

## **1. What should a General Education curriculum accomplish at a Christian, liberal-arts university?**

### Text Response

1. A well rounded student who will be productive in society.
2. Broad-based curriculum - a small amount of a variety of subjects - English, history, public speaking, foreign language, psychology, personal wellness, math, philosophy, science, fine arts. And definitely Christian theology. Ultimately result in a well-rounded, thoughtful individual. Understanding basic elements of numerous subjects.
3. It should provide a small group of courses that reflects the mission of the University.
4. It should provide students with: A foundation for Christian living. Competencies in writing, speaking, critical analytical thought, and creative divergent thought. Understanding of and appreciation for the arts, the sciences, mathematics and logical thought, the humanities and health.
5. Building up of the Christian vocation while preparing for a profession.
6. Education with a Christian perspective - so some type of spiritual development (Bible classes, Christian Beliefs, Spiritual formation)
7. It should be rigorous enough to challenge students and help them learn skills that would prepare them for their career choice. A Christian university should provide faith integration in all classes. There should be basic Old Testament, New Testament and Christian Living classes.
8. It should encourage students to see the wonder and beauty in all academic areas. It should help students appreciate the depth of God's creation and the interconnectedness of the universe.
9. Help the student develop good writing skills, develop a solid scientific basis for research and study, develop critical thinking skills and develop a philosophy of life.
10. The goal of General Education is to educate students to develop a basic but broader worldview and understanding of the different fields of study.

11. Reading-writing and basic math skills. Christian formation, service learning

12. It should prepare them to be career-ready and able to act as responsible citizens in a democratic society.

13. Basic classes that will make the individual be well rounded & diverse. I believe that each student should have the knowledge of what MNU stands for and that this is needed to be carried on throughout their life.

14. provide a broad foundation of knowledge and competencies that can open new avenues of interest to students.

15. Giving the students a well-balanced outlook on life, spirituality, faith, etc. from a Christian worldview.

16. The teaching of knowledge, dispositions and skills of the general core through a Biblical lense

17. Reading, Writing, Math and Critical Thinking

18. The General Education Committee should ensure MNU has a complete battery of general core courses. The curriculum should be rigorous and consistent with sister and competitor colleges and universities. Specifically, the curriculum should address the different requirements between arts (B.A.) and sciences (B.S.) programs and majors. Further, the curriculum should be transfer-friendly and scalable depending on the entry point of the MNU student.

19. A general education curriculum should demonstrate the breadth and depth of God and His creation. It should encourage the student to see life as whole and to not see life as fragmented (Holmes, 1987). The curriculum should encourage students to see how disciplines of study are connected and provide a foundation upon which to build a life that is representative of the extensiveness of God. Holmes, A. (1987). *The idea of a Christian college* (Rev. ed.). Grand Rapids, MI: William B. Eerdmans Publishing Company.

20. ...in the United States of America", I would add that to the question honestly, because that is our context. While we are international in focus, we're talking

about the U.S. as the context of our education, the sponsoring country if you will, so, it is appropriate to contextualize the question just a bit further. It should accomplish the well-rounded education of a citizen in order to prepare him or her to understand, work in, be a responsible citizen in, the society. It should acquaint the student with the underpinnings of an evangelical worldview along with sufficiently deep study of the history, purpose, role, and pre-eminence of the Christian tradition in the U.S. It should prepare the learner for life quantitatively and qualitatively to live as a contributing, giving, prepared-for-life person.

21. Broad introduction to humanities and Protestant Christian world view

22. It should serve as a foundation of general knowledge giving a breadth of understanding of the basics of traditional liberal arts courses with emphasis on a Christian world view.. This background will enable students to be conversant with ideas, understandings, and skills commonly expected of university graduates by various professions and society in general. I see it also as contributing greatly to the success of further specialized studies by understanding the cross curriculum connections that bridge the gap between various fields of study. This curriculum also enables the student to sample various fields of study to make a proper choice in a specialized major. Students should not be expected to make this choice, though there are exceptions, before they have had a chance to be exposed to a wide array of study areas. Once they have experienced this they will understand wherein their strengths, interests, and aptitudes lie. The curriculum should emphasize those values that the Christian institution identifies as foundational to their philosophy and their vision of the kind of graduates they wish to produce.

23. The general education curriculum should provide a solid foundation in broad areas of learning. It should prove useful as a basis for specialized learning as students retool several times during their working years. It should make students aware of the connections between fields of study and their faith in the Almighty Creator God.

