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Taylor University operates undergraduate liberal arts programs on two campuses, one in Upland, Indiana, and the other in Fort Wayne, Indiana. Together with the Student Life Handbook which is published annually, this catalog is the official bulletin of Taylor University Upland.

A separate catalog is available describing the programs offered at Taylor University Fort Wayne. The traditional program offers bachelor of arts, bachelor of science, and associate of arts degree programs. The College of Adult and Lifelong Learning, which includes the Institute for Extended Learning, offers alternate educational delivery systems serving both traditional age students and adult learners primarily in continuing and distance education.

For a copy of the catalog from the Taylor Fort Wayne campus, application forms, and further information, contact the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Blvd., Fort Wayne, IN 46807 or call 219-456-2111 or 1-800-233-3922. Information may also be obtained by visiting the Taylor University Fort Wayne admissions home page at www.tayloru.edu/adm/fw/new.
“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)
TAYLOR POLICY OF NONDISCRIMINATION AND COMPLIANCE: It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's Statement of Faith and Life Together Covenant, there shall be no discrimination against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but may be the victims of systematic, institutional, and societal forms of exclusion, and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of Academic Affairs, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001. 765-998-5204, or the Office of Civil Rights, D.H.E.W., Washington, D.C.

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. These data are available upon request from the Office of Institutional Research, Taylor University, 236 West Reade Avenue, Upland IN 46989-1001.
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TAYLOR UNIVERSITY
A HERITAGE EXCEEDING 150 YEARS

The year 1998 marks the 152nd anniversary of the founding of Taylor University in 1846. 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, and the sewing machine was patented by Elias Howe in America. John Deere constructed the first plow with a steel moldboard. During the same year, an American dentist W. T. Morton introduced ether as an anesthetic. 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 expanded 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. 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 re-established its presence in Fort Wayne by acquiring Summit Christian College (which had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz). Since 1992, Taylor University has operated two campuses: Taylor University, Upland, Indiana, and Taylor University Fort Wayne.

Bishop William Taylor, like the African student Sammy Morris, became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings (many books on preaching and missions) and extensive world wide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

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 world view. “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 152 years, Taylor has been faithful to that mission.

A CHRISTIAN LIBERAL ARTS COLLEGE

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Upland student body of over 1,800 is divided almost equally between men and women who come from 48 states and 18 foreign 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. The students’ quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Upland campus of Taylor University consists of approximately 250 acres located on the south side of the town of Upland, Indiana. Upland is situated five miles east of I-69, fifty miles south of Fort Wayne, and seventy miles north of Indianapolis. Sixteen major buildings have been added to the Upland campus since 1965. Major remodeling and restoration of other facilities continue to take place in order to achieve maximum utilization and quality maintenance.
MISSION

Taylor University is an interdenominational evangelical Christian institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, administration, and trustees committed to the Lordship of Jesus Christ, Taylor University offers postsecondary liberal arts and professional education based upon the conviction that all truth has its source in God.

PURPOSES OF THE UNIVERSITY

To involve students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their spiritual, intellectual, emotional, physical, vocational, and social development.

To educate students to recognize that all truth is God's truth and that the Christian faith should permeate all learning leading to a consistent life of worship, service, stewardship, and world outreach.

To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.

To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ and which can be evidenced in a continuing lifestyle of service to and concern for others.

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 build maximum program effectiveness by maintaining appropriate support service, by consistently studying and improving all university operations, and by fostering mutually beneficial relationships between and among students, faculty, staff, administration, and trustees.

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of educational programs centered on two campuses. All Taylor University programs hold to a Christian world view and are characterized by the integration of faith and learning.

Taylor University Upland serves Christian men and women in a community that consists largely of traditional age college students living in a residential campus setting and pursuing baccalaureate level degree programs.

Taylor University Fort Wayne uses traditional and alternate delivery systems to serve both traditional age students and adult learners in educational programming that results in baccalaureate degrees, associate degrees, certificates of completion, and continuing education. In the nontraditional adult programs, enrollment opportunities are extended to qualified individuals who respect, but may not personally embrace, the university's statement of faith.

Statement of Faith

Taylor University is firmly committed to evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the university, the trustees, administration, and faculty believe that

1) God is the ultimate creator and sustainer of all things in heaven and on earth;

2) the Holy Bible is the inspired, authoritative written word of God, progressively revealing God's will for humankind who, though created by God in His image, rebelled and needs redemption

3) Jesus Christ is the Living Word of God. Who made known God's plan for redemption in His virgin birth, sinless life, atoning death, bodily resurrection, and ascension; and Who will return in power and glory;

4) the Holy Spirit is God present in the life of the believer, testifying to the Lordship of Christ and enabling the believer to live a godly life; and

5) the church is the community of believers who express their unity in Christ by their love for Him, for each other, and for all humankind.

ACCREDITATION AND MEMBERSHIPS

In its academic programs at Fort Wayne and Upland, Taylor University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the Council on Social Work Education, the National Council for Accreditation of Teacher Education, and the Indiana Professional Standards Board. The music program at Upland is also accredited by the National Association of Schools of Music. (Accreditation documents are maintained in the Office of Academic Affairs.)


Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium which unites 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.

Coalition for Christian Colleges and Universities

Taylor University is one of over ninety colleges and universities who comprise the Coalition 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. The coalition sponsors semester programs for qualified upper classmen from its member schools. These include the American Studies Program in Washington D.C., the China Studies Program, the Latin American Studies Program based in San Jose, Costa Rica, the Los Angeles Film Studies Center, the Middle East Studies Program in Cairo, Egypt, the Oxford Honors Program, the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod, and the Summer Institute of Journalism in Washington, D.C.

Summer Session I is a four-week program during which students may complete up to six credit hours. Session II is a five-week program during which students may complete up to eight credit hours. Session III is a summer program for practicums, independent studies, and internships.

For more information on the summer session programs, contact the Office of Academic Affairs.

January Interterm

Interterm promotes a change of pace in scheduling and learning styles for both students and professors. Because students concentrate on a normal load of four hours, the design permits flexible learning activities including domestic or international travel. Students are encouraged to choose creative options. Students may supplement their programs with interdisciplinary or nontraditional courses or take a required course in a varied format.

Credits-in-Escrow

Junior and senior high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Students may take one or two classes per semester. Full college credit is awarded for all courses satisfactorily completed according to the university’s established requirements and procedures. Escrow credits earned at Taylor may be transferred to any college.

Senior Citizens Program

A senior citizen’s discount is available to persons who qualify and complete a guest application with the senior citizen designation. The applicant must register for the desired courses and pay the appropriate charges at the time of registration. Persons sixty years of age or older may have the senior citizen designation and the resulting tuition discount when taking courses at Taylor.

Natural Science Research Training Program

Taylor’s Natural Science Research Training Program (NSRT) is a program of the natural science division to move students beyond “normal education” to hands-on scientific research that promotes industrial relationships. NSRT encourages scholarly research, crossover interactions between various disciplines, and publication in professional journals by Taylor faculty and students.

Currently, NSRT has research contracts with the National Institute of Health (NIH), the National Aeronautical and Space Administration (NASA), the National Science Foundation (NSF), the U.S. Department of Defense, the Environmental Protection Agency
(EPA), and Lockheed Martin Corporation. Students are not only involved in lab work, but are able to travel to other universities and government labs, help write proposals, manage portions of research contracts, give oral presentations at scientific meetings, and assist with publications. Stipends are available to students for summer research projects in the areas of biology, chemistry, computing, engineering, environmental science, math, and physics.

