Foundational Core

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The liberal arts at Taylor University provide an entrance into a human dialogue about life's important questions and allow the opportunity to appreciate God's wisdom and beauty. Such a focus enables students to acquire knowledge concerning their faith in order to become better ambassadors for Christ. The practice of engaging a breadth of disciplines trains students to become intellectually open to new ideas as they acquire discernment and self-control. Studying the liberal arts allows students to develop a sense of purpose and meaning as they fulfill the biblical obligation of pursuing God with their minds while striving to become more like Christ. At Taylor, faith is the foundation for the development of knowledge. All academic disciplines, in turn, inform the development of faith as well as habits of mind and action that characterize mature Christians.

The Foundational Core Curriculum at Taylor University challenges students to pursue knowledge outside of their chosen disciplines so they may make connections between disciplines, between the past and the present, and between their experiences and the experiences of others. Students dedicated to inquisitiveness, intellectual honesty, and the pursuit of truth, while demonstrating the willingness to persevere when applications are not immediate and obvious, develop the foundation to continue learning throughout their lives. Christians who value lifelong learning are intrinsically motivated to pursue God's wisdom, truth, and love.

In this light, the Foundational Core Curriculum emphasizes the Christian calling to recognize the global realities and complexities of local, national and international issues and situations in order to develop ethical positions that are informed, thoughtful and nuanced. Students will grow in their understanding of global realities from historical and cross-cultural perspectives and appreciate diverse cultural dynamics and orientations. Through coursework and personal interaction, students may develop the discernment to choose actions that promote global responsibility and uphold the dignity and worth of all people.[1]

Seven Objectives for the Foundational Core Curriculum

1. Aesthetic Literacy
Aesthetic literacy entails the capacity to effectively engage the arts (which include literature, music, architecture, and the visual, performing, and media arts) and the aesthetic dimensions found in natural phenomena and to comprehend the ways in which they contribute to culture and human flourishing. It requires a grasp of the distinctive nature of the relationship between form and meaning found in works of art and the knowledge of the critical frameworks relevant to their understanding. Aesthetic literacy enables students to recognize and develop their gifts as humans who share the image of a creative God. It invests them with the ability to engage works of art and aesthetic form in diverse contexts with discernment in order to foster a way of life that is both vibrant and in keeping with God's purposes.

Outcomes
1. Students will identify the distinctive characteristics of a variety of the arts, artists, styles, cultures, and historical periods.
2. Students will explain how values and meaning are embedded in artistic form and design by using appropriate methods to evaluate and discern worth and ethical implications in historical and current art practice.
3. Students will explore their own creative potential as both participants and observers, enabling future involvement with the arts.

2. Civic Mindedness
Civic mindedness involves an understanding of ideals and practices of citizenship critical to full participation in a democratic society. Greater global interdependence, illustrated by the volume of international news, communication, trade, and travel, requires more awareness of a variety of social, political, and economic systems throughout the world. Informed citizens need to have a systematic knowledge of the structure and processes of economic, political, and social systems, as applicable in a local, national, or international context. Civic mindedness entails citizens valuing knowledgeable participation in the public forum for the public good.

Outcomes
1. Students will acquire knowledge of political and economic systems, and of diverse cultures and subcultures to understand current events and to have an informed opinion of these issues.
2. Students will assess, analyze, and knowledgeably participate in public discourse.
3. Students will respect and evaluate diverse opinions related to local, national, and international issues.
4. As a portion of their Christian responsibility, students will participate in local, national, and international institutions and civic organizations in order to fulfill God's mandate to be salt and light to the world.

3. Communication Fluency
Effective communication involves an awareness of rhetorical strategies and practices essential to conveying understanding in public and private discourse. Such communication requires that issues and ideas be examined from a variety of oral and written perspectives and contexts. Communication fluency is evidenced by proficiency in analyzing and applying audience-specific, message-specific, context-specific, and medium-specific factors in the formulation of meaning.

Outcomes
1. Students will investigate and gain knowledge of media literacy, including the development of research techniques and critical reading strategies, to incorporate selected sources into their own work.
2. Students will analyze rhetorical models, and respond to ideas using appropriate patterns of reasoning, supportive evidence, and appropriate evaluative standards.
3. Students will apply oral and written language usage and media selection appropriate to particular rhetorical situations and particular audiences.

[1]Spiegel, Jim "Seven Reasons for the Liberal Arts," Taylor University Faculty Chapel Address Sept 2, 2011

4. Critical Thinking and Information Literacy
Strong critical thinkers have the ability to access, identify, evaluate, and analyze information, concepts, assumptions, and perspectives toward the end of discovering truth and achieving relevant results. Critical thinking also requires the ability to determine the quality and the extent of information for the discovery of knowledge within a variety of academic disciplines. These skills enable students to form scholarly, sophisticated, and ethical considerations marked by integrity, fairness, empathy for others' perspectives, and openness to self-criticism. Additionally, advancing critical thinking and research skills better enables students to make informed contributions to society and scholarly conversations using diverse forms of media.

