

## **MISSION AND GOALS OF THE LIBERAL ARTS CURRICULUM**

(4/8/99)

Anderson University is committed to educate persons for a life of faith and service in the church and society. As an institution committed to the free and open traditions of the Church of God, this community strives to create a learning environment of the highest order where truth is pursued from a Christian faith perspective. The faculty aspires to assist students in their quest for knowledge and useful skills, as well as for maturity in Christian faith, personal values, and understanding self and the world. A central means for achieving these general goals and those outlined in the Statement of Institutional Mission is through our commitment to the goals and ideals of liberal education. The Anderson University liberal education curriculum is directed toward the freeing and development of total person -- thus stimulating their spiritual, intellectual, aesthetic, emotional and physical development.

### **ASSUMPTIONS**

The specific requirements of the liberal arts curriculum are an attempt to focus student attention on specific topics, practices and perspectives. They cannot be regarded as being complete nor independent from one another. The following assumptions are at the heart of writing this general curriculum:

- A. While the liberally educated person is an ideal towards which individuals continue to aspire, the process of becoming liberally educated cultivates a love of learning and an intellectual curiosity that continues to develop throughout a person's life.
- B. The educational processes of a Christian university committed to liberal education are not limited to the curriculum but must be reflected in the activities of the broader university community.
- C. Persons committed to becoming liberally educated develop a number of critical skills, qualities, and capabilities that prepare people for service in a wide range of vocational endeavors.
- D. Liberal education is not rigid and therefore requires an on-going process of evaluation and revision. This perspective is essential in maintaining the necessary linkages between the university and the broader world of which we are a part.

### **CURRICULUM FRAMEWORK**

In order to achieve the goals described in the mission, the general curriculum includes distinctive areas of content emphasis and five pervasive strands which will be integrated into the areas of required coursework. The areas of content emphasis and pervasive strands have been developed from the following sources: Goals of Liberal Education written for the current curriculum, statements developed from: the fall 1997, January 1998, and fall 1998 faculty sessions held on curricular revision; commonly accepted skill expectations as outlined in previous catalogues; statements of institutions of a similar character; and the beliefs arising from the ethos of the Church of God.

The intersection between the strands and the areas of content emphasis produces the distinctiveness of the Anderson University curriculum and moves students toward the achievement of the goals of liberal education.

## Pervasive Strands

**These processes will be applied in differing ways throughout each content area:**

1. CRITICAL REASONING: Opportunities will be provided to develop intellectual curiosity, independence of thought, and an ability to formulate and test positions on major questions.
2. COMMUNICATION: Opportunities will be provided for students to speak and write both within their major fields of study and more general areas with clarity and precision. The experiences will develop an ability to listen and respond effectively to the expression of ideas by others, and they will have the technological and bibliographic skills needed for the development of defensible positions.
3. CROSS DISCIPLINARY VIEW: Opportunities will be provided for students to develop a variety of perspectives on major issues, events and questions. Their perspectives will be drawn from the Religion and Biblical Studies, Contemporary World, Aesthetic, Environment, and Individual content areas.
4. OPENNESS TO TRUTH: Opportunities will be provided for students to appreciate the nature of knowledge. We believe there is such a thing as truth, and that its pursuit, while difficult, is ultimately worthwhile. Courses will incorporate discussion and experiences that encourage an understanding of the need for continuing study and for learning more of God's truth on the continuing questions of human existence and society.
5. CHRISTIAN COMMITMENTS AND PRACTICES: Opportunities will be provided for students to explore the relationship between Christian commitments and practices and personal and global questions and issues. They will be encouraged to explore their obligation for service in personal and professional areas of life and have sensitivity to their relationship to God, the church and society.
6. PREPARATION FOR SERVICE: Opportunities will be provided for students to develop the knowledge, skills, and dispositions required in graduate or professional education or when seeking a job. We purpose to bring together the liberal arts, professional preparation, and biblical faith and understanding to assist students to serve in diverse local, national, and global societies. (faculty action from the April 24, 2007 faculty meeting.)