24. Preparation for entry into professional, upper level coursework. Here at MNU, students are not. They come to the program I teach in with a mentality that there are no tests and they don't have to purchase a text and read it. They also think they can take off days for trips etc. with no points loss for

absence. They are not raising the level of their study skills. The work we ask them to do is completed at the last minute and appears to "interfere with activities, work, and social media."

25. Provide a foundation upon which to build for the majors.

26. Monitor and control the general education course offering.

27. Broaden students' minds, help them to think critically, and make reasoned decisions in their lives. Help students to grow in their desire and ability to strive for a Christ-centered life.

28. Gen Ed curriculum should provide a common educational experience that develops essential skills and knowledge, and gives a broad cultural background for professional and personal growth. Students should be more than specialists in their own field. They should study all fields of knowledge and realize that every area is interwoven and related to the others. With an integrated Christian approach students can grow in truth and be able express this as they creatively work to solve problems and issues.

29. Be the student's first major. Educate them in the liberal arts. Give them a rounded educational experience to make them citizens of the world. Help them see if the specific GENED class is one in which they would like to major.

30. It should be well rounded and support Christian views. Students should be aware of other existing and perhaps conflicting viewpoints so that they are prepared for these challenges when they enter the working force. However, the Christian viewpoints of the university should never be compromised.

31. It should be easy to understand and allow students time to explore majors without being penalized by confusing, changing requirements. The last switch from the old to new gen. ed. was confusing for advisors and students alike. Please do not substantially alter the curriculum without considering the havoc that such a change may create for transfer students, students changing majors, and student advisors.

32. A liberal arts education should prepare a student to be well-rounded, with applicable knowledge in a wide variety of areas. This should be the best preparation for a complex world that is at the same time becoming more

specific in its demands in terms of the division of labor, and its integration of diverse fields (i.e. computers have wed technology and communication, music, graphic arts, science, etc.). In a world where the time at any one particular job is shrinking, students should be prepared with a wide base of knowledge. A Christian education should prepare students to be people of the kingdom of God in the world. A Christian Liberal Arts education then, should prepare students with a broad base of knowledge to be able to understand different perspectives, in order to be better kingdom people in their service. Thus, business majors should be able to understand the effects of capitalism on their "neighbor" and make decisions informed from ethics, spirituality, and even artistic literacy.

33. Exposure to various fields of study, which will enable students to be informed and engaged citizens of their world and to view this world from a biblical Christian perspective.
34. No idea. But probably should realize that for MNU to be a solvent university, the sun doesn't rise and set about the gen ed. Kids need to be able to get jobs after college and be successful members of society. ALL courses need to be relevant and engaging. The Gen Ed content may matter less ~ and the methods of engagement in Gen Ed coursework may matter most. These courses should be some of the most dynamic, engaging, relevant, useful courses on campus. Students should want to take Gen Ed, instead of feeling that they are meeting obligatory requirements with little to no useful purpose.
35. A foundation based on biblical truth. True liberality/liberation comes from a knowledge grounded in truth. The truth will set you free.
36. Develop a Christian worldview. Understand other cultures and worldviews. Be able to understand how to analyze problems and find solutions. If a non-science major takes a general ed science class: how does that apply to the world. How does science or any general ed class affect their understanding of the world. They shouldn't just be information. General Ed classes should be taught by our best professors who can connect with students, esp. freshmen.
37. It should broaden the student's perspective of the world.
38. It should give a good general education basis and include Bible course from

both the OT and NT

39. It needs to enhance, but not rehash, material already covered in high school classes, many of which are themselves quite advanced these days.
40. It should seek to strengthen the three strands of critical thinking, writing skills and reading comprehension (Ecc. 4:12) throughout all curriculum strategies. All three components should be rigorous and flow through the curriculum, assignments and lecture in order to accomplish an increased knowledge and maturity of exercised intellect and educational success that leads to retention and completion of a four year degree.
41. The general education core is for the purpose of educating students broadly across different disciplines in a manner that develops & enhances life, contributes to the collective improvement of culture, furthers the kingdom of God, demonstrates the diversity and bounty of God's creation, equips for the expression of virtue, and sensitizes one to the needs and plight of the least, last & lost.
42. We are a liberal arts university and we should honor that. Our faith-based orientation should also be honored. Therefore, a general education distribution of courses in the arts, humanities, communication, science, math - and Christianity - should be required.
43. It should encourage intellectual curiosity and enhance the powers of interpretation by stretching students to wrestle with the ambiguities of life and the ancient mystery of the God and man relationship. A Christian world view should not "spoil the ending" by suggesting that we already know everything we need to know. In that regard, it should be more like the Christian fiction of Flannery O' Conner and less like that of Frank Peretti.
44. Students should learn how to think critically, communicate clearly, and be challenged intellectually across a broad range of subject areas which will in turn prepare them to be educated members of society.
45. Prepare students to be lifelong learners.
46. Providing the student with a well-rounded exposure to the overarching beliefs of the institution and its founders. It should be consistent across the

schools. Otherwise it makes it disruptive to both the student and the advisor.