OFF-CAMPUS/INTERNATIONAL STUDIES PROGRAMS

Academic Program in France

The department of modern languages participates in the Academic Year Abroad Program of Bowling Green University. Through this participation, students have the opportunity to earn up to sixteen hours of credit while studying for a semester in France. The program provides study in Paris in September followed by study at the highly respected Institut de Touraine in Tours, France. Students live with carefully selected French families while in Tours.

American Studies Program

The American Studies Program (ASP), located in Washington D.C., is sponsored by the Coalition for Christian Colleges and Universities. ASP is an intensive fall or spring semester, blending seminars and hands-on internships. Combining theory with practice, each of the three seminar classes focus on specific domestic and international policy topics. Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. Sixteen hours of credit are earned through this interdisciplinary program, which is designed for juniors and seniors.

AuSable Institute of Environmental Studies

Taylor is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, MI. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Business Study Tours

In alternating years, the business department offers two international business tours during January inter- term as described below:

The Asian Business Study Tour combines traditional classroom course work with travel and cultural experience and business visitations. Time is spent in China, Taiwan, and Hong Kong. Research projects for American industry are often completed.

The European Business Tour includes international business and marketing with Belgium, England, France, Germany, Holland, and Switzerland as the classrooms. Students visit well-known corporations such as Philips Electronics, Amsterdam's diamond companies, and Opel in Frankfurt. They also visit NATO in Brussels, the Bank of England, and Europe's most famous castles. European history and culture are explored through stops at the Anne Frank home, the Cathedral of Notre Dame, and the Louvre Museum.

China Studies Program

Students are offered an opportunity to discover the richness of China through a unique living/learning semester abroad sponsored by the Coalition for Christian Colleges and Universities. A China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Four interdisciplinary seminars include: Geography and History, Society and Culture, China's Relations with the World and the Modern Development of China. A one-hour elective allows students a hands-on experience in such areas as Chinese physical education, music, calligraphy and art. Instruction in standard Chinese is based on level of competency (language prerequisite not required). The curriculum incorporates travel and visits to well-known sites throughout the country, such as Beijing, Shanghai, Xi-an, and Guangzhou/Hong Kong.

Christian Center for Urban Studies

Taylor University is affiliated with the Christian Center for Urban Studies which serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. The center's objective is to foster personal and corporate discipleship through involvement in urban ministry, living in Christian community and study of urban life and systems. Specific programs range from weekend field trips to three-week miniterm and semester-long programs. Students live in facilities owned by the Olive Branch Mission and experience firsthand an inter-city environment.
Coalition for Christian Colleges and Universities Student Exchange Program

The Coalition for Christian Colleges and Universities provides a student exchange program during January interterm at many of the Coalition member colleges and universities. The special courses offered reflect the breadth of opportunities available to students through this cooperative program. Participating students sense the oneness in Christ to be found among the member colleges of the Coalition.

Consortium Programs

The Consortium programs are comprised of the Christian College Consortium's student visitor program in addition to other Consortium approved off-campus semester programs as described below:

The Christian College Consortium's Student Visitor Program is designed to enrich one's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of thirteen Consortium campuses without completing lengthy enrollment forms. Credits are transferrable to Taylor.

Daystar University, a Christian College Consortium program, allows selected junior or senior students to spend a fall or spring semester studying at the Athi River campus located outside Nairobi, Kenya. Participants attend classes with over 1,200 African students who are studying for the BA degree. Up to 17 hours of academic credit may be transferred while immersed in the radically different culture of East Africa. All instruction is given in the English language and is offered by a faculty of African nationals.

A Consortium agreement with Hong Kong Baptist University allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU, the only Christian university in the People's Republic of China. While living in campus dormitories with Chinese students, participants can earn from 12 to 17 hours of transferrable course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation, and the humanities.

Taylor University participates in the Oregon Extension through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of transferrable credit under the general category of Contemporary Life and Thought.

Cross Cultural Counseling

During the summer, the psychology department offers a study trip to Albania. The purpose of this experience is to create an understanding of the issues surrounding the development of counseling and psychological service professions in a former communist republic. The topic of cross cultural counseling is investigated against the backdrop of Albanian history, culture and social problems. Students work at the University of Tirana to study a counseling program emphasizing a Christian worldview. Seminars for beginning a clinical psychology program are conducted for Albanian students and faculty.

Focus on the Family Institute

Focus on the Family Institute (formerly "Institute for Family Studies"), under the auspices of Focus on the Family in Colorado Springs, provides a unique values-oriented, biblically based educational program in which students examine critical family issues. The curriculum is composed of four core courses, a practicum experience in one of the various departments at Focus, and an integrative research project. Taylor University may recommend two students per semester and will grant elective academic credit for courses successfully completed. Students must be juniors or seniors with a minimum 3.5 gpa.

HEART Program

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication/community development, nutrition/food preparation, and primary health care. This program takes place at the Heart Institute in Lake Wales, Florida.

Israel/Greece Study Tour

The department of biblical studies on the Upland campus sponsors a three week trip to Israel and Greece during January interterm. The trip focuses on biblical developments of the Old and New Testament eras. Special emphasis is placed on the archaeology of Jerusalem, Jesus’ ministry in Galilee, and the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

Jerusalem University College

The department of biblical studies on the Upland campus offers an opportunity for fall or spring semester studies at Jerusalem University College in Israel. Choice of several course offerings is available. Students
have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and the Middle East.

**Latin American Studies Program**

The Latin American Studies Program in San Jose, Costa Rica, is sponsored by the Coalition for Christian Colleges and Universities. The program is designed for junior and senior students and offers four options—language and culture (the standard program), tropical science, international business, and advanced language and literature. The language and culture track is offered during the fall or spring semesters and is designed for Spanish and social science majors but is available to others as well. The tropical sciences and global sustainability track is offered spring semester only and is designed for biology, ecology and environmental science majors. The international business (management and marketing) track is offered fall only and is designed for business majors interested in issues related to international business. The language and literature track is offered both semesters for the advanced Spanish language major. All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project, and travel within Central America.

**Lighthouse Trips**

The Lighthouse program is recognized as an effective ministry in a variety of other cultures and as an academic endeavor. Each fall interested students take IAS 120 Introduction to International Ministry. During the interterm this group travels overseas to minister in a variety of different opportunities including school convocations, church services, and prisons. Other projects include work teams, missions surveys and practical missions training.

**Literary London**

A study tour of literature and culture is offered in England annually by the English department during interterm. Students may receive credit in general education, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

**Lithuania Christian College**

Lithuania Christian College, located in the beautiful port city of Klaipeda, and Taylor University have developed a one-semester (either spring or fall) study abroad program. The program allows Taylor students to enroll in 12-15 hours of university courses including subjects in English, Christian studies, business, history, German, computers, psychology, philosophy, and counseling. All instruction is offered in English. Taylor students live in the college’s residence hall.
Los Angeles Film Studies

The Los Angeles Film Studies Center, located in Burbank, California, provides a values based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Coalition for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester study program with internship experiences to equip students to be a positive Christian presence in the film industry.

Middle East Studies Program

The Coalition for Christian Colleges and Universities sponsors a Middle East Studies Program in Cairo, Egypt. Students who are juniors and seniors are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester. Courses such as Introduction to Arabic Language and Literature, People and Cultures of the Middle East, Islamic Thought and Practice in the Middle East, and Conflict and Change in the Middle East maximize the educational and experiential impact of the curriculum. After living in Cairo for thirteen weeks, the students travel to Israel, Palestine, and Jordan for two weeks as part of the final module. Involvement in a local service project is an important component of the program.

Oak Ridge

Taylor maintains a collegial relationship with the staff of the Oak Ridge Associated Universities. Taylor has been one of the leading participants in the highly rigorous and demanding program experimenting with the use of radioisotopes in biology, chemistry and physics. During interterm sessions, students join other college and university participants to study and conduct research experiments.