## Curricular Areas of Emphasis

The Anderson University liberal education curriculum provides students a framework for knowing the world from the following content emphases. These points of emphasis have been developed from the documents described previously. Our approach emphasizes the following areas of study:

1. Religion and Biblical Studies
2. The Contemporary World
3. The Aesthetic
4. The Environment
5. The Individual

Each of these emphases seeks to achieve the broader goals of the Anderson University framework of liberal education and more. Within each we identify a set of objectives that focus

on the overarching goal of educating persons for a life of faith and service in the church and society.

### Religion and Biblical Studies

At Anderson University two traditions converge in the study of Bible and religion. One is the liberal arts tradition and its aspiration to liberating inquiry through the application of critical forms of scholarship. The other is a sponsoring church tradition that views education, specifically religious education, as formation in the life of faith in preparation for discipleship and service. The liberally educated person will come to a critical understanding of the role of religion in human experience. The person who is sustained in the life of the church will come to greater sensitivity toward God and neighbor. Those who are so sustained and liberally educated will have synthesized both traditions by employing critically based knowledge in enhanced awareness as they live out their religious commitments.

#### Objectives

Students will:

1. Have an understanding of Christian faith in terms of its beliefs and practices;
2. Be able to interpret and examine the basis for questions and issues of religious faith and practice;
3. Seek to understand religious diversity and value others as children of God;
4. Have critical knowledge of Biblical literature.

### The Contemporary World

A liberally educated person must be aware of the nature of human affairs both in the past and in contemporary society. This awareness needs to be reflected in an understanding of human thought and behavior from the perspectives of the social, cultural, political and economic areas of life. A solid background in these areas must be coupled with an historical perspective on developments that have shaped significant portions of human history, and on the movements and ideas that have shaped people's responses to their perceived needs. A liberally educated person will not only be able to address the issues of the contemporary world, but will also be prepared for the responsibilities of citizenship.

#### Objectives

Students will:

1. Have an understanding of history across time and place and its impact on the contemporary world;
2. Be able to identify the major components of the structural foundations of contemporary societies;
3. Understand the distribution of power in social, political and economic structures and the implications for specific groups;
4. Appreciate major moral and ethical issues emanating from the structural and policy choices and the obligations of citizenship within the Christian and world communities;
5. Have a knowledge of national and global linkages and interdependence;
6. Have the ability to evaluate major sources of conflict, which lead to global challenges and potential resolutions within the context of binding constraints;

## The Aesthetic

People in all times and places have crafted and valued that which is set apart by intrinsic qualities that evoke and explore human feeling. A liberally educated person appreciates such objects with an understanding of their historical and cultural context, and values the aesthetic as an important way of knowing.

### Objectives

Students will:

1. Distinguish between historical and cultural contexts of aesthetic forms;
2. Understand the role of the aesthetic for individuals and society;
3. Experience and value the aesthetic (i.e. through creation, performance, analysis, or critique.) as a meaningful part of one's life and community.

## The Environment

A liberally educated person will have studied the physical and natural world and the interactions of human beings with that world. The goals of such study are the development of: (1) a basic knowledge of science and the techniques used to uncover the mysteries of the universe, and (2) a sensitivity to delicate balances in nature as well as a sense of responsibility for their preservation.

### Objectives

Students will:

1. Understand the basic presuppositions of science and how they lead to the fundamental laws and theories that have been developed to explain how the universe works;
2. Learn the analytical methods (including laboratory work) of the physical and natural sciences with emphasis on their limitations as well as their strengths; and
3. Recognize the environmental changes (both positive and negative) that may be caused by human interaction or intervention, with emphasis on the concept of responsible stewardship.

## The Individual

A liberally educated person will have an understanding of self and others in society. These understandings develop as they study the similar and dissimilar characteristics of persons. The study of the ideals of human life which include good intellectual, spiritual and physical habits, furthers students' ability to analyze their own behavior, understand others, and integrate body, mind and spirit.

### Objectives

Students will:

1. Understand the role of ethics in interaction with others;
2. Distinguish between different theories of human thought and behavior
3. Perceive the universal, constant, and diverse qualities of humans across history and culture;
4. Develop a framework for incorporating good personal intellectual, physical and spiritual habits.

