There are those who seek knowledge for the sake of knowledge, that is curiosity.

There are those who seek knowledge to be known by others, that is vanity.

There are those who seek knowledge in order to serve, that is love.

—Bernard of Clairvaux (1090-1153)
Information in this catalog, while current at the time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or program or to limit its enrollment when, for any reason, it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns academic advisors, the student is ultimately responsible to ensure his or her academic program fulfills all graduation requirements. The University reserves the right to withdraw a previously awarded degree if the University subsequently determines that the degree requirements were not met appropriately.

Taylor University operates graduate programs on the campus located in Upland, Indiana as well as the two MBA sites in Fort Wayne, Indiana and Indianapolis, Indiana.
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Our Heritage, Mission, and Life Together

The year 2006 marked the 160th anniversary of the founding of Taylor University. During the year of 1846, the United States annexed New Mexico as a territory; admitted Iowa as the 29th state in the Union; and declared war on Mexico. Electric arc lighting was introduced in Paris; Elias Howe patented the sewing machine in America; John Deere constructed the first plow with a steel moldboard; and American dentist W. T. Morton introduced ether as an anesthetic, all in the same year. In the literary world, Henry Wadsworth Longfellow published “The Belfry of Bruges” and Herman Melville published “Typee.” In London, Charles Dickens introduced the first cheap English newspaper, the Daily News, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting equal rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor, an energetic missionary evangelist possessed with unusual vitality of commitment and devotion.

Bishop William Taylor became a symbol of the values and ideals of the college. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a bishop of the Methodist Church. In 1893 because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University reestablished its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) In 2009, undergraduate programs at Taylor University Fort Wayne (TUFW) were discontinued and consolidated on the main campus in Upland, Indiana.

With this heritage, Taylor University entered the twentieth century. Taylor University’s historian Dr. William Ringenberg noted, “The intellectual revolution at the turn of the century cracked the spiritual foundations of major universities” in America by challenging the role of the Christian worldview. “This, coupled with the dehumanizing of education” and the unrest caused by “the inability of secular education to guide students in their quest for meaning” helped to further shape, strengthen and define Taylor’s Christian educational mission. For 163 years, Taylor has been faithful to that mission.

Graduate education was a part of Taylor University beginning in 1890 with the medical school. During the first decade after the university moved to Upland, the medical school merged into what became in 1908, the Indiana University Medical School. The early part of the 20th century saw a wide variety of graduate programs and degrees including the Ph.D. The World War II years saw the end of graduate education until graduate offerings were re instituted and approved by the Higher Learning Commission of the North Central Association in 2003. The Graduate School was founded in 2008 when the school of Professional and Graduate Studies was formalized to oversee existing programs and initiate new graduate programs.

Taylor University trustees, administrators, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living and learning are integrated. Taylor University consists of a student body of over 2,000 students divided almost equally between men and women who come from almost every state and over 30 countries.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. The carillon bells given in honor of Barbara Gentile remind the campus community of its dual mission throughout the day.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. Students’ quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

Taylor University consists of approximately 952 acres located on the south side of the town of Upland, Indiana. Upland is situated four miles east of I-69, fifty miles south of Fort Wayne, and seventy miles north of Indianapolis. Eighteen major buildings have been added to the Upland campus since 1965. Major remodeling and restoration of other facilities continues to take place in order to achieve maximum utilization and quality maintenance.
Mission, Purposes, and Anchor Points

The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.
- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.

Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To ensure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other and all people.

Anchor Points

- Biblically Anchored
- Christ Centered
- Faith Learning Integrated
- Liberal Arts Grounded
- World Engaging
- Whole Person Focused
- Servant Leader Motivated

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of its educational programs centered on the campus in Upland, Indiana. Graduate program centers are located in Indianapolis and in Fort Wayne, Indiana. The offices of Taylor University Online and WBCL are located in Fort Wayne, Indiana. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

The Upland campus serves Christian men and women in a community that consists largely of traditional college students living in a residential campus setting and pursuing baccalaureate and master's level degree programs.
The Graduate School Life Together Covenant

The Taylor University Life Together Covenant (LTC) is intended to foster Christ-centered community. This covenant sets forth the principles and guidelines that have allowed Taylor University and its students, faculty and staff to enjoy an atmosphere that encourages integrity in faith and relationship. Throughout most of Taylor’s history the LTC has governed a relatively homogeneous student body of full-time, traditional age, on-campus students. However, with the addition of adult and graduate programs the student body now contains a significant number of adult learners, who may be at different developmental levels and who interact with the university community in ways that are different than the traditional undergraduate.

Graduate students, like all members of the community, are expected to strive to meet the Biblical Expectations outlined in the Life Together Covenant. The University expectations described in the Covenant are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love (Romans 14; 1 Corinthians 8; 10:22-23). Graduate students will be expected to uphold the University Expectations while they are on campus, during off-campus class sessions, on other off-campus university-sponsored events, in all University buildings and vehicles, and in the presence of traditional age Taylor undergraduate students. Choices made outside of these locales or situations will be left to the discretion of the graduate student, being mindful of their representative role of the University.

The Undergraduate Life Together Covenant

Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. We seek “to develop servant leaders marked with a passion to minister Christ’s redemptive love and truth to a world in need.” Together we seek to honor Him by integrating biblical faith and learning while our hearts and lives embrace the process of maturing in Christ.

The Taylor community consists of those who, in furtherance of our mission, are living together in intentional, voluntary fellowship, aware that we are called to live our lives before a watching world. Although primarily centered on the Upland and Fort Wayne campuses, this community is not defined by geography, but rather by active engagement in the Taylor educational mission.

The Life Together Covenant (LTC) identifies the expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14; 1 Corinthians 8; 10:22-33)

A foundational support for the Life Together Covenant is the Taylor University Statement of Faith. The Statement of Faith affirms that the Bible is the inspired and authoritative word of God, and it provides the essential teachings and principles for personal and community conduct. The Statement of Faith also affirms the presence of the Holy Spirit in every believer; God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

Biblical Responsibilities

Responsibilities for Loving God, Others and Self

We glorify God by loving and obeying Him. Because we are commanded to love one another, relationships and behaviors which reflect such love confirm our allegiance to God and are glorifying to Him. (Matthew 22:36-40; John 15:11-14; Romans 1:5-6)

Living in daily fellowship with other Christians is a privilege and an expression of God’s will and grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is koinonia, which is translated as a close mutual relationship, participation, sharing, partnership, contribution, or gift. Members, therefore, are encouraged to seek opportunities to demonstrate koinonia. (1 Corinthians 12:12-31; Ephesians 4:1-6)

All persons are created in the image of God, and each person is known by God and knit together in the womb with intentional design. God’s attention to creative detail is uniquely applied in each person in whom is given the capacity to love God with heart, soul, mind and strength. The commandment to love our neighbor as ourselves reminds us of our potential to minister to others while at the same time recognizing our own need for care and support. (Psalm 139:1-14; Mark 12:29-31; 1 Corinthians 6:19)
Responsibilities for Community

Within our community the greatest expression of fellowship and the highest principle for relationships is love. Since God first loved us, we ought to demonstrate love toward one another. (1 John 3:11, 16, 18; 4:7-21)

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable:

- **Building Up One Another**
  We expect each member of the community to strive consciously to maintain relationships that support, encourage and build up one another. (Romans 15:1-2)

- **Making Allowance for One Another**
  Because of our fallenness, difficulties in relationships do occur. In such cases we are to respond with compassion, kindness, humility, gentleness and patience, making allowance for each other and forgiving one another. (Colossians 3:12-13)

- **Caring for One Another**
  We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy or other personal trials. Expressions of bearing one another’s burdens include comfort, encouragement, consolation, and intercession. (Galatians 6:2)

- **Respecting One Another**
  Because of the God-given worth and dignity of persons, each member of the community is expected to be sensitive to the image of God created in every person. Therefore, discrimination against others on the basis of race, national origin, age, gender or disability is not acceptable. Any kind of demeaning gesture, symbol, communication, threat, or act of violence directed toward another person will not be tolerated. (Colossians 3:11-14; 1 John 3:14-18)

- **Speaking the Truth in Love**
  A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is motivated by and acting in love, the process can produce growth. (Ephesians 4:15)

- **Reconciliation, Restoration, and Restitution**
  Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, forgive one another, restore relationships and make restitution. (Matthew 5:23-24; 18:15-17)

Responsibilities for Individual Attitudes and Behavior

- **Attributes of the Heart**
  Scripture gives us mandates for daily living through the Ten Commandments and the Sermon on the Mount. (Exodus 20:2-17; Matthew 5-7)
  In addition, Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.” (Galatians 5:22-24 NIV) This “fruit of the Spirit” is to be sought, encouraged and demonstrated in our relationships. We are also called to live lives characterized by peace and holiness. (Hebrews 12:14)

  In contrast to encouraging these positive attributes of the heart, Scripture condemns injustice and attitudes such as greed, jealousy, pride, lust, prejudice and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. (Galatians 5:19-21; Ephesians 4:31; Micah 6:8)

- **Prohibited Behaviors**
  Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by all members of the community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity, crude language, sexual immorality (including adultery, homosexual behavior, premarital sex and involvement with pornography in any form), drunkenness, immodesty of dress and occult practice. (Mark 7:20-23; Romans 13:12-14; 1 Corinthians 6:9-11)

- **Academic Integrity and Truthfulness**
  As a Christ-centered University community we apply biblical responsibilities for honesty to all forms of academic integrity. Plagiarism is forbidden; we expect truthfulness and fidelity to be expressed in every learning context. (Luke 16:10; Ephesians 4:25)

- **Submission to Civil Authority**
  In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor community are expected to uphold the laws of the local community, the state and the nation. An exception would be those rare occasions in which obedience to civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the penalty for his or her behavior. (Romans 13:1-7) Behavior resulting in arrest on or off campus is subject to review within the University’s disciplinary procedures.
University Expectations

In addition to subscribing to the section on Biblical Responsibilities, members of the Taylor University community voluntarily commit themselves to the following expectations of behavior. This commitment results from the conviction that these expectations serve the common good of the individual and the institution. These expectations are not set forth as an index of Christian spirituality, but rather as values and standards of the Taylor community and guidelines that serve to preserve the ethos of the campus communities.

Furthermore, they reflect our commitment to helping each member of the community grow in maturity and in the ability to make wise choices. Because of the importance of trust and responsibility to one another, violations of these expectations are regarded as serious breach of integrity within the community. The following expectations apply to all members of the campus communities: the faculty, staff, and students of Taylor University:

- **Worship**
  Corporate worship, prayer, fellowship and instruction are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Faithful participation is understood as a mature response to our community goals. We expect that individual honor and commitment to the Taylor community will motivate us to attend chapel. In addition, members of the community are encouraged to participate in the life of a local church.

- **Lord’s Day**
  Members of the community are to observe this day as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation, exercise, and study may be a part of the day, “business as usual” relative to University programs and services will not be sanctioned or encouraged.

- ** Respect for the Property of Others**
  Members of the community are expected to respect the property of others, including University property, private property on and off campus, and public property. The intellectual property of others is also to be respected.

- **Illegal and Legal Substances**
  Taylor University prohibits the possession, use or distribution of illegal substances and the abuse or illegal use of legal substances, including prescription and over-the-counter medication.

- **Tobacco**
  Recognizing that the use of tobacco is injurious to one’s physical health, members of the campus communities will not possess, use, or distribute tobacco in any form on or off campus. In addition, our campuses are smoke free.

- **Alcoholic Beverages**
  The community recognizes the potential risk to one’s physical and psychological well-being in the use of alcoholic beverages. It also recognizes that use of alcoholic beverages can significantly and negatively impact the community. Accordingly, faculty, staff, and students will refrain from the use of alcoholic beverages. Alcoholic beverages are not served at any University functions or programs on or off campus.

- **Gambling**
  Gambling (the exchange of money or goods by betting or wagering) is viewed as an unwise use of God-given resources and is not acceptable in any form.

- **Entertainment and Recreation**
  The University expects its members to use discretion and discernment in their choices of entertainment and recreation (some examples include media, Internet usage, and games). Social dancing is not permitted on or away from campus. However, acceptable forms of expression may include sanctioned folk dances, dances that are designed to worship God, dancing at weddings, and the use of choreography in drama, musical productions, and athletic events. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided. Consideration for others and standards of good taste are important, and all activities should be guided by this principle.

- **Policies and Procedures**
  Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the Administrative and Staff Handbook and the University catalog.

Application

The University affirms that the Biblical Responsibilities and University Expectations outlined herein lead to responsible citizenship and positive and healthy lifestyle, and they support the fulfillment of the University mission.

While members of the community are encouraged to follow the principles of this LTC throughout the year, it is specifically applicable for students while they are actively engaged in the educational mission (academic terms, including Thanksgiving and spring breaks) or are representing Taylor in any off-campus events. For employees, it is specifically applicable during the periods of their service or employment contracts.