Oxford Honors Program

The Oxford Honors Program (OHP) is a partnership program with the Coalition for Christian Colleges and Universities and the Centre for Medieval and Renaissance Studies, affiliated with Keble College of Oxford University. OHP offers juniors and seniors with a 3.5 gpa or higher an opportunity to study, research and interact with Oxford dons (professors) while earning 16 semester hours of Taylor credit. Students may explore areas of their major field by designing two separate tutorials. An interactive seminar offers an opportunity to study a specialized topic of the Medieval, Renaissance, Reformation and Counter-Reformation periods. Each student presents a major scholarly project/paper in an integrative survey course. Travel to significant historical and cultural sites in England on four study tours is included.

Oxford Study Program

The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. Learning is facilitated by a tutorial method at England’s Oxford University. The program consists of various group meetings to assimilate British culture. Each Taylor student meets weekly with an Oxford tutor on a topic of the student’s choice for Taylor credit. Students are hosted in homes of British church families.

Russian Studies Program

Students may discover firsthand the richness of Russian language, culture, and history through a unique living/learning semester abroad sponsored by the Coalition for Christian Colleges and Universities. The Russian Studies Program makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debates; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture. The semester includes the opportunity to participate in a service project and to live with Russian families.

Semester in Spain

The department of modern languages participates in the Semester in Spain Program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain. The city’s theaters, galleries, museums, and 400-year-old university provide many opportunities for cultural activities.

Spanish Abroad

The department of modern languages sponsors a program in San Jose, Costa Rica, which offers the possibility of eight hours credit in intermediate and/or advanced Spanish during five weeks in the summer. Students study with professors from Taylor and live with Costa Rican families. Opportunities are provided for travel to sites of historical interest, and cultural programs are included in the varied itinerary.

Summer Institute of Journalism

Student news writers and editors from Coalition for Christian Colleges and Universities campuses explore journalism in Washington, D.C. The Summer Institute of Journalism (SIJ) blends classroom experience with hands-on news gathering and news writing opportunities
over an intensive four weeks from mid-May to mid-June. SJU offers seminars with over 25 top professional journalists from media as varied as USA Today, CNN, The Washington Post, National Geographic and Christianity Today. Four hours of academic credit are granted by Taylor University.

Urban Semester Program

Through the Urban Semester Program, Upland students are able to explore urban issues in an urban setting by studying on the Fort Wayne campus. During the semester on the Fort Wayne campus, Upland students take courses and practicums that meet requirements for their major and general education. In addition, students enroll in an Orientation to the City class, which examines urban issues including the responsibilities and challenges for the Christian.

CAMPUS FACILITIES

Atterbury Building has had multiple purposes throughout its history. It is named for Camp Atterbury where it was originally located before it found a permanent home on the campus of Taylor University. At the present time it houses the offices of the social work and sociology departments, and technical services which supports high tech on campus.

Ayers/Alumni Memorial Building is a 19,000 square foot facility housing the art department. It was named for Burt W. Ayres, who served Taylor as professor and administrator for nearly 50 years.

Bergwall Hall, named for Evan Bergwall, Sr., president of Taylor University from 1951-59, was first occupied the fall semester 1989. Housing 181 students—women on the third and fourth floors, men on the first and second floors—this air conditioned residence hall functions as a conference center during summer months. Each floor has a lounge and study facilities, and each room has a private bath.

English Hall, a women’s residence hall housing 232 residents, was opened in 1975 and named for Mary Tower English, wife of one of Taylor’s most distinguished graduates. English Hall provides private living room areas for each eight women. This residence is located on the south side of the campus near several other residences and the Health Center.

Field House is a steel paneled building which provides additional opportunities for physical education and athletics. The football team room and nautilus weight lifting equipment are contained in this facility.

Ferdinand Freimuth Administration Building, a 14,000 square foot structure, was first remodeled during 1972. The offices of academic affairs and university development are located on the second floor. Financial aid, the registrar’s office, business office, and university relations are on the first floor. The initial remodeling of this building was made possible by the gift of Ferdinand Freimuth, a Fort Wayne philanthropist.

Gerig Hall, constructed in 1971, is a four story residence hall for 96 students. This structure, consisting of living-study suites, provides the intimacy of apartment-style accommodations with the dynamics of interacting with a larger group of students. The first floor has lounge and office areas. Women are housed on the second and third floors and men on the fourth floor. Gerig Hall is named for Lester Gerig, a long-time trustee and Taylor University benefactor.

Haakonsen Health Center is a 4,000 square foot facility located on the south side of the campus. This air conditioned structure was completed early in the summer of 1975 and contains five two-bed rooms, examining rooms, and a doctor’s office. The center was named for Lily Haakonsen, beloved former Taylor nurse.

Helena Memorial Hall, built in 1911, is a 10,000 square foot, air conditioned structure which serves as the university welcome center. The building was remodeled in 1987 and houses admissions and the offices of the provost/executive vice president and the president. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the university.

Hodson Dining Commons is an air conditioned facility completed in 1972. It is located on the southwest corner of the campus overlooking the campus lake. Named for Arthur A. Hodson, Upland financier and philanthropist, this structure, which seats approximately 950 persons in the main dining hall, also contains the Isely Room, the Heritage Room, and Braden Room.

Morris Hall is the newest residence hall on the Upland campus. It opened in 1998 and accommodates 280 men. This residence hall was designed and built to service the needs of students with such amenities as air conditioning, laundry facilities, study lounges, social lounges, bicycle storage, and an area for off-season storage. The building is named for Sammy Morris, a former student from Africa whose life story is told in the film Angel in Ebony.

Nussbaum Science Center is named for Dr. Elmer N. Nussbaum, professor of physics at Taylor for 31 years. 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, physics classrooms, and laboratories, faculty lounges, and the computer information services for the university.

Odle Gymnasium was completed in 1975. This 45,000 square foot facility contains two handball courts, a wrestling room, a weight room, classrooms, faculty offices, a varsity basketball court with three cross courts,
and a comprehensive fitness center. This building was named for Don J. Odle, coach and professor emeritus of physical education.

Olson Hall, the university’s largest residence hall, houses 297 women. Constructed in 1966, the hall is named for Grace D. Olson, distinguished history professor at Taylor.

The President’s Home, the spacious two-story brick residence of the Taylor University president, graces a rustic wooded area on the northwest corner of the campus.

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 department of environmental science 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 air conditioned facility containing classrooms, computer lab, faculty offices, and the Educational Technology Center.

The Educational Technology Center in the west end of the Reade Liberal Arts Center serves the faculty and student body by providing appropriate technology for the enhancement of teaching and learning. A wide variety of audio, video, and computer-related equipment is readily available for student access.

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, air conditioned 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, the Counseling and Psychological Services Center, and the Career Development 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, a journalism lab, and offices for the campus newspaper and yearbook. It is the second phase of a three-phased fine arts facility.

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. It was remodeled in 1995. Originally, the building was a residence hall which provided free housing for the children of ministers and missionaries. Subsequently, it served as a science hall and education department center. More recently, it was the location of the communication arts department. Sickler Hall currently houses The William Taylor Foundation and alumni relations and includes conference room facilities. The campus prayer chapel is located on the main floor.

Smith Hermanson Music Center, a 23,000 square foot structure, is a sound-proof, air conditioned 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 Butz-Carruth Recital Hall boasts Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

Student Union, a dome-shaped, air conditioned facility, provides space for student activities, the snack bar, and the campus store. The student activities portion, a 100-foot diameter circular area, provides lounge, reading, listening, and recreational space and accommodates offices of Leadership Development and Student Programs, the Taylor Student Organization, Student Activities Council, Multicultural Student Organization, Student Services Council, and Taylor World Outreach.

