

From the GE Document

IV. Competent and Compassionate Action The expectation that students will put their education into action may be fulfilled in a variety of ways, many of which may be part of the student's major.

All students will complete one of the following three options at an advanced level:

1. **Productions and Presentations** Participation in a course that provides a substantial opportunity for creative production and performance or presentation. This may be met by participation in an upper-division applied art course, music ensemble, dance performance, or theatre production. In addition, upper-division courses in a wide variety of disciplines may provide suitable occasions for students to complete a major research project. The following list is meant to be illustrative rather than exhaustive:

Area of Coursework	Potential Projects
Computer Science	development of a significant computer project
Economics and Business	business plans and presentations
Creative Writing	publication or public reading
Kinesiology	development of exercise programs

2. **Research** Any course or project with a substantial research component may be undertaken to satisfy this requirement. The associated activities should include identification of a problem, question or issue; formulation of a question or hypothesis; development of an appropriate methodology; review of the relevant literature; experimentation, evidence-gathering, or argument construction and evaluation; and report of the findings in an appropriate form. A major honors project would clearly satisfy this requirement, though a major honors project requires more of students.
3. **Integrating the Major Discipline** Any course or project in the student's major that has a substantial integrative component may be taken to satisfy this requirement. Such courses involve students in reflection on the discipline – how its diverse parts form a coherent whole and how the discipline interacts with the Christian faith and with the whole of a Liberal Arts education. For purposes of this general education requirement, any senior seminar, capstone course within the major, or upper-division interdisciplinary seminar has the potential to satisfy this option.

IV. Competent and Compassionate Action

1. Productions and Presentations

Interpretive Statement

If this requirement is to be fulfilled primarily through a presentation or performance demonstrating advanced skill level such as a music ensemble performance, the event should be managed in such a way that it is naturally open to the public. The event should be advertised to the campus community and should not be limited to class participants by time or venue.

When the course or project is primarily oriented toward creating a product, the work involved should be at an advanced level and should be presented to others. For example, the results of an applied art class could be part of a class show. Ideally, the show would be open to visitors beyond the class, but this is not mandatory. The scope of the presentation should be appropriate to the product. For example, while art projects should be presented at a show open to the campus and/or the surrounding community, other types of work such as software projects might be made available to potential clients.

2. Research

Interpretive Statement

Research students should write up the results of their endeavors in a manner that is suitable for the discipline. When appropriate, they also should be encouraged to present their research in a relevant venue such as a poster session, a disciplinary seminar, or a journal.

Research experiences may be proposed by either departments or individual students. In the first case, a set of common expectations that are to be part of all research experiences offered by the department to satisfy the requirement should be clearly delineated. Research experiences not offered to fulfill the GE area would not be bound by these expectations. Major honors projects are to be reviewed by the Review Committee of the Academic Senate. All other individual projects are to be reviewed by the General Education Committee.

3. Integrating the Major Discipline

Interpretive Statement

The integrative project or the course context should address three goals:

- a. Bring together disparate threads of the discipline and provide a unified view of the broad scope of the major.
- b. Identify the discipline's place within the larger educational program.
- c. Reflect on the relationship between the discipline and the Christian faith.

These three goals need not be addressed equally, but should be addressed at an advanced level. A project might address only one of the three goals directly if the others are part of the surrounding discussion and/or readings. Within these broad guidelines, it is an individual department's prerogative to determine and, indeed, responsibility to articulate the most appropriate way(s) of integrating the discipline.