

4. Recognition of other major worldviews and how they differ from a Christian understanding of the world

Physician's Assistant - In my pediatric medicine course I have students discuss how they can teach adolescents about relationships from a Christian perspective, while still incorporating the necessary medical components. In a society filled with casual sexual relationships, health care providers must model and discuss the true love that God has planned for each person. *Pollyanna Kabara, SHP*

Science - Faith interactions in genetics class can be: simple (how does the same concept describe both the genetic term “concordance” and the meaning and theology of “Concordia” University?), ethical (should information in DNA be used to determine someone’s insurability or the fate of an *in vitro* embryo?), philosophical (how should one expect science and/or religion to inform one’s views on the origin of the human genome?), or theological (how is genetically modifying plants consistent with humankind’s stewardship of God’s creation?). All are meaningful because the creator of the universe chose to become an incarnate tangible part of His own creation. Just as His birth, death, and resurrection were physically observed, we physically observe the world he designed, created, and redeemed. *Michael Young, SAS*