47. GE should: --provide a taste of majors other than ones own --give a working vocab and issues of the world at large for well rounded character --some GE classes provide foundation for major work (like English) --should always take into account students are non-majors and often freshmen--this should affect grading harshness, professor interaction, classroom environment --i have included a "letter" addressing this question more thoroughly below:

Dear General Education Committee: In conversation lately with students and professors, I'd like to offer some thoughts on the mission and environment of our GE classes. These thoughts are not meant to offend anyone, they are not aimed at any one class or department, they are not based just on currently taught classes, they do not fit every GE class we teach; they are instead offered as a general way in which many of our GE classes are viewed and have been viewed for some time by students. I include my own department in this discussion. GE classes often have a reputation as being boring, fact heavy, discussion and application light, tedious, dull, and lifeless. They are sometimes seen as overly harsh in grading, not connecting well personally with instructors in larger classes where names of students are not always known. They are seen as a required duty and obligation by students, who do not enjoy the experience and wish they were not part of the curriculum. They often are not student centered in any way, but profoundly influenced by a curriculum or subject-first philosophy. It seems that clearly understanding the mission of GE classes might alleviate some of this negativity. Does it make sense that our GE classes should be taught in a way that invites students to explore areas of content they might not otherwise think about? Should GE classes be taught in ways that bring the student into the many delightful arenas found in our various majors? Can GE classes offer a "taste" of the fascinating and stimulating and life changing facets found in the diversity of subject matter offered in a liberal arts environment? If our GE classes come across as harsh, fact-only delivery systems then have we created our own problems? This is not to say we do not require rigor or that we do not have cognitive goals to meet. Of course we do. But do our cognitive goals override equally important affective (heart and attitude) and behavioral goals? If a student learns the facts of biblical literature enough to pass the class but comes away finding the Bible tedious and boring and lifeless, have we not missed the more important GE goals? I see GE classes as providing an invitation for students to even consider moving their major to a new area based on the discoveries they might make in a GE class. GE

classes in a real sense are a department putting its best foot forward. Can I be so bold as to say that not all profs should teach GE classes? It seems that the right combination of authentic passion, obvious enthusiasm, student relatedness, warmth, an occasional smile, humor, perhaps a bit of “playfulness” coupled with content knowledge and professionalism is called for. But if only the last two components are dominant, then I worry that our invitation to taste from the buffet table becomes an imposed duty to swallow the medicine. I definitely do not see our GE classes taught in the same style as an upper division class for majors where perhaps a more technical approach is appropriate. I am not in any way advocating for a dumbed down curriculum nor should GE classes be one big party with limited discipline and planning, creating a feel good situation while ignoring the academic goals of the subject. I’m not asking for all of us to become in-class entertainers. No. But I do think that both our curriculum and our choice of GE profs should be carefully considered. I have to seriously wonder if we should ever use adjuncts as our first choice for GE classes. Does an adjunct typically understand our student population well or the major well enough to accomplish what needs to happen in a GE class—or are they simply filling a slot? I wonder if we need to handpick our GE profs in light of both content knowledge and classroom management skills. What profs give each department the best chance to help students learn content and feel compelled by that content at the attitude and life level? Now I understand we don’t always have flexibility in choosing profs for certain classes—we are limited in budget and personnel. So that leads me to the last point. I wonder if all of our GE instructors, no matter how long or short their classroom experiences are, should be trained annually in some manner about how to manage a successful GE class, not in regard to content, but in regard to mission, passion, and overall classroom experience, and managed through the GE committee. This does not have to be extensive but could be a reminder that every GE prof not only is accountable to his or her own department or school but is also accountable to every department and school at MNU. What happens in GE classes affects us all no matter what department we reside in. If a particular GE class gets a bad reputation, that attitude affects us all in a real way. If our GE is really our “first major” we all have an obligation to each other to make these classes among the best we teach. This affects student morale and motivation, freshman retention, recruitment, and professor/peer accountability. If a student’s first semester impressions of our curriculum and teaching philosophy find themselves heavily negative, that seems to be a major issue for us all. I don’t know if this is possible, but



what if instead of a some or many of our GE classes being something students dread, they are instead classes that they leave each day with a smile on their face or a new idea in their mind, or a conversation topic at lunch. What if these classes draw students in such a way that grades and assignment are not the primary motivation to attend any particular class but instead they see the particular subject and instructor as something and someone they want to know more about. Of course all classes can be taught this way but it seems our GE classes must emphasize this to an even greater degree. What if MNU realized that our GE classes may be the most important classes we teach—I'm not sure I'm quite at that point yet but I'm close. What do you all think?

