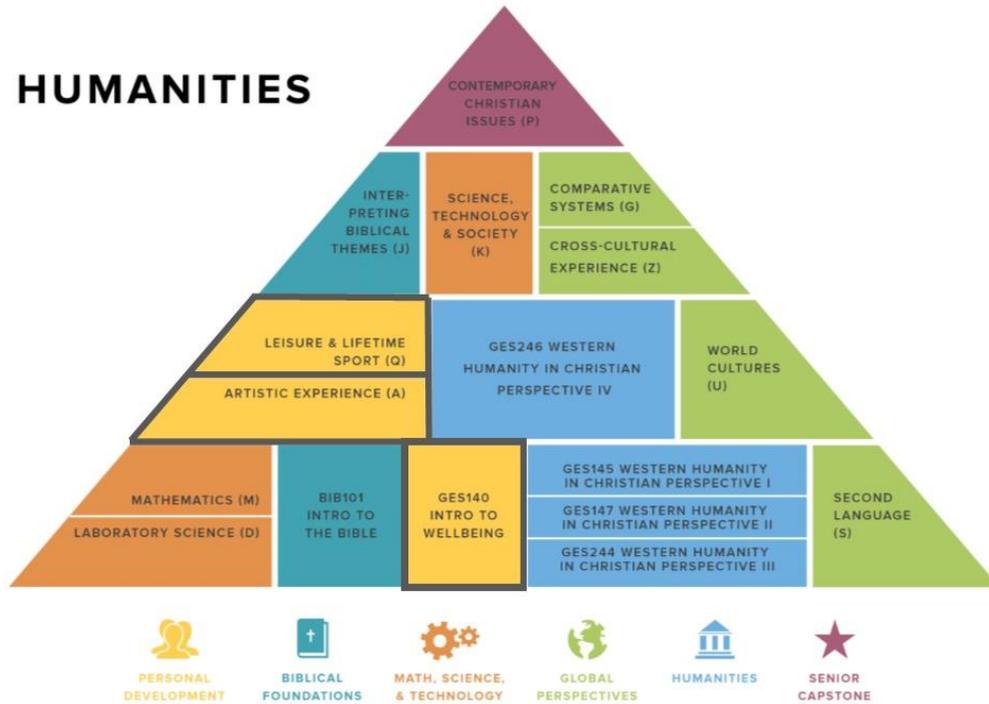


# PERSONAL DEVELOPMENT

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## **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 theme, 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 whole-being wellness.

### 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:**

- GES125 Introduction to the Creative Arts
- GES140 Introduction to Wellbeing
- GES160 Inquiry Seminar
- *CATEGORY:* Leisure & Lifetime Sport (Q)
- *CATEGORY:* Artistic Experience (credit and noncredit options) (A)

## **Introduction to Wellbeing (3 credit Course)**

**DESCRIPTION:** Explores many of the dimensions that influence wellbeing: including Spiritual, Cognitive, Emotional, Physical, Relational, and Meaning. Examines the dynamic interconnection between the dimensions. Students integrate foundational knowledge, experiences, and strategies to become successful whole and holy individuals not only in college but also throughout adult life.

**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. Additionally, students who learn life skills such as:

emotional intelligence, conflict management, dialogue skills, care for ones physical, emotional, and spiritual wellbeing, etc. are more likely to successfully navigate the challenges of emerging adulthood and complete their undergraduate degree.

**PREREQUISITES:** None

**CLASS:** GES140

**RECOMMENDED CLASS SIZE:** 30

**OUTCOMES:** The students will

Knowledge

1. Know and articulate six dimensions (aspects of life) that influence Wellbeing.
2. Identify and understand the interrelated nature of these dimensions.

Skills

1. Articulate how Wellbeing is influenced by and interconnected with: values and priorities, spiritual formation, emotional health, physical health, relationships, healthy intimacy, vocational choice(s), personal stewardship, and one's participation in the Kingdom of God.
2. Identify how their personal strengths positively influence dimensions of Wellbeing.
3. Practice communication skills necessary for relating with diverse cultures and perspectives.
4. Articulate a Strategy for Living (such as a Personal Credo/Rule for Life/Vision Board) that addresses each dimension of Wellbeing and how it will be tended to in college and beyond.