Outcomes
1. Students will analyze an event, argument, or problem using appropriate evidence and reasoned judgments.
2. Students will evaluate and synthesize information from diverse resources to reach an informed conclusion.
3. Students will identify and assess their own and others' biases and values.
4. Students will apply new and prior information to a specific purpose, problem, or research question.

5. Quantitative and Scientific Literacy
Quantitative and scientific literacy involves theoretical, experimental, observational, and computational exploration in the context of collaboration; this entails problem solving in teams and communicating the results in a clear and logical way. Quantitative and scientific literacy enables students to explore God's creation, investigate contemporary human challenges, and use technology thoughtfully in the context of human interaction. Wise and ethical decisions that demonstrate effective stewardship of our God-given resources are the hallmark of quantitative and scientific literacy.

Outcomes
1. Students will apply quantitative and scientific models to solve real-world problems.
2. Students will clearly communicate quantitative and scientific results using words, tables, graphs, and other formats as appropriate for the intended audience.
3. Students will articulate the value of natural science, mathematics, and computational technology as a means of understanding their world.
4. Students will identify, and explain, the importance of the ethical uses of science and technology in their everyday lives.

6. Responsible Stewardship
Stewardship entails respect of and responsible oversight for that which belongs to another. Christian stewardship recognizes God as Creator and Owner of all things and Endower of our skills, abilities, talents, and resources. The response of the believer should be to manage purposefully all spiritual, intellectual, natural, personal, economic, technological, and physical resources provided by God with individual and social responsibility. This responsibility involves acknowledging the costs and benefits of such stewardship. As the intended caretaker, humankind is commissioned to devise and employ strategies to care for God's creation. Responsible stewardship also includes using one's body, time, talents, and personal resources in a God-honoring manner in one's vocation and personal ministry to others; one's physical, social, and spiritual wellbeing; and one's service to Him and to others in the world in which we live.

Outcomes
1. Students will explain the scope of responsible Christian stewardship for all that God has created.
2. Students will demonstrate responsible use of their minds, bodies, abilities, and resources.
3. Students will identify the costs and benefits involved in the wise, responsible, moderate, and sustainable use of their resources.
4. Students will practice wise stewardship of creation in their personal lives, vocations and ministries in their communities and the world to honor God and to serve others.

7. Spiritual Maturity
Spiritual maturity is the mark of a vibrant, personalized, growing faith in Jesus Christ. Students who are spiritually mature have developed a solid faith foundation, grounded in the knowledge of Scripture in its entirety, which they intentionally integrate into every aspect of their lives. This is primarily exhibited in Christ-like character (or the fruit of the Spirit), and the regular practice of spiritual disciplines including prayer, Bible study, corporate and personal worship, stewardship, and service. The Foundational Core Curriculum will provide students with the skills by which they are able to formulate and support a personal, growing, evangelical, orthodox Christian faith.

Outcomes
1. Students will articulate the biblical foundations of their faith and explain how they impact daily life.
2. Students will practice biblical principles of a growing Christian faith as evidenced by spiritual disciplines.
3. Students will express the philosophical and theological arguments which shaped the doctrinal understandings of the Christian faith.
4. Students will assess cultural values and practices in the light of biblical theology to influence culture for the Kingdom of God.

Foundational Core Curriculum Requirements

No single Foundational Core course may meet two separate Foundational Core requirements (except CC and SP or as approved by the School CMC and University APC).

Spiritual Foundation (6 requirements)

IAS 110*	4	Foundations of the Christian Liberal Arts
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
PHI 413	3	Contemporary Christian Belief
IAS 495	1	Senior Seminar

Students who do not complete IAS 110 for 4 credits must complete AEC 101.

Stewardship of the Body (2 requirements)

KIN 100*	2	Fitness for Life

Select one of the following:

EXS 280	1	Exercise Techniques for Physical Fitness
KIN 200_	1	*General Physical Education (may not repeat same course for credit)*
KIN 250	2	Elementary School Health and Physical Activity
KIN 300	1	Basic Swimming Skills
KIN 302	2	Lifeguard Training
KIN 333	2	Water Safety Instructor
KIN 334	1	Lifeguard Training Instructor

Note: Pre-Med, Public Health, and Exercise Science students should contact advisor for alternatives.
Students completing PHP 100 for 1 credit must select 2 hours to total 3 credit hours.

Fine Arts (2 requirements)

Select one of the following:

HUM 120/320	4	Survey of 20th Century Music and Art
HUM 230	4	Art as Experience
HUM 330	4	Arts and Ideas

Note: Art and music majors/minors should refer to curriculum requirements for alternatives.

Select one of the following:

ART ___	3	*Selected Art Studio Course (must be approved in catalog)*
JRN 332	3	Layout and Design
DAN ___	3	Dance Technique for the Actor
HUM 250_	1	Participation in the Arts
MUS _____	1	*Music Ensemble or Music Lesson (private or class)*

Speaking (1 requirement)

Select one of the following:

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

Writing (1 requirement)

ENG 110	3	Expository Writing

History (1 requirement)

Select one history course (3-5 credit hours).*

HIS ___	3-5	History Course*

HIS 130, 250, 360, 393, 450, 480, 490 will not meet a foundational core requirement.
HIS 170, 270, 370 require departmental approval to meet a foundational core requirement.

