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## Foundational Core

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What is the purpose of higher education? Although mastery of a particular subject matter and the ability to be competitive on the job market are part of the answer, at Taylor University we believe the ultimate purpose of higher education is the cultivation of wisdom as we grow in right relationships with God, others, self, and creation. In particular, our promotion of the Christian liberal arts through a robust foundational core curriculum underscores our commitment to developing servant-leaders who enter the world ready to live lives devoted to cultivating godly wisdom.

Our foundational core curriculum connects to the Anchor Points framework for defining the foundational principles of Taylor University.<sup>1</sup>

**Biblically Anchored**—“The fear of the Lord is the beginning of wisdom” (Prov. 1:7). At Taylor, God’s Word is the foundation of our knowledge in all disciplines.

**Christ-Centered**—The life, death, and resurrection of Christ inform our study of every academic field. All of our understanding is anchored in “Christ, in whom are hidden all the treasures of wisdom and knowledge” (Col. 2:2-3). Jesus himself is “the wisdom of God” (1 Cor. 1:24).

**Liberal Arts Grounded**—Taylor remains committed to an engaging and dynamic Christian liberal arts education. Taylor’s liberal arts based curriculum equips students to see God more clearly and to understand His presence and truth more fully through the lenses provided by disciplines in the humanities, arts, and sciences (social and natural): “The earth is the Lord’s and the fullness thereof” (Ps. 24:1).

**Faith and Learning Integrated**—We believe that our faith should be a part of every academic discipline—and that every academic discipline helps us sharpen our faith. As the Dutch theologian Abraham Kuyper put it, “there is not a square inch in the whole domain of our human existence over which Christ, who is sovereign over all, does not cry, “mine!”” A Christian view of a liberal arts education understands that the pursuit of wisdom is the pursuit of God in connection to all things.

**Whole Person Focused**—Historic Christianity affirms the importance of mind, body, and spirit. The foundational core equips students to love God more completely with every part of their being (Lk. 10:27), enjoy “life to the full” (Jn. 10:10), and cultivate wisdom in all dimensions of life.

**World Engaging**—The foundational core broadens students’ horizons by exposing them to the larger world. When we engage with traditions not our own, we sharpen others, are sharpened by them (Prov. 27:17), and grow in wisdom.

**Servant-Leader Motivated**—Although our Lord calls some of our graduates to positions of authority and influence, we are reminded that “whoever would be great among you must be your servant” (Mt. 20:26). At its best, Taylor’s foundational core curriculum should inculcate a wisdom born of humility and service.

We believe the foundational core equips our students to become thoughtful Christian citizens committed to growing in wisdom throughout their lives. Robust engagement with the Christian liberal arts is one of the academic ways that Taylor University “develop[s] servant-leaders marked with a passion to minister Christ’s redemptive love, grace, and truth to a world in need.”

A final word: we understand that if Jesus Christ is the Wisdom of God, who became human that we might know God, then Wisdom is pursuing us. Our pursuit of wisdom is always dependent on a willing participation in the patient pursuing work of the Spirit of God. This means at Taylor that we see God—not human beings—as the primary educator and motivator of education.

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## Seven Objectives for the Foundational Core Curriculum

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### 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.

## **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.

<sup>1</sup>This framework was developed by Dr. Milo Rediger and further articulated by former Taylor presidents David Gyertson and Eugene Habecker.

The Foundational Core Curriculum is a course of study that engages students in learning beyond their chosen specializations, thus inviting them to anchor their learning in the broader context of the many fields of human knowledge and endeavor. The goal is to help form students into people who express the fullness of what God intended in us, to help students grow in wisdom and in right relationship with God, others, self, and creation.

**Scripture Engagement** courses aim to expand student understanding of the Biblical anchoring of Taylor University's Christ-centered approach to liberal arts education. Students are introduced to the study of the Bible, Scripture Engagement practices, historical and theological foundations of Christian belief, and faithful engagement with contemporary culture.

In **Stewardship of the Body** courses, students are challenged to grow in their understanding and practice of what it means to flourish as a whole person—body and soul. Students learn what it means to participate in the restoration of our bodies, and in the process, come to an expanded understanding of what it means to be healthy, to be made whole. Founded on Biblical principles and scientific evidence, these courses explore the connections between physical movement, life outlook, eating wisely, and relationships with others, and students are guided in their behavior patterns and pointed toward proper stewardship of the body.

In **Aesthetic Literacy** courses, students grow in their understanding of God as creator and the source of beauty. By learning about artists across time and cultures who have expressed truth, goodness, and beauty through artistic endeavors, students come to understand the arts as a means of revelation and knowing beyond human reason and to see the image of God in the human ability to create.