**POSSIBLE FEATURES:**

1. Small group interaction with upper class student called a Peer Facilitator.
2. Alternative course structure and pedagogy.
3. May be developed with a focus on faculty modeling commitment to integration of faith and learning.
4. Addresses the values and serving and stewardship

**TRANSFER and EXEMPTION INFORMATION:**

- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
  - 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
- **Course Fulfillment Requirements:** Students required to fulfill this course requirement cannot transfer in credits for this course. Students must fulfill this course requirement at Bethel.
  - All students enrolling at Bethel through the Postsecondary Enrollment Options (PSEO) are required to complete GES140 during their first year at Bethel.
- **Exemptions:**
  - Students entering Bethel in the 2018-2019 academic year with 26-57 credits can fulfill this requirement by successfully completing course, PEA100.
  - Students entering Bethel in Fall 2018 with 58 or more credits or a completed AA, BA, or BS degree

- Students entering Bethel in Fall 2019 or later with 60 or more credits or a completed AA, BA, or BS degree

## **Inquiry Seminar (3 credit Course)**

**DESCRIPTION:** While exploring a specific topic of interest, students develop and understand the meaning and value of a liberal arts education in the Christian tradition. The seminar promotes the establishment of community among students, faculty, and varying aspects of student life. The seminar provide students with instruction and practice in writing as well as in preparing and delivering oral presentations. Supplemental assignments and activities outside the traditional classroom are required.

**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:** GES160

**RECOMMENDED CLASS SIZE:** 18

**OUTCOMES:** The students will

### Knowledge

1. Recognize methods and perspective of the Christian liberal arts.
2. Identify how an individual's background affects his or her engagement (listening and response) with community.

### Skills

1. Listen and communicate with clarity.
2. Practice personal agency in the learning process.

### **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, including correct documentation, of 7 or more pages of text
  - Planning and delivery of at least two oral presentations.
- **Transfer course level:** 100 or higher
- **Transfer course credits:** 2 or more
- **Course Fulfillment Requirements:**
  - All students enrolling at Bethel through the Postsecondary Enrollment Options (PSEO) are required to complete GES160 during their first year at Bethel.
- **Exemptions:**
  - Students with a completed MNTC, AA, BA, or BS degree
  - Students who have completed a composition course with a C grade or better at another college or university that has these features:
    - Academic research and writing

- Practice of the writing process (i.e. planning, drafting, revision, editing)
- Research paper, including correct documentation, of 7 or more pages of text

(Credit for transfer work appears on the transcript/degree audit as GES161. The student *will still need* to take COM110 Basic Communication or an equivalent course)

## **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:**
  - Students with a completed MNTC, AA, BA, or BS degree

## **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:**
  - Students with a completed MNTC, AA, BA, or BS degree.

**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:**

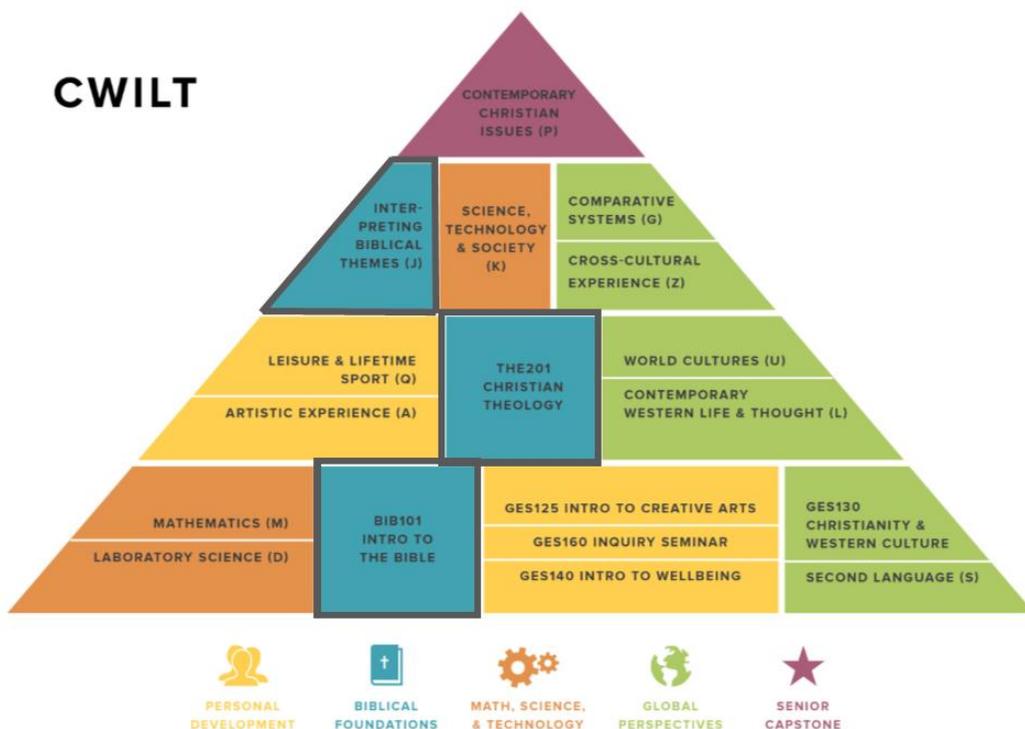
- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
  - Hands on artistic experience (dance, theatre, art, music)
  - Planned supervised, and evaluated by a faculty member
  - Critique of art form
- **Exemptions:**

- Students entering Bethel with 90 or more credits or a completed MNTC, AA, BA, or BS degree

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.

