



The Educational Framework of Dordt University

Preface

The Educational Task of Dordt University, formulated and adopted between 1979 and 1996, sets forth the basic overarching principles that

The goal for every academic department of the university, whether curricular or cocurricular, is to develop the four coordinates (Religious Orientation, Creational Structure, Creational Development, and Contemporary Response within the respective area of learning. This is an on-going effort of continuous improvement and renewal to be more biblically obedient, contextually relevant, and culturally active as an academic community. We do this to develop and transmit serviceable insight to learners engaged as God's kingdom builders.

The Educational Framework of Dordt University is not the final word on academic matters at the university. Indeed, the reformational directive to be always reforming will lead future Dordt faculty members to articulate an even more biblically sensitive view of curricular content and design. The faculty welcomes readers' response to and evaluation of the *Educational Framework*.

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A. Confessional Basis and Tenets

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taking responsibility for their work and striving to build community among people with diverse backgrounds, interests, and capabilities.

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- 1. Dynamic Character of Created Reality**

Students should appreciate the developmental nature of reality. They should understand in broad terms how our world has developed, and they should be equipped to cope with a rapidly changing world.

- 2. The Cultural Mandate and Stewardship**

Students should recognize their calling to give form to culture as creative historical agents acting in obedience to God. They should comprehend and appreciate their God-given responsibility to unfold the potential of creation in stewardly ways, exhibiting care for and proper use of the things they employ, and showing concern for those creatures that suffer from the misery caused by human sin and error.

- 3. Development of Culture and Civilization**

Students should understand and critically evaluate the formative processes and religious spirits by which our civilization and others have been shaped. They should understand how creation has developed historically and human civilizations have helped to form today's world. Students should be familiar with the different ways in which major world cultures and civilizations have responded to the cultural mandate, and they should be aware of the interconnected global nature of contemporary life.

- 4. Historical Development of Fields of Study**

Students should be able to identify and evaluate influential formative traditions operating

in their particular disciplines and vocations and in common areas of life. They should be familiar with the resources available to them for developing new perspectives or plans of action consistent with a Christian worldview.

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- 1. Learning for Service**

Students should develop the insights, skills, and strategies needed to contribute entry-level expertise and work in their special vocations and the common tasks of adult life. They should realize that they are called to vocations and communal responsibilities by God himself, and they should seek those areas of service that further his kingdom.

- 2. Gaining in Wisdom**

Students should exhibit increasing wisdom,

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