The **Speaking** course helps students learn the power of words, the responsibility of listening, and both the opportunities and responsibilities of engaging with others interpersonally and publicly as followers of Christ. Students learn to create oral and written messages appropriate to the audience, purpose, and context. Their work helps them grow in their communicative goals, demonstrating honor toward others and confidence in their own identity and voice.

In their **History** courses, students grow in wisdom by learning from the generations that have preceded them on earth. They begin to see that a twenty-first century American setting exists only as part of a larger context. With eyes of faith, they learn to discern what they want to admire from the past and what they want to reject.

In **Mathematics** courses, students use rigorous reasoning to solve difficult problems and learn how to make wise decisions as informed citizens. They learn to capitalize on the central role of mathematics in a digital age, to minister to a world in need. They come to understand that mathematics requires effective communication and strong community. They learn to use mathematics to seek God's truth, to steward God's kingdom, and to spread the Gospel of Jesus Christ.

In **Writing and Literature** courses, students learn the power of the written word to reveal insights into the nature of God and the creation. Students encounter literary voices and visions from a variety of historical periods and geographic places and connect with and inhabit significant pieces of poetry, prose, and drama. In doing so, students expand their empathy with others and their knowledge of literary art and craft as they consider theological exploration, historical context, psychological and philosophical speculation, and personal expression. Students also produce their own analytical and reflective writing in these courses, thus developing their scholarly and personal voices.

In the **Computation** courses, students develop skills in problem solving and systematic thinking. They leverage computational tools to solve real-world information problems in any field. They learn how technology can be used to do God's work in His world, discussing the ethical implications around how that same technology shapes our culture and studying the theological implications of Christians living in a technology-saturated society.

In the **Natural Sciences** courses, students grow in their understanding of the inner workings of God's Creation. Students learn the underlying mechanisms that God uses to sustain the universe and how they can employ these mechanisms to steward the Creation. In the process, they catch a glimpse into the creativity and majesty of our God, growing in humility and reverence for the One who made it all.

In the **Social Sciences** courses, students grow in their understanding of people and social realities (e.g., communities, organizations, culture, political systems, societies) as a creation of God and the place we are called to serve Him. With a focus on both our calling within the larger society and ourselves as beings created by God, the social sciences provide a way to frame scientific understandings of social reality within Biblical calling.

# Scripture Engagement

Taylor University's Scripture Engagement minor consists of the six scripture engagement courses required by the Foundational Core Curriculum. This minor is required for all students. Any exception would require the approval of the Dean.

## Scripture Engagement Minor

A minor in Scripture Engagement includes 17 hours and is required for all students. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor 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

# Cultivating Wisdom

through the liberal arts

by growing in right relationship with

## The Triune GOD

The source of...

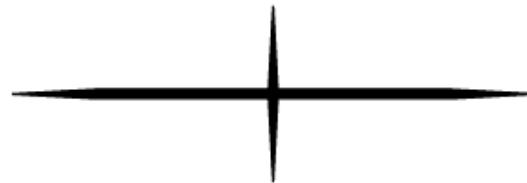
Truth | Beauty | Goodness

Theological Foundation  
Aesthetics

## CREATION

Truth | Beauty | Goodness

Natural Sciences  
Mathematics  
Computation



## SELF

Truth | Beauty | Goodness

Stewardship of the  
Body, Mind and Soul

## OTHERS

Truth | Beauty | Goodness

Social Sciences  
History  
Literature / Writing  
Communication

Whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. —Phil 4:8

# Foundational Core Curriculum Requirements

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

## Scripture Engagement (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

## Stewardship of the Body (2 requirements)

KIN 100	2	Fitness for Life
In addition, select <u>one</u> of the following to complete at least 3 credits total:		
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.

## Aesthetic Literacy (2+ requirements)

Select at least two credited courses totaling at least 5 credits from two different groups:

### (I) Performing Arts

DAN 22_/32_	2	Select Dance courses
MTD 131	1	Introduction to Performing Arts
MUS 101	1	Music Theory
MUS 105_	1	Applied Lesson
MUS 132	2	Survey of Music History
MUS 149	2-3	Music Appreciation
MUS 201	1	Computers, Technology, and Music
MUS 210/310_	1	Any ensemble
MUS 240/340	1	Taylor University Chorale
MUS 243/343	3	Music and World Cultures
MUS 245	3	Foundations of Worship Arts
MUS 280/380	1	Wind Ensemble
MUS 290/390	1	Symphony Orchestra
THR 112	3	Performing Literature
THR 130	3	Theatre History I: Antiquity to the Renaissance
THR 230	3	Theatre History II: Renaissance to Postmodernism
THR 240	3	Acting Methods and Theories
THR 241	3	Stagecraft and Design
THR 362	3	Conversations About Theatre and Theology