ANDERSON UNIVERSITY CURRICULUM MODEL  
For the integration of faith and learning

			<b>CONTENT AREAS OF EMPHASES</b>		
<b>PERVASIVE STRANDS</b> Applied Concepts	<b>BIBLE AND RELIGION</b>	<b>CONTEMPORARY WORLD</b>	<b>AESTHETIC</b>	<b>ENVIRONMENT</b>	<b>INDIVIDUAL</b>
<b>CRITICAL REASONING</b>					
<b>COMMUNICATION</b>					
<b>CROSS DISCIPLINARY VIEW</b>					
<b>OPENNESS TO TRUTH</b>					
<b>CHRISTIAN COMMITMENTS AND PRACTICES</b>					

# **Guidelines for the Liberal Arts Curriculum**

3/9/2000

The Liberal Arts Program of Anderson University consists of five content areas: Bible and Religion, Contemporary World, The Aesthetic, The Environment, and The Individual. Common to these are the pervasive strands defined in the document entitled The Mission and Goals of the Liberal Arts Curriculum (4/8/99) which are: critical reasoning, communication, cross-disciplinary view, openness to truth, and Christian commitments and practices. In addition to fulfilling the objectives of the disciplinary area, the course description must clearly indicate how the course will address the pervasive strands and why emphasis on any particular strands would not be appropriate.

A course proposed for inclusion in a specific content area of the curriculum may be either the lower- or upper-division level.

The following is a statement of the goals and objectives for each of the content areas. It is assumed that completion of a course means that each objective will have been met at a passing level determined by the instructor.

## **I. Christianity and Biblical Studies** [7 sem. hrs.]

Courses in biblical study and in other areas of religion designed to assist students to develop a critically-based knowledge of the Bible, Christian thought and practice.

A. Students will successfully complete one course (4 sem. hrs.) focused upon Biblical literacy and interpretation.

Objectives: At the end of the course students will:

1. demonstrate knowledge of the Biblical literature of the Old and New Testaments;
2. construct an answer to a question of religious faith or practice based on an interpretation of the Biblical text according to accepted rules of critical examination; and
3. list and describe issues and controversies in the study and processes of interpretation of Biblical texts.

B. Students will take one upper-division course (3 sem. hrs.) studying the development of Christian faith.

Objectives: At the end of the course students will:

1. describe the structure, beliefs and practices of Christian faith;
2. raise and interpret from a Christian faith perspective questions related to morality and ethics, values, discipleship, and continuing issues of human condition;
3. demonstrate an understanding of religious diversity and the traditions of differing groups of believers by explaining the viewpoints of different groups on a given issue; and
4. explain how modern challenges for the interpretation of life and meaning affect one's understanding of the Christian faith.

## **II. History and the Contemporary World** [12–20 sem. hrs.]

Courses designed to make students aware of human affairs in past and contemporary societies and to equip them to respond to issues and challenges of a global world.

A. History (3 sem. hrs.)

One lower division course with an HIST caption is required for all students.

Objectives: At the end of the course students will:

1. demonstrate a knowledge of major periods, themes and issues of human society;
2. explain the nature and complexity of problems in human history, the major responses, and their impacts on societies; and

3. recognize major sources, approaches and limitations, and tools for the examination of historical questions.

B. Societal Structures (3 sem. hrs.)

One lower division course is required for all students.

Objectives: At the end of the course students will:

1. explain the nature and role of broad social structures from the specific disciplinary perspective represented by that course;
2. identify fundamental assumptions of a social science and how these relate to explanatory theories of social behavior;
3. identify forces supporting societal order and those leading to societal problems and disorder;
4. describe the methods, tools and sources for approaching and resolving societal problems; and
5. identify the major theories, scholarly works, and methods for the study of societal issues and problems.

C. Global Studies (3 sem. hrs.)

One upper-division course is required for all students.

Objectives: At the end of the course students will:

1. identify and describe major and minor entities at the global level which have a significant impact on issues and trends among peoples;
2. analyze the bridges and barriers to contacts and communications across divisional lines at the global level;
3. summarize the major theories that evaluate and explain relationships, interaction and communications between clusters of people and organizations; and
4. identify the major sources of information and methods for studying global topics and issues.