# BIBLICAL FOUNDATIONS

## CWILT



## HUMANITIES



## **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 theme, 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 in 2018:
  - With 26-58 credits or who have a completed MNTC degree are exempt from one Biblical Foundations course. These students are encouraged to take THE201 and an Interpreting Biblical Themes (J) course.
  - With 58 or more credits or who have a completed AA, BA, or BS degree are exempt from two Biblical Foundations courses. These students are encouraged to take an Interpreting Biblical Themes (J) course.
- Students entering Bethel in 2019 or later:
  - With 30 or more credits or who have a completed MNTC degree are exempt from one Biblical Foundations course. These students are encouraged to take THE201 and an Interpreting Biblical Themes (J) course
  - With 60 or more credits or who have a completed AA, BA, or BS degree are exempt from two Biblical Foundations courses. These students are 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, Inquiry Seminar OR Western Humanities in Christian Perspective III

**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 communicate influentially and thoughtfully about biblical values and their relevance to contemporary society. To fulfill this objective students will:

1. Write 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. Complete an outline and bibliography for the exegetical paper, on which students receive feedback from the instructor.
3. Complete at least one draft of the exegetical paper, which is reviewed either by peers, a writing center tutor, or the instructor.

**POSSIBLE FEATURES:**

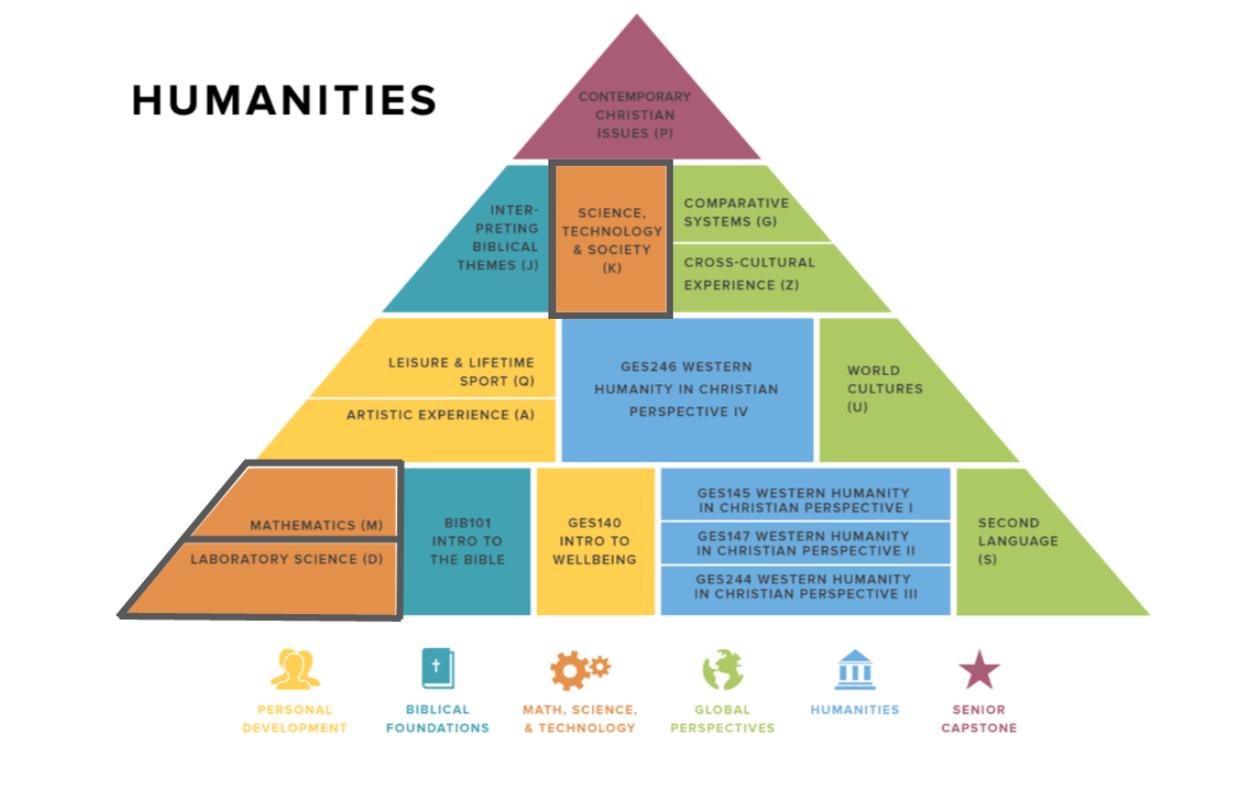
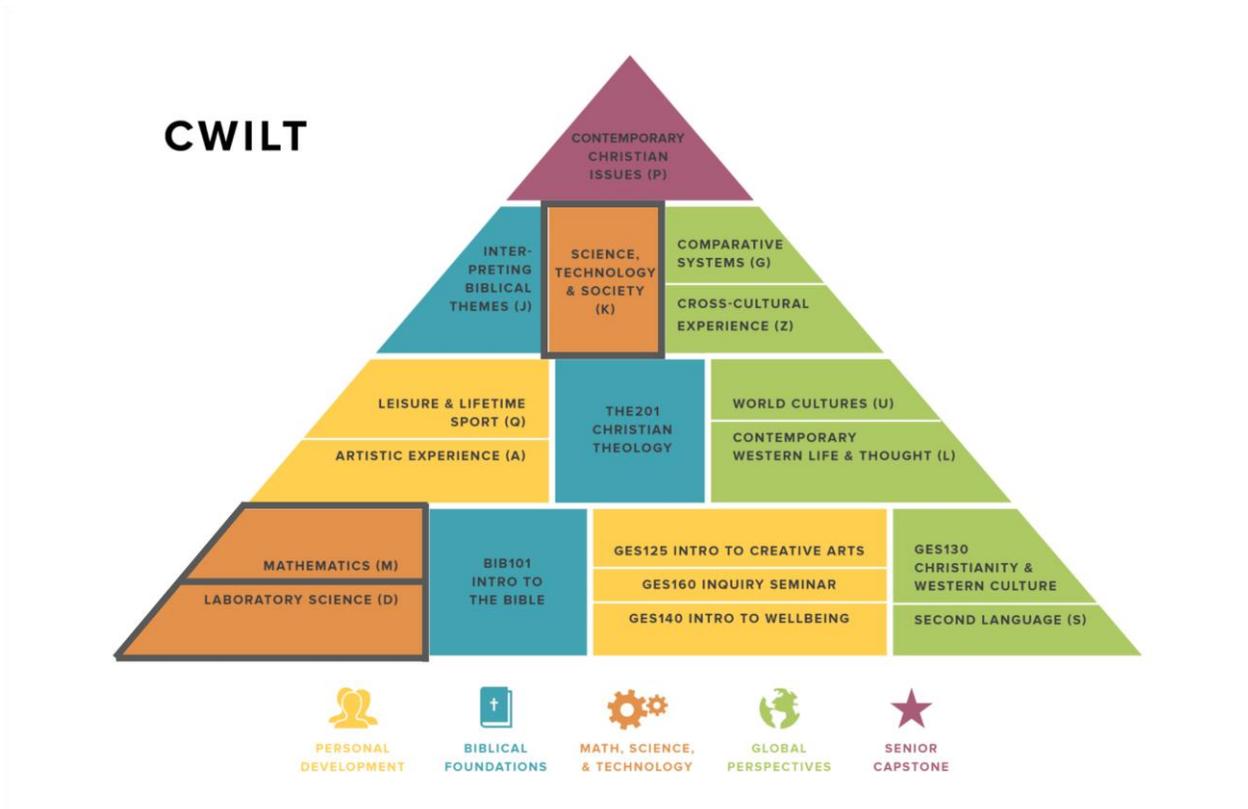
1. Interdisciplinary team-teaching
2. Attention to the values of peacemaking, serving, and stewardship

**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



## **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 theme, 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:**
  - Students with a completed MNTC, AA, BA, or BS degree