### (II) Fine Arts

ART 172	2-3	Art Appreciation
ART 230	2	Art and Life
ART 250C	1	Participation: Ceramics
ART 250D	1	Participation: Drawing
ART 316	3	Asian Art History
ART 317	3	History of Photography
ART 413	3	Contemporary Art
FMA 215	3	Audio Production
FMA 220	3	Film and Video Production
JRN 332	3	Layout and Design

### (III) Integrative Arts Experience

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

## Writing (1 requirement)

ENG 110	3	College Composition
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## Speaking (1 requirement)

Select one of the following:

CAC 160	3	Integrative Communication
COM 210	3	Public Speaking

Note: If both are taken, one will meet this requirement and one will count as an "SP" course.

## History (1 requirement)

Select one history\* course (3 credit hours).

HIS ____	3	History Course*
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\*HIS 130, 317, 335, 360, 393, 480 will not meet a foundational core requirement.

\*HIS 170, 270, 370 require departmental approval to meet a foundational core requirement.

## 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/Geometry and Measurement for Elementary Teachers
SOC 355	3	Applied Social Statistics

\*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

## Computation (1 requirement)

Select one of the following:

COS 104	2	Computing and Culture - Applications and Context
COS 105*	1	Ethics, Computing, and Society *See catalog description for details
COS 120	4	Introduction to Computational Problem Solving
COS 130	3	Computational Problem Solving for Engineers
COS 321H	3	Ethics and Technology
EDU 242	3	Educational Technology in Elementary Education
MAT 285	3	Technology for Mathematics Education
SYS 120	4	Introduction to Problem Solving

## Natural Science (2 requirements)

Select two lab science courses totaling at least 6 credit hours from two different prefixes or groups:

### (I) Life Science

BIO 100	4	General Biology
BIO 102	4	Biology for Educators
BIO 104	3	Introductory Animal Biology
BIO 106	4	Human Biology
BIO 107	4	Introduction to Wildlife
BIO 112	3	Topics in Biology
BIO 113	3	Botany for Beginners
BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 203	4	Principles of Genetics
BIO 310	4	Human Anatomy and Physiology I
CHE 120*	4	Forensic Science *if Life Science section selected at registration
ENS 204	4	Principles of Ecology
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 *if Physical Science section selected at registration
CHE 201	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

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

### (IV) Natural Science

NAS 201	3	Nature of Science (will count toward any group)
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## Social Science (2 requirements)

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

### (I) Civic Engagement

ANT 200	3	Cultural Anthropology
ANT 280	3	Anthropology of Study Abroad, Short-term Mission, and Tourism
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
EDU 384	1	Perspectives of Diversity
FIN 194	3	Personal Finance
OVC 110	3	Introduction to Working with Orphans and Vulnerable Children
PBH 100	3	Introduction to Public Health
PBH 110	3	Global Health
PBH 346	3	Community Health Education
PHI 121	3	Society and Philosophy
POS 100	3	American Politics
POS 150	3	World Politics
POS 224	3	Foundations of Freedom
POS 331	3	Public Policy
PPE 213	3	International Political Economy
SOC 100	3	Introduction to Sociology
SOC 110	3	Introduction to Global Societies
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SOC 315	3	Social Inequality and Stratification
SOC 410	3	Community and Urban Affairs
SWK 200	3	Explorations in Social Work
SWK 320	3	Unleashing the Oppressed

### (II) General Social Science

GBS 130	3	Introduction to Global Studies
GBS 325	3	Peace and Conflict: Peacebuilding and Reconciliation
GEO 220	3	Regional Geography
HIS 21_/31_	3	History and Geography of _____
HIS/POS 321	3	Modern Middle East
OVC 220	3	Violence Against Children
POS 222	3	Comparative Politics
POS 312	3	Political Behavior
PSY 100	3	Introductory Psychology
PSY 240	3	Child Psychology
PSY 250	3	Life Span Development
PSY 340	3	Adolescent Psychology
PSY 350	3	Child and Adolescent Psychology
SOC 310	3	Religion and Society
SOC 330	3	Social Change and Social Movements
SOC 361	3	History of Social Thought
SOC 381	3	Marriage and Family Systems
SYS 330	3	Human Relations in Organizations

**Integrated Requirements (3 requirements)** Selected courses are approved to meet SP or CC.

Complete one designated cross-cultural course (CC)

Complete two designated speaking courses (SP)