D. Complementary Upper-Division Requirement (3 sem. hrs.)

In addition to the nine semester hours required above, students must take one additional course (3 sem. hrs.) at the upper-division level, to be selected from A, B, or C.

E. Foreign Languages (0-8 credits)

Students may choose to meet this requirement with a modern foreign language or an ancient language.

Modern Foreign Languages

Students are required to reach a proficiency at the 1020 level and will be tested for the purpose of placement. Those placed beyond the 1020 level will have met the foreign language requirement; however, students placed in 2010 and completing it with a C or better will also receive course credit for the 1020 course.

Students who have other than English as their native language may complete this requirement by taking one course in American History (in addition to the course required under II.A.) and also completing the English writing sequence.

Objectives: At the end of the course sequence students will:

1. understand, speak and maintain a dialogue of basic messages in a modern language, employing language patterns and vocabulary used in daily life by those for whom it is a primary language;
2. read and write paragraphs which communicate basic ideas and messages in a modern foreign language; and
3. demonstrate an understanding and appreciation of the culture and language of a non-English speaking people so as to become prepared to be good hosts and strangers in a global world.

### Ancient Languages

Students are required to reach a competency corresponding to the first-year's sequence of study. Those wishing to waive this requirement may attempt to do so through a placement examination. Students placed in a course beyond the first-year sequence and who complete it with a C or better will also receive credit for the second semester of the first-year sequence.

Objectives: At the end of the course sequence students will:

1. demonstrate an understanding and appreciation of the culture and language of peoples who have influenced the development of western civilization;
2. demonstrate a basic understanding of the etymology and syntax of an ancient language;
3. understand, translate, and research biblical and non-biblical literature in an ancient language; and
4. demonstrate an acquaintance with selected basic literature utilizing ancient languages from the Greco-Roman or Judeo-Christian traditions.

### **III. The Aesthetic** [3 sem. hrs.]

Courses that study creative works that are crafted and valued as expressions and explorations of human experience. These courses stimulate an awareness of the aesthetic as an important way of knowing the world and enriching one's life and community.

The requirement may be satisfied by choosing either Option A or Option B.

Option A: take one 3 semester hour integrative course that combines at least two areas such as: Music, Art, Theatre, Literature.

Option B: take one 2 semester hour course in such areas as art, music or theater appreciation; AND take one 1 semester hour studio experience course in the arts.

Objectives: At the end of the course(s) students will:

1. distinguish between historical and cultural contexts of aesthetic forms;
2. demonstrate an understanding of the role of the aesthetic for individuals and society; and
3. demonstrate an understanding of aesthetic forms (e.g. through creation, performance, analysis, or critique).

### **IV. The Environment: Science and Mathematics** [7-8 sem. hrs.]

Courses involving the study of the physical and natural world and the interactions of human beings with that world. These courses emphasize basic knowledge, methods, personal stewardship, and the language of science—mathematics.

#### A. Science (4 sem. hrs.)

One laboratory course in the biological or physical sciences that demonstrates scientific processes of thought and investigation.

Objectives: At the end of the course each student will:

1. demonstrate an understanding of the fundamental assumptions of science and how they relate to theories and laws that explain the behavior of the universe;
2. demonstrate an understanding of the scientific methods used in the physical or natural sciences (the training will teach students both the limitations and the strengths of the methods and will include a laboratory experience); and
3. demonstrate a recognition of the impact on the environment (both positive and negative) of human activity.
4. articulate the concept of responsible environmental stewardship.

B. Mathematical Sciences (3-4 sem. hrs.)

One course (3-4 sem. hrs.) in mathematical sciences designed to emphasize the application of mathematics to major fields of study in particular and to societal issues in general. [All courses in this area require prior demonstration of basic algebra proficiency, as determined by a placement examination or an algebra review course.]

Objectives: At the end of the course students will:

1. demonstrate deductive reasoning skills using mathematics;
2. solve problems using an appropriate mathematical model;
3. use appropriate formulas and algorithms; and
4. communicate mathematical ideas and procedures using appropriate vocabulary and notation.

**V. The Individual** [11–20 sem. hrs.]

Courses which focus on an understanding of self and others and skills essential to effective participation in society. This includes the study of the ideals of human life as found in good intellectual, spiritual, and physical habits.