## **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:**
  - Students with a completed MNTC, AA, BA, or BS degree

## **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.

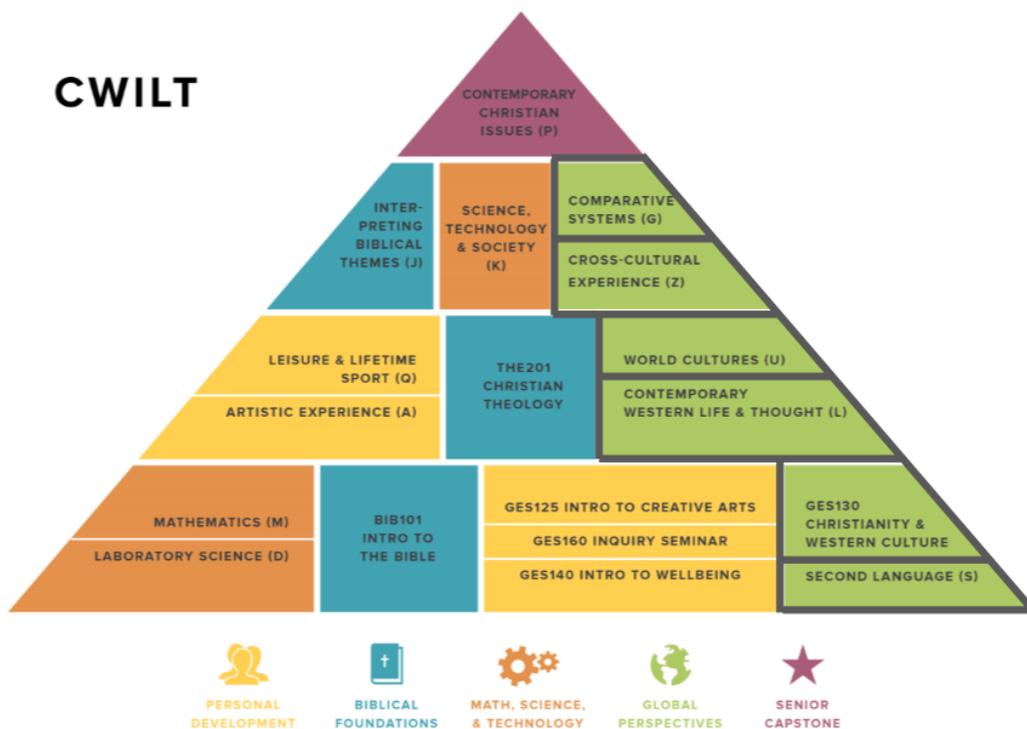
### **TRANSFER and EXEMPTION INFORMATION:**

- **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 in 2018 with 58 or more credits or a completed AA, BA, or BS degree
  - Students entering Bethel in 2019 or later with 60 or more credits or a completed AA, BA, or BS degree

# GLOBAL PERSPECTIVES

## CWILT



## HUMANITIES



## **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 theme 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:**

- **Common Necessary Features:** *(minimum content & skills required for transfer courses)*  
GES130 must be taken at Bethel. No transfer courses will be accepted to fulfill this requirement. This course must be taken at Bethel via a face-to-face or online format.
- **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 2<sup>nd</sup> 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)
  - Students who have completed a MNTC, AA, BA, or BS degree are exempt from taking this course.

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 World Languages and Cultures 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 21<sup>st</sup> 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 and Inquiry Seminar (may be taken concurrently) or Western Humanity in Christian Perspective III (may be taken concurrently)

**CLASS LEVEL:** 200

**RECOMMENDED CLASS SIZE:** 30

### **OUTCOMES:**

#### 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:** Students focus on comprehension by learning to paraphrase and summarize scholarly arguments. To fulfill this objective students will:

1. Complete writing assignments that summarize and interpret scholarly texts or primary sources chosen by the instructor.
2. Receive instruction/modeling from the instructor in methods of reading and comprehending such texts and formulating concise, coherent response essays that properly credit all sources.
3. Receive formative feedback on their writing to encourage improvement in 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 19<sup>th</sup> 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 in 2018 with 44-57 credits can choose between the Contemporary Western Life and Thought (L) or Comparative Systems (G) course
  - Students entering Bethel in 2018 with 58 or more credits or a completed MNTC, AA, BA, or BS degree are exempt from taking this course.
  - Students entering Bethel in 2019 or later with 45 to 59 credits can choose between the Contemporary Western Life and Thought (L) or Comparative Systems (G) course
  - Students entering Bethel in 2019 or later with 60 or more credits or a completed MNTC, AA, BA, or BS degree are exempt from taking this course.

## **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

4. Develop a vocabulary that allows discourse between the culture being studied and one's own culture.
5. 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 in 2018 with 44-89 credits or a completed MNTC, AA, BA, or BS degree are exempt from taking this course.
  - Students entering Bethel in 2019 or later with 45-89 credits or a completed MNTC, AA, BA, or BS degree are exempt from taking this course.
  - 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 and Inquiry Seminar, 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:** Students will focus on skills of application, analysis, synthesis, and evaluation by learning to compare and compile ideas into coherent arguments, and then discover and construct relationships between those ideas and everyday, modern life. To fulfill this objective students will:

1. Complete writing assignments that 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. Receive formative feedback on all writing assignments to improve on successive assignments.
3. Complete 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 in 2018 with 44-57 credits can choose between the Contemporary Western Life and Thought (L) or Comparative Systems (G) course
- Students entering Bethel in 2018 with 58-89 credits or have a completed MNTC, AA, BA, or BS degree are exempt from taking this course.
- Students entering Bethel in 2019 or later with 45-59 credits can choose between the Contemporary Western Life and Thought (L) or Comparative Systems (G) course
- Students entering Bethel in 2019 or later with 60-89 credits or a completed MNTC, AA, BA, or BS degree are exempt from taking this course.
- 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:**

