

1. **Serving Society; Enacting Justice** Courses involve active student participation in a course with a service project, or an internship that includes significant involvement in responding to social issues. A course or internship fulfilling this requirement should deliberately raise students' awareness of issues of justice grounded in social class, gender, ethnicity or human disability; the environment; or the impact of technology. This should invite students to examine their own presuppositions and to develop their skills in their exercise of charity and compassion. The service project, which is to be explicitly integrated into the academic content of the course, should, when possible, be performed for a nonprofit organization.

--- From the GE Document

1. **Serving Society; Enacting Justice**

Interpretive Statement:

Activities designed to fulfill the Serving Society; Enacting Justice section of the General Education program should substantially conform to the following criteria.

1. The service component should be preceded by an orientation which addresses
 - a. The context in which the work will be done.
 - b. The specific goals of the activity.
 - c. The types of reporting that will be expected.
2. The service component should take place in a context where the student will have exposure to one or more of the following:
 - a. Issues of economic disparity and class.
 - b. Issues of gender and ethnicity.
 - c. Issues of environmental stewardship/ remediation.
 - d. Issues of social or political disenfranchisement.
 - e. Issues of community identity, infrastructure and safety.
 - f. Issues related to aging.
 - g. Issues of disability.
 - h. Issues related to the logistics of or structures for serving society and/or enacting justice.
 - i. Other similar or related issues.
3. The service component may take the form of direct contact and service or may take place in a setting which addresses systemic and structural concerns.
4. Typically, at least 12 hours of service should be performed.
5. The service component should be embedded in or connected to an academic context (lecture, class discussion, seminar, readings, discussions with a mentor) which will enable student to process the experience beyond a casual level.
6. There should be a clear system of and reporting for both performance and processing.

--- From the Supplemental Document

Draft Learning Outcomes

Students will identify

- Theological motivations for service.
- The needs of the population being served.
- The effects and affects resulting from those needs.
- Causes of those needs, such as involuntary circumstances, individual choices and structural injustices.

Students will reflect on

- How they have been affected by their experience (for example, changes in beliefs, attitudes or values).
- How their experiences might inform their calling to discipleship, citizenship and future service.