Swallow Robin is an air conditioned residence hall which accommodates 72 students. This historic building, first occupied in 1917, was remodeled and restored for occupancy in the fall of 1990. Silas C. Swallow and his wife, whose maiden name was Robin, financed a major portion of the original construction cost for the building and asked that it be named in honor of their mothers.

Taylor Lake, a picturesque eight acre lake 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.

Wengatz Hall, named in honor of Dr. John Wengatz, outstanding Taylor University graduate and pioneer missionary to Africa, is a residence for 285 men. It was constructed in 1965 and includes several lounges and a recreation room.

Zondervan Library was completed and occupied in 1986. The library building 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 houses more than 184,000 items with room for many more. It also contains seating for more than one-fourth of the student population. An after-hours study room is available off the beautiful walk-through Engstrom Galleria.

Library services are available 85 hours per week. Five librarians provide reference services including basic library instruction, online retrieval assistance, and research consultation.

An automated circulation system and online public catalog provides bibliographic access to the holdings of Zondervan Library. The library is a founding member of PALNI (Private Academic Library Network of Indiana), a cooperative library system allowing the patron 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 which links Taylor University with more than 25,000 other libraries.

The library has an excellent reference collection, and over 750 current periodical 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.

The Archives collects university records which document 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, photographs, etc. The Archives promotes the research of Taylor’s history by students, faculty, alumni and other interested persons. Furthermore, the Archives encourages an awareness of Taylor’s history through exhibits and publications.

The Learning Support Center, in the southwest wing of the library, has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills. An open computer lab is available to support a variety of academic needs. Individual music listening is also provided in the Learning Support Center. Through the technology of the Learning Support Center, radio and television transmissions are made to the entire campus. The Ruth Flood room is equipped to provide high technology audiovisual presentations.

Services for students with disabilities are provided by Academic Support Services, located within the Learning Support 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/her disability. Academic Support personnel also coordinate the peer tutoring program available to the general student body.
STUDENT AFFAIRS

The offices and programs of Student Affairs seek to insure and promote each student’s sense of belonging and personal growth and development at Taylor University. Beginning with admissions staff recruitment of capable and coachable minds and hearts and culminating in a proactive career development program, each of the varied components of Student Affairs enhances the academic thrust of the university.

OBJECTIVES OF STUDENT AFFAIRS

To provide the environment, resources, and programs which maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.

To provide programs which promote ethnic and cultural understanding.

To provide professional counseling and health care services for students.

To create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant.

To provide safe, attractive, and comfortable housing facilities for students.

To provide wellness programs, experiences, and information which help students to live healthy and balanced lives.

To provide a campus community which is safe and secure for students.

To provide orientation services that will aid students in their transition to Taylor University and college life.

To enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs.

To assist students with career planning that will result in professional preparation for placement.

To insure a student body profile, both in numbers and quality, that is supportive of Taylor’s strategic educational and institutional planning.

ADMISSIONS

Through the Office of Admissions, prospective students may obtain information on how to become involved in Taylor’s unique educational experiences which reinforce scholarship in the liberal arts tradition, Christian commitment and awareness, and concern for career development.

Secondary School Preparation

Applicants to Taylor University should have graduated from an accredited secondary school and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student’s high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student’s achievements in co-curricular activities, but none of these is an acceptable substitute for academic achievement. Applicants should have pursued a challenging college preparatory course load including each of the following:

- **English**: 4 years
- **Mathematics**: 3-4 years
- **Laboratory Science**: 3-4 years
- **Social Science**: 2 years
- **Foreign Language**: 2 years recommended

Also encouraged are introductory courses in music and art, skill courses in typing/keyboarding, and basic computing.

**Required credentials** include the application form, a personal statement of faith, high school transcript (GED may also be accepted), recommendations from a guidance counselor and pastor, and aptitude test scores (either SAT I or ACT). For test scores to be considered official, they must be sent to the Admissions Office either through the high school guidance counselor or from the College Entrance Examination Board or the American College Testing Service. An official campus visit and personal interview are essential components of the decision making process. Interviews and visits must be completed by January 15 of the applicant’s senior year to be considered in evaluating an application for the February 15 notification.

**Specific admissions requirements** may be obtained from the Admissions Office.

Application Procedures

Students may apply to Taylor University anytime after the completion of their junior year, but should apply early in the academic year preceding their desired
enrollment. Application materials may be requested by phone or by writing the Admissions Office, Taylor University, 236 West Reade Avenue, Upland, Indiana 46989-1001.

Application Review

Admission to Taylor University involves a two-stage process:

Stage One: 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.

Stage Two: During this 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 which are considered.

Decisions and Notification

Standard Notification: Students are notified of their application status by February 15 of their senior year. Students who apply after January 15 of their senior year are considered for admission as space permits.

Early Notification: A select group of applicants who have completed their applications (including an official campus visit) are considered for limited fall acceptances. Early notifications take place on predetermined days throughout the fall.

Denial: The reviewing 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 committee’s decision. Details regarding this policy may be obtained from the director of admissions.

Waiting Pool

Qualified students who have not been accepted by February 15 are placed in a waiting pool. If significant cancellations occur, students are accepted from the waiting pool based on their overall evaluation.

Matriculation Fee

Fall: All applicants accepted for the fall semester are required to submit a $200 matriculation fee ($150 toward tuition and $50 housing deposit) which secures the student’s place in the student body and begins the housing process. Students not living in university housing must submit a $150 matriculation fee. All new students are required to live on campus unless
they are commuting from their parents' home. The matriculation fee deadline for fall admission is May 1. A new or readmitted student who cancels prior to May 1 will receive a full refund.

**Spring:** Students applying for the spring semester may pay their $200 matriculation fee anytime after they have been accepted. A new or readmitted student who cancels prior to November 1 will receive a full refund.

**Summer:** Students enrolling for summer school may pay their matriculation fee of $20 upon notification of acceptance. A new or readmitted student who cancels prior to the first day of classes will receive a full refund.

*All refund requests must be submitted in writing.*

**Guest Status**

Guest students are nondegree seeking students in one of the following categories:

1. Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
2. Those high school students who wish to take college courses and apply these hours to credits-in-escrow.
3. Those students who attend one of the Christian College Consortium schools and desire to compliment their preparation with course work at Taylor.
4. Those individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 24 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 Admissions Office.

**Honors Acceptance**

This admissions classification is designed for the academically gifted. Any incoming freshman awarded this status must have a 3.50 high school grade point average, rank in the top 10% of the student's graduating class, and have a combined SAT score of 1200 or more, and/or ACT score of 27 or higher.

**Provisional Acceptance**

This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a GPA of 1.70 during the first year as a full-time student in order to remain at Taylor. A grade point average of 1.70 achieved before that time constitutes regular status. Students accepted under this classification are given a prescribed schedule (less than 15 hours) and are assigned an advisor from the Learning Support Center.

Please contact the Admissions Office for additional information.

**Transfer Students**

Transfer students must submit the standard application form, a high school transcript, a pastor's recommendation, and an official transcript from each institution previously attended. Generally, a B average is required. In addition, Taylor's Transfer Verification Form, which includes a request for a report of good standing, must accompany the transcript from the last college attended. The Transfer Verification Form is available from the Admissions Office. Standardized test scores are not required if a full term of college work has been successfully completed.

See Academic Regulations for information regarding the transfer of credit to Taylor University.

**International Students**

International students desiring admission should write to the Admissions Office for special instructions.