A. Liberal Arts Seminar (2 sem. hrs.)

A course designed to aid the incoming student in understanding the expectations of higher education, to assist students in developing skills necessary to succeed in college, and to introduce them to the philosophy and purposes of Christian higher education at Anderson University.

Objectives: At the end of the course each student will:

1. demonstrate an understanding of a liberal education as perceived by our community (i.e., the meaning of: “stronger in body, mind and spirit,” “what it means to love God and neighbor,” and “adopt a style of servanthood”);
2. demonstrate an understanding of the implications of a liberal education for undergraduate study; and
3. demonstrate basic competencies that will facilitate community membership (e.g., critical thinking, writing, interpersonal relations, informal communication).

B. Use of the English Language (3-10 sem. hrs.)

1. Writing (3-7 sem. hrs.)

Students will complete a writing sequence of ENGL 1020 (3-4 sem. hrs.), 1030 (3 sem. hrs.). The point of entry will be determined by a placement device. Students whose placement scores indicate they need remediation will be required to enroll in ENGL 1020 for four semester hours. A grade of C or better will be the measure of proficiency in each course.

Objectives: At the end of the course sequence students will:

- a. demonstrate skills in grammar, mechanics, and usage appropriate to college level writing;
- b. demonstrate an understanding of a variety of stylistic techniques and voices;
- c. demonstrate critical reading skills necessary to understand and cite complex texts;
- d. demonstrate the ability to establish and support thesis statements according to the standards of academic discourse;
- e. demonstrate the ability to perform original research culminating in a substantive paper; and
- f. demonstrate an understanding of one or two major methods of documentation.

### Advanced Writing Competency

To emphasize the importance of writing both as an essential skill and as a tool for learning, the University requires every student to complete two writing-intensive (WI) courses beyond ENGL 1030 (prerequisite), not including LART 1100. At least one WI course must be upper division. Although it is assumed that most courses in this area will be taught in the English language, one upper division course in French, German, or Spanish may be taken.

An oversight committee will set specific standards for Writing Intensive courses and monitor their compliance. The courses will satisfy the following criteria:

- a. writing improvement will be facilitated through staged and sequenced writing assignments (rather than, for example, just one long, end-of-the-semester paper),
- b. assignments will provide multiple opportunities for drafting and revising, which include regular opportunities for feedback, and
- c. at least 30% of the overall grade in the course will be based on writing.

Course objectives: These are not listed because they will be course specific. In general, however, one goal is to develop clarity and precision in writing, with particular attention to rigor in upper division courses within a specific discipline.

### 2. Oral Communication (0-3 sem. hrs.)

One course (3 sem. hrs.) in oral communication. The requirement is waived upon successful completion of a proficiency examination.

Objectives: At the end of the course students will:

- a. prepare formal oral presentations which show evidence of avowed purpose, audience analysis, research, and organization skills;
- b. demonstrate oral communication skills in a variety of formal and informal settings; and
- c. demonstrate an ability to listen and respond effectively to the expression of ideas by others.

### C. Fitness and Health (0-2 sem. hrs.)

One course (2 sem. hrs.) in fitness and health. The requirement is waived upon successful completion of a proficiency examination within the first year after matriculation.

Objectives: At the end of the course students will:

1. demonstrate an understanding of standards of fitness and the concept of health and apply those principles through involvement in regular physical activity;
2. identify a framework for fostering wellness through the integration of positive personal, intellectual, social, physical and spiritual habits;
3. explain the relationships of physical activity and diet to good health;
4. identify major health risks and their implications for the achievement of fitness and health; and
5. analyze personal health and fitness habits and the forces which influence choice in the development of fitness and health behaviors.

### D. Individual Thought and Behavior (6 sem. hrs.)

Two courses, two captions, emphasizing individual thought and behavior.

Objectives: At the end of the course each student will:

1. explain the roles of values, ethics, and morality and/or reason, emotion, and self-concepts in individual thought and behavior;
2. distinguish between different theories of individual thought and behavior;
3. explain the major influences of cultural settings on individual thought and behavior; and
4. demonstrate an understanding of the methods, sources, and tools for the assessment of individual thought and behavior.