Conclusion

The book of Colossians provides an appropriate summary of the goals for our community:

"Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the message of Christ dwell among you richly as you teach and admonish one another. . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” (Colossians 3:12-17 TNIV)
Accreditation and Memberships

In its academic programs, Taylor University is accredited by The Higher Learning Commission (AQIP participant) and is a member of the North Central Association of Colleges and Schools. The University is also accredited by the Council on Social Work Education, the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board. Taylor’s music program is accredited by the National Association of Schools of Music and programs in Computer Engineering and Engineering Physics are accredited by the Engineering Accreditation Commission of ABET. In addition, Taylor is seeking accreditation by the Association of Collegiate Business Schools and Programs. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Association for the Advancement and Sustainability in Higher Education
- American Assembly of Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- American Society for Quality
- Association of American Colleges and Universities
- Association of Collegiate Business Schools and Programs
- Association of International Educators
- Christian Center for Urban Studies
- Christian College Consortium
- Christian Leadership Alliance
- College Board
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council for Undergraduate Research
- Council of Independent Colleges
- Council on Law in Higher Education
- Evangelical Council for Financial Accountability
- Independent Colleges and Universities of Indiana
- Indiana Campus Compact
- Indiana Commission for Higher Education
- Indiana Consortium for International Programs
- Indiana Network for Higher Educational Ministries
- Midwestern Association of Graduate Schools (MAGS)
- National Association of College and University Business Officers
- National Association of Evangelicals
- National Association of Intercollegiate Athletics
- National Association of Independent Colleges and Universities
- National Association of State Financial Aid Administrators
- Scholarship America
- Society for College & University Planning
- U.S. Green Building Commission

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium uniting thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs. Included in the consortium are:

- Asbury College
- Bethel University
- George Fox University
- Gordon College
- Greenville College
- Houghton College
- Malone University
- Messiah College
- Seattle Pacific University
- Taylor University
- Trinity International University
- Westmont College
- Wheaton College

Council for Christian Colleges and Universities

Taylor University is one of over 100 colleges and universities that comprise the Council for Christian Colleges and Universities, a Washington, D.C. based organization founded in 1976. The CCCU’s primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service.
Campus Location and Facilities

**Campus Highlights**

Taylor University is nestled in the rural gentleness of Upland, Indiana, population 3,803 (2000 census). Taylor’s quiet location adds to its charm, yet Upland’s central location, just four miles from Interstate 69 between Indiana’s two largest cities (Indianapolis and Fort Wayne), gives students quick access to the cultural diversity of larger communities.

The Graduate School is located on the university campus where three of the graduate programs are housed. The Taylor University MBA program maintains office locations in Indianapolis and Fort Wayne, Indiana, where graduate business students and faculty have access to area employers, large nonprofit organizations, business development enterprises, and innovation centers. In Fort Wayne, the MBA office is located in the Northeast Indiana Innovation Center which is dedicated to developing ideas and growing businesses in Northeast Indiana. The Innovation Center nurtures technology businesses by developing the venture during start-up, early development, and the growth stages. In Indianapolis, the Taylor MBA office is located on the north side of Indianapolis and is housed with LQ Performance Strategies and several start-up businesses. Great opportunities are available for MBA students and professors to complete applied case studies, projects, and business research with businesses at both locations.

Taylor’s borders are as wholesome as the setting itself including residential areas, the Upland Health and Diagnostic Center, the Avis Corporation, along with many natural settings such as Taylor Lake spanning eight acres, the Avis-Taylor Prairie Restoration Project and the beautifully preserved Arboretum.

The campus is spacious and scenic with many points of interest. Near its heart rests the Zondervan Library, housing the Engstrom Galleria, a bright and open walk-through frequently used for receptions and to display traveling works of art, and the University archives. The archives is home to much of Taylor’s history as well as the Edwin W. Brown Collection featuring the life and works of C.S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams, and Owen Barfield.

Immediately upon leaving the north entrance of the library, the base of the Rice Bell Tower is visible. A brief stroll north from the bell tower will reveal the Samuel Morris statues. Designed by Ken Ryden and erected in October 1995, these statues symbolize the process of enlightenment Morris experienced as he journeyed from being a tribal prince to a slave, to a student in America with a burden to share the message of God’s grace. Through Ryden’s work, Samuel Morris continues to inspire the Taylor community.

The statues adjoin campus’ most recent additions: the Modelle Metcalf Visual Arts (2002) and Rupp Communication Arts Centers, housing the 320-seat Mitchell Theatre. Taylor’s theatrical history includes classics as well as original productions written by Taylor alumni and students.

Most recent additions are the Kesler Student Activities Center (KSAC), Memorial Prayer Chapel, and Campbell Apartments. In addition, Wengatz Hall and Grace Olson Hall have undergone major renovations.

On the east side of campus perched atop the Nussbaum Science Center is the observatory featuring two new reflecting telescopes: a 10-inch Celestron and an 8-inch Meade. Both have motor mounts for all-night star tracking.

On the southwest corner of campus, students seeking solitude may wish to visit the prayer deck. Secluded among the greenery of Taylor Lake and overlooking the water, the prayer deck is a popular spot for meditation and Bible study. The prayer chapel, presented by the graduates of 1950 and class sponsor Milo A. Rediger, is located on the northeast side of campus in Sickler Hall and offers a spiritual respite.

Students taking a slight detour from campus will earn a very sweet reward—Ivanhoe’s, offering over 100 different ice cream sundaes, shakes, and treats. This hometown eatery has been an Upland attraction since 1965.

In addition to these landmarks, the Taylor community provides a variety of undergraduate living arrangements, a newly remodeled dining hall, and easily accessible academic buildings. The following facilities are part of the Taylor campus:
Academic Facilities

The Atterbury Building has served multiple purposes throughout its history, currently housing Information Technology offices and technical services, which supports technology on campus. It is named for Camp Atterbury, where it was originally located before it found a permanent home on the campus of Taylor University.

The Ayres Alumni Memorial Building, newly remodeled in 2005, is a 19,000-square-foot facility housing the Center for Research and Innovation (CR&I), the Center for Teaching & Learning Excellence (CTLE) and the Spencer Centre for Global Engagement (SCGE). It was named for Burt W. Ayres who served Taylor as professor and administrator for nearly 50 years. The CR&I is located in the Kenyon Educational Center on the lower level, along with the University’s telecommunications network and staff; the CTLE and SCGE share the main level which includes a faculty seminar room, and the offices for the directors and staff. One large state-of-the-art classroom and two smaller classrooms are also located on the main floor. Six faculty offices and a reception area are located on the third floor.

Modelle Metcalf Visual Arts Center opened in February 2003. The 38,000-square-foot center provides specialized art studio and classroom space, state-of-the-art computer graphic arts lab and audio-visual classrooms, and a secure gallery adjacent to the Mitchell Theatre. The Tyndale Galleria provides space for students to display creative work. This new building features dedicated spaces specifically designed and outfitted for instruction in painting, sculpture, ceramics, printmaking, metals, photography, drawing, and graphics. In addition, an outdoor sculpture garden is planned to enhance the campus on the north side of the building. Along with the Zondervan Library, the entire fine arts complex occupies the center of campus, signifying Taylor University’s commitment to the fine arts as a central component of a Christian liberal arts college.

Nussbaum Science Center is named for Dr. Elmer N. Nussbaum, professor of physics for 31 years at Taylor. The science building has been recently updated with new heating, ventilation, air conditioning, lighting, telecommunications and ceiling system. This 45,000-square-foot structure houses biology, chemistry, computer science, math, and physics classrooms; laboratories; the observatory; faculty lounges; and computer information services for the University.

Randall Environmental Studies Center is a state-of-the-art teaching and research facility located at the west edge of campus on the grounds of the University arboretum. It was constructed in 1992 and named for Dr. Walter Randall, a Taylor trustee and former medical professor. The 20,000-square-foot structure serves the needs of the environmental science department with specialized laboratories equipped for biotic analysis, satellite image retrieval, computer mapping, soil analysis, and plant systematics. A trail system, natural history museum and greenhouse facilities are also a part of this center. The nearby Avis-Taylor Prairie Restoration Project provides additional teaching and research opportunities.

Reade Memorial Liberal Arts Center, named for Thaddeus C. Reade, president of Taylor University (1891-1902), is a 35,000-square-foot facility containing the social work and sociology departments, classrooms, a computer lab, faculty offices and the Educational Technology Center.

Rupp Communication Arts Center was completed in 1994 and named for Taylor benefactors Ora and Herma Rupp of Archbold, Ohio. This 45,000-square-foot facility houses the communication arts department offices and classrooms, the 320-seat Mitchell Theatre, television and radio studios, journalism lab and offices for the campus newspaper and yearbook.

Smith-Hermanson Music Center, a 23,000-square-foot structure, is a sound-proof facility. Named for Nellie Scudder Smith, a friend of Taylor University, and for former professor of music Edward Hermanson and his wife Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, faculty offices, conference rooms, and faculty and student lounges. The 250-seat Buzz-Carruth Recital Hall boasts a Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

Zondervan Library, completed and occupied in 1986, was named for Peter J. “Pat” Zondervan and his wife Mary. Pat Zondervan was co-founder of The Zondervan Corporation, a Christian publishing company.

This 61,000-square-foot building contains seating for more than one-fourth of the student population and houses over 200,000 items with room for more many. One of the special collections in the library is the Edwin W. Brown Collection consisting of first editions, manuscripts, photographs and other materials relating to the life and works of C. S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams and Owen Barfield. The library also offers an excellent reference collection and over 750 current periodicals and 16 daily newspaper subscriptions. Several periodicals and two major newspapers are also available on microfilm. Public online information retrieval services provide bibliographic and full-text access to an ever-widening variety of additional resources.

Library services are available 88 hours per week, with five librarians providing reference services including basic library instruction, online retrieval assistance and research consultation. An automated circulation system and online public catalog provide bibliographic access to library holdings. Zondervan Library is a founding member of PALNI (Private Academic Library Network of Indiana), a cooperative library system allowing patrons to search the catalogs of 25 other private college and seminary libraries within Indiana. Interlibrary loan provides a service whereby materials not owned by Taylor University may be borrowed from other libraries. The Zondervan Library is a member of regional and statewide cooperative library networks and OCLC, a worldwide network that links Taylor University with more than 25,000 other libraries.

An after-hours study room is available off the beautiful walk-through Engstrom Galleria.

The Academic Enrichment Center located in the southwest wing of the library has personnel and technology to provide individual instruction for improving reading comprehension, writing, math computation skills, and individual help for achieving academic success. All students are encouraged to visit the AEC.

Services for students with disabilities are provided by Academic Support Services located within the Academic Enrichment Center. Services may include assistance with note taking, alternative testing, books on tape, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his or her disability. Academic Enrichment personnel also coordinate the peer-tutoring program available to the general student body.

The Archives collect University records documenting the heritage of Taylor University since its inception as Fort Wayne Female College in 1846. University records include yearbooks, campus newspapers, committee minutes, faculty papers, and photographs. The archives promote the research of Taylor’s history by students, faculty, alumni, and other interested persons. Furthermore, the archives encourage an awareness of Taylor’s history through exhibits and publications.

The Writing Center, located adjacent to the computer lab, serves all students in all classes at Taylor, providing one-on-one and small group writing consultations.
Service and Non-Academic Facilities

The campus **Bookstore** is located in the student union. It is owned and operated by Taylor University and provides textbooks and other classroom needs. Many other items are available such as clothing, greeting cards and gifts. The bookstore is also the drop-off and pick-up point for film developing and dry-cleaning services.

The **Boyd Building and Grounds Complex**, built in 1995, is the center of operations for general and vehicle maintenance, housekeeping, building and grounds and recycling services.

**Campus Police**, built in 1989, serves as the center for emergency communication and police department, campus vehicle registration, and the campus motor pool program.

**Hodson Dining Commons**, named for Arthur and Mary Hodson, Upland philanthropists, this facility serves as the main dining hall for students. Built in 1972 and expanded in 2000, the facility is located on the southwest corner of the campus overlooking Taylor Lake. With the addition of the Nelle Alspaugh Hodson Banquet Facility, the Isely, Heritage and Braden rooms provide space for special and private group dining.

**Memorial Prayer Chapel**, constructed in 2008, honors those lost in a tragic accident on April 26, 2008, as well as other students and staff who entered Eternity while attending or serving Taylor University. This 2,300-square-foot facility has room for corporate prayer for seventy individuals, as well as two ante-rooms that allow for private or small group prayer.

The campus **Post Office** is located in the building directly behind the Freimuth Administration Building. The postal service is for the convenience of the University and not part of the U.S. postal operation.

Adjoining the post office is the **University Press** serving off-set printing, desktop publishing, xerographic and binding needs. Both publishing and outsourcing of specialized projects are provided.

**Rediger Chapel/Auditorium**, named in honor of Dr. Milo A. Rediger, former professor, dean and president of Taylor University, was completed in 1976. This 1500-seat facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the University. In addition to its spacious and beautiful auditorium, this building houses the Center for Student Development, which includes Campus Ministries and the Counseling Center.

**Sickler Hall**, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. Originally, the building was a residence hall that provided free housing for the children of ministers and missionaries. Later, it served as a science hall and education department center; more recently, it was the location of the communication arts department. Remodeled in 1995, Sickler Hall currently houses The William Taylor Foundation, Professional Writing Department, and alumni relations and includes conference room facilities. The campus prayer chapel is located on the main floor and is open 24 hours a day for meditation and prayer.

The **Student Union**, a dome-shaped facility, provides space for student activities, The Grille snack bar and campus bookstore. The student activities portion, a 100-foot diameter circular area, provides lounge, reading, listening and recreational space and accommodates the Offices of Career Development, Leadership Development and Student Programs, Taylor Student Organization, Student Activities and Student Services Councils, Multicultural Student Organization, Taylor World Outreach, and Lighthouse.

