ANDERSON UNIVERSITY CURRICULUM TRANSITION DOCUMENT

GUIDE FOR STUDENTS WHO MATRICULATED PRIOR TO SEPTEMBER 2015

ANDERSON UNIVERSITY CURRICULUM TRANSITION DOCUMENT EFFECTIVE FALL 2015

Anderson University, after concluding a comprehensive study of its required liberal arts (general distribution) program, and by vote of the faculty on April 29, 2014, adopted a new Liberal Arts Core Curriculum (LACC) effective Fall Semester 2015-16. This transition document explains the effect the new curriculum will have on students who matriculated prior to Fall 2015.

Students having matriculated prior to Fall 2015 have the option of continuing under the current curriculum or changing entirely to the new curriculum. Regardless of which option a student chooses, substantial academic advising is critical because of the changes made as a result of curricular revision.

In advising current students who elect to continue under the current liberal arts curriculum adopted in 2002, the advisor should assist the student in becoming familiar with the effect transition will have on the process of meeting area requirements of the old liberal arts program.

Students electing to switch to the new set of distribution requirements should carefully review the effect such a transfer will have on current schedule planning and graduation timetables. The advisor needs to be knowledgeable concerning the changes in courses that may be applied to each of the areas and pay special attention to the new speaking intensive and experiential ways of knowing requirements as well as the fact that several classes have shifted categories from the old to the new program.

**LIBERAL ARTS CORE CURRICULUM (LACC) ADOPTED IN 2015**

The Liberal Arts Core Curriculum (LACC) adopted in 2015 retains some of the elements of the ~~2002~~ Liberal Arts Program adopted in 2002 but has reduced the overall required number of hours to 43 compared to roughly 54-57 hours under the current liberal arts curriculum. The following outlines the new Liberal Arts Core **Curriculum (LACC)**.

**FOUNDATIONAL SKILLS:**

**3 The First Year Experience**

**Understanding College**

**Requirement:** LART 1050: First Year Seminar (1).

**Description:** LART 1050 First Year Seminar is a course based on an extended orientation model and built around Christian hospitality from which spring the five core values that underlie our institutional story and form the pillars of the AU experience: Integrity, Excellence, Servant Leadership, Responsibility and Generosity. It introduces students to the Anderson University community at large, but also grounds them in a smaller learning community--their individual cohort. It prepares first year students for the pursuit of whole-person education (academic, personal, social and spiritual).

**Criteria:** This course should be developed such that students will:

1. Understand AU’s Christian mission, core values, history, heritage, nature as a liberal arts institution, and unique traditions—including how they continue to impact current students.
2. Demonstrate evidence of valuing and cultivating personal and community integrity, responsibility, excellence, generosity and servant leadership, in the ways defined by Anderson University.
3. Develop relationships of Christian hospitality with fellow students, faculty, and the community that support and enrich a successful college experience.

**Critical Thinking**

**Requirement**: LART 1100: Critical Thinking Seminar (2). Critical thinking will continue to be emphasized and assessed in each major and in the Writing Intensive courses.

**Description:** This course nurtures these intellectual virtues: 1) the ability to think critically, 2) oral and written communication skills and 3) the development of a learning community. Students are asked to be intellectually engaged by ideas, regardless of their immediate utility, and to examine these ideas in the light of our Christian heritage and beliefs.

**Criteria:** This course should be developed such that students will:

1. Continue to mature in their ability to think critically, specifically through the targeted development of the following skills (which provide the driving framework for the syllabus): Defining terms; Practicing civil discourse; Listening, reading and otherwise observing actively; Identifying purpose and intention; Constructing relevant questions and accurate paraphrases; Identifying implied or stated values and assumptions; Identifying and outlining an argument; Evaluating the argument; Constructing an argument that is informed, articulate, logical, fair, civil and imaginative; Moving people to act.
2. Continue to mature in their oral and written communication skills, including listening, speaking, reading and writing.
3. Experience being an active, contributing part of a learning community that challenges and encourages members to grow as thinkers and communicators, embracing academic and spiritual discovery.

**3-6 Written Communication**

**Requirement:** ENGL 1100 (4) or ENGL 1110 (3) + ENGL 1120 (3) + two Writing Intensive Courses. At least one of these WI courses must be upper division. (WI courses can be fulfilled in the major, minor, CORE, or electives). Students who place into ENGL 1100 will take one extra hour (total of 7 hours in this category).

**Description:** In these courses students will develop writing and research skills. The point of entry will be determined by a placement device. Students whose placement scores indicate they need additional time in first-year composition will be required to enroll in ENGL 1100 for four semester hours. A grade of C- or better will be the measure of proficiency in each course. Given the importance of strong writing skills and the ethical use of sources, every student will complete two writing-intensive (WI) courses beyond ENGL 1120. At least one of these WI courses must be upper division. Although it is assumed that most courses in this area will be taught in English, one upper division course in a foreign language may satisfy this requirement.

**Criteria for ENGL 1100, 1110 and 1120:** These courses should be developed such that students will:

1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar and spelling.
2. Demonstrate an understanding of writing as an individual and social process that includes multiple drafts, collaboration, and reflection.
3. Read critically, summarize, apply, analyze, evaluate and synthesize information and concepts in written and visual texts as the basis for both developing original ideas and claims and integrating their thoughts with those of others.
4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
5. Demonstrate integrity in use of all primary and secondary sources.
6. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence, appropriate to the rhetorical situation.
7. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

**Criteria for Writing Intensive (WI) Designation:** These courses should be developed such that:

1. Writing improvement is facilitated through staged and sequenced writing assignments (rather than, for example, a single end-of-semester paper).
2. Assignments provide multiple opportunities for drafting and revising, with regular opportunities for feedback.
3. At least 30% of the overall grade in the course is based on written assignments.
4. Students demonstrate competence in discipline-specific writing tasks by composing texts that exhibit appropriate rhetorical choices (including attention to audience, purpose, context, genre, and convention) and discipline-appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar and spelling. Examples include but are not limited to:
   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the elective selection, organization, and analysis of content.
   3. Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.
5. Students demonstrate integrity in use of all primary and secondary sources.

**3 Speaking and Listening**

**Requirement**: COMM 1000 (3) and Speaking Intensive requirement in an additional course (these can be fulfilled by courses in the major, minor, CORE, or electives).