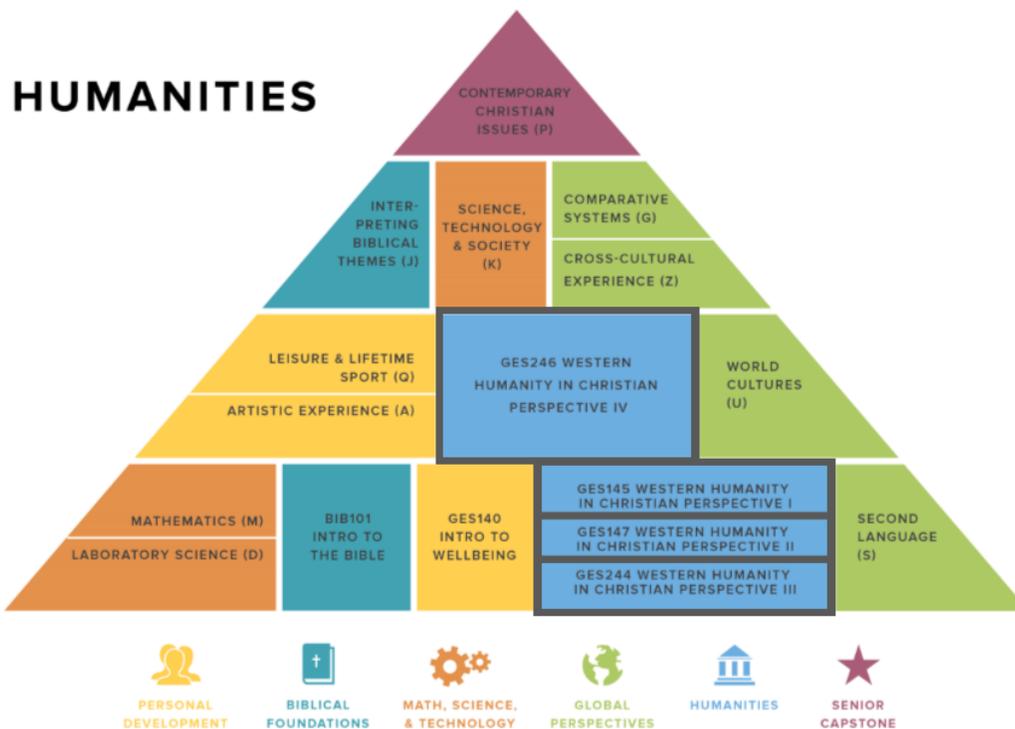
- **Common Necessary Features:** (*minimum content & skills required for transfer courses*)
  - Must be part of a credit bearing course. Regular transfer policies apply (e.g. grade of C or better, cannot be S/U.)
  - Minimum 25 hours person to person (preferably one on one) with someone from another 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.

# AN INTEGRATED CROSS-THEME PROGRAM



## **AN INTEGRATED CROSS-THEME PROGRAM**

### **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 themes of Bethel's General Education Program: GES160 Inquiry Seminar, 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

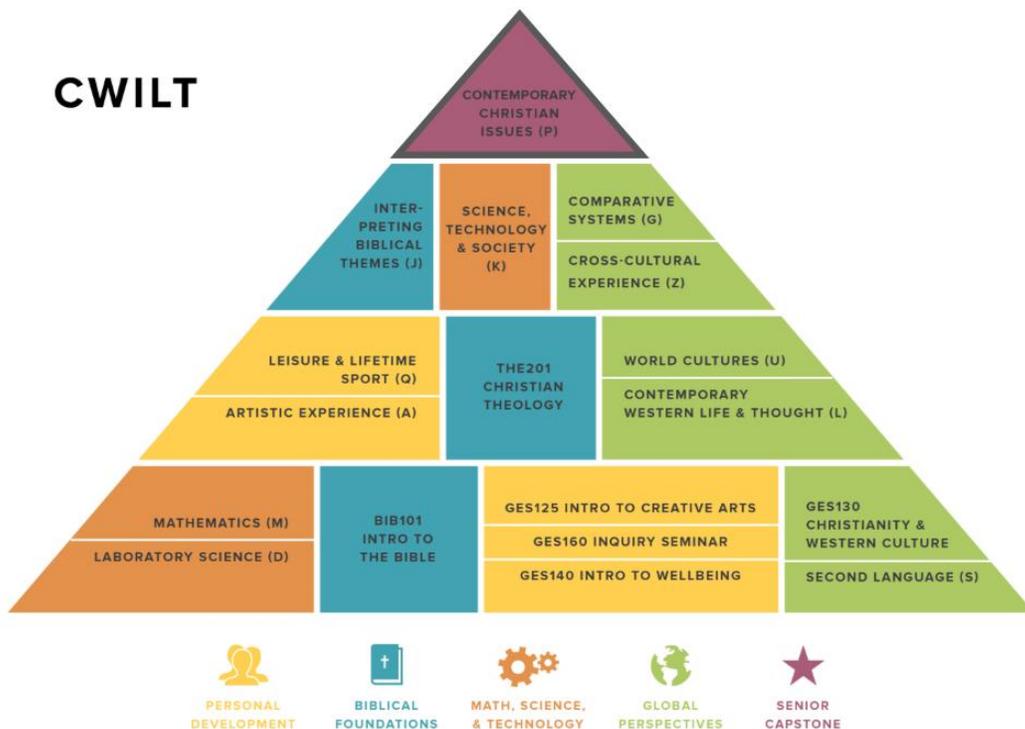
1. Understand the vocabulary and modes of expression that Christians and others in the West have used to search for truth and express themselves through art, music, theology, drama, philosophy, literature, and politics.
2. Know significant primary texts in which central theological doctrines are debated: 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.