**Tuition-Free Summer Honors Program**

High school students who have completed the junior year with a high school record generally consistent with the criteria for admission to the regular Honors Program are eligible to apply for admission to the tuition-free, five-week summer college experience. Successful completion of the summer term allows the participants, upon high school graduation, to apply the credits toward a Taylor degree as a regular Honors Program student; or if the student elects to enroll in another college, the record of credit may be sent to that school.

Further information on the summer honors program is available from the Admissions Office.

**Advanced Placement and Credit**

To seek advanced standing or college course credit, an applicant may take an Advanced Placement Examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement Examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; score levels considered passing may be obtained from the director of testing.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Complete information regarding advanced placement may be secured from the director of testing or the registrar.
Further Information

Requests for additional information should be addressed to
Director of Admissions
Taylor University
236 West Reade Avenue
Upland, IN 46989-1001
1-800-882-3456

FINANCES AND FINANCIAL AID

Student Expenses

Students attending Taylor University are paying only a part of the actual cost of education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution’s cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offsets the total cost of a Taylor education in the determination of student costs.

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

Annual Costs

Please refer to the Taylor University Tuition and Fee Schedule for the current costs for an academic year.

Other Charges (subject to change)

Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of $100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the $100 advance payment to returning students is granted as follows: through June 30, full refund; July 1-14, $75; July 15 and after, no refund.

College Level Examination Program

An examination fee of $35 is charged for each test administered, and a $20 fee is assessed for each hour of college credit awarded.

Advanced Placement Credit

A $20 fee is assessed for each hour of college credit awarded.

Special Materials

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 cover only the materials used by the individual student.
Graduation Fee

A graduation fee of $60 is charged of all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Student Insurance

Taylor University requires all students to carry health insurance. Taylor University facilitates an insurance program which is available to all students to help meet the requirement. If health insurance is covered via another method (i.e. parent coverage or other plan), the insurance may be waived by written confirmation. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Controller’s Office.

Late Registration

A reinstatement fee of $25 is charged to returning students who have not registered by the end of the registration period.

Payment of Bills

The bill for fall semester is mailed to each preregistered student, with a copy to the parent(s), at least three weeks prior to the beginning of the fall term. Charges for interterm are included on the billing for spring term which is mailed two weeks prior to the beginning of interterm. Preregistered students are required to make the minimum payment two weeks prior to the first day of spring semester. To be enrolled in classes, students not preregistered must make the minimum payment on the day they register.

Payment of the amount due for each term may be handled in one of the following ways:
(a) Payment in full: Required of all full-time students unless option b, c, or d below is secured. Payment in full is required of all students carrying six hours or less.
(b) Minimum payment: One half of the net amount due (i.e. charges minus estimated financial aid listed on the invoice) must be paid two weeks prior to the start of the semester. The remaining balance is due the last working days of October and March respectively. Any balances which are not paid by the due date are subject to an interest charge of 13% annually. The fee for using this option is $50 per semester.
(c) Academic Management Service (AMS): This method of payment provides for monthly payments beginning in May, June, or July in anticipation of fall enrollment. There is a nominal one-time fee, and there are no interest charges for this service. Full AMS guidelines are available from the Controller’s Office.

(d) Special arrangements: Hardship cases must be worked out in writing in advance with the Controller’s Office.

Additional information may be found in the Tuition and Fees Schedule. This publication is available in the Controller’s Office.

A charge is made for collection of overdue bills. If permission has been granted for a delay in the completion of the final payment due each term, an interest charge of 13% annually is added.

All accounts must be paid in full before a student can complete the process of registration for the next academic semester or receive transcripts or diplomas.

Taylor University Emergency Loan

Short-term loans are available which permit a student to borrow up to $300 for a period of 60 days.

Parents’ Emergency Assistance Fund

The Taylor Parents Association raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance and emergency travel in case of death or severe sickness of immediate family are two most frequent reasons for allocations of this fund. Other emergency costs are subject to review by the dean of students.

Withdrawal Procedures

Withdrawal forms may be secured from the receptionist in the Office of Student Development.

In cases of withdrawal of full time students from the university, refunds of student charges for tuition, room, and board are based on the refund schedule (exceptions may apply to first time students receiving financial aid):

Basic fees are nonrefundable. There is no refund for withdrawals after the end of the sixth week.
Less than full time students are refunded 100% of tuition during the first three weeks of school. No tuition is refunded after three weeks. Room and board refunds follow the Refund Schedule below.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit are forfeited for students who complete registration but must withdraw before attending classes. Any deviations from the refund policy are at the discretion of the vice president for academic affairs and the vice president for student affairs.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University refund and repayment policy. Copies of this policy (including calculation examples) are available upon request from the Financial Aid Office.
Financial need is defined as the difference between a family’s resources and the total cost of attending college. If there is a difference between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents’ and student’s income and assets, family size, and number of family members in college.

To determine the extent of the student’s financial need and the family’s ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University Financial Aid Application. An analysis of these statements yields the amount that the family is expected to contribute.

It should be noted that many aid programs require that a student be enrolled full time (minimum of 12 credit hours per semester). Enrollment in a program of study abroad approved for credit by the Registrar’s Office for a student’s degree from Taylor may be considered enrollment at Taylor as the home institution for the purpose of applying for and receiving federal aid. Contact the director of financial aid for specific details. Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs.

To continue to receive need-based financial aid, a student must reapply each year. To maintain eligibility for financial aid, a student cannot be on extended academic
probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Financial Aid Office. Satisfactory academic progress for financial aid applicants/ recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, the maximum time period for a full-time student to complete his/her course of study shall be the equivalent of five academic years or until he/she has completed graduation requirements of a bachelor’s degree, whichever period is less. The maximum number of terms students transferring to Taylor University may receive financial aid will be prorated based on their entering enrollment status. Students enrolled on less than a full-time basis are subject to the above standards applied proportionally to their credit hour load.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students’ SAT scores and class rank information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

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. Please note: Transfer students must indicate Taylor University as a recipient of their FAFSA information and have their financial aid forms postmarked by March 1.

2. **Complete the Free Application for Federal Student Aid (FAFSA)** as soon as possible after January 1, and mail it to the processor. Also complete the Taylor University Financial Aid Application, and send it directly to the university’s Financial Aid Office. Both forms must be POSTMARKED by March 1 in order to be considered for need-based institutional aid. A receipt of mailing should be acquired from the post office as proof of postmark. Students whose forms are postmarked after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and nonneed merit-based aid.

   a. FAFSAs may be picked up in high school counseling offices or university financial aid offices. The Taylor University institutional form is only available from the Taylor Financial Aid Office.

   b. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete 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.

   c. The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).

   d. Students desiring scholarships or grants from the states of Indiana, Pennsylvania, Vermont, Alaska, Rhode Island, or Massachusetts must request that their FAFSA information be released to the appropriate state agency. There may be additional forms required in order to receive state aid. Please check with your high school guidance officer regarding which forms are required by your state.

   e. In order for Indiana residents to be considered for state aid, their FAFSA must be postmarked by March 1. No other form is required.

In order to receive timely consideration in the awarding of financial aid, please submit the indicated forms, and respond promptly to requests for any additional information or documentation.

**Merit-Based Awards**

**President’s Scholarship**: Requires minimum SAT composite of 1300 or ACT score of 29 plus rank within the top 10% of the high school class (or have a high school cumulative gpa of 3.8/4.0 if the high school class is less than 100 or the high school does not rank its students); renewable if student maintains 3.2 gpa. Amount: $1,500 regardless of need, or $3,000 if financial need is demonstrated.