48. It should give the students a breadth of knowledge in a variety of areas that will help them be better informed citizens.

49. I think that in current marketplace, students go to college to prepare for career. They - or at least their parents - are concerned about the cost of education and need the coursework to be connected to value for career. I don't think that the overwhelming majority of students, at the point, choose college to explore the big questions in life. So, it is my opinion that MNU's general education should prepare students to enter their chosen major. This, for me, is not ideal. I love the idea of taking courses to explore a variety of subject matter that allows for a more educated mind. Unfortunately, we are not at a point where we can "market" our general education. We do not have that type of reputation. Further, we cannot afford a series of unique courses to be taught. We cannot fill or staff those type courses.

50. At a liberal-arts university the general education curriculum should provide students with the ability to write well, to speak well, to reason quantitatively, to understand a historical perspective, to appreciate the arts, to think scientifically, and to have a global and cultural perspective. At a Christian university the general education curriculum should provide a solid understanding of Scripture, an understanding of the beliefs in the Christian faith, and a Biblical worldview.

51. It should help students integrate faith and the various dimension of life and learning. It should help them to understand that all truth is God's truth and that all forms of learning can bring glory to God. It should help provide biblical and theological foundations for their lives and callings. It should help them to learn to think critically and to respect people and perspectives that

are different than their own. It should expose them to areas of learning and culture that will help them to fruitfully engage the world in which they live and work. It should give them a sensitivity to global issues and concerns. It should help them to see the importance of allowing kingdom values to shape every nook and cranny of their lives. It should help them to learn to value service more than material success.

52. It should give students a broad exposure to history, literature, and science and a chance to explore these areas from a Christian world-view.
53. Preparation to be a good and effective citizen of the earth, society and the church. This means each student must be conversant with the major disciplines of the academy. An important aspect of this is understanding of the three-way conversation between the academy, the society and the church and the ability to participate in that conversation.
54. Expose students to the major branches and types of knowledge of our civilization and do it through the lens of a Christian perspective.
55. General Education curriculum should align with the expectations of the university's accreditation body. In addition, Christian, liberal-arts universities should accomplish the promotion of Christlikeness. Curriculum should reinforce biblical beliefs and values as applicable. College is a developmentally formative period for promoting spiritual development. It should be noted that spiritual development is often promoted outside of the curriculum at Christian liberal-arts universities (e.g., time of prayer, devotional, periods of reflection).
56. It should provide a well-rounded education for the student in the humanities, languages, communications, science, math, religion, and English/literature.
57. I believe a general education program should provide basic skills for participation in society and academia, should build a common core of knowledge and the critical thinking skills necessary to interact with this material, and ultimately guide students in forming a framework for life.
  1. Basic Skills: Each student should be able to communicate effectively using verbal, written, visual, and symbolic forms. These skills provide the necessary tools to continue to build one's education.
  2. Common Experience: In many ways the general education curriculum should develop

a common experience (an understanding of history, science, mathematics, literature, psychology, Biblical literature, philosophy, and ethics) which permits the building of a community. This common experience especially provides similar “stories” about the human condition as well as moral and ethical behavior, and it provides a sense of group identity to form community. 3. Worldview: The general education program forms a framework on which the student can integrate new facts, ideas, skills, etcetera as the student continues to grow, that is, it forms a structure to stimulate and shape life-long learning.

58. A Gen Ed curriculum should lay a solid foundation of broad understanding and knowledge on which to build a specific discipline structure (the student's major). It should also give students--especially those undecided on a major--a taste for each discipline and introduce them to foundational concepts from each area. At a Christian university, all classes should be taught from a Christian perspective. And basic Bible classes should be a part of the general core.

59. Equipping students for "success, with integrity".

60. A General Education curriculum should require coursework in English (with a strong writing focus), Literature, Economics, U.S. History, Mathematics, and the Sciences. In addition, offer elective courses in areas such as foreign language, Biblical studies across the world, Christian leadership, Communication, Philosophy, and Arts. There should be an emphasis on personal, spiritual, and intellectual growth, all the while working to promote Christian thinking and leadership.

61. Statistic	62. Value
63. Total Responses	64. 60