# GENERAL EDUCATION CAPSTONE

## CWILT



## HUMANITIES



## GENERAL EDUCATION CAPSTONE

### **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, Inquiry Seminar or Western Humanity in Christian Perspective III, 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 will focus on 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. To fulfill this objective, students will

1. Complete 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.
- **Exemptions:** None

## Appendix A 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 B

# 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,

scholarship<sup>1</sup>, 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 C

### 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 50 credits.
  - Students completing Option 1 (CWC, Introduction to the Creative Arts, Inquiry Seminar, Christian Theology, Contemporary Western Life and Thought) have 50 credits.
  - Students completing Option 2 (The Humanities Program) have 49 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. 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.
5. 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.
6. Students should submit their petitions directly to the Office of the Registrar for evaluation. In consultation with the General Education Committee, the Registrar's office reviews all transfer work to determine General Education equivalencies. Students should use the petition form found on the Registrar's website (<https://www.bethel.edu/registrar/transfer-credits/transfer-substitution-petition>) when petitioning a course requirement. Department chairs may not approve or deny a petition for General Education requirements. Course petitions for study abroad courses must also be approved by the Office of International Studies.

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<sup>1</sup> 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.
9. Students may not register for more than one P course per semester.

## Appendix D

### 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.

#### **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 Placement Testing**

See the World Languages and Cultures webpage for current information:

<https://www.bethel.edu/undergrad/academics/world-languages/language-placement/>

## Appendix E: **First Year Experience**

As part of the Moving the Needle Student Success and Retention Project a group of faculty and staff worked together on the first year experience of Bethel students. They developed guiding principles and proposed revisions to first year General Education classes. This change was approved by the General Education Committee and the Faculty Senate in Spring 2016.

### **Guiding Principles**

- **Explore**
  - As a student, I will explore my....
    - Faith
    - Identity (integrity, values, gifts, skills)
    - Academic options
    - Global community
- **Encounter**
  - As a student, I will encounter....
    - Difference/diversity (e.g., ideas, people, ways of thinking)
    - Opportunities
    - Challenges
    - Support
- **Connect**

- As a student, I will connect with...
  - Faculty
  - Peers/Students
  - Academics (may be a discipline/major for those declared)
  - Campus (e.g., co-curricular, employment/TA role, physical space, etc.)
  - Global community
  - Church
  - Resources
- **Prepare**
  - As a student, I will prepare to....
    - Learn
    - Serve (outside of BU)
    - Thrive
    - Contribute (inside BU)
    - Engage (thoughts, ideas, people)
    - Become....

### **New Courses**

Two new three-credit courses, Inquiry Seminar and Introduction to Wellbeing, were developed. These courses were crafted to:

- address research-based best practices for first-year experiences
- accomplish the vision of the Bethel culture and values named in the guiding principles
- uphold the strengths of the current curriculum, including enhancing the *practice* of liberal arts learning
- correct known shortcomings in our recent approaches to first-year experiences
- cultivate mutual enjoyment of learning and community aligned with Edgrens' model of friendship between teacher and student

### **Courses taken out of the General Education Curriculum: Objectives were Reconfigured in New Courses**

College Writing (3 credits)

Nature of Persons (N) category (3 credits)

Physical Wellness (1 credit)

Introduction to Liberal Arts (1 credit)