**Dean’s Scholarship**: Requires minimum SAT composite of 1200 or ACT score of 27 plus rank within the top 15% of the high school class (or have high school cumulative gpa of 3.5/4.0 if the high school class size is less than 100 or the high school does not rank its students); renewable if student maintains 3.2 gpa. Amount: $750 regardless of need, or $1,500 if financial need is demonstrated.

**Class Merit Awards**: Given to the top 15 students, by gpa, in each grade level who are not already receiving a renewable Taylor University merit scholarship. Awards range from $500/year to $1,000/year.

**Taylor University National Merit Scholarships**: The university accepts up to four National Merit Finalists per year. Awards range from $500/year to $2,000/year.

**Need-Based Awards**

(as determined by the FAFSA and institutional aid application)
Church Matching Grant: Taylor University matches 100% of a church's gift to a student, with Taylor’s maximum match totaling $750.

Taylor University Gift Grant: Given to students with financial need who meet individual criteria as stipulated by donors. This may include specific major, gpa and/or area of residence. Total aid package may not exceed financial need.

Taylor General Grant: Financial need is the only criterion. These awards are in addition to loans and earnings from work study.

Taylor University Loan: Maximum loan is $1,500/year according to financial aid; repayment with a 7% interest rate begins six months after the student leaves school.

This long term, low-interest loan program is designed to assist students who demonstrate financial need as determined by the FAFSA and institutional aid application. Repayment and interest on this loan begin after a student ceases to be enrolled on at least a half time basis at Taylor. These loans, which are made possible through the generous contributions of alumni and friends of Taylor, are listed below:

- Bourquard-Caffray Student Loan Fund
- Roger Brague Compton Loan
- Computer and System Sciences Department Loan Fund
- Rev. and Mrs. Harold Dakin Memorial Loan Fund
- Daniel Dame Student Loan
- Nelva Snider Dober Loan Fund
- G. Harlowe Evans Student Loan Fund
- General Loan
- Giggy Memorial Student Loan
- Indiana Federation of Clubs Fund
- International Loan
- Peavy-Barnett Student Loan
- Raymond E. and Garnet I. Rice Memorial Student Loan Fund
- Schleicher-Utley Student Loan Fund
- ServiceMaster Student Incentive Loan
- Robert M. and Arthur D. Stewart Memorial Loan Fund
- Elmer H. Stockman Loan Fund
- Elizabeth Studabaker Student Loan Fund
- Taylor Student Organization Loan Fund
- Linton A. Wood Student Loan Fund

Taylor University Employment: A student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills such as computer knowledge.

Other Available Awards

Christian Leadership Scholarship: Each year, twenty incoming freshmen are awarded a leadership scholarship worth 25% of tuition. Accepted students who have interviewed and completed an application for admissions by January 15 are considered for selection based on leadership experience determined by the application and interview. This scholarship is renewable with a 3.0 gpa and continued involvement in specified leadership activities.

Enrollment Awards: These awards of varying amounts are given to students who demonstrate exceptional ability in music, drama, or athletics.

Endowed Annual Scholarships

There are a number of scholarships available through the generous contributions of alumni and friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is shown below:

- James Alspaugh and Nelle Alspaugh Hodson Family Endowed Scholarship
- National Alumni Council Alumni Scholarship
- D.J. Angus-Scientech Most Improved Student Award
- Mary Rose Apple Scholarship
- Rev. Alfred H. Backus Memorial Scholarship
- Bahamian Student Scholarship
- Steve Barnett Award
- Robert and Margaret Behnken Family Annual and Endowed Scholarships
- Robert P. Benjamin and Family Merit Scholarship
- Evan H. Bergwall, Sr. Memorial Scholarship
- Leland E. Boren Endowed Scholarship
- Bosnian Student Scholarship
- Bowker/Kuhne Foundation Scholarship
- William and Margaret Braden Scholarship
- James M. Bragan Memorial Scholarship
- Arland V. Briggs Memorial Scholarship
- Virgil and Gladys Broyles Memorial Scholarship
- Charlotte Knox Canida Award
- Charles W. Carter Award
- Lena Chalfant Memorial Grant
- Paul K. Chan Annual Scholarship
- Chemistry Department Merit Scholarship
- Chi Alpha Omega Scholarship
- Benita Y. Chiu Annual Scholarship
- Christian Women in Business Merit Scholarship
- Class of 1941 Endowed Scholarship
- Class of 1943 Endowed Scholarship
- Class of 1945 Endowed Scholarship
- Wilbur M. Cleveland Memorial Scholarship
- Wilbur M. Cleveland Memorial Student Alumni Internship
- James Coburn Track Award
- Russell and Gladys (Flickinger) Coe Annual and Endowed Scholarships
- John Baxter Coffey Memorial Scholarship
Communication Arts Department Merit Scholarship
Computer Science Merit Scholarship
Jay and Phyllis Conrad Endowed Chapel Fund
Raymond and Marjorie Cooper Endowed Scholarship
Cox Family Scholarship
Rose Stanley Cozzens Fund (Sara Long Trust)
Marion L. Crawley Memorial Award
Cup of Water Endowed Scholarship
Dillon-Long Memorial Endowed Scholarship
Ralph and Eunice Dodge Memorial Annual and Endowed Scholarships
Rebecca Ellenwood Memorial Endowed Fund
John M. Ellis Memorial Scholarship
Enterprise Group Annual and Endowed Scholarships
G. Harlow Evans Chemistry Scholarship
Joyce S. Evans Memorial Scholarship
Faculty and Staff Auxiliary Award
Farmers Insurance Group of Companies Scholarship
Ruth M. Flood Alumni Dependent Scholarship
William R. Forgy Memorial Endowed Scholarship
Rev. Jesse Fox Memorial Endowed Scholarship
Betty Freese Alumni Student Internship
Robert J. Freese, Sr. Memorial Endowed Scholarship
Friendship Guild Scholarship
Howard M. and V. Anne Garver Scholarship
General Scholarship
Vickie George Scholarship
George Glass Endowment Fund
Irlene S. Glenn Memorial Scholarship
Aileen Gortner Memorial Scholarship
Robert V. Gortner Endowed Scholarship
Grace Educational Assistance Grant
Granitz-Nelson Award
Grant County State Bank Scholarship
Gladys Millard Greathouse Scholarship
Jeanette Groff Music Scholarship
Catherine Hill Grostic Annual and Endowed Scholarships
Ron and Anita Habegger Endowed Scholarship
Naomi and Adolf Hansen Endowed Scholarship
Lowell E. And Virginia G. Hattfield Endowed Scholarship
Elaine Heath Memorial Music Scholarship Fund
Jane and Gerald Hodson Scholarship
J. Arthur Howard Scholarship
Indianapolis Community Fellowship Ministries, Inc. Annual Award
Alyce C. Isaacsen Award
B. Isely Memorial Scholarship
Ruth Warten Iten Memorial Endowed Scholarship
Fern L. Jackson Memorial Scholarship
Warren Bennett Jacobs Memorial Endowed Scholarship
Rev. Abram Jaggers Memorial Scholarship
Andrew W. Jarboe Memorial Scholarship
Charles H. and Wilma Dykeman Jennings Memorial Scholarship
Robert A. Johnson Award
David Jones Memorial Scholarship
The Ruth (Prosser '40) and Clifford R. Keizer Endowed Scholarship
Kenyan Students Scholarship
Jack W. King Missionary Endowed Scholarship
Jack W. King Student Missions Endowed Scholarship
Philip K. Kroeker Annual Scholarship
Hazel R. Lamott Memorial Endowed Scholarship
Lange Scholarship
Herbert G. and Jennie E. Andrews Lee Memorial Scholarship
Fred A. Lennertz Endowed Scholarship
Lord's Servants Endowed Scholarship Fund
Lyford Cay Foundation
Macy Memorial Endowed Scholarship
Mathematics Alumni Scholarship
Rosselle McKinney Scholarship
William C. McLennan Memorial
Paul and Evelyn Mendenhall Endowed Scholarship
Mephibosheth Endowed Scholarship Fund
Robert and Coleen Midwood Scholarship
Phillip M. Miller Memorial Scholarship
Betty Mitchell Endowed Art Scholarship
English Bonter Mitchell Grant
William A. Mitchell Memorial Endowed Scholarship
William Montgomery Memorial Annual Scholarship
Luella Moore Memorial Scholarship
Sammy Morris Memorial International Student Scholarship
Paul A. Mortenson Scholarship
Muncie District-United Methodist Church Scholarship
Mutual Security Life Insurance Company Scholarship
James and Sandra Nassar Award
Margaret E. and Judy R. Neeley Memorial Scholarship
Greg Nelson Family Music Endowed Scholarship
Brad Newlin Memorial Scholarship
Diane Newman Memorial Scholarship
Henry and Nettie Norvelle Memorial Scholarship
Walter and Anna Skow Oliver Memorial Scholarship
Grace D. Olson Memorial Scholarship