**Description**: In these courses students will develop their oral communication skills. To emphasize the importance of speaking both as an essential skill and a tool for learning, the University requires every student to complete one speaking-intensive (SI) course beyond COMM 1000. Although it is assumed that most courses in this area will be taught in the English language, an upper division course in a foreign language may satisfy this requirement. This requirement can be fulfilled by a course in the major, minor, CORE, or elective.

**Criteria:** These courses should be developed such that students will:

1. Use appropriate organization or logical sequencing to deliver an oral message.
2. Adapt an oral message for diverse audiences, contexts, and communication channels, including the use of presentation aids.
3. Identify and demonstrate appropriate oral and nonverbal communication practices.
4. Advance an oral argument using logical reasoning.
5. Provide credible and relevant evidence to support an oral argument.
6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
7. Summarize or paraphrase an oral message to demonstrate comprehension.
8. Demonstrate confidence in their ability to prepare and deliver oral presentations.

**Criteria for Speaking Intensive (SI) Designation:** These courses should be developed such that students will:

1. Deliver an effective oral message with clarity and academic purpose to a learning community in a specific discipline.
2. Demonstrate integrity when using primary and secondary sources to support an oral message.
3. Be provided feedback on oral assignments.
4. Have at least 20% of the overall grade in the course based on oral assignments.

**3 Quantitative Reasoning**

**Requirement:** One quantitative course (3).

**Description**: **Courses that pertain to the art of problem solving, by means of critical thinking, logic, and quantitative methods.  These courses emphasize the role of deductive reasoning in seeking truth while also conveying the intrinsic beauty of the discipline of mathematics.  As mathematics is a universal language of creation, a focus is placed on communication in this language.  All courses in this area require prior demonstration of basic mathematics proficiency as determined by a placement examination or the completion of MATH 1000.**

**Criteria:** These courses should be developed such that students will:

1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
3. Demonstrate skill in accurately solving problems using mathematical procedures.
4. Analyze mathematical arguments, determining whether stated conclusions can be inferred using deductive reasoning.
5. Communicate which assumptions have been made in the solution process, citing the limitations of the process where applicable.
6. Analyze mathematical results in order to determine the reasonableness of the solution.
7. Clearly explain the representation, solution, and interpretation of a mathematics problem.

**3 Biblical Literacy**

**Requirement:** BIBL 2000 (3).

**Description**: This course is designed to accomplish two goals: (1) to foster the student’s development of a critically-based knowledge of the content of the Bible, and (2) to assist students in becoming fluent in the interpretation of Scripture.

**Criteria:** These courses should be developed such that students will:

1. Demonstrate a knowledge of characters, events, time periods, theologies, and kinds of literature found in the Bible.
2. Demonstrate a critical understanding of basic issues and processes in the history of biblical texts and the production of modern Bibles.
3. Demonstrate an ability to observe and reflect critically on how readers read the Bible, that is, the perspectives from which readers read, the interests that motivate their reading, the ideas and traditions that inform their reading.

**2 Personal Wellness**

**Requirement**: DANC 3060 (3), PEHS 1000 (2)­­­, NURS 1210 (2).

**Description**: Courses and experiences that examine the relationships of physical activity, leisure, diet, and health and fitness to total personal development.

**Criteria:** These courses should be developed such that students will:

1. Identify, describe, and recognize the positive benefits of incorporating sound fitness/wellness activities and practices in one’s daily life.
2. Improve and/or maintain a level of physical fitness related to cardiovascular endurance, muscular strength and endurance, and flexibility.
3. Build and/or maintain a holistic (body, mind, spirit) approach to sound fitness/wellness habits, including attention to lifestyle, activity level, nutrition, and emotional stress.

**17-20 Hours**

**WAYS OF KNOWING:**

**3 Christian Ways of Knowing**

**Requirement**: One upper division course (3).

**Description**: Included in the Anderson University community is a faith perspective that is prepared to raise questions of truth, value, meaning, and morality.  Therefore, we foster an atmosphere of free inquiry, consistent with the sponsoring church’s tradition that prizes hospitality as a Christian virtue.  These courses explore the role of religion in human experience.  Students have the opportunity to reflect critically on their own human experience and sense of identity through study of the breadth and diversity of the Christian tradition. Students come to understand the role that religious faith plays in the ways in which communities envision reality and address contemporary challenges.

**Criteria:** These courses should be developed such that students will:

1. Demonstrate an understanding of the diverse beliefs and practices of the Christian tradition.
2. Demonstrate the ability to make meaningful connections between particular expressions of faith and the larger Christian tradition.
3. Demonstrate an ability to reflect critically on the ways in which religious faith informs how communities envision reality and address contemporary challenges.
4. Demonstrate a critical understanding of the role of religion in human experience.

**4 Scientific Ways of Knowing**

**Requirement**: One laboratory science course (4).

**Description**: These courses present students with a way of understanding the natural laws that govern the behavior of the material world, focusing on knowledge that is quantifiable and accessible using human senses and human reason.  Courses in this area will strengthen powers of observation through laboratory experiences, increase familiarity with the language of a particular discipline, and deepen an appreciation for the scientific process.  These courses will also address the influences and limitations of scientific principles as they inform and direct societal choices and public policy.

**Criteria:** These courses should be developed such that students will:

1. Explain how scientific explanations are formulated, tested, and modified or validated.
2. Distinguish between scientific and non‐scientific evidence and explanations.
3. Use current models and theories to describe, explain, or predict natural phenomena.
4. Apply foundational knowledge and discipline‐specific concepts to address issues or solve problems.
5. Apply basic observational, quantitative, or technological methods to gather data and generate evidence‐based conclusions in a laboratory environment.
6. Engage the question, “What is the proper role of humanity in caring for and stewarding God’s creation?”

**3 Civic Ways of Knowing**

**Requirement:**  One course (3).

**Description**: Informed citizenship is the most important building block of a democracy. Courses in this area present students with a way of understanding the world drawn from the study of the philosophical and political developments that have led to modern notions of responsible citizenship. These courses will focus on the historical development of political ideals, the emergence of modern governmental structures, and engaged citizenship.