**Taylor Lake**, a picturesque eight acres on the Taylor campus, provides swimming opportunities in summer and ice-skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area, beach volleyball court, and prayer deck.

Administrative Buildings

**Ferdinand Freimuth Administration Building**, a 14,000-square-foot structure, was first remodeled during 1972. The first floor houses the Offices of the Bursar, Controller, Financial Aid, Human Resources, Registrar, and University Relations. The Deans of Schools and University Advancement are located on the second floor. The initial remodeling of this building was made possible by a gift from Ferdinand Freimuth, a Fort Wayne philanthropist.

**Helena Memorial Hall**, built in 1911, is a 10,000-square-foot structure that serves as the University welcome center. The building was remodeled in 1987 and houses the Offices of the President, Provost, and Admissions. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the University.
**Athletic, Physical Education, and Recreation Facilities**

The Baseball and Softball Fields, with surface and brickdust infields, respectively, are centrally located in the heart of Taylor’s campus (baseball) and on the west central part of campus (softball) and are maintained for intercollegiate competition.

The Cross Country Course is a 5.2-mile route that covers the entire campus, which begins west of the softball field and takes runners up and over hills, across paved roads and through scenic wooded areas.

The Escape to Reality Challenge Course/Ropes Course, nestled in a beautifully wooded portion of campus adjacent to Taylor Lake, offers ground initiatives and low ropes activities along with 12 high course elements. The goal is to provide groups with a unique outdoor experience where they will grow together through self-discovery, physical challenges and group interactions in a safe and supportive environment. Taylor students have the opportunity to experience the course for themselves; and if they so desire, may train to be course facilitators. Escape to Reality is open to all Taylor groups, as well as any outside groups who are interested in team-building experiences.

The Field House is a steel-paneled building providing additional opportunities for physical education and athletics. The football locker room, Pete Carlson Intercollegiate Athletic weight room, two batting cages for baseball, softball, and golf, classrooms, and football staff offices are contained in this facility.

The George Glass Track and Field Complex, dedicated in 1998 to George Glass, Taylor’s athletic director and coach of cross country and track for 26 years, has a 440-yard, rubberized, all-weather surface and facilities for field events.

The Kesler Student Activities Center opened in the fall of 2004. This 87,000-square-foot facility is named in honor of Dr. Jay Kesler, president emeritus of Taylor University and his wife Janie. The KSAC boasts four college-sized basketball courts (one with a wood floor and three with multipurpose playing surfaces which can facilitate volleyball, basketball, tennis, and badminton), “The Well” fitness center, locker rooms and a 200-meter indoor competition-level track with Mondo flooring.

Odle Gymnasium was completed in 1975 and named for the late Don J. Odle, coach and professor of physical education, and his wife Bonnie. This 45,000-square-foot facility contains two racquetball courts, an all-purpose room, a newly constructed conference room overlooking the basketball course, classrooms, faculty/coaches offices, and a collegiate basketball and volleyball maple parquet floor court with three cross courts.

The Game Soccer Field includes dugouts, regulation field, bleachers and restroom facilities. Practice Soccer Fields are located east and west of the game field.

The Tennis Complex features nine lighted, hard-surface courts and bleachers.

The Jim Wheeler Memorial Stadium, which has a seating capacity of 4,000 and a natural grass playing surface, has been the home of the Trojans for the past 28 seasons. It was built in 1980 with funds donated by John Wheeler (Taylor ’54) in memory of his son, Jim Wheeler, who died of cancer shortly after his graduation in 1979.

**Computer and Technology Resources**

Taylor University strives to keep current in the technology it provides to students, faculty, and staff.

Students can log in to the myTAYLOR portal (from on or off campus) to access their email, campus announcements, news, weather, sports, class schedules, financial aid, billing information, grades, and transcripts, as well as links to all of their courses. Professor uses the Blackboard course management system to supplement class activities and provide resources students can access online at any time.

A high priority has been placed on providing technology for teaching and learning. Every classroom is equipped with a projector and multimedia computer technology, providing ready access to presentation software and online resources. Every academic building (along with the dining commons, student activities center, student union, and residence hall lounges) has wireless internet access for students using laptops and other portables. The Zondervan Library offers the latest in online research capabilities. General-purpose computer labs are available for students from early morning to late at night. A campus cable system delivers class-related videos to students in their residence hall rooms during evening and weekend hours.

The Educational Technology Center, located in the heart of the campus, is the support hub for academic technology. The ETC provides students access to a wide set of resources including matting, lamination, media duplication, computer scanning and high-quality printing, digital audio and video editing, as well as a professionally-equipped recording studio. Students can purchase supplies, as well as check out (for free!) digital and video cameras, projectors, and a wide range of computer and AV equipment.

Taylor University is primarily a PC-campus, although specialty areas such as art, communication media and music use Apple computers. The network runs on the Windows operating system, as do most University-owned desktops. Microsoft Office is the standard application suite.
Taylor University’s academic year consists of fall and spring semesters, as well as optional January interterm and summer sessions. The typical class period is 50 minutes per credit hour.

Under this schedule, fall-semester activities including examinations are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks including a 4-day examination period.

The MBA academic calendar follows a trimester program. The terms begin in August, December, and April, and there is typically a short break between each trimester. The program is completed in 16 months over four terms. A student may begin the program during any of the trimesters. Students follow a course sequence with the other students in their cohort, in order to complete the 36 required credit hours.

The optional January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. Some graduate programs do not offer courses during the January interterm.

Except for the MBA, there is little or no course work completed during the summer terms. The undergraduate program has three summer terms but the graduate school rarely participates in any of the terms.

The academic calendar is available online at [http://www.taylor.edu/academics/academic-calendar.shtml](http://www.taylor.edu/academics/academic-calendar.shtml). Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.
Academic Policies and Regulations

Academic policies and regulations are developed and approved by the faculty of Taylor University and are administered by the School of Professional and Graduate Studies and the Registrar. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

Academic Advisors

Advisors are available to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the University. Students are expected to assume responsibility for obtaining academic advising after enrolling at Taylor, to keep informed about program requirements by consulting the online catalog curriculum, to initiate and be prepared for conferences with assigned advisors, and to be aware of published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

While Taylor University publishes program information and materials and provides advisors, the student is solely responsible for ensuring that his or her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed by the Registrar’s Office.

Academic Integrity

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student’s academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student’s work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the school dean. Departments or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else’s ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer’s feedback and plagiarism. Collaboration and getting feedback on one’s own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g. brainstorming with other classmates for ideas). Writer’s feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic school dean. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and will be viewed and used solely by the dean of this office to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic school office will be destroyed along with all other student records according to their respective policies.

¹ Common knowledge means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition to the program chair. The student must state his or her request and rationale for the petition. Once the petition has been acted upon by the program and school dean and reviewed by the Graduate Council, if necessary, and then it will be filed with the Office of the Registrar.

Academic petition forms are available from the program chair.
**Academic Grievance**

To ensure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. The procedures are part of the University commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment to any student who registers an academic complaint and any faculty member or other academic staff member who is accused of unfairness toward a student.

The first step for students who believe unfair treatment has occurred in their academic experience is to make an appointment and meet and discuss the issue with the respective faculty member or academic staff person. Then, if necessary, the student should discuss, by appointment, the issue with the faculty member’s program chair (or the school dean, if the faculty member involved is a program chair) or the supervisor of the academic staff member. If necessary, a third informal step can be taken by the student, that being a conference with the school dean. If the issue is still not resolved, a formal grievance process can be initiated as prescribed in the policy statement available from the school dean.

**Academic Progress Policy**

A student who meets the minimal GPA requirements as indicated in the chart below is considered to be a student in good academic standing. A student who falls below the minimum required hours and GPA is placed on academic probation. Notification of academic standing will be sent by the Registrar to students and their advisors through e-mail and letters will be mailed to students’ permanent addresses within one week following submission of final grades by faculty.

<table>
<thead>
<tr>
<th>Cumulative Graduate Earned Hours</th>
<th>Minimum Graduate Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>00.00-14.99</td>
<td>2.67</td>
</tr>
<tr>
<td>15.00+</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The faculty, staff, and administration of Taylor University are committed to helping students be successful in their personal, spiritual, and intellectual lives. As such, the GPA of each student is reviewed at the end of each term to determine whether action needs to be taken with respect to probationary status.

Students placed on probation have one term in which to meet good academic standing as indicated in the chart above. Reevaluation does not take place after January terms. Failure to reach the minimum requirements in the following term results in suspension from the University. However, students who earn a 3.00 term GPA may be placed on extended probation and allowed to remain at the institution for the subsequent term. Students on extended probation are not eligible to receive financial aid.

Students on extended probation failing to make satisfactory progress may be suspended at the discretion of the program chair. Readmission is not automatic and requires the approval of several offices on campus, starting with the graduate program. Students must present evidence that they are academically prepared to return to Taylor. Additionally, readmitted students will be placed on extended probation and are not eligible for financial aid during the return term.

Academic probation and suspension carry additional related consequences:

- Eligibility for financial aid is affected by academic standing. Probationary and suspended students should check with the Office of Financial Aid regarding academic progress regulations pertaining to their financial aid.

- In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to demonstrate that he or she is prepared to achieve better academic work prior to readmission to Taylor. Students should consult with the program chair and Registrar in advance of such enrollment.

Contact the Office of the Registrar for additional information regarding academic progress.

**Academic Load**

**Term**

Registration for 9 credit hours during the term constitutes full-time enrollment status for graduate programs. Registration for 6 credit hours during the MBA term constitutes full-time enrollment status for the MBA program. A student may register for no more than 13 credit hours per term. Some programs may allow additional credit hours with faculty advisor approval.

**Interterm**

Registration for 3-4 hours is considered a normal load for January interterm.

**Class Attendance**

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed.
Grade Changes

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the program chair and the school dean. Questions regarding the grade should be directed to the instructor within two weeks after being posted on TOWER. Such a change is permitted only before the end of the next term after the original grade was awarded.

Acceptance of late or missing assignments after the end of a term does not qualify for a change of grade.

Grades for Repeated Courses

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student’s academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course, even if the new grade is lower than the original attempt.

Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.

Grade Reports

Allow approximately one week after the last final exam for calculating and posting of final grades. Grade reports will not be mailed from the Registrar’s Office. For information on accessing TOWER, students should visit http://www.taylor.edu/academics/registrar/tower_student.shtml.

Grading System

The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

<table>
<thead>
<tr>
<th>Grade Meaning</th>
<th>Quality Points</th>
<th>Calculated in GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Superior</td>
<td>4.00</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Yes</td>
</tr>
<tr>
<td>B Satisfactory</td>
<td>3.00</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Yes</td>
</tr>
<tr>
<td>C Poor</td>
<td>2.00</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Yes</td>
</tr>
<tr>
<td>F Failing</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>P Pass (C- or above)</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>CR Credit</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>W Withdrawn</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>WP Withdrawn/passing</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>WF Withdrawn/failing</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>INC Incomplete</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>NR Grade not reported</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>NC No Credit/failing</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>AUD Audit</td>
<td>0</td>
<td>No</td>
</tr>
</tbody>
</table>

The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

Incomplete and Not Reported Grades

All work for credit is expected to be completed within the term it is attempted including independent studies, tutorials, and experiential education. An incomplete grade (INC) may only be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work.

Incompletes should be initiated by the instructor of record prior to the final exam week and must be authorized by the appropriate school dean before they are submitted to the Office of the Registrar. Incompletes should be converted to grades and reported to the Registrar by the date approved.

The Registrar will record an NR (grade not reported) when grades are unavailable. If no change has been made by the instructor by the approved due date, the Registrar is authorized to change the INC or NR to a grade of F.
**Independent Study Policy**

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research, and study. Assignments, papers, tests and other means of assessment may be completed by appointment, mail, e-mail, remote proctors, internet, etc.

Independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a program requirement without which the student's graduation would be unreasonably delayed. (A student’s desire to graduate early does not meet this requirement.)
2. To resolve scheduling conflicts beyond the student’s control involving required courses which cannot be taken in a later term without negative impacts on the student’s program of study.
3. To provide a scheduling efficiency or convenience to the University, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.
4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals. An additional independent study fee may be assessed by the academic dean for these requests.

All other academic policies in this catalog apply to independent studies (e.g. criteria for requesting incomplete grades, deadlines for registration).

Registration forms for independent study are available online at [http://www.taylor.edu/academics/registrar](http://www.taylor.edu/academics/registrar). For additional information, please refer to the Registration section of this catalog.

**Intellectual Property Policy**

The Taylor University Intellectual Property Policy designates that students retain copyright to most creative work for which they are solely responsible. Exceptions can include work done while employed by the University or under other extenuating circumstances. Although students retain intellectual property rights to most creative work submitted for academic credit, matriculation in the University entails an obligation for students to allow their writing or similar creative work to be used for University academic assessment. Procedures will be followed to preserve the anonymity of students for such assessment. The content and analysis of student writing or similar creative work selected for assessment will be used primarily for internal review of academic programs. Observations and derivative findings from such analysis may be reported to accreditation agencies or disseminated through professional publication but without reference to the authorship of individual students.