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Lawrence and Lucille Oman Home Missions Endowed Scholarship
Physics Alumni Foundation Merit Scholarship
Pikes Peak Christian Church Memorial Endowed Scholarship
Elisabeth Poe Endowed Scholarship
Pollard Phonics Education Laboratory Endowed Fund
Poplar Run Church Memorial Scholarship
Lucille F. Popp Endowed Scholarship
Precision Scholarship Fund
Presser Foundation Scholarship
Patricia Anne Priess Memorial Scholarship
Gilbert D. and Betty M. Quinn Memorial Scholarship
Reade Center Faculty and Staff Scholarship
Reader's Digest Foundation Scholarship
Milo A. Rediger Award/Marion Kiwanis
Milo A. Rediger Scholarship
Rediger/Vernier Alumni Dependent Scholarship
Religion and Philosophy Merit Scholarship
Doris E. Reynolds and Edith Ross Reynolds Memorial Endowed Scholarship
Garnet I. Rice Alumni Dependent Scholarship
Ritchie Family Annual Scholarship
Isaac N. Ritenour Scholarship
Donald Leon Roye Memorial Scholarship
Don and Shirley Ruegsegger Scholarship
Jenner T. Ruehlman Memorial Endowed Scholarship
Gene L. And Nancy A. Rowley Rupp Endowed Scholarship
Nancy A. Rowley Rupp Endowed Music Scholarship
Francis Schaeffer Memorial Scholarship
Science Faculty Merit Scholarship
Gerald J. Seagley and Waunetta B. Seagley Scholarship
Second Center Olson Scholarship
ServiceMaster Business Incentive Endowed Scholarship
ServiceMaster Endowed Scholarship
Lon and Ruth Setser Music Endowed Scholarship
Alice M. Shippy Memorial Award
Alice M. Shippy Memorial Student Alumni Internship
Cleo H. Skelton Scholarship
Barry W. Smith Social Work Scholarship
Peggy L. Smith Memorial Award
Sharon Hicks Smith Annual Scholarship
Soderquist Family Annual Scholarship
Miriam Burton Squire Memorial Scholarship
Leon and Alma Stanley Memorial Scholarship
William J. Stapleton Memorial Scholarship
Steyer Memorial Endowed Scholarship
Stone-Hite Family Endowed Scholarship
Robert L. Stoops Memorial Scholarship
Marvin and Mary Ella Stuart Scholarship
John F. Summers and Son Memorial Scholarship
Robert E. Sutherland, Jr. Annual and Endowed Scholarships
Taylor Alumni/Lilly Employee Annual and Endowed Scholarships
Taylor Association of Business Students Scholarship
Taylor Football Donor Grant Endowed Fund
Taylor Student Organization Leadership Scholarship
Taylor-Southeastern U.S. Scholarship Fund
Taylor University Alumni Dependent Scholarship
Taylor University Parents Association Endowed Scholarship
Jere L. Truex Memorial Endowed Scholarship
Gus and Joan Vandermeulen Family Endowed Scholarship
Wallace Family Scholarship
Raymond and Vivian Watson Memorial Endowed Scholarship
Naomi L. and Russell H. Weber Endowed Scholarship
Rev. and Mrs. Robert R. Weed Memorial Scholarship
Rodah and Marshall Welch Endowed Scholarship
John and Helen Wengatz Missionary Kid Scholarship
Samuel L. Westerman Scholarship
Jim Wheeler Memorial Fund
Richard E. Whitenack Memorial Scholarship
Emil N. And Gertrude E. Winquist Memorial Endowed Scholarship
Ernest M. and Alma M. Yerks Endowed Scholarship
Daryl R. And Joenita K. Yost Student Endowed Scholarship
Gladys I. Young Endowed Scholarship
Daniel Yutzy Memorial Endowed Scholarship

Music Scholarships

A student majoring in music may apply for any of the several music scholarships which are awarded to students who display special talent with musical instruments or voice and who show promise of superior accomplishments in this field. Students interested in applying should contact the chair of the music department.

Federal Aid

Anyone may apply for federal aid by completing the FAFSA.

Grants

- Federal Pell Grant
  is based on financial need as determined by the FAFSA.
  offers a maximum $3,000/year (amount subject to change on yearly basis).

- Federal Supplemental Educational Opportunity Grant
  is based on financial need as determined by the FAFSA; replaces Taylor General Grant.
  provides a maximum $4,000/year.

Loans

- Federal Perkins Loan
  is based on financial need as determined by the FAFSA.
  loans a maximum of $1,500/year according to financial need.
  requires beginning repayment nine months after student leaves school.
  charges a 5% interest rate.
  is awarded through Taylor University; must be signed for every semester it is received.

- Subsidized Stafford Loan
  is a bank loan and a separate application must be completed.
  is based on financial need as determined by the FAFSA.
  loans a maximum of $2,625/year for freshmen, $3,500/year for sophomores, and $5,500/year for juniors and seniors depending on financial need.
  requires beginning repayment six months after student leaves school.
  has a variable interest rate, capped at 8.25%.
  is available through applications provided by the Financial Aid Office.
  must be applied for in the Financial Aid Office by July 1 to insure disbursement for the August payment.

- Unsubsidized Federal Stafford Loan
  is not based on financial need.
  requires interest payment from the student from the date of disbursement.
  operates otherwise same as subsidized loan.
  cannot exceed maximum loan limits when combined with a subsidized loan.

- Federal PLUS (Parent Loan)
  is a bank loan and a separate application must be completed.
  is not based on financial need.
  may not exceed cost of attendance minus other aid.
  allows payments on principal but not payments on interest to be deferred while the student is in school.
  has a variable interest rate capped at 9%.
  may be sought via the Financial Aid Office.
Work
• Federal Work Study
  is based on financial need as determined by the FAFSA.
  allows $1,800 maximum earning per year.

State Aid
Indiana
• Higher Education Grant
  is based on financial need as determined by the FAFSA.
  provides a maximum $1,965/year (amount subject to change on yearly basis).
• Freedom of Choice Grant
  is based on financial need as determined by the FAFSA.
  offers a maximum $2,715/year (amount subject to change on yearly basis).

Other States
• Pennsylvania, Massachusetts, Alaska, Rhode Island, and Vermont state grants
  are awarded to students even if they attend out-of-state colleges.
  are based on financial need as determined by the FAFSA and/or on additional form.