**Criteria:** These courses should be developed such that students will:

1. Develop an understanding of historical developments of different political systems and citizenship across time and place and how they impact the contemporary world.
2. Understand the distribution of power in social, political and economic structures and the implications for specific groups.
3. Understand political issues and ideas from the perspective of multiple cultural vantage points, with an appreciation for the motivating factors shaping cross-cultural and cross-national differences.
4. Have the ability to evaluate major sources of international and domestic conflict, which lead to global challenges and potential resolutions.
5. Understand the obligations of citizenship and the importance of regular political participation in an informed and compassionate manner within Christian, national, and world communities.

**3 Aesthetic Ways of Knowing**

**Requirement:** One integrative course (3) or one appreciation course (2) plus one experiential course (1).

**Description**: These courses present students with a way of understanding the deepest levels of human experience as expressed in communication arts, dance, literature, music, and theater from diverse cultures and time periods.  Students will become more aware of and responsive to a variety of aesthetic experiences as created within particular historical and cultural contexts.

**Criteria**: These courses should be developed such that students will:

1. Acquire an appropriate vocabulary to distinguish among historical, cultural and/or genre-specific contexts of aesthetic experiences.
2. Understand the role of the aesthetic for individuals and society.
3. Experience the value of the aesthetic (i.e. through creation, performance, analysis, or critique) as a meaningful part of one’s life and community.
4. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts.

**3 Social and Behavioral Ways of Knowing**

**Requirement:** One course (3).

**Description**: These courses present students with ways of understanding human behavior in either individual or social contexts. Emphasis is placed on the application of a scientific perspective to explaining human conduct, including related theoretical views and the development of empirical knowledge through research.

**Criteria**: These courses should be developed such that students will:

1. Demonstrate an understanding of the role of intra-personal influences (cognitions, emotions, or self-concepts) and/or social influences (social environment, context, or culture) on human behavior as informed by scientific research findings.
2. Identify fundamental assumptions made by theories of human behavior and understand how these contribute to the theories’ explanations.
3. Demonstrate an ability to identify and distinguish between major theoretical perspectives on human behavior.
4. Demonstrate an understanding of major research methodologies utilized for the study of human behavior.

**7 Global/Intercultural Ways of Knowing**

**Requirement**: One foreign language course (4) based on departmental placement plus one additional foreign language course or one global/intercultural course (3). NOTE: retroactive credit does not fulfill the liberal arts requirement.  
  
**Description**: The combination of these courses presents students with ways of understanding human diversity through the development of intercultural perspectives. Through language study students will inhabit another culture at its most basic level. This firsthand experience, combined with the study of global/intercultural differences, will provide students with the awareness, knowledge, and skills needed to interact in a meaningful way with people whose lives have been shaped by other cultures.

**Criteria for Foreign Languages**: All students must take one foreign language course. Rules regarding placement are stipulated in the chart that follows.

**Modern Foreign Languages**: These courses should be developed such that students will:

1. Communicate in all three modes of communication (interpersonal, interpretive and presentational), in both written and oral contexts at a level commensurate with the course into which they were placed.
2. Demonstrate a maturing understanding of the perspectives of the target culture(s) as revealed in their products and practices.
3. Reinforce and further their knowledge of other disciplines through the foreign language.
4. Acquire information and recognize one or more distinctive viewpoints that are only available through the foreign language and its culture(s).
5. Demonstrate a maturing understanding of the nature of language and the concept of culture, through comparisons between their own and those of others.
6. Demonstrate maturing intercultural humility, that is, a willingness to learn not only to *speak* another language, but to *hear* the truth claims proposed by the *other*.

**Ancient Foreign Languages:** These courses should be developed such that students will:

1. Read, understand, and interpret an ancient foreign language, including a) a developing understanding of the etymology and syntax of an ancient language and b) with a special focus on understanding and translating Biblical literature in an ancient language.
2. Demonstrate a maturing understanding of the perspectives of the target culture(s) as revealed in their products and practices. Reinforce and further their knowledge of other disciplines through the foreign language.
3. Acquire information and recognize one or more distinctive viewpoints that are only available through the foreign language and its culture(s).
4. Demonstrate a maturing understanding of the nature of language and the concept of culture, through comparisons between their own and those of others.
5. Demonstrate maturing intercultural humility toward the truth claims proposed by the *other*.

**Criteria for Global/Intercultural:**These courses should be developed such that students will:

1. Identify and analyze those societal factors that provide bridges or create barriers between two cultures, such as those factors relating to political ideologies, religious faiths, national identities, gender, ethnicity, race, language, and/or technology.
2. Demonstrate an attitude of hospitality to cultures, faiths, and ideologies different from their own, and engage in open and honest dialogue in order to further conversation among diverse groups.
3. Identify and effectively apply relevant sources of information in conducting research on a global or cultural issue.

**Experiential Ways of Knowing**

**Requirement**: One experiential competency that can be fulfilled by a course, internship, practicum, capstone, clinical, or approved activity. We encourage this to be part of an existing major or minor.

**Description**: Anderson University values experiential learning and requires every major to provide significant experiential learning opportunities for their students. These experiences must intentionally connect academic theory, hands on practice, and student reflection with a significant academic component. Academic departments will determine the types of experiences which fulfill these requirements for their disciplines. Students are required to complete a form that reflects on their experience which is to be kept in their academic file. The Majors Assessment Committee will require all academic departments to provide a list of approved experiential activities. These experiential learning activities must be addressed through majors’ assessment reports.

**23 Hours**

**40-43 Hours**

**Policies:**

1. No courses in the Liberal Arts CORE may have prerequisites.

2. There are no limits on double counting between the CORE and major/minor.

3. Students who have declared majors housed in the Department of Adult Studies (DAS) will be allowed to substitute an approved 4 hour course in intercultural/global ways of knowing for the foreign language course.  Students in the DAS who are pursuing majors outside of the department will be required to take the language course.

4. Courses shall not fulfill liberal arts requirements in more than a single category (WI and SI courses are exempted from this rule.)