**TOWER Online Access System**

Taylor Online Web Enabled Records (TOWER) provides students secure online access to their academic records, including grades, unofficial transcripts, and course registration. Additional information on accessing TOWER is available online at [http://www.taylor.edu/academics/registrar/tower_student.shtml](http://www.taylor.edu/academics/registrar/tower_student.shtml).

**Transcript of Academic Record**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may not be released without the written consent of the student. Students should submit a “Transcript Request Form” available online or from the Office of the Registrar, have the request form approved by the Bursar, and return the completed form to the Registrar’s Office for processing. No transcript will be released unless all financial obligations to the University have been fulfilled according to an agreement with the Office of the Bursar.

Students may view an unofficial copy of their academic transcript via their TOWER accounts, provided all financial obligations to the University have been fulfilled. This abstract is useful to students and academic advisors only; it is not an official transcript of academic record. Official transcripts must be requested from the Office of the Registrar.

Additional transcript information and instructions are available at [http://www.taylor.edu/academics/registrar/transcripts.shtml](http://www.taylor.edu/academics/registrar/transcripts.shtml).

**TUAAlert Emergency Messaging System**

The TUAAlert emergency messaging system will allow Taylor University to immediately notify on campus students and employees of impending life-threatening or life-altering situations including rapidly-developing, life-threatening criminal activity on campus and imminent severe weather activity. The system utilizes Wireless Emergency Notification System (WENS) technology and can send text messages to cell phones and e-mail messages to accounts of Taylor's students and employees. TUAAlert will never be used for advertising or spam.

University Communication Policy

Taylor University uses @taylor.edu student e-mail addresses to communicate directives relating to academic progress, advising, registration, billing, financial aid, etc. to students, faculty, and staff.

Students are responsible for checking their Taylor e-mail accounts regularly and complying with correspondence received from advisors, professors, and University administrators.

Experiential Education

Experiential education includes practicum experiences, internships, and field and travel studies providing students with the opportunity to integrate theoretical learning in a field of study with actual work experience in a variety of non-classroom settings. Students should consult with academic departments and supervising faculty for departmental policies, guidelines, and responsibilities.

Field and Travel Study

Field and travel study experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Academic credit is given for field and travel studies; therefore, the tuition for a field or travel study is the same as for a regular graduate course and is based on the number of credit hours. Tuition for a field or travel study completed during the summer is billed at the standard summer session credit hour rate for graduate courses. Additional fees may be incurred.

The Taylor MBA Program requires all students to complete MKT 515 Global Business Study Tour which requires international travel. MBA students experience variations in business and industry sectors and cultural differences first-hand by visiting other global markets. Tours include a combination of business and corporate meetings with visits to historic sites and the unique communities of selected countries. Particular emphasis is given to identifying cultural differences in values, customs, attitudes and behaviors that impact the marketplace and organizational environments. MBA students are encouraged to explore and examine particular areas of business interest during the study tour and while completing course requirements. Recent global study tours have included visits to several countries in Europe, Hong Kong, Taiwan, and mainland China.

University Withdrawal

Students who decide they cannot attend Taylor after enrollment in courses for the next term and prior to the start of that term must notify the appropriate graduate program office and the Registrar’s Office. Students failing to request withdrawal from the University risk receiving failing grades in their courses and being financially responsible for tuition and fees.

Students who find it necessary to withdraw from all credit classes after the term begins must apply for formal withdrawal by filling out the withdrawal form and taking it to the appropriate offices noted on the form. Students not on campus should contact the department to inquire of steps for formally withdrawing. If a student withdraws from the University after the first week of classes (first five class days), he or she will receive a withdrawal grade (W, WP, WF) for the appropriate withdrawal deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student’s obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to the Finance section of this catalog on pages 41-42.

Students withdrawing with the intent to return to Taylor must initiate the withdrawal process through the Registrar’s Office and apply for readmission through the office of the appropriate graduate program. Students planning to take courses at another institution during their time away from Taylor University should submit transfer credit request forms to the Office of the Registrar and the program chair before registering for courses at the other university to ensure proper credit will be granted by Taylor.

Students with no intent to return to Taylor for the next term must apply for formal withdrawal through the Registrar’s Office and the appropriate graduate program office before leaving campus (prior to exam week).
Transfer Credit Policy

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit.
- Courses older than 7 years are generally not accepted.
- Credits taken at an accredited college may be accepted for transfer credit.
- Only course work with a grade of B or better will be accepted. Although a minimum grade is required, grades do not transfer. The student’s GPA is computed only on work offered by or through Taylor University.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of C- or better at Taylor. However, the grade on the transfer institution’s transcript may be used to validate completion of the course to meet a curriculum requirement with the required grade. Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.
- The maximum number of transfer credits accepted varies by program and will not exceed 12 credit hours.
- The Director of Teacher Certification must approve courses that apply toward teacher certification.

New Students

To receive credit for course work earned at other accredited universities, new students should request that transcripts be sent directly to the Graduate Office at Taylor University. These transcripts are then forwarded to the program chair for transfer credit evaluation who sends the transcripts on to the Office of the Registrar; a copy of the evaluation is sent to the student. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another university during the summer or during a term’s absence, and wish to transfer credit to apply toward a degree must complete a transfer credit course approval form signed by the program chair and the Registrar prior to enrolling in the course. Upon completion of the course, students should request that transcripts be sent directly to the Office of the Registrar at Taylor. Transfer credit course approval forms are available online at http://www.taylor.edu/academics/registrar/forms.shtml.
Registration

It is the responsibility of each student to follow directives published annually relating to registration, billing, payment of bills, financial aid, etc. While Taylor University publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring their academic programs comply with University policies. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Course offerings (including changes in time, day, and the assignment of instructors) may be added to, amended, or canceled by the decision of a department or the University.

Registration deadlines, directives, and regulations are published each term in the online academic calendar and schedule of classes available at http://www.taylor.edu/academics/registrar/registration.shtml. MBA students should contact the MBA office for registration deadlines and information.

**Advance Registration**

Advance registration provides an opportunity for students in some programs to register via TOWER for courses for the upcoming term(s).

To ensure correct billing and certification of enrollment status for state and federal financial aid, scholarships, loan deferments, NAIA athletic eligibility, etc., students must be enrolled as full-time status by the end of each advance registration period.

Readmitted students will be required to meet with their academic advisors to pre-approve their upcoming schedules. The advisor must submit the approved class schedule to the Registrar by the published deadline in order to receive priority registration.

**Holds on Registration**

The University uses several methods in the registration process to ensure that students are eligible to enroll in courses:

**Bursar**

- If a student fails to meet payment requirements by the due date, the Bursar may place a hold on the student’s records and course registration until the problem is resolved.
- The student will not be permitted to register for a subsequent term.
- Replace with following sentence: Students should view their account summary on TOWER to be informed of holds that might exist. Students are responsible to view their accounts through myTAYLOR, quick links, bursar office billing statements to keep informed of student account billing information.
- It is extremely important that students communicate with the Bursar about unresolved account balances.

**Registrar**

- The Registrar may place a hold on a student’s registration due to, but not limited to, academic standing, athletic eligibility, and repeat registration.

Students should contact the respective office who initiated the registration hold well in advance of the advance registration period. Until the hold is removed from the student’s record, he or she will not be permitted to register for a subsequent term and will lose his or her priority registration position. Contact the Office of the Registrar for additional details regarding course registration.

**Overrides**

Departmental requirements on course restrictions are firm; however, a student may merit an exception based upon individual circumstances. Students must contact the course instructor for an override approval. Registration overrides are possible for the following restrictions:

- Academic Load (Registrar authorization required)
- Closed Section
- Program
- Prerequisite
- Instructor Permission
- Time Conflict (both instructors must enter overrides for their respective courses)

Instructors are to enter required section overrides in TOWER. Upon entering the required override, the instructor should notify and remind the student of the student’s responsibility to then register for the course. An override is an authorization to enroll in a course—not a registration request or schedule adjustment. Students are solely responsible for registering for courses after an override has been entered by the instructor.
Pre-Registration Advising

Students must meet with their academic advisors during the pre-registration advising period to receive their registration access code (RAC) information sheets.

While Taylor University publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Repeat Registration

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student’s academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course, even if the new grade is lower than the original attempt.

Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.

Specific Registration

Specific registration forms are required for the following courses:

- Directed Research
- Field Study
- Independent Study
- Selected Topics

Registration forms are available online at http://www.taylor.edu/academics/registrar/forms.shtml.

Completed forms must be pre-approved with signatures of the instructor and program chair (if applicable) before submission to the Registrar for evaluation and registration.

Schedule Adjustments

Students are solely responsible for each course in which he or she registers and for notifying his or her advisor of any schedule adjustments. Students must verify their official TOWER schedules prior to the first day of classes and the last day to drop/add courses to confirm their registration. Students are not authorized to attend classes for which they are not officially enrolled.

Courses may be added during the first week of classes (first five class days of fall/spring semesters); however, each class missed that week counts as an unexcused absence. After the first week of classes, no additional coursework may be added or changed. Courses may be dropped during the first five class days via TOWER (if enabled); if TOWER is disabled, students must initiate registration changes through the Office of the Registrar.

After the first week of classes (first five class days of fall/spring semesters), withdrawing from a course requires submission of a course withdrawal form available from the Office of the Registrar. It is the student’s responsibility to formally withdraw from courses. Discontinuance of attendance does not automatically constitute withdrawal from a course. Students failing to file proper withdrawal forms by the appropriate deadline must complete classes for which they are registered or receive a grade of F. Withdrawing from courses during the second and third weeks of the term appears on the student’s transcript with a grade of withdrawn (W). Students withdrawing from a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a student withdraws from a course later than one week beyond midterm, the grade is automatically WF. The effect of WF on the GPA carries the same weight as that of a full-term failing grade. Course withdrawals are not permitted during the week of final exams.

The official process of withdrawing from a course (after the last day to drop a class without a transcript entry) begins in the Registrar’s Office; notifying instructors and advisors of intent to withdraw from a course does not automatically constitute course withdrawal. Students are solely responsible for formally withdrawing from a course. Neither failure to pay nor failure to attend will automatically remove a student from a course. Students failing to properly withdraw from a course risk owing the University all tuition and fees, repayment of financial aid, and failing grades in those courses.
Degree Requirements

Taylor University offers programs leading to the degrees of master of arts, master of business administration, and master of environmental science.

In view of occasional curricular changes, continuously-attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. They may also elect to declare a subsequent year’s catalog requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously-attending students, those students who interrupt their enrollment for more than two full terms (not including January or summer) must apply for readmission and are required to meet the degree requirements current at the time of readmission.

Master Degree Requirements

A master’s degree is an award that requires the completion of at least one academic year of graduate-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each area of study.

Taylor University offers three master's degrees:
- Master of Arts
- Master of Business Administration
- Master of Environmental Science

The following requirements apply to the master program:
- At least 12 of the last 18 hours must be taken at Taylor University.
- Only courses with a grade of B or better will count in satisfying program requirements.
- Cumulative GPA of 3.00.
## Graduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts Degree (MA)</td>
<td>Higher Education and Student Development, Religious Studies</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Master of Environmental Science (MES)</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Licensure Program</td>
<td>Elementary Education Licensure Program, Secondary Education Licensure Program</td>
</tr>
</tbody>
</table>
**Graduation**

**Application for Graduation**
Candidates for graduation must complete and submit an application for graduation at least two terms prior to the anticipated graduation date. The graduation application begins the degree audit process.

The Office of the Registrar will conduct degree audits on behalf of the student. If deficiencies are discovered, the student will be removed as a candidate for completion and participation in Commencement; it is the student’s responsibility to notify his or her family of the change. If a new definitive plan is submitted addressing and correcting the deficiencies, the student may be reinstated as a graduation candidate.

Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

See program chair for details regarding the application for graduation.

**Commencement and Diplomas**
A student may complete graduation requirements at the end of any of Taylor University instructional terms. However, the Commencement ceremony is held only in May at the end of the spring term. Attendance at Commencement is expected; however if a graduate is unable to participate, written notification of in absentia should be submitted to the Office of the Registrar.

Summer graduation candidates may participate in Commencement if they have no more than 8 credit hours remaining and have submitted a plan to complete these hours by the respective official summer graduation date.

December, January, and April graduates are eligible to participate in the ceremony following their official graduation.

Diplomas will be mailed to graduates within three weeks of the conferral date following submission of final grades and completion of the final degree audit by the Office of the Registrar. Graduates must fulfill all financial obligations to the University before receiving a diploma.
Academic Departments and Courses

Course Information

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

Course offerings (including changes in time, day, and the assignment of instructors) may be added to, amended, or canceled by the decision of a department or the University.

The following courses are offered in many departments with descriptions for these courses being the same for all departments, but carrying different departmental prefixes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>550</td>
<td>1-3</td>
<td>Directed Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.</td>
</tr>
<tr>
<td>560</td>
<td>1-3</td>
<td>Independent Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An individualized, directed study involving a specified topic.</td>
</tr>
<tr>
<td>570</td>
<td>1-3</td>
<td>Selected Topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A course offered on a subject of interest but not listed as a regular course offering. May count toward the program requirements.</td>
</tr>
<tr>
<td>593</td>
<td>1-3</td>
<td>Practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Offered primarily during summer.</td>
</tr>
</tbody>
</table>
The Master of Business Administration (MBA) program focuses on the key enterprise-level decisions and implementation strategies required in today's dynamic business and economic climate, rather than on the mid-management skills of traditional programs. The program emphasizes the importance of community and relationships and is committed to changing lives through shared experiences. This is a strong tradition of Taylor University and one that sets this MBA program apart.