Additional Information
A detailed brochure on financial aid is available upon request. Specific questions about financial aid should be addressed to
Director of Financial Aid
Taylor University
236 W Reade Ave
Upland, IN 46989-1001
(765) 998-5358
1-800-882-3456

ATHLETICS

Mission
The university recognizes and accepts the educational, social, and promotional impact the athletic program has on the institution and its constituency. Athletics is an integral part of the “whole person” education at Taylor University. The athletic program complements the institution in its mission of “educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need.”

The total development of the student athlete is paramount in the organization and implementation of the athletic program. Participation in intercollegiate athletics provides an area whereby the student athlete may be developed, tested, and encouraged to achieve
maximum physical, emotional, intellectual, and spiritual potential. The goal, through competition, is to assist and support student athletes in their understanding of a Christian response to fundamental human experience.

**Intercollegiate Athletics**

Intercollegiate sports for men include baseball, basketball, cross country, football, golf, soccer, tennis and track and field. Women compete in basketball, cross country, soccer, softball, tennis, track and field, and volleyball.

**National/Conference Affiliations**

Taylor holds membership in the National Association of Intercollegiate Athletics (NAIA). The men and women compete in the Mid-Central Conference (MCC). The MCC consists of Bethel, Goshen, Grace, Huntington, St. Francis, Indiana Wesleyan, Marian, and Taylor, all Indiana colleges. Football competes in the Mid-State Football Association (MSFA).

**Intramurals**

The intramural sports program is coordinated by the department of physical education and human performance to provide a wide variety of activities for meeting the recreational and competitive needs of the entire Taylor student body. Team events include both a men’s and a women’s league; coed competition is offered in selected events, and individual events are organized for men and women.

**STUDENT DEVELOPMENT**

The student development program is designed to embrace a diversity of interests and to use that diversity to challenge and strengthen the minds and spirits of each member of the student body. The student’s “whole person” development is enhanced by programs specifically designed to enrich and support the classroom experience. The residence life program is based on a wellness model which includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student’s life. Additional programs are in place for leadership activities, ministries, career development, counseling, orientation, health service, and campus safety.

Each member of the Taylor community commits him/herself to the following community life expectations:

**The Life Together Covenant**

Taylor University is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of our commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of this covenant is to identify the expectations for participation in our community that assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations which are totally acceptable to every member. Nevertheless, certain 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 outlined in this covenant.

**Assumptions**

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.
2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God through the Holy Spirit places in every believer the inner resources and attributes to minister to others through supportive relationships.

** Responsibilities for Relationships**

Living in daily fellowship with other Christians is a privilege and an expression of God’s 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. It is translated as partner, communion, communication, contribution, or distribution. Members, therefore, are encouraged to seek as many opportunities as possible to demonstrate koinonia.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love. As scripture states: *We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers... let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother. (I John 3:11, 16, 18; I John 4:11, 21 NIV)*

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

**Edification**

We expect each member of the community to strive consciously to maintain relationships which support, encourage, and help others. *We who are strong ought to bear with the failings of the weak and not to please*
ourselves. Each of us should please his neighbor for his good, to build him up. (Romans 15:1-2 NIV)

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states: ... clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. (Colossians 3:12, 13a NIV)

Burden Bearing

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.

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 acting in love, the process can produce growth.

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, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:18-19 NIV states: ... and He (Christ) gave us the ministry of reconciliation ... and He has committed to us the message of reconciliation.

Implementing the above expressions of love in relationships requires continual effort and sensitivity to others. Relationships of this quality enrich our lives, honor God, and assist in meeting the goals of the university.

Responsibilities for Behavior and Attitudes

Biblical Expectations

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.

In contrast to encouraging these positive attributes of the heart, scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder
relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in scripture and therefore should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities would require behavior that conflicts with the teaching of scripture. On such occasions, each individual would submit voluntarily to the civil penalty for this behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university’s disciplinary procedures.

University Expectations

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University.

1. Members of the community are to observe the Lord’s Day (Sunday) as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, “business as usual” relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.

2. Corporate worship, fellowship, and instruction are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to our community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university related religious activities as well as those of their own church.

3. The community recognizes the danger to one’s physical and psychological well-being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.

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

5. In order to enhance and preserve the ethos of Taylor University, social dancing by community members is not permitted on or away from campus. However, acceptable forms of expression by the university may include sanctioned folk dances, ethnic games, dances that are designed to worship God, and the use of choreography in drama, musical productions, and athletic events.

6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.

7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.

8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person’s moral sensitivity should be avoided.

9. The pornography industry exploits people. Further, the use of the industry’s products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.

10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.

11. Members of the community are subject to the demands of academic integrity such as honesty and giving credit to sources.

12. 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 university catalog, and the Taylor University Faculty and Administrative Staff Handbook.

Conclusion

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The covenant addresses relationships and behavior; these emphases are parallel
and vital to the quality of our experience together. The behavioral portion of the covenant includes standards that are specific to the university. These standards are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

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 whatever grievances you may have against one another . . . 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 . . . . Let the word of Christ dwell in 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 . . . . (Colossians 3:12-17 NIV).

All students (single and married) are responsible for implementing the relational and behavioral expectations listed above when the university is in session (beginning of first semester through the end of second semester and/or summer sessions), when they are part of a university program, and/or when they are living in university approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, students who are in the presence of their parents/guardians are assumed to be part of the family unit and under the direction of their parents/guardians. Students who commute from the home of their parents/guardians are expected to abide by these policies except when university regulations conflict with the governance of the home.

Employees of the university are responsible to abide by the Life Together Covenant.

**Multicultural Philosophy Statement**

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

**Sanctity of Life Statement**

Scripture affirms the sacredness of human life which is created in the image of God. Genesis 1:27, So God created man in His own image, in the image of God He created him; male and female He created them. NIV. Therefore, human life must be respected and protected from its inception to its completion.

**Residence Life/Housing**

Taylor University is a residential campus with a strong emphasis on community living. The mission of the residence life program is to provide safe, attractive and comfortable physical facilities, structured educational programming, and an atmosphere conducive to unstructured learning experiences. In addition, Residence Life seeks to create an environment which fosters the basic values of Christian community. The residence halls serve as living-learning centers where students are challenged to grow, and apply their faith through interaction with their neighbors. As living-learning centers, residence halls at Taylor are designed to fulfill two goals: first, to provide a community living experience through which students are exposed to a variety of educational opportunities which go beyond the scope of their chosen courses; second, to provide the resources and professional staff necessary to assist students in developing a high degree of self-direction and responsible citizenship. Residence hall directors are educators, counselors, and members of the faculty.

**Housing Deposit**

Students who have been admitted to Taylor University and have paid the $200 matriculation fee will receive residence hall application material from the Center for Student Development. This material is to be completed and returned to the Center for Student Development. Students who have paid a matriculation fee for interim or spring term will routinely receive a housing assignment in the mail approximately three weeks prior to their arrival on campus. Of the $200 matriculation fee, $50 is applied toward a housing deposit and is returned when a student leaves college or cancels on acceptance (note the refund policy). Charges for damage to residence hall property and other university administered facilities are deducted from this housing deposit.

The matriculation fee plus the application for housing must be made before residence hall space will be reserved.

**Residence Requirements**

All single undergraduate students must live in a university-owned residence hall or in the home of their parents. Juniors and seniors may apply to live in
university-approved off-campus housing. Approval to live off-campus is granted only to the number of students enrolled who cannot be accommodated in the residence halls. All transfer students are required to live in the residence halls for a minimum of one semester. Exceptions will be considered by the student development staff upon application in writing to the Center for Student Development. Only cases of need, such as unusual health problems certified by the university health center