Computation (1 requirement)

Select one of the following:

COS 104	2	Computing and Culture - Applications and Context
COS 105*	1	Ethics, Computing, and Society
COS 120	4	Introduction to Computational Problem Solving
COS 130	3	Computational Problem Solving for Engineers
EDU 242	3	Educational Technology in Elementary Education
MAT 285	3	Technology for Mathematics Education
SYS 120	4	Introduction to Problem Solving

Course only available to transfer students with an approved computer competency transfer course.

Mathematics (1 requirement)

Select one of the following:

MAT 110	3	Finite Mathematics
MAT 120	3	Investigations in Mathematics
MAT 140	3	Fundamental Calculus for Applications
MAT 145	3	Introduction to Functions and Calculus
MAT 151	4	Calculus I
MAT 180	3	Problem Solving
MAT 210	4	Introductory Statistics
MAT 220	4	Ways of Knowing
MAT 301-302*	6	Number Concepts for Elementary Teachers *and* Geometry and Measurement for Elementary Teachers
SOC 355	3	Applied Social Statistics

Student must complete both MAT 301 and 302 to meet mathematics requirement.

Literature (1 requirement)

Select one of the following:

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature
THR 112	3	Performing Literature

Science (2 requirements)

Select two lab science courses totaling at least 7 credit hours from two different areas:

(I) Life Science

BIO 100	4	General Biology
BIO 104	3	Introductory Animal Biology
BIO 106	4	Human Biology
BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 244	4	Human Anatomy and Physiology I
CHE 120*	4	Forensic Science
SUS 200	3	Environment and Society
SUS 231	4	Environmental Science, Society, and Sustainability

(II) Physical Science

CHE 100	4	Chemistry for Living
CHE 120*	4	Forensic Science
CHE 211	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I
PHY 120	4	Renewable Energy Principles
PHY 203	4	General Physics I
PHY 211	4-5	University Physics I

(III) Earth Science

ENP 345	3	Fundamentals of Space Systems
ENS 241	4	Physical Geology
ENS 242	4	Geology of Indiana
GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology
PHY 201	3-4	Introductory Astronomy

(IV) Life, Physical, or Earth Science

NAS 201	3	Nature of Science *(will meet any one of the three areas)*

Note: Chemistry and Physics departmental majors should contact advisor for alternatives.
Based upon course section selected, CHE 120 will meet either a life or physical science requirement.

Social Science (2 requirements)

Select two courses from two different departments#. At least one must be from civic engagement.

(I) Civic Engagement

ANT 200[8]	3	Cultural Anthropology
ANT 280[8]	3	Anthropology of Study Abroad, Short-term Mission, and Tourism
ECO 201[2]	3	Principles of Microeconomics
ECO 202[2]	3	Principles of Macroeconomics
EDU 384[4]	1	Perspectives of Diversity
EXS 346[5]	3	Community Health Education
FIN 194[2]	3	Personal Finance
GEO 230[3]	3	Political Geography
OVC 315	3	Introduction to Working with Orphans and Vulnerable Children
PBH 100[6]	3	Introduction to Public Health
PBH 110[6]	3	Global Health
POS 100[3]	3	American Politics
POS 110[3]	3	World Politics
POS 213[3]	3	International Political Economy
POS 331[3]	3	Public Policy
SOC 100[8]	3	Introduction to Sociology
SOC 110[8]	3	Introduction to Global Societies
SOC 210[8]	3	Contemporary Social Issues
SOC 220[8]	3	Ethnic and Minority Issues
SOC 315[8]	3	Social Inequality and Stratification
SOC 410[8]	3	Community and Urban Affairs
SWK 200[9]	3	Explorations in Social Work
SWK 320[9]	3	Unleashing the Oppressed

(II) General Social Science

GEO 220[3]	3	Regional Geography
HIS 21_/31_[3]	3	History and Geography of _____
HIS/POS 321[3]	3	Modern Middle East
POS 222[3]	3	Comparative Politics
POS 312[3]	3	Political Behavior
PSY 100[7]	3	Introduction to Psychology
PSY 240[7]	3	Child Psychology
PSY 250[7]	3	Life Span Development
PSY 340[7]	3	Adolescent Psychology
PSY 350[7]	3	Child and Adolescent Psychology
SOC 310[8]	3	Religion and Society
SOC 330[8]	3	Social Change and Social Movements
SOC 361[8]	3	History of Social Thought
SOC 381[8]	3	Marriage and Family Systems
SYS 330[1]	3	Human Relations in Organizations

Integrated Requirements (3 requirements)

Selected courses are designed and attributed to meet these requirements.
Complete *one* designated cross-cultural course (CC)
Complete *two* designated speaking courses (SP)
Note: Students completing both CAS 110 and CAS 120, must only complete one additional (SP) course.