Students and professors will complete applied case studies, projects, and business research with local employers which are meaningful and rewarding for both businesses and graduate students. Some benefits of the program include:

- Taylor University's long history and national reputation for quality Christian liberal arts education
- Accredited by The Higher Learning Commission and a member of the North Central Association (NCA)
- Timely and relevant course content
- Highly qualified and experienced faculty
- Small class cohorts that study together for the duration of the program
- An innovative format incorporating international travel/study, intensive seminars, Internet delivery, supervised research, and applied learning experiences

### Business Administration (MBA)

The Master of Business Administration degree requires 36 hours.

#### Core Requirements

- ACC 510 Strategic Cost Management 3 hours
- ECO 510 International Economics and Finance 3 hours
- MGT 515 Leadership and Ethics in Business Strategy 3 hours
- MGT 550 Business Research Methods and Metrics 3 hours
- MGT 610 Management Theory and Strategy 3 hours
- MKT 510 Global Marketing and Business Cultures 3 hours
- MKT 515 Global Business Study Tour 3 hours
- MKT 520 Business Creativity and Innovation 3 hours
- MKT 610 Strategic Marketing Management 3 hours

#### Elective Requirements

Select nine additional hours from the following:

- MGT 510 Organization Design and Change 3 hours
- MGT 540 Effective Coaching and Mentoring 3 hours
- MGT 620 Leading Strategies and Organizations 3 hours
- MKT 515 Global Business Study Tour 3 hours
- MKT 520 Business Creativity and Innovation 3 hours
- MKT 550 Emerging Practices for Marketing Leaders 3 hours

*Course may be repeated for elective credit.*

### Accounting Courses

**ACC 510 Strategic Cost Management** 3 hours

A review of both traditional and contemporary systems for providing timely and relevant information for decision-making. Emphasis is on recent and emerging accounting strategies developed to support management in implementing world class concepts such as value chain analysis, activity based management, just-in-time management, life cycle cost management, costs of quality, and productivity measurement and control. Qualitative as well as quantitative measures and techniques are examined.

### Economics Courses

**ECO 510 International Economics and Finance** 3 hours

Survey of corporate financial management and the global economic environment. Primary course topics emphasize sophisticated pricing policies, managing under uncertainty, global competition considerations, global financial markets, corporate finance policies, and the various impacts of government policy. This course provides a basis for analyzing financial and economic decisions based on modern financial and economic theory.
## Management Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 510</td>
<td>Organization Design and Change</td>
<td>3</td>
</tr>
<tr>
<td>MGT 515</td>
<td>Leadership and Ethics in Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 540</td>
<td>Effective Coaching and Mentoring</td>
<td>3</td>
</tr>
</tbody>
</table>

The behavior of groups and individuals in organizations is examined using current management theory and research. Emphasis is given to understanding, predicting, motivating, and changing work-related behaviors in organizations. Key topics include organizational structure, culture, power, diversity, performance, resistance, and communication, particularly related to the rapid pace of organizational growth and change.

This course seeks to foster the practice of robust Christian leadership in business (and other organizational settings). The foundation for effectiveness in leadership is built on Christian character and virtue as well as understanding of leadership theory and research. The leader is prepared for ethical decision-making and for strength of character by which to execute those decisions. The course draws first from the Bible and then from philosophy, psychology, history, literature and current events for its principles, exemplars, and case studies.

This course highlights the development of dynamic and productive coaching relationships in a variety of industry and organization settings. Emphasis is given to increasing credibility and performance through communicating awareness of intent and impact. Mentoring in such business areas as dealing with difficult people, talents and skills assessments, workplace improvements, and high performance patterns will be examined. Ethical issues in coaching and maintaining confidentiality are emphasized.

## Marketing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 510</td>
<td>Global Marketing and Business Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MKT 515</td>
<td>Global Business Study Tour</td>
<td>3</td>
</tr>
<tr>
<td>MKT 520</td>
<td>Business Creativity and Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MKT 540</td>
<td>Business and Organization Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MKT 550</td>
<td>Emerging Practices for Marketing Leaders</td>
<td>3</td>
</tr>
<tr>
<td>MKT 610</td>
<td>Strategic Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Study and application of the current challenges confronting marketing organizations in today’s global marketing environment. Critical success factors essential to effective and efficient marketing efforts are developed through numerous industry applications. Individual, organizational, and industry factors that impact market-oriented planning, global market development, effective channels management, integrated marketing communications, and attention to competitive advantages are examined. Marketing leadership skills are emphasized, including intercultural communication, cultural sensitivity, acculturation, collaboration, and cultural synergy. The examination of competitive strategy, positioning, advantages, and opportunities are analyzed and discussed.

Students experience the variations in business and industry sectors and cultural differences first-hand by visiting other global markets. Tours include a combination of business and corporate meetings with visits to historic sites and the unique communities of selected countries. Particular emphasis is given to identifying cultural differences in values, customs, attitudes, and behaviors that impact the marketplace and organizational environments. Students are encouraged to explore and examine particular areas of business interest during the study tour and while completing course requirements. May be repeated with permission of the Program Director. Requires international travel.

Processes that are used to develop new ideas and opportunities are covered from a managerial perspective, including how to stimulate creativity and imagination in employees and associates. Challenges to innovation management, new product development, collaborative efforts, and the learning organization are examined through theory and application. Course includes both individual and group processes used to strengthen organizational creativity.

The study of the business research process and techniques. Students will learn and utilize specific steps within the research process including Hypothesis, Exploration, Refining Hypothesis, Data Collection, Data Preparation, Data Analysis & Interpretation, and Research Reporting within course projects and assignments. Various Research Methods will be examined and utilized within course projects. Methods that will be introduced include Case Study Design, Focus Groups, Questionnaires, Surveys, Appreciative Inquiry, and Listening. Upon completion of the course students will be able to effectively use research methods within their organizations to tackle issues as they arise and produce quantitative analysis to be used in their decision making.

Current and historical perspectives related to the organization and business strategy foundational to top management development, including organizational analysis that leads to strategy formulation and implementation. This course emphasizes the examination of present and historical management theory and practice, as well as current trends in business literature and numerous industry applications.

This course addresses current trends and practices regarding organizations, their structures, intended outcomes and how they deal with culture, employee behavior, and values. Students will examine best practices and innovative strategies designed to create and evaluate organizational behaviors, individual and organizational learning, communicating across cultures, and intellectual capital. This course also examines organization leaders in such areas as communication, motivation, work teams, organizational change, stress, influence, loyalty, and trust. May be repeated with permission of the Program Director.
The mission of Taylor University's Master of Environmental Science program is to provide students with the graduate education and the professional expertise necessary for the pursuit of careers in basic and applied environmental science.

The program is a fully accredited traditional two-year on-campus graduate program with off-campus field experiences and internship possibilities. The master's degree program builds upon thirty years of excellence in undergraduate environmental science education and offers more than twenty graduate courses supported by eight PhD level faculty.

Our goal is to prepare students to solve real world environmental problems with theoretical knowledge, technical expertise, and social concern. The MES offers a variety of career options including: ecological science, environmental biology, environmental assessment, environmental geology, environmental management, industrial and environmental health and safety, environmental law and policy, and environmental education. In addition the program offers:

- Individualized plans of study
- 4+1 options for Taylor University environmental science majors
- Financial aid for most students
- Small class size with a high degree of professor/student interaction
- Technical missions opportunities in developing countries
- Teaching assistantships available for second year students
- Off-campus career-based internship opportunities
- A thesis option yielding manuscript worthy of publication in a refereed scientific journal
- A Personal Librarian program links students with university reference librarians to assist in information technology issues related to coursework and thesis preparation

Current and prospective students are directed to the MES program website at www.taylor.edu/mes for more information.

### Environmental Science (MES)

The Master of Environmental Science degree requires 30 hours.

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 570</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ENS 693</td>
<td>3-4</td>
<td>Graduate Seminar</td>
</tr>
</tbody>
</table>

Select twelve additional hours of 500 level coursework approved by the MES program.

Select nine additional hours from 600 level coursework approved by the MES program.

Select as needed from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 790</td>
<td>1-9</td>
<td>Thesis Research</td>
</tr>
<tr>
<td>ENS 792</td>
<td>1-9</td>
<td>MES Internship</td>
</tr>
</tbody>
</table>

### Biology Courses

**BIO 501** Taxonomy of Vascular Plants  
4 hours  
Identification, classification, and systematics of vascular plants are studied. Laboratory emphasis is on local flora, plant family characteristics, and modern systematic techniques. Two hours lecture and four hours lab per week.

**BIO 507** Vertebrate Natural History  
4 hours  
This course looks at the adaptive anatomy, feeding relationships, behavior, life history, and geographical distribution of vertebrates from fishes to mammals. Labs focus on methods currently employed for study of vertebrates in the field and involve several outdoor sessions.

**BIO 541** Environmental Physiology  
4 hours  
An introduction to the physiology of cells and tissues with emphasis on responses to environmental challenges. Topics include cell structure, protein synthesis and enzymes, water balance, transport, mineral nutrition, metabolism including photosynthesis, and responses to stress and toxins. Three hours lecture and three hours lab per week.

**BIO 571** Microbiology and Immunology  
4 hours  
A study of micro-organisms. Major emphasis is placed on the fundamental principles underlying the activities of bacteria and on the preparation of slides and cultures. Some emphasis is placed on the study of virology as well as cellular and humoral immunology. Two hours lecture and four hours lab per week.
**Chemistry Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 520</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Emphasizes principles and analysis of chemical movement and distribution in natural environments. The lab provides experiences in sampling and analysis of water, soil, and air. Experimental work is conducted in both natural habitats and the lab.</td>
<td></td>
</tr>
<tr>
<td>CHE 570</td>
<td>Environmental Toxicology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An introduction to the principles of toxicology and will survey areas of biochemical toxicology (toxicokinetics, biotransformations, sites of action, carcinogenesis) and analytical toxicology (identification and quantification of a spectrum of toxins of importance) with an emphasis on their applications to environmental and forensic science.</td>
<td></td>
</tr>
</tbody>
</table>

**Environmental Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 502</td>
<td>Environmental Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lectures introduce the major elements of US environmental law including the NEPA, EIS, CAA, CWA, RCRA, CERCLA, TSCA, FIFRA, and CRTR. The administrative process, cost/benefit analysis, and the role of litigation in enforcement are also discussed. Presentation techniques and debate skills are introduced. Three lectures and a discussion section per week.</td>
<td></td>
</tr>
<tr>
<td>ENS 590</td>
<td>Applied Hydrology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The application of geologic and hydrologic methods to the problem of water supply development in third world settings. Includes a 2-4 week well drilling project in a developing country.</td>
<td></td>
</tr>
<tr>
<td>ENS 555</td>
<td>Geospatial Analysis</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Applications of spatial analysis to environmental problems, including traditional mapping and surveying, remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS). Introductory tutorial material will be followed by application to real world environmental problems.</td>
<td></td>
</tr>
<tr>
<td>ENS 561</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An applied approach to the study of earth surface processes and the landforms they produce. Topics include processes and land forms associated with weathering, mass wasting, rivers, karst, tectonics, glaciers, shore lines, wind. Emphasis placed on environmental and land-use applications. Field and lab assignments include qualitative descriptions and quantitative measurements from fieldwork, topographic and geologic maps, and aerial photographs. Three hours of lecture and two hours of lab per week.</td>
<td></td>
</tr>
<tr>
<td>ENS 562</td>
<td>Hydrogeology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Basic processes and measurement of the hydrologic cycle including precipitation, evaporation, surface runoff, stream flow, soil moisture, and groundwater. Emphasis placed on groundwater including aquifer characteristics, principles of flow, conceptual models of regional flow, geology of occurrence, well hydraulics, chemistry and quality, detection of pollutants, contaminant transport and remediation, and resource development. Three hours of lecture and two hours of lab per week.</td>
<td></td>
</tr>
<tr>
<td>ENS 563</td>
<td>Applied Geology &amp; Environmental Planning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The application of principles from surficial geology and hydrology in the recognition, assessment, and mapping of environmental geo-hazards in the context of environmental planning. Topics include hazards and land-use analysis of soils, slopes, floods, groundwater, coasts, and tectonic activities. Three hours of lecture and two hours of lab per week.</td>
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</tr>
<tr>
<td>ENS 570</td>
<td>Experimental Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>An introduction to the theory and practice of hypothesis generation, experimental design and data management. The course is treated as a bridge between training in formal statistics and the practical needs of the working scientist. Required first semester.</td>
<td></td>
</tr>
<tr>
<td>ENS 580</td>
<td>Systems Ecology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The principles of systems theory are introduced in an integrated study of the development, dynamics, and disruption of natural ecosystems. Theoretical, analytical, and experimental aspects of ecosystems are explored. Students are introduced to ecosystem analysis and modeling.</td>
<td></td>
</tr>
<tr>
<td>ENS 583</td>
<td>Environmental Ethics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>An in-depth discussion of the ethical implications of major environmental problems such as world population and food supply, inequities in land and resource distribution, animal rights, materialism and personal life styles, and exploitation vs. stewardship of the environment. Three hours of lecture and a discussion section per week.</td>
<td></td>
</tr>
</tbody>
</table>

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**ECO 515 Environmental and Natural Resource Economics**

*3 hours*

An analysis of the economics of environmental issues, such as pollution and pollution abatement, discussing cost-benefit analysis together with the economics of using both renewable and non-renewable natural resources. Issues of stewardship and dominion will be considered in light of economic tools.