5. The Written Communication requirement must be fulfilled before students may register for Writing Intensive courses.

6. The Speaking and Listening requirement must be fulfilled before students may register for Speaking Intensive courses.

**GUIDELINES FOR CURRENT STUDENTS ENTERING PRIOR TO FALL 2015**

**SWITCHING TO THE LIBERAL ARTS**

**CORE CURRICULUM (LACC)**

**THAT BECOMES EFFECTIVE FALL 2015**

Students having matriculated prior to Semester I, 2015-2016, may elect to meet the Liberal Arts Core requirements of the 2015-2016 catalog. These students should meet with their academic adviser prior to considering a switch or change from the current distribution requirements of the Liberal Arts Program established in 2002 to the requirements of the new Liberal Arts Core Curriculum (LACC) of 2015. Students wishing to graduate under the 2015-2016 catalog must make formal application to do so, as soon as possible, with the Registrar.

Any additional questions regarding applicability of the courses in the Liberal Arts Program of 2002 to the new Liberal Arts Core Curriculum (LACC) of 2015 should be directed to the Registrar, who maintains responsibility for certifying students for graduation.

While many existing distribution courses have been revised to meet the goals and objectives of the new Liberal Arts Core; after 2015, students may apply the original course taught under the current Liberal Arts Program, where applicable, to the new Core. In cases where there has been an increase in the number of hours in a course, the older course with its lesser hours will be allowed to meet the requirement.

The following course guidelines are only for students who started on the Liberal Arts Program prior to Fall, (Semester I) 2015 when the new Liberal Arts Core was implemented. The following courses under the old system will be accepted as fulfilling the Liberal Arts Core areas. The advisor needs to be knowledgeable concerning the changes in courses that may be applied to each of the areas and pay special attention to the new speaking intensive and experiential ways of knowing requirements as well as the fact that several classes have shifted categories from the old to the new program.

**Understanding College**

**Requirement:**

LART 1050 (1) First Year Seminar

***Current course that fulfill this requirement is identical to 2002 Liberal Arts Program 5A:***

*LART 1050 (1) First Year Seminar*

**Critical Thinking**

**Requirement**: LART 1100 (2) Critical Thinking Seminar

***Current course that fulfill this requirement is identical to 2002 Liberal Arts Program 5A:***

*LART 1100 (2) Liberal Arts Seminar*

**Written Communication**

**Requirement:** ENGL 1100 (4) Rhetoric & Composition (Basic) or ENGL1110 (3) Rhetoric & Composition + ENGL 1120 (3) Rhetoric & Research + two Writing Intensive Courses (WI courses can be fulfilled in the major, minor, CORE, or electives).

HNRS 2110 (3) The Scholar and the Academy + two Writing Intensive Courses (WI courses can be fulfilled in the major, minor, CORE, or electives). (Only for Honors Program students)

***Current courses that fulfill this requirement are identical to 2002 Liberal Arts Program 5B:***

*ENGL 1100 (4) Rhetoric & Composition (Basic) or ENGL1110 (3) Rhetoric & Composition +*

*ENGL1120 (3) Rhetoric & Research + two Writing Intensive courses. At least one of these WI courses*

*must be upper division. (WI courses can be fulfilled in the major, minor, CORE, or electives).*

**Speaking and Listening**

**Requirement**: COMM 1000 (3) Intro to Speech Communication + one Speaking Intensive course (SI courses can be fulfilled in the major, minor, CORE, or electives).

***Current course that fulfill this requirement is identical to 2002 Liberal Arts Program 5B:***

*COMM 1000 (3) Intro to Speech Communication*

**Quantitative Reasoning**

**Requirement:** One quantitative course (3).

***Current courses that fulfill this requirement if taken starting in Fall 2015***

*CPSC 1100 (3) Business Computer Applications*

*CPSC 1200 (4) Intro to Web Programming*

*CPSC 1400 (4) Computer Science I*

*LEAD 3100 (4) Introduction to Research and Analysis of Statistics* (Only for Adult Studies Majors)

*MATH 1100 (4) Elem Math-Numeration System*

*MATH 1250 (3) Explorations in Mathematics*

*MATH 1300 (3) Finite Mathematics*

*MATH 1400 (4) Applied Calculus*

*MATH 2010 (4) Calculus I*

*MATH 2020 (4) Calculus II*

*MATH 2120 (4) Introductory Statistics with Applications*

*PSYC 2440 (4) Appl Stats/Intro Research (NOTE: POSC 2440 will no longer be cross-listed with PSYC 2440, effective fall, 2015.)*

*\*\*MATH 2120 (4) Introductory Statistics with Applications* if taken before FALL 2015 does not count for this category.

**Biblical Literacy**

**Requirement:** BIBL 2000 (3) Intro to Bible

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*BIBL 2000 (3) Intro to Bible*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

*BIBL 2000 (4) Intro to Bible*

*BIBL 2010 History & Lit of the Old Testament (3) + BIBL 2020 History & Lit of the New Testament (3)*

**Personal Wellness**

**Requirement**: DANC 3060 (3) Movement Analysis, PEHS 1000 (2) Fitness/Leisure for Life­­­, NURS 1210 (2) Nutrition for Healthy Living.

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*DANC 3060 (3) Movement Analysis*

*PEHS 1000 (2) Fitness/Leisure for Life­­­*

*NURS 1210(2) Nutrition for Healthy Living*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

*PEHS 1000 (2) Fitness/Leisure for Life­­­*

*NURS 1210(2) Nutrition for Healthy Living*

**Christian Ways of Knowing**

**Requirement**: One upper division course (3).

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*BIBL/RLGN 3000 (3) Bible, Chrstns, and Bibl Interp [WI]*

*BIBL 3410 (3) Images of Jesus Then and Now*

*ENGL 3260 (3) Christianity and Literature*

*HNRS 3325 (3) Christ and Culture* (Only for Honors Program students)

*RLGN 3010 (3) Faith in Context*

*RLGN 3020 (3) Christianity and Social Justice*

*RLGN 3100 (3) Christian Understandings Human Exp*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

*BIBL/RLGN 3000 (3) Bible, Chrstns, and Bibl Interp [WI]*

*BIBL 3410 (3) Images of Jesus Then and Now*

*BIBL 3260 (3) New Testament Faith for Life*

*PSYC 3200 (3) Living Christian Faith in Post-Mod World*

*BIBL 3320 (3) Hebrew Roots of Chr Faith*

*RLGN 3100 (3) Christian Understandings Human Exp*

**Scientific Ways of Knowing**

**Requirement**: One laboratory science course (4).

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*BIOL 1000 (4) Principles of Modern Biology*