### **Credit Change**

2007 General Education Curriculum – 51-52 credits

2017 General Education Curriculum – 49-50 credits

## Appendix F: Entry Standing Level Charts

### Entry Standing Level Chart for students entering Fall 2018

General Education Requirements by Entry Standing 2018-2019	2 0-25 Credits	3 26-43 Credits	4 44-57 Credits	5 58-89 Credits	6 90+ Credits	Completed MNTC	Completed AA, BA, or BS
<b>Personal Development</b>							
GES125 Introduction to the Creative Arts	Yes	Yes	Yes	Yes	Yes	No	No
Artistic Experience (A)	Yes	Yes	Yes	Yes	No	No	No
GES160 Inquiry Seminar**	Yes	Yes	Yes	Yes	Yes	No	No
GES140 Introduction to Wellbeing*	Yes	Yes or PEA100	Yes or PEA100	No	No	Yes	No
Leisure and Lifetime Sport (Q)	Yes	Yes	Yes	Yes	Yes	No	No
<b>Biblical Foundations</b>							
BIB101 Introduction to the Bible	Yes	Choose 2: One must be at Bethel	Choose 2: One must be at Bethel	Choose 1: Must be at Bethel	Choose 1: Must be at Bethel	Choose 2: One must be at Bethel	Choose 1: Must be at Bethel
THE201 Christian Theology	Yes						
Interpreting Biblical Themes (J)	Yes						
<b>Math, Science, and Technology</b>							
Mathematics (M)	Yes	Yes	Yes	Yes	Yes	No	No
Laboratory Science (D)	Yes	Yes	Yes	Yes	Yes	No	No
Science, Technology, and Society (K)	Yes	Yes	Yes	No	No	Yes	No
<b>Global Perspectives</b>							
GES130 Christianity and Western Culture*	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Contemporary Western Life and Thought (L)	Yes	Yes	Choose L or G	No	No	No	No
Comparative Systems (G)	Yes	Yes		No	Choose 1: G, S, U, Z	No	No
Second Language (S)	Yes	Yes	Yes	No		No	No
World Cultures (U)	Yes	Yes	No	No		No	No
Cross-cultural Experience (Z)	Yes	Yes	Yes	Yes		Yes	Yes
<b>Senior Capstone</b>							
Contemporary Christian Issues (P) *	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Other Requirements</b>							
Interims that must be completed at Bethel	3	2	2	1	0	2	1

Yes = Students must take course

No = Student is exempt from taking course

\* Must be taken at Bethel.

\*\* The GES 160 Inquiry Seminar requirement may be fulfilled by certain transfer courses or exams, such as (AP, CLEP, or IB) focused on college composition.

## Entry Standing Level Chart for students entering Fall 2019 and beyond

General Education Requirements by Entry Standing 2019	Freshman 0-30 credits	Sophomore 1 30-44 credits	Sophomore 2 45-59 credits	Junior 60-89 credits	Senior 90+ credits	Completed MNTC	Completed AA, BA, or BS
<b>Personal Development</b>							
GES125 Introduction to the Creative Arts	Yes	Yes	Yes	Yes	Yes	No	No
Artistic Experience (A)	Yes	Yes	Yes	Yes	No	No	No
GES160 Inquiry Seminar**	Yes	Yes	Yes	Yes	Yes	No	No
GES140 Introduction to Wellbeing*	Yes	Yes	Yes	No	No	Yes	No
Leisure and Lifetime Sport (Q)	Yes	Yes	Yes	Yes	Yes	No	No
<b>Biblical Foundations</b>							
BIB101 Introduction to the Bible	Yes	Choose 2: One must be at Bethel	Choose 2: One must be at Bethel	Choose 1: Must be at Bethel	Choose 1: Must be at Bethel	Choose 2: One must be at Bethel	Choose 1: Must be at Bethel
THE201 Christian Theology	Yes						
Interpreting Biblical Themes (J)	Yes						
<b>Math, Science, and Technology</b>							
Mathematics (M)	Yes	Yes	Yes	Yes	Yes	No	No
Laboratory Science (D)	Yes	Yes	Yes	Yes	Yes	No	No
Science, Technology, and Society (K)	Yes	Yes	Yes	No	No	Yes	No
<b>Global Perspectives</b>							
GES130 Christianity and Western Culture*	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Contemporary Western Life and Thought (L)	Yes	Yes	Choose L or G	No	No	No	No
Comparative Systems (G)	Yes	Yes		No	Choose 1: G, S, U, Z	No	No
Second Language (S)	Yes	Yes	Yes	No		No	No
World Cultures (U)	Yes	Yes	No	No		No	No
Cross-cultural Experience (Z)	Yes	Yes	Yes	Yes		Yes	Yes
<b>Senior Capstone</b>							
Contemporary Christian Issues (P)*	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Other Requirements</b>							
Interims that must be completed at Bethel	3	3	2	1	0	2	1

Yes = Students must take course

No = Student is exempt from taking course

\*Must be taken at Bethel

\*\*The GES 160 Inquiry Seminar requirement may be fulfilled by certain transfer courses or exams, such as AP, CLEP, or IB focused on college composition or by a transfer course in college composition in combination with COM 110 Basic Communication or an equivalent course.