**ECO 555 Geospatial Analysis**

*4 hours*

Applications of spatial analysis to environmental problems, including traditional mapping and surveying, remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS). Introductory tutorial material will be followed by application to real world environmental problems.

**ECO 561 Geomorphology**

*4 hours*

An applied approach to the study of earth surface processes and the landforms they produce. Topics include processes and land forms associated with weathering, mass wasting, rivers, karst, tectonics, glaciers, shore lines, wind. Emphasis placed on environmental and land-use applications. Field and lab assignments include qualitative descriptions and quantitative measurements from fieldwork, topographic and geologic maps, and aerial photographs. Three hours of lecture and two hours of lab per week.

**ECO 562 Hydrogeology**

*4 hours*

Basic processes and measurement of the hydrologic cycle including precipitation, evaporation, surface runoff, stream flow, soil moisture, and groundwater. Emphasis placed on groundwater including aquifer characteristics, principles of flow, conceptual models of regional flow, geology of occurrence, well hydraulics, chemistry and quality, detection of pollutants, contaminant transport and remediation, and resource development. Three hours of lecture and two hours of lab per week.

**ECO 563 Applied Geology & Environmental Planning**

*4 hours*

The application of principles from surficial geology and hydrology in the recognition, assessment, and mapping of environmental geo-hazards in the context of environmental planning. Topics include hazards and land-use analysis of soils, slopes, floods, groundwater, coasts, and tectonic activities. Three hours of lecture and two hours of lab per week.

**ECO 570 Experimental Design**

*2 hours*

An introduction to the theory and practice of hypothesis generation, experimental design and data management. The course is treated as a bridge between training in formal statistics and the practical needs of the working scientist. Required first semester.

**ECO 580 Systems Ecology**

*4 hours*

The principles of systems theory are introduced in an integrated study of the development, dynamics, and disruption of natural ecosystems. Theoretical, analytical, and experimental aspects of ecosystems are explored. Students are introduced to ecosystem analysis and modeling.

**ECO 583 Environmental Ethics**

*4 hours*

An in-depth discussion of the ethical implications of major environmental problems such as world population and food supply, inequities in land and resource distribution, animal rights, materialism and personal life styles, and exploitation vs. stewardship of the environment. Three hours of lecture and a discussion section per week.

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**ECO 590 Applied Hydrology**

*3 hours*

The application of geologic and hydrologic methods to the problem of water supply development in third world settings. Includes a 2-4 week well drilling project in a developing country.

**ECO 599 Pedagogy**

*1 hour*

Teaching assistantship. Requires teaching assistant contract.

**ECO 610 Environmental Assessment**

*3 hours*

Methodologies associated with the practical application of the Federal and State requirements for project and programmatic environmental impact statement as required by the NEPA. Additional land assessment tools such as Phase I and Phase II environmental assessments will also be covered.

**ECO 620 Environmental Management**

*3 hours*

An introduction to industrial processes and the methodologies associated with environmental monitoring and reporting in industrial settings. Remediation strategies, with a focus on the application of pollution prevention concepts, will also be discussed.

**ECO 630 Ecosystem Assessment**

*3 hours*

Methodologies associated with the assessment of the biotic and habitat components of terrestrial and aquatic ecosystems. The course will focus on the practical application of one or more standard assessment tools and include a discussion of EPA approved ASTM site assessment methods.

**ECO 640 Global Ecology**

*3 hours*

The purpose of this course in two-fold: first, to (re)introduce students to the grandeur of the major ecosystems of planet earth and second, to provide a vehicle for exploring the current status of some of the global issues that threaten the sustainability of those ecosystems. The course will include: 1) a screening and discussion of the 2007 BBC/Discovery Channel series “Planet Earth” and the companion series “Planet Earth: The Future”, 2) a review of critical global environmental issues as presented in two current textbooks, and 3) a series of student-led lectures and commentaries on the most recent developments relating to the issues presented in the texts.

**ECO 650 Independent Study**

*1-4 hours*

Individualized, directed study involving a specified topic.

**ECO 670 Topics in Environmental Science**

*1-4 hours*

Course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and general education requirements. Examples of topics offered include conservation biology, soil science, and international community development.

**ECO 693 Graduate Seminar**

*1 hour*

An introduction to the preparation and delivery of classroom lectures and professional papers. Papers delivered by invited speakers, faculty, and graduate students. Required attendance to all enrolled MES students with a minimum of one formal presentation per year. A cumulative total of 3 hours is required for degree completion.

**ENS 790 Thesis Research**

*1-9 hours*

Select as needed.

**ENS 792 MES Internship**

*1-9 hours*

Select as needed.
The Higher Education and Student Development (MAHE) program is built upon the foundation of a unique and longstanding institutional commitment to whole person, Christ-centered higher education and prepares graduates to provide thoughtful and effective service within diverse higher educational settings. This foundation supports a distinctive community culture in which all members, students, faculty, staff, and administration are encouraged to partner together to facilitate a robust and dynamic educational enterprise combining academic excellence, personal support, and Christian vision. It will employ an engaged instructional methodology to teach, model, and promote whole person education, serve in a variety of higher educational roles and contexts, and cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective.

This program is designed to help you connect to the best of higher educational research, thought, and practice in order to form a distinctive, personal educational philosophy that will equip you to serve and inspire college students in a manner that helps to nurture growth and fullness in all areas of their personal and professional lives. The program is intended to prepare graduates to serve in a variety of higher educational roles and contexts. In accordance with this objective, the program will focus on the following 16 specific learning outcomes.

- College student development: Graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional settings.
- History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.
- Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability navigate these structures in a manner that allows them to work effectively within them.
- Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
- Higher education finance: Graduates will exhibit a comprehensive understanding of higher education finance and funding structures as well as the abilities to understand, construct, and manage institutional and departmental budgets.
- Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a “seamless curriculum.”
- Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
- Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.
- Educational foundations: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
- Research and scholarship: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present and or publish findings professionally.
- Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
- Legal issues in higher education: Graduates will understand legal concepts and issues in higher education and demonstrate practical knowledge of working through legal counsel.
- Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome will form the foundation of the whole person philosophy of this Christ-centered program and its graduates.
- Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.
- Practical experience: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.
- Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.
Higher Education and Student Development (MA)

The Master of Arts degree in Higher Education and Student Development requires 36 hours.

**Student Core**
- **HED 510** 3 College Student Development
- **HED 610** 3 Spiritual Formation
- **HED 630** 3 Facilitating Student Learning

**Leadership and Administration Core**
- **HED 650** 3 Leadership and Administration in Higher Education
- **HED 640** 3 Assessment of Learning in Higher Education
- **HED 680** 3 Program Development in Higher Education

**History and Foundations Core**
- **HED 550** 3 History and Foundations of Higher Education
- **HED 530** 3 Organization, Governance and Culture in Higher Education

**Research and Inquiry Core**
- **HED 580** 3 Inquiry in Higher Education
- **HED 790** 3 Advanced Research/Thesis

**Internship Core**
- **HED 592** 3 Internship I
- **HED 692** 3 Internship II

**Higher Education and Student Development Courses**

**HED 510 College Student Development** 3 hours
This course explores the specific developmental patterns and issues of college students.

**HED 530 Organization, Governance, and Culture in Higher Education** 3 hours
This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

**HED 550 History and Foundations of Higher Education** 3 hours
This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

**HED 580 Inquiry in Higher Education** 3 hours
This course surveys common statistical concepts and design strategies used in higher educational research.

**HED 592 Internship I** 3 hours
First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

**HED 610 Spiritual Formation** 3 hours
This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

**HED 630 Facilitating Student Learning** 3 hours
This course is designed to explore the student learning paradigm and its applications to higher educational practice.

**HED 640 Assessment of Learning in Higher Education** 3 hours
This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

**HED 650 Leadership and Administration in Higher Education** 3 hours
This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

**HED 680 Program Development in Higher Education** 3 hours
This course will focus on effective program development including understanding stakeholder needs, fostering student learning, supporting institutional priorities and building collaborative relationships to maximize institutional resources.

**HED 692 Internship II** 3 hours
Second direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

**HED 790/791 Advanced Research/Thesis** 3 hours
Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.
Religious Studies

Graduate Chair, Sheri Klouda

The Religious Studies (MARS) program is designed to present motivated graduate students with the opportunity to engage with successful scholars, learn from scholarly research, and think critically alongside dedicated, competent faculty. The program is taught by professors who have significant publications in the areas of world religions, biblical studies, theology, history of religion, or specific religious traditions. This is a rigorous graduate program continuing the solid integration of faith and learning reinforced in the undergraduate program at Taylor University.

The program incorporates concentrations allowing a student to choose an area of focus. A key distinctive of this program is that regardless of his or her concentration, the student will build on a solid evangelical theological core. The World Religions concentration will provide the student with an overview of world religions, a focus in at least one non-Christian religious tradition, as well as a solid understanding of Biblical Christianity. The Biblical Studies concentration will provide the student with a solid foundation on key aspects of the Bible along with an in-depth understanding of God and His relationship to His creation.

The program offers features such as:

- Small student to professor ratios, facilitating personal attention and interaction
- Opportunities to travel and research in several nearby theological libraries
- Attendance and participation in regional theological scholarly societies, including student paper competitions
- Opportunities to work on joint research with professors
- Graduate assistantships with stipends (when available)

Religious Studies (MA)

The Master of Arts degree in Religious Studies requires 36 hours.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 320/520</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>BIB 341/541</td>
<td>The Gospels</td>
<td>3</td>
</tr>
<tr>
<td>BIB 462/662</td>
<td>Biblical Theology</td>
<td>3</td>
</tr>
<tr>
<td>REL 510</td>
<td>Introduction to Graduate Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>REL 630</td>
<td>Trinitarian Theology</td>
<td>3</td>
</tr>
<tr>
<td>REL 680</td>
<td>Theological Methods and Philosophical Foundations</td>
<td>2</td>
</tr>
<tr>
<td>REL 790</td>
<td>Graduate Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete one of the following concentrations:

Biblical Studies Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 635</td>
<td>Hermeneutics</td>
</tr>
<tr>
<td>BIB 531</td>
<td>Pauline Epistles</td>
</tr>
<tr>
<td>BIB 532</td>
<td>Hebrews and General Epistles</td>
</tr>
<tr>
<td>BIB 540</td>
<td>Hebrew Prophets</td>
</tr>
<tr>
<td>BIB 550</td>
<td>Poetic and Wisdom Literature</td>
</tr>
<tr>
<td>BIB 645</td>
<td>Physical and Historical Geography of the Bible</td>
</tr>
<tr>
<td>BIB 625</td>
<td>Isaiah</td>
</tr>
<tr>
<td>BIB 642</td>
<td>The Gospel of John</td>
</tr>
<tr>
<td>BIB 644</td>
<td>The Epistle to the Romans</td>
</tr>
<tr>
<td>BIB 650</td>
<td>Directed Research</td>
</tr>
<tr>
<td>HEB 511</td>
<td>Elementary Biblical Hebrew I</td>
</tr>
<tr>
<td>HEB 512</td>
<td>Elementary Biblical Hebrew II</td>
</tr>
<tr>
<td>REL 665</td>
<td>Theology of Religions</td>
</tr>
</tbody>
</table>

Select four additional courses from the following:

<table>
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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIB 637</td>
<td>The Gospels</td>
</tr>
<tr>
<td>BIB 640</td>
<td>Hebrew Prophets</td>
</tr>
<tr>
<td>BIB 646</td>
<td>Poetic and Wisdom Literature</td>
</tr>
<tr>
<td>BIB 651</td>
<td>Physical and Historical Geography of the Bible</td>
</tr>
<tr>
<td>BIB 652</td>
<td>Theological Methods and Philosophical Foundations</td>
</tr>
<tr>
<td>REL 615</td>
<td>Directed Research</td>
</tr>
<tr>
<td>HEB 511</td>
<td>Elementary Biblical Hebrew I</td>
</tr>
<tr>
<td>HEB 512</td>
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<tr>
<td>REL 665</td>
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</table>

World Religions Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 640</td>
<td>Phenomenology of Religion</td>
</tr>
<tr>
<td>REL 665</td>
<td>Theology of Religions</td>
</tr>
</tbody>
</table>

Choose from one of the following options:

Western Tradition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 600</td>
<td>Readings in Judaic Literature</td>
</tr>
<tr>
<td>REL 610</td>
<td>Readings in Islamic Literature</td>
</tr>
<tr>
<td>REL 620</td>
<td>Readings in Western Traditions</td>
</tr>
</tbody>
</table>

Eastern Tradition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 605</td>
<td>Readings in Hindu Literature</td>
</tr>
<tr>
<td>REL 615</td>
<td>Readings in Buddhist Literature</td>
</tr>
<tr>
<td>REL 625</td>
<td>Readings in Eastern Traditions</td>
</tr>
</tbody>
</table>

Biblical Literature Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 320</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>BIB 341</td>
<td>The Gospels</td>
<td>3</td>
</tr>
<tr>
<td>BIB 462/662</td>
<td>Biblical Theology</td>
<td>3</td>
</tr>
<tr>
<td>BIB 520</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>BIB 541</td>
<td>The Gospels</td>
<td>3</td>
</tr>
<tr>
<td>BIB 625</td>
<td>Isaiah</td>
<td>3</td>
</tr>
<tr>
<td>BIB 635</td>
<td>Hermeneutics</td>
<td>3</td>
</tr>
</tbody>
</table>

36
**BIB 642 The Gospel of John** 3 hours  

**BIB 644 The Epistle to the Romans** 3 hours  

**BIB 645 Physical and Historical Geography of the Bible** 3 hours  
An overview of how the geography of the land of Palestine, the Middle East and the Mediterranean regions affected the history of the Bible in key periods of the Old and New Testaments.