*BIOL 2140 (4) Nutrition in Health and Disease*

*BIOL 2070 (4) Humans and the Environment*

*BIOL 2080 (4) Flora of Indiana*

*BIOL 2210 (4) Foundations of Modern Biology*

*CHEM 1000 (4) Introduction to Chemistry*

*CHEM 2110 (4) General Chemistry I*

*HNRS 2110 (4) Scientific Discoveries and Paradigm Shifts* (Only for Honors Program students)

*PHYS 1000 (4) Physical Science*

*PHYS 1020 (4) Earth & Space Science*

*PHYS 1140 (4) Musical Acoustics*

*PHYS 1240 (4) Astronomy*

*PHYS 2140 (4) General Physics I (Algebra based)*

*PHYS 2240 (4) General Physics I* (*Calculus based)*

*PSYC 3210 (4 hrs Biopsychology*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

*BIOL 1000 (4) Principles of Modern Biology*

*BIOL 2070 (4) Humans and the Environment*

*BIOL 2080 (4) Flora of Indiana*

*BIOL 2140 (4) Nutrition in Health & Disease*

*BIOL 2210 (4) Foundations of Modern Biology*

*CHEM 1000 (4) Introduction to Chemistry*

*CHEM 2110 (4) General Chemistry I*

*EXSC 3470 (4) Physiology of Exercise*

*PHYS 1000 (4) Physical Science*

*PHYS 1020 (4) Earth & Space Science*

*PHYS 1140 (4) Musical Acoustics*

*PHYS 1240 (4) Astronomy*

*PHYS 2240\* (4) General Physics I*

*PSYC 3210\* – 4 hrs Biopsychology*

*\*(Corequisite or Prerequisite requirement—see catalog)*

**Civic Ways of Knowing**

**Requirement:**  One course (3).

***Current courses that fulfill this requirement if taken starting in Fall 2015 were all offered previously in the Liberal Arts Program in different categories:***

*HIST 2000 (3) History of World Civilization* (formerly in 2A History)

*HIST 2110 (3) American Civilization I* (formerly in 2A History)

*HIST 2030 (3) Western Civilization I* (formerly in 2A History)

*HIST 2120 (3) American Civilization II* (formerly in 2A History)

*HIST 2040 (3) Western Civilization II* (formerly in 2A History)

*HNRS 2110 (3) The Scholar in the Academy* (Only for Honors Program students)

*POSC 2100 (3) American National Government* (formerly in 2B Societal Structures)

**Aesthetic Ways of Knowing**

**Requirement:** One integrativecourse (3) or one appreciation course (2) plus one experiential course (1).

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*ARTH 2000 (3) Great Themes in Art (3)*

*ARTH 2150 (3) Survey of Women in the Arts - Renaissance to Modern –  pending*

*COMM 2550 (3) Appreciation of Great Speeches (If taken prior to Fall 2015 counts a 2 credits)*

*ENGL 1400 (3) Valuing Through Literature*

*HNRS 3222 (3) The Scholar and the Arts* (Only for Honors Program students) - *pending*

*MUSC 2210 (3) Music, the Arts & Culture*

*DANC 3510 (2) Period Dance  – pending*

*ENGL 2500 (2) Appreciation of the Writing Craft*

*MUED 2110 (2) Music for the Elementary Classroom*

*MUSC 2110 (2) Introduction to Music Literature*

*MUSC 2220 (2) Music in Society*

*DANC 1320-4320 (1) Jazz Dance - pending*

*DANC 1120-3120 (1) Tap - pending*

*DANC 1220-4220 (1) Modern Dance - pending*

*DANC 1420-4220 (1) Ballet - pending*

*ENGL 2510 (1) Creative Writing Workshop*

*MUPF 1010 (1) Class Lessons in Voice I*

*MUPF 1030 (1) Class Lessons in Piano I*

*MUPF 1410 (1) Class Lessons in Guitar I*

*MUPF 1420 (1) Class Lessons in Guitar II*

*MUPF 1070-1430 (1) various Ensembles*

*MUPF 1700-4900 (1) various Applied Lessons*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

***3A Option A: One 3-hour Integrative course***

*ARTH 2000 (3) Great Themes in Art/Design History*

*ARTH 2100 (3) Hist of Art, Design, & Visual Cult*

*ARTH 2150 (3) Survey of Women in the Arts*

*ENGL 1400 (3) Valuing through Literature* (formerly in 5D Individual Thought & Behavior)

*ENGL 2350 (3) Amer Literature & Amer Painting [WI]*

*MUSC 2200 (3) Arts as Experience*

*MUSC 2210 (3) Music, the Arts, and Culture Renaissance to Modern*

***3B Option B: One 2-hour Appreciation course from (A2) and one 1-hour Experiential course from (E1)***

*(A2)*

*COMM 2550 (2) Appreciation of Great Speeches [WI] (If taken prior to Fall 2015 counts in this category)*

*MUSC 2110 (2) Intro to Music Literature*

*DANC 3510 (2) Period Dance*

*MUSC 2220 (2) Music in Society*

*ENGL 2500 (2) Appreciation of the Writing Craft [WI]*

*THEA 2500 (2) Appreciation of Drama*

*MUED 2110 (2) Music for the Elementary Classroom*

*(E1)*

*DANC 1120-2120-3120 (1) Tap I/II/III*

*MUPF 1030 or 1040 (1) Class Lessons in Piano I/II*

*DANC 1220-2220-3220-4220 (1) Modern Dance I/II/III/IV*

*MUPF 1070 – 1430 (1) Ensembles*

*DANC 1320-2320-3320-4320 (1) Jazz I/II/III/IV*

*MUPF 1410 or 1420 (1) Class Lessons in Guitar I/II*

*DANC 1420-2420-3420-4420 (1) Ballet I/II/III/IV*

*MUPF 1500 (1) World Drumming*

*ENGL 2510\* (1) Creative Writing Workshop*

*MUPF 1700 – 4890 (1) Private Study (voice, piano, instr)*

*MUPF 1010 or 1020 (1) Class Lessons in Voice I/II*

*THEA 1170 (1) Lyric Theatre Workshop*

*THEA 2890 (1) Acting/Production Practicum*

***Courses from Individual Thought & Behavior taken prior to 2015 that fulfill this category****:*

*ARTH 2200 (3) Making Meaning/Design of Evrydy Things*

*ENGL 1400 (3) Valuing through Literature*

*PHIL 2000 (3) Practicing Philosophy*

*PHIL 2120 (3) Ethics*

*RLGN 2210 (3) Faith and Human Development*

**Social and Behavioral Ways of Knowing**

**Requirement:** One course (3).

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

*ECON 2010 (3) Principles of Macroeconomics*

*HNRS 3311 (3) Justice and the Good Society* (Only for Honors Program students)