**BIB 650 Directed Research** 3 hours  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. May be repeated for credit as the topic changes.

**BIB 662 Biblical Theology** 3 hours  
See BIB 462.

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**Hebrew Courses**

**HEB 511 Elementary Biblical Hebrew I** 3 hours  
Introduction to principles and practice of Hebrew syntactical analysis and lexicography, along with development of reading skills and additional Hebrew vocabulary. Prerequisite: HEB 212. Offered fall semester of odd years.

**HEB 512 Elementary Biblical Hebrew II** 3 hours  
Introduction to the principles and practice of exegesis and textual criticism of the Hebrew Bible with an emphasis on developing vocabulary skills. Prerequisite: HEB 511. Offered spring semester of even years.

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**Religion Courses**

**REL 510 Introduction to Graduate Research Methods** 2 hours  
Introduces research strategies, thesis topic selection, and familiarization with form and style for papers and theses. Guides students in the use of library materials, computerized databases, and bibliographic resources.

**REL 600 Readings in Judaic Literature** 3 hours  
Each semester will be devoted to selected readings from one of the following: Mishnah, Talmud, Zohar, or other traditional Judaic writings. May be repeated for credit as the topic changes.

**REL 605 Readings in Hindu Literature** 3 hours  
Each semester will be devoted to selected readings from one of the following: Shruti [Vedic, Vendantic] and Smriti [epics, puranas], and other Hindu writings. May be repeated for credit as the topic changes.

**REL 610 Readings in Islamic Literature** 3 hours  
Each semester will be devoted to selected readings from one of the following: Qur'an, Hadith, or other Islamic literature. May be repeated for credit as the topic changes.

**REL 615 Readings in Buddhist Literature** 3 hours  
Each semester will be devoted to selected readings from one of the following areas of Buddhist literature: Theravada [Tripitaka] and Mahayana schools [Lotus Sutra, Sutra of the Pure Land]. May be repeated for credit as the topic changes.

**REL 620 Readings in Western Traditions** 3 hours  
Each semester will be devoted to selected readings from one of the Western Traditions other than Judaism, Islam, and Christianity, including Zoroastrianism (including Avesta) and Baha’i. May be repeated for credit as the topic changes.

**REL 625 Readings in Eastern Traditions** 3 hours  
Each semester will be devoted to selected readings from one of the following: Jainism (including Digambara and Svetambara sutras), Sikhism (including Adi Granth), Daoism (including Daozhejing), or Confucianism (including Analects). May be repeated for credit as the topic changes.

**REL 630 Trinitarian Theology** 3 hours  
A systematic study of the existence and attributes of God and the persons of the Trinity and their functions. Special emphasis is given to the Monotheistic foundation of Christianity; Christology Pneumatology, and Soteriology.

**REL 640 Phenomenology of Religion** 3 hours  

**REL 645 Theology of Religions** 3 hours  
The nature of non-Christian religions from the perspective of Christian theology. Included are the issues of original monotheism, truth and salvation outside of Christian faith, and the convergence of beliefs.

**REL 680 Theological Methods and Philosophical Foundations** 3 hours  
An introduction to the challenges of integrating faith and learning at the higher level of graduate studies. This is designed to enable the student to understand how an individual’s belief system and field of study inform each other.

**REL 690 Graduate Thesis** 4 hours  
Independent research and writing of a thesis on an approved topic under the supervision of two faculty advisors.
Transition to Teaching

Dean, Jeff Groeling
Director of Teacher Education, Carl Siler

The Transition to Teaching (TTT) program is a non-degree program designed for individuals who have earned a baccalaureate degree from a regionally accredited institution of higher education and wish to pursue a teaching license. The program includes coursework completed online along with associated field experiences.

Students desiring an elementary license will complete a 24-hour course of study. The secondary licensure program is an 18 hour course of study. A secondary license is only available in the same content area as the student's undergraduate degree. Candidates must meet all state licensure requirements of the Indiana Department of Education. A ten-week student teaching experience is a mandatory component of either program. Upon successful completion of all program requirements, students may apply for a teaching license.

In addition to the coursework required for each program, students admitted to the program must complete the following requirements: complete any outstanding content standards, pass the Praxis I and Praxis II tests, complete a disposition audit and portfolio, receive documented training in CPR, and apply for state licensure.

Information packets for the elementary or secondary program may be downloaded on the Taylor University Online located at http://www.taylor.edu/online/transition_to_teaching/ or for additional information, please contact the Taylor University Education Department at (765) 998-5147.

### Elementary Licensure Program

The elementary licensure program requires 24 hours.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTT 510</td>
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<td>TTT 580</td>
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<td>TTT 590</td>
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</table>

**TTT 510 Introduction to the Education Profession**
A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

**TTT 520 Educational Psychology**
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. Includes a tutoring component.

**TTT 530 Introduction to Diverse and Exceptional Children**
This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Prerequisites: TTT 510 and TTT 520.

### Secondary Licensure Program

The secondary licensure program requires 18 hours.

<table>
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<tr>
<th>Requirements</th>
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<td>TTT 510</td>
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<td>TTT 590</td>
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</table>

**TTT 510 Introduction to the Education Profession**
A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology and educational ethics. The course also includes an introduction to candidate portfolio. Includes a field experience lab.

**TTT 520 Educational Psychology**
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. Includes a tutoring component.

**TTT 530 Introduction to Diverse and Exceptional Children**
This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Prerequisites: TTT 510 and TTT 520.

**TTT 540 Mathematics in the Elementary Classroom**
A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. Includes a field experience. Prerequisites: TTT 510 and TTT 520.

**TTT 550 Classroom Discipline and Management**
The course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories including Positive Reinforcement, Assertive Discipline, and Harry Wong, along with the study of legal implications for teachers are used in conjunction with case studies to assist students in developing effective discipline skills. Prerequisites: TTT 510 and TTT 520.

**TTT 555 General Secondary Methods**
A general methods course which discusses all aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments. The course includes a field experience. Prerequisites: TTT 510 and TTT 520.
TTT 560 Early Literacy Experiences & Assessments: K-3 3 hours
This course is an examination of current methods, materials, and media used in teaching and assessing literature in a multicultural society. Literacy skills instruction and the development of literacy reading skills are studied in relationship to the total range of student needs. Topics include how language is acquired and developed, reading process, hierarchy of reading skills, technology to instruct and reinforce reading skills, and methods used to instruct reading. Includes a field component. Prerequisites: TTT 510 and TTT 520.

TTT 565 Middle Childhood Literacy and Assessment 3 hours
This course is designed to examine current methods, materials, and media used in teaching literacy for grades 3-6 and to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assist reading problems of elementary school children in these grades. Teaching methodologies in language art and literature-based programs are addressed. Students prepare plans of correction for elementary school children’s weaknesses in reading. Includes a field experience. Prerequisites: TTT 510 and TTT 520.

TTT 580 Methods and Materials for Elementary Teachers 3 hours
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning, and integration of five elementary subject areas. Prerequisites: TTT 510 and TTT 520.

TTT 590 Student Teaching: Transition to Teaching 3 hours
Student teaching is a ten week full-time teaching experience under the supervision of public or private school and college personnel. The course is graded as credit or no credit, and a portfolio is required to obtain credit. Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of all prerequisite and required program courses.
Admissions

Application Process

The application process at Taylor University is more than paperwork. Through this process, students are invited to join Taylor’s intentional Christ-centered graduate community, developing minds for relentless discovery and a vision for engaging the world.

Application Procedures

Students may apply to their chosen graduate program year round, but are encouraged to apply as early as possible before the term of desired enrollment. Application materials may be requested by phone or online through the website of the specific program.

Application Review

Admission to Taylor University involves a two-stage process:

- During the first stage of the review process, applications are assessed carefully to determine if they meet minimum requirements for admission to the university. Qualified students then continue to the second stage of the review process.
- During the second stage of the process, students from the pool of qualified applicants are selected for admission. Selection is based on a comprehensive review of the materials received. Academic preparedness, spiritual depth and unique contributions to the community are important factors that are considered.

Decisions and Notification

Prospective students will receive one of two types of notification:

- Standard Notification
  Students are notified of their application status on a rolling basis. During the application process, students usually enter into a conversation with university personnel, particularly the program personnel. Students are encouraged to complete their application as early as possible. An interview is recommended for all students and required for admission to some programs.

- Denial
  The review committee may feel that a student’s success at Taylor is in question and that a denial is in the best interest of the student. In such cases, students are notified by mail of the decision.

International Students

International students desiring admission should provide the following for consideration:

- TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies, or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.

- Certificate/Diplomas showing completion of an undergraduate degree, including the results of any examinations. Official English translations of the certificates or diplomas are required.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part-time during the academic year; however the income generated will not be sufficient to cover education costs.

Transfer Students

Transfer students are accepted into graduate programs on a case by case basis. Consult with the chair of your program for further information. See Academic Regulations (page 23) for information regarding the transfer of credit to Taylor University.

Guest Status

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- Students who attend one of the Christian College Consortium schools and desire to complement their preparation with course work at Taylor.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 9 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the University through the relevant graduate program.
The University supports the graduate program beyond the tuition costs by providing material resources, support services and facility requirements. We thank God for each student and the support of others as we prepare graduate students to minister the redemptive love and truth of Christ to a world in need.

The University reserves the right to increase rates if and when necessary.

### Annual Costs

Refer to the specific department for information on tuition and fees.

### Other Charges

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and are charged equally to each student enrolled in the course. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

### Change of Registration

A prorated refund of charges will be given to students dropping by the last date to drop a class without a transcript entry (“drop/add” period) for the Fall and Spring semesters.

### Payment of Bills

The billing statement notification is e-mailed on or about the last day of each month to the student’s TU e-mail address, with payment due the 20th of the month. The initial billing statement for the fall semester is issued in July with payment due in full August 20. The January interterm and spring billing statement is issued in December and is due in full by January 20. The MBA program has a different schedule for bills. Please call the MBA office for details.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month to avoid a late fee. Full account information is available through myTAYLOR and includes unbilled activity as well as statements. Payment can be submitted online through this secure site. There is no fee to pay with electronic check. Payment by credit card (MasterCard, Discover, or American Express) will incur a convenience fee. Visa is not accepted. If parental access is necessary, it is the student’s responsibility to provide access to this information by completing that option at the secure billing site.

Taylor University uses the (student) @taylor.edu e-mail address to communicate, and the student is responsible to check their Taylor e-mail account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g. parent) e-billing addresses by completing the authorization that can be accessed through their online account.

There are two payment options available:

- Payment in full by the due date (20th of the month for which charges are billed).
- Students who are employed by the university may enroll in the work study employment payment plan, for regularly scheduled electronic payments over the semester. Contact the bursar’s office for further information.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to a $5 late fee or interest accrued at an annual percentage rate of 13 percent, whichever is greater.

A student’s account must be current to avoid a hold by the Office of the Bursar on registration, and a student’s account must be paid in full for release of transcripts or diploma.

Additional information may be found in the Tuition and Fees Schedule available in the Office of the Bursar.

### Refund Schedule (Fall and Spring Semesters)

<table>
<thead>
<tr>
<th>Withdrawals to the end of:</th>
<th>Tuition</th>
<th>Room</th>
<th>Board</th>
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</thead>
<tbody>
<tr>
<td>First Week*</td>
<td>90%</td>
<td>Prorated</td>
<td>Prorated</td>
</tr>
<tr>
<td>Second Week</td>
<td>90%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
<tr>
<td>Third Week</td>
<td>75%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>60%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>45%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>20%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
<tr>
<td>Seventh Week to end of semester</td>
<td>0%</td>
<td>0%</td>
<td>Prorated</td>
</tr>
</tbody>
</table>

*First five class days of the fall/spring terms.
University Withdrawal Procedures

Graduate school Withdrawal forms may be secured online or from the Registrar’s office.

In cases of withdrawal of full-time graduate students from the University, refunds of student charges for tuition are based on the refund schedule. Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. Any deviations from the refund policy are at the discretion of the Office of the Bursar and the Graduate Dean.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return of Financial Aid Funds policy available online at http://www.taylor.edu/dotAsset/65602.pdf.
Financial Aid

**How to Apply for Financial Aid**

The following information regarding financial aid is accurate at the time of the catalog printing, but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website at http://www.taylor.edu/admissions/finaid or contact the financial aid office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students to finance their graduate education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, assistantships, loans and employment. Financial aid is awarded primarily on the basis of financial need. If the student's aid package is based on financial need, the total aid package (including outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a student's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the student to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the student's income and assets, household size, and number of household members in a higher education institution.

To determine the extent of the student's financial need and ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines the student's eligibility for need-based aid.

Satisfactory academic progress for financial aid applicants/recipients who are graduate students shall be measured both qualitatively and quantitatively. Specifically, in order to be eligible to receive financial aid, students must meet the following criteria:

1. Maintain a minimum cumulative grade point average based on the student's cumulative credit hours completed in accordance with the academic standards set for the particular academic graduate program.
2. Successfully complete at least 67% of cumulative attempted credit hours.
3. Complete the graduate degree program in a maximum number of credit hours not to exceed 150% of the program length (e.g., if the program length is 30 credit hours then the student must complete the program within 45 cumulative credit hours attempted).

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

1. Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.
2. Complete the FAFSA online at http://www.fafsa.ed.gov as soon as possible after January 1. Please also consider the following:
   - In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a student complete his or her income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
   - The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

**Loans**

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at http://www.taylor.edu/admissions/finaid/loans.shtml by June 1. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of $8,500, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limit of $20,500 per year when combined with a subsidized loan. This loan has a fixed interest rate of 6.8 percent.
- The Federal Direct Grad PLUS Loan is a loan for graduate students provided directly from the federal government, and a separate application must be completed online at http://www.taylor.edu/admissions/finaid/loans.shtml. To ensure disbursement for the August payment, the online application must be completed by June 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal Grad PLUS has a fixed interest rate of 7.9 percent.
Assistantships

MARS Program:
The MARS Program normally awards graduate assistantships based on financial need and academic recommendation. The available number and dollar amounts for assistantships vary depending on faculty needs and enrollment. For further information concerning the application process, MARS students should contact the MARS Program Director, Dr. Sheri Klouda.

MAHE Program:
An important feature of Taylor’s M.A. in Higher Education and Student Development is the availability of both off-campus and on-campus assistantships. Each full-time student will receive an assistantship of a minimum of $3,000 per year. More significantly, approximately 25 assistantships will be available at $5,000 to $8,000 per year for selected full-time students.

These assistantships are designed as educational experiences and will provide students with meaningful and marketable skills that will serve them well as they seek professional positions upon graduation from the program. For further information concerning the MAHE assistantships, please contact the MAHE Program Director, Dr. Tim Herrmann.
Student Development

In keeping with the mission of Taylor University, the purpose of Student Development is to provide the environment, resources, and programs that maximize the potential for student growth and the development of the student’s relationship with Jesus Christ. This is achieved within the broader context of whole person education and takes place through structured developmental programs, formal counseling, informal student contact, and support of and participation in University academic programs. The programs of Student Development work cooperatively to fulfill the goal of enhancing the education of our students.

Student Development is committed to the following objectives:

- To provide the environment, resources and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- To provide programs that promote ethnic and cultural understanding.
- To provide professional counseling and health care services for students.
- To provide wellness programs, experiences, and information that help students to live healthy and balanced lives.
- To provide a campus community that is safe and secure for students.
- To assist students with career planning that will result in professional preparation for placement.
- To provide leadership training opportunities and programs that enable students to mature in their calling as servant leaders.

Campus Ministries

Chapel for the entire community is held three times a week during fall, January and spring terms. Spiritual renewal weeks, as well as other special emphasis weeks, are featured throughout the year. A campus wide vespers service is held each Sunday night. Bible teaching is central to all these gatherings. Separate chapels only for graduate students occur two or three times a semester.

Career Coaching

The career development office, located in the Student Union, assists in all phases of career planning and professional development. Students are encouraged to take advantage of “drop-in” advising hours or to make individual advising appointments. Career professionals help educate students about their values, interests, personality and skills and connect them to potential careers. The staff reviews resumes, curriculum vitae (CV), cover letters, prepares students for professional interviews, conducts workshops and facilitates networking opportunities to connect students with alumni and employers. The career development staff encourages students to begin using the services of the office early in their graduate careers in order to expand the choices they will have upon completion of their degrees.

Taylor’s career resources are available to serve students, faculty, and alumni. Resources include self-assessment tools, on-line resources, books, graduate school information and employer and alumni contact information. The career development office utilizes Career Direct, a Crown Financial Ministries assessment tool and the Myers Briggs Type Indicator - Career Report to assist students in identifying their passions and abilities. Career Development Connections is the on line employment and internship database that connects students and alumni to current full-time, internship, and on-campus or off-campus part-time positions. For information, contact the Career Development Office at (765) 998-5382.

Counseling Center

The Counseling Center offers students professional counseling services on a no-fee basis. Individual counseling, groups, premarital counseling, workshops, and educational programs are available. Care is given to approach all of life in the context of a biblical worldview. The Counseling Center is located on the lower level of the Rediger Auditorium. Students are seen by appointment and also on an emergency basis. Referrals can also be made to other qualified Christian professionals in the area.

Health and Insurance Services

Cardinal Health Partners is the healthcare provider for Taylor University. Students are provided healthcare services, including pharmacy, rehab, laboratory and rotating specialists’ clinic, through the Taylor University Health Center housed in the CHP Upland Health and Diagnostic Center located across from campus. Emergency situations requiring urgent care are facilitated by Blackford Community Hospital’s emergency room. In order to take advantage of this service (as a graduate student), you will need to contact the Bursar’s Office at 765-998-5123 or bursar@taylor.edu to complete a request and submit payment for health center coverage.

Student insurance is available for the graduate student. Please contact the Human Resources office at 765-998-5276 to find out who is currently underwriting the policy. It is the responsibility of the graduate student to contact the provider and to make payment arrangements in order to enroll in the policy.
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Campus Administration

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Graduate School

Connie D. Lightfoot, Dean of Professional and Graduate Studies
Jeff P. Groeling, Dean of Online Learning
Timothy W. Herrmann, Graduate Chair, Master of Arts in Higher Education
Sheri Klouda, Graduate Chair, Master of Arts in Religious Studies
Larry W. Rottmeyer, Graduate Chair, Master of Business Administration
E. Richard Squiers, Graduate Chair, Master of Environmental Science
**Master of Arts in Higher Education**

Ron Coffey, 2009. Assistant Professor, BS, Huntington University, 1981; MA, Ball State University, 1993; PhD, Indiana State University 2007.

Randall E. Dodge, 1984-88, 1997. Associate Professor, BA, Taylor University, 1981; MA, Ball State University, 1982; JD, Indiana University School of Law, 1992; PhD., Indiana University, 1997.

Scott E. Gaier, 2006. Coordinator of the Academic Enrichment Center, Assistant Professor. BA, Huntington College, 1994; MS, Purdue University, 1996; PhD, Purdue University, 2003.

Timothy W. Herrmann, 1999. Graduate Chair, Master of Arts in Higher Education, Associate Professor of Higher Education. BA, Taylor University, 1975; MA, The Ohio State University, 1977; PhD, Indiana State University, 2005.

Connie D. Lightfoot, 1982-93, 2008. Dean of Professional and Graduate Studies, Professor of Computer Science. BS, Taylor University, 1974; MA, Ball State University, 1976; EdD, Ball State University, 1993.

Scott L. Moeschberger, 2003-04, 2005. Assistant Professor of Psychology. BS, Taylor University, 1997; MA, Trinity Evangelical Divinity School, 2000; PhD, Ball State University, 2006.

Todd Ream, 2008. Associate Professor, BA, Baylor University, 1993; MDiv, Duke University Divinity School, 1996; PhD, Pennsylvania State University, 2001.


**Master of Arts in Religious Studies**


Gregory S. MaGee, 2008. Assistant Professor of Biblical Studies. BA, Rice University, 1992; ThM, Dallas Theological Seminary, 2005; PhD, Trinity Evangelical Divinity School, 2009.


Bradley N. Seeman, 2007. Assistant Professor of Philosophy. BA, Wheaton College, 1990; MA, Trinity Evangelical Divinity School, 1995; MA, Loyola University, 2006; PhD, Loyola University, 2009.

**Master of Business Administration**


Donald Palmer, 2010. Instructor. BS, Purdue University, 1975; MBA, Xavier University, 1980.

Larry W. Rottmeyer, 1992-94, 2000. Graduate Chair, Master of Business Administration, Professor of Marketing, BS, Taylor University, 1978; MBA, Ball State University, 1980; PhD, University of Arkansas, 1990.


**Master of Environmental Science**


Kenneth B. Constantine, 2003. Professor of Mathematics. BS, Eastern Nazarene College, 1977; MS, Purdue University, 1979; PhD, Purdue University, 1981.

Michael D. Guebert, 1999. Professor of Geology and Environmental Science. BS, University of Illinois, 1985; MS, Penn State University, 1988; PhD, Penn State University, 1991.

Daniel A. King, 2005. Associate Professor of Chemistry and Biochemistry. BS, Huntington College, 1998; PhD, University of Georgia, 2002.


Jan M. Reber, 1994. Professor of Biology. BA, Taylor University, 1989; MS, Purdue University, 1991; PhD, Purdue University, 1994.

Robert T. Reber, 1996. Director of Laboratories/Technician in Earth and Environmental Science Department, Assistant Professor. BS, University of Illinois, 1989; MSF, Purdue University, 1991; additional graduate studies, Purdue University.

Paul E. Rothrock, 1981. Professor of Environmental Science and Biology. BA, Rutgers University, 1970; MS, Pennsylvania State University, 1973; PhD, Pennsylvania State University, 1976.

E. Richard Squiers, 1976. Graduate Chair, Master of Environmental Science, Professor of Environmental Science. BA, State University of New York at Binghamton, 1970; MS, Rutgers University, 1973; PhD, Ohio University, 1976.

Andrew P. Whipple, 1984. Professor of Biology. BS, The Ohio State University, 1971; BA, Taylor University, 1999; MS, State University of New York at Albany, 1974; PhD, State University of New York at Albany, 1979.

**Transition to Teaching**


Jeff P. Groeling, 2007. Dean of Online Learning, BS, Ball State University, 1990; MS, Ball State University, 1992; PhD, University of Kentucky, 2004.

Pamela Jordan-Long, 1992. Professor of Professional Writing. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; PhD, Ball State University, 1997.

Anita Lane, Instructor. BS, Oklahoma State University, 1994; MAT, Webster University, 2000.

Pamela Medows, 1997. Professor of Education. BS, Indiana Wesleyan University, 1972; MAE, Ball State University, 1992; EdD, Ball State University, 1997.

**Academic Support**

**Daniel J. Bowell,** 2000. University Librarian, Associate Professor. BA, Western Kentucky University, 1973; MA, Western Kentucky University, 1978; MA, Northern Illinois University, 1984.

**Shawn D. Denny,** 2006. Information Services Librarian, Assistant Professor. BA, Taylor University, 1990; MLS, Indiana University, 1994.

**Gerald W. Friesen,** 2002. Director of Academic Technology, Associate Professor. BS, Taylor University, 1975; MA, Miami University, 1977.

**Scott E. Gaier,** 2006. Coordinator of the Academic Enrichment Center, Assistant Professor. BA, Huntington College, 1994; MS, Purdue University, 1996; PhD, Purdue University, 2003.


**Laurie J. Wolcott,** 1983. Technical Services Librarian, Associate Professor. BS, Taylor University, 1980; MLS, Ball State University, 1984; MA, Christian Theological Seminary/Butler University, 1993; MDiv, Christian Theological Seminary, 2006.
Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008; the Federal Family Rights and Educational Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. At the post-secondary level, the right to inspect is limited solely to the student. Records may be released to parents only under the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; and 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4603.

Intellectual Property Policy

The Taylor University Intellectual Property Policy designates that students retain copyright to most creative work for which they are solely responsible. Exceptions can include work done while employed by the University or under other extenuating circumstances. Although students retain intellectual property rights to most creative work submitted for academic credit, matriculation in the University entails an obligation for students to allow their writing or similar creative work to be used for University academic assessment. Procedures will be followed to preserve the anonymity of students for such assessment. The content and analysis of student writing or similar creative work selected for assessment will be used primarily for internal review of academic programs. Observations and derivative findings from such analysis may be reported to accreditation agencies or disseminated through professional publication but without reference to the authorship of individual students.

Notice of Non-discrimination

Taylor University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

C. Skip Trudeau, Dean of Student Development
236 West Reade Avenue
Upland, IN 46989
(765) 998-5368

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**Public Notice Designating Directory Information**

Taylor University may release without written consent the following items which have been specified as public or directory information for students who are currently enrolled: name, address, e-mail address, telephone listing, major field(s) of study, grade level, enrollment status, date and place of birth, dates of attendance, degree and awards received, most previous educational agency or institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

A current student can request that the University not release any directory information about him or her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Requests for nondisclosure will be honored for one academic year. Request to withhold prevents the disclosure of all directory information. Regardless of the effect upon the student, the institution assumes no liability for honoring the student’s instructions that such information be withheld.

**Services for Students with Disabilities**

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library.

**Student Consumer Information**

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions participating in federally funded financial aid programs to make information about the institution available to current and prospective students. Taylor University has created a webpage entitled Student Consumer Information to provide resources and information for parents, students, employees, and the Taylor community in fulfillment of these mandates. This site will continue to be updated as we build more information that is useful and required.

**Student Right to Know Act of 1990**

The Student Right to Know Act of 1990 (Public law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically-related financial aid. This data is available upon request from the Office of Institutional Research, Taylor University, 236 West Reade Avenue, Upland, IN 46989, (765-998-4627).