*LEAD 4400 (3) Personal Values and Organizational Ethics* (Only for Adult Studies Majors) - *pending*

*PYSC 2000 (3) General Psychology*

*SOCI 2010 (3) Introduction to Sociology*

*SOCI* *2020 (3) Social Problems*

*SOCI 2100 (3) Intro to Family Science*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

*ECON 2010 (3) Principles of Macroeconomics*

*FLAN 2000 (3) Language and Society*

*SOCI 2010 (3) Introduction to Sociology*

*SOCI 2020 (3) Social Problems*

*SOCI 2100 (3) Intro to Family Science*

***Courses from Individual Thought & Behavior taken prior to 2015******that fulfill this category:***

*PSYC 2000 (3) General Psychology*

*PSYC*/EDUC 2110 (3) Educational Psychology

**Global/Intercultural Ways of Knowing**

**Requirement**: One foreign language course (4) based on departmental placement plus one additional foreign language course or global/intercultural course (3). NOTE: retroactive credit does

not fulfill the liberal arts requirement.

***Current courses that fulfill this requirement if taken starting in Fall 2015:***

***Languages Requirement****:*

*FREN 1010 (4) Elementary French I*

*FREN 1020 (4) Elementary French II*

*FREN 2010 (4) Intermediate French I*

*FREN 2020 (4) Intermediate French II*

*GERM 1010 (4) Elementary German I*

*GERM 1020 (4) Elementary German II*

*GERM 2010 (4) Intermediate German I*

*SPAN 1010 (4) Elementary Spanish I*

*SPAN 1020 (4) Elementary Spanish II*

*SPAN 2010 (4) Intermediate Spanish I*

*SPAN 2020 (4) Intermediate Spanish II*

*SPAN 3010 (4) Spanish Composition*

*FLAN 2000 (4) Language and Society (determined only by placement by Dept. of MFLC)*

***Global/Intercultural:***

*BIBL 3310 (3) Archeology History of the Ancient Near East – pending*

*BSNS 3120 (3) Global Business*

*DANC 3000 (3) Dance in the Global Community (3) - pending*

*EDUC 3550 (3) Intercultural Education*

*ENGR 2080 (4) Physical Science - pending*

*FLAN 2000 (4) Language and Society (Note: if taken prior to Fall 2015 it fulfills Social & Behavioral Ways of Knowing)*

*FLAN 3400 (3) The French and Spanish Speaking Caribbean*

*GLBL 2500 (3) Introduction to Global Studies*

*HIST 3190 (3) The Jewish Holocaust in Historical Perspective*

*HIST 3240 (3) History of Russian & the Soviet Union*

*HIST 3260 (3) Women of the World (3)*

*HIST 3300 (3) History of the Modern Middle East (3)*

*HIST 3360 (3) History of the Modern Asia (3)*

*HIST 3370 (3) General History of Latin America*

*HNRS 3221 (3) The Scholar as Citizen of the World* (Only for Honors Program students)

*LEAD 4550 (3) Diversity and Intercultural Competence* (Only for Adult Studies Majors) - *pending*

*MUSC 3220 (3) World Music - pending*

*POSC 3300 (3) International Politics*

*POSC 3310 (3) Security and Peace Studies*

*RLGN/HIST 3320 (3) A World of Religions*

*SOCI 2450 (3) Introduction to Issues in Race and Ethnicity*

*SOCI 3470 (3) Environmental Sociology*

*SPAN 3020 (4) Spanish Conversation*

*SPAN 3101 (4) Spanish for Health Care*

*SPAN 3102 (4) Spanish for Ministry*

*SPAN 3140 (4) Spanish Phonetics*

***Courses taken prior to 2015-2016 that fulfill this requirement:***

***Modern Foreign Languages:***

*FREN 1010 (4) Elementary French I*

*FREN 1020 (4) Elementary French II*

*FREN 2010 (4) Intermediate French I*

*FREN 2020 (4) Intermediate French II*

*GERM 1010 (4) Elementary German I*

*GERM 1020 (4) Elementary German II*

*GERM 2010 (4) Intermediate German I*

*SPAN 1010 (4) Elementary Spanish I*

*SPAN 1020 (4) Elementary Spanish II*

*SPAN 2010 (4) Intermediate Spanish I*

*SPAN 2020 (4) Intermediate Spanish II*

*SPAN 3010 (4) Spanish Composition*

***Ancient Foreign Languages:***

*BIBL 2110 (4) Beginning Hebrew I*

*BIBL 2120 (4) Beginning Hebrew II*

*BIBL 2210 (4) Beginning Greek I*

*BIBL 2220 (4) Beginning Greek II*

***Global/Intercultural:***

*BSNS 3120 (3) Global Business*

*BSNS 4120 (3) International Management*

*BSNS 4250 (3) Global Marketing*

*COMM 3110 (3) Intercultural Communication*

*DANC 3000 (3) Dance in the Global Community*

*EDUC 3550 (3) Intercultural Education*

*ENGL 3220 (3) Global Literature*

*FLAN 3400 (3) The French & Span Spkng Caribbean*

*HIST 3260 (3) Women in World, 1800 to Psnt [WI]*

*HIST 3280 (3) The Age of Global Empires*

*HIST 3300 (3) Middle East [WI]*

*HIST 3330 (3) History of Modern China*

*HIST 3370 (3) General History of Latin America*

*HIST 3240 (3) History of Russia & Soviet Union*

*MUSC 3220 (3) World Music*

*NURS 4540 (3) Intercultural Health Care*

*POSC 3300 (3) International Politics [WI]*

*POSC 3310 (3) Security & Peace Studies [WI]*

*POSC 3420 (3) Issues/Contemporary Democracy [WI]*

*TESL 3500 (3) Teach Culturally/Linguistically Diverse Stud*

*SOCI 3400 (3) Race and Ethnicity in America*

*SOCI 3470 (3) Environmental Sociology*

*RLGN/HIST 3320 (3) A World of Religions*

**GUIDELINES FOR STUDENTS ENTERING PRIOR TO FALL 2015**

**CONTINUING UNDER THE CURRENT LIBERAL ARTS CURRICULUM ADOPTED IN 2002**

Most courses offered for present students to meet area requirements will continue to be offered under the new curriculum. Some of these courses have been redesigned to meet the goals and objectives of components in the new Liberal Arts Core Curriculum. Courses in this latter grouping may:

-have a new course caption or course number

-have a new course title; and/or,

-be offered for a different number of semester hours.

While the majority of these courses will be offered on a regular basis, it should not be assumed that a particular department will offer as many sections of a particular course as were offered in the past, nor that a particular course be available in any given semester.

Following is the information for meeting the area requirements of the current Liberal Arts Curriculum adopted in 2002 via courses taught beginning Fall 2015.

**I. CHRISTIANITY AND BIBLICAL STUDIES**

Requirements: 6-7 hours: 2 courses, one from **A** and one from **B.**

**1A Biblical Literacy and Interpretation**

BIBL 2000 (3) Intro to Bible

BIBL 2000 (4) Intro to Bible

BIBL 2010 History & Lit of the Old Testament (3) + BIBL 2020 History & Lit of the New Testament (3)

**1B Development of Christian Faith**: *one 3-hour upper-division course*

BIBL/RLGN 3000 (3) Bible, Chrstns, and Bibl Interp [WI]

BIBL 3410 (3) Images of Jesus Then and Now

BIBL 3260 (3) New Testament Faith for Life

BIBL 3320 (3) Hebrew Roots of Chr Faith

ENGL 3260 (3) Christianity and Literature

RLGN 3010 (3) Faith in Context

RLGN 3020 (3) Christianity and Social Justice

RLGN 3100 (3) Christian Understandings Human Exp

PSYC 3200 (3) Living Christian Faith in Post-Mod World

**II. History and the Contemporary World Requirement: 12-20 hours**

**2A History**: *one 3-hour course*

HIST 2000 (3) History of World Civilization

HIST 2110 (3) American Civilization I

HIST 2030 (3) Western Civilization I

HIST 2120 (3) American Civilization II

HIST 2040 (3) Western Civilization II

**2B Societal Structures**: *one 3-hour course*

ECON 2010 (3) Principles of Macroeconomics

EDUC 3140 (3) Understanding the Needs of High Ability Learners

FLAN 2000 (3) Language and Society

POSC 2100 (3) American National Government

SOCI 2010 (3) Introduction to Sociology

SOCI 2020 (3) Social Problems

SOCI 2100 (3) Family in Global Context

**2C Global Studies**: *one 3-hour upper-division course (numbered 3000 or above)*

BSNS 3120 (3) Global Business

BSNS 4120 (3) International Management

BSNS 4250 (3) Global Marketing

COMM 3110 (3) Intercultural Communication

DANC 3000 (3) Dance in the Global Community

EDUC 3550 (3) Intercultural Education

ENGL 3220 (3) Global Literature

FLAN 3400 (3) The French & Span Spkng Caribbean

HIST 3240 (3) History of Russia & Soviet Union

HIST 3260 (3) Women in World, 1800 to Psnt [WI]

HIST 3280 (3) The Age of Global Empires

HIST 3300 (3) Middle East [WI]

HIST 3330 (3) History of Modern China

HIST 3370 (3) General History of Latin America

MUSC 3220 (3) World Music

NURS 4540 (3) Intercultural Health Care

POSC 3300 (3) International Politics [WI]

POSC 3310 (3) Security & Peace Studies [WI]

POSC 3420 (3) Issues/Contemporary Democracy [WI]

RLGN/HIST 3320 (3) A World of Religions

TESL 3500 (3) Teach Culturally/Linguistically Diverse Stud

**2D Complementary Upper-Division Course**: *one 3 hour upper-division course (numbered 3000 or above) to be selected from 2C or 2D*

BIBL 3310 (3) Archaeological Hist Ancient Near East

MUSC 3110 (3) History of Music: Medieval to Renaissance [WI]

DANC 3010 (3) Dance History Survey [WI]

MUSC 3120 (3) History of Music: Baroque to Classic [WI]

HIST 3150 (3) Europe since 1870

MUSC 3130 (3) History of Music: 19th & 20th Century [WI]

HIST 3451 (3) US from the Gilded Age to 1945 [WI]

SOCI 3400 (3) Race and Ethnicity in America

HIST 3452 (3) US from 1945 to the Present [WI]

SOCI 3470 (3) Environmental Sociology

**2E Foreign Languages**: *0-8 hours*

Placement exams may be required for students who have completed 3 or more years in high school. Placement exams must be taken by the end of the first week of the students first semester. Those placed in 1020 level or beyond will have met the foreign language requirement after successful completion of the class. Students who place into the 2010 level have the option of further testing to meet the 1020 standard *or* taking the 2010 class. Students who take and complete 2010 with a C- or better will also receive credit for 1020.

***Modern Languages***

FREN 1010 (4) Elementary French I

FREN 1020 (4) Elementary French II

FREN 2010 (4) Intermediate French I

FREN 2020 (4) Intermediate French II

GERM 1010 (4) Elementary German I

GERM 1020 (4) Elementary German II

GERM 2010 (4) Intermediate German I

SPAN 1010 (4) Elementary Spanish I

SPAN 1020 (4) Elementary Spanish II

SPAN 2010 (4) Intermediate Spanish I

SPAN 2020 (4) Intermediate Spanish II

SPAN 3010 (4) Spanish Composition

***Ancient Languages***

BIBL 2110 (4) Beginning Hebrew I

BIBL 2120 (4) Beginning Hebrew II

BIBL 2210 (4) Beginning Greek I

BIBL 2220 (4) Beginning Greek II

Students whose high school transcripts show that they completed all or most of their course work in a language other than English may complete this requirement by taking one course in American History (in addition to the history course required under area 2 A) and also completing the English-writing sequence.

**III. The Aesthetic: Requirement: 3 hours from Option A *or* B**

**3A Option A**: *One 3-hour Integrative course*

ARTH 2000 (3) Great Themes in Art/Design History

ARTH 2100 (3) Hist of Art, Design, & Visual Cult

ARTH 2150 (3) Survey of Women in the Arts

ENGL 2350 (3) Amer Literature & Amer Painting [WI]

MUSC 2200 (3) Arts as Experience

MUSC 2210 (3) Music, the Arts, and Culture Renaissance to Modern

**3B Option B**: *One 2-hour Appreciation course from (A2)* and *one 1-hour* Experiential *course from (E1)*

(A2)

COMM 2550 (2) Appreciation of Great Speeches [WI]

DANC 3510 (2) Period Dance

ENGL 2500 (2) Appreciation of the Writing Craft [WI]

MUED 2110 (2) Music for the Elementary Classroom

MUSC 2110 (2) Intro to Music Literature

MUSC 2220 (2) Music in Society

THEA 2350 (2) Acting for Everyone

THEA 2500 (2) Appreciation of Drama

(E1)

DANC 1120 – 3120 (1) Tap I/II/III

DANC 1220 – 4220 (1) Modern Dance I/II/III/IV

DANC 1320 – 4320 (1) Jazz I/II/III/IV

DANC 1420 – 4420 (1) Ballet I/II/III/IV

ENGL 2510\* (1) Creative Writing Workshop

THEA 1170 (1) Lyric Theatre Workshop

MUPF 1010/1020 (1) Class Lessons in Voice I/II

MUPF 1030/1040 (1) Class Lessons in Piano I/II

MUPF 1070 – 1430 (1) Ensembles

MUPF 1410/1420 (1) Class Lessons in Guitar I/II

MUPF 1500 (1) World Drumming

MUPF 1700 – 4890 (1) Private Study (voice, piano, instr)

THEA 2890 (1) Acting/Production Practicum

*\*(Corequisite requirement of ENGL 2500)*

**IV. The Environment: Science & Mathematics Requirement: 7-8 hours**

4A Science: *One 4-hour laboratory course*

BIOL 1000 (4) Principles of Modern Biology

BIOL 2070 (4) Humans and the Environment

BIOL 2080 (4) Flora of Indiana

BIOL 2140 (4) Nutrition in Health & Disease

BIOL 2210 (4) Foundations of Modern Biology

BIOL 2280 (4) Flora and Fauna of Indiana

CHEM 1000 (4) Introduction to Chemistry

CHEM 2110 (4) General Chemistry I

EXSC 3470\* (4) Physiology of Exercise

PHYS 1000 (4) Physical Science

PHYS 1020 (4) Earth & Space Science

PHYS 1140 (4) Musical Acoustics

PHYS 1240 (4) Astronomy

PHYS 2140 (4) General Physics I (Algebra based)

PHYS 2240\* (4) General Physics I (Calculus based)

PSYC 3210\* (4) Biopsychology

*\*(Corequisite or Prerequisite requirement—see catalog)*

**4B Mathematics**: *One 3- or 4-hour course. Has student demonstrated math proficiency?*

*If no, student must successfully pass MATH 1000 before taking any courses listed in 4B.*

CPSC 1100 (3) Business Computer Applications

CPSC 1200 (4) Intro to Web Programming

CPSC 1400 (4) Computer Science I

MATH 1100 (4) Elem Math-Numeration System

MATH 1250 (3) Explorations in Mathematics

MATH 1300 (3) Finite Mathematics

MATH 1400 (4) Applied Calculus

MATH 2010 (4) Calculus I

MATH 2020 (4) Calculus II

MATH 1250 (3) Explorations in Mathematics

POSC/PSYC 2440 (4) Appl Stats/Intro Research

**V. The Individual Requirement: 12-21 hours**

**5A Liberal Arts**: *3 hours (one 1-hour course and one 2-hour course)*

LART 1050 (1) First-Year Experience Seminar

LART 1100 (2) Critical Thinking Seminar

**5B Use of the English Language: *3-10 hours***

**Writing:** *3-7 hours (Grade of C- or better required)*

The student will move to ENGL 1120 after successful completion of either ENGL 1100 or ENGL 1110.

ENGL 1100 (4) Rhetoric & Composition (Basic) *or* ENGL 1110 (3) Rhetoric & Composition

ENGL 1120 (3) Rhetoric & Research

Two writing intensive courses *beyond ENGL 1120 (prerequisite). At least one course must be upper division.*

(See Advanced Writing Competency list for approved courses.)

*Students must enroll in the appropriate writing skills courses* ***every consecutive semester*** *until they have met the writing requirement.*

**Oral Communication:** *0-3 hours (Test-out procedure available for prior practical experience/theoretical background for first-semester freshmen and transfer students only.)*

COMM 1000 (3) Intro to Speech Communication

**5C Fitness and Health:** *0-2 hours*

PEHS 1000 (2) Fitness/Leisure for Life

NURS 1210 (2) Nutrition for Healthy Living

DANC 3060 (3) Movement Analysis (This only counts if taken after Fall 2015)

(*PEHS 1000 test-out procedure available for prior practical experience/theoretical background for first-semester freshmen and transfer students only.)*

**5D Individual Thought & Behavior**: *6 hours,* ***2 different course captions***

*(Students may not take PSYC 2000 and PSYC/EDUC 2110 or PHIL 2000 and PHIL 2120 to satisfy 5D requirement.)*

ARTH 2200 (3) Making Meaning/Design of Evrydy Things (I am not sure – I think that this course been deleted

from the catalog, effective Fall, 2015; I will check on this).

ENGL 1400 (3) Valuing through Literature

HIST 3190 (3) Jewish Holocaust/Hist Context

PHIL 2000 (3) Practicing Philosophy

PHIL 2120 (3) Ethics

PSYC 2000 (3) General Psychology

RLGN 2210 (3) Faith and Human Development

PSYC/EDUC 2110 (3) Educational Psychology (If taken after Fall 2015 the 2 credit PSYC/EDUC 2110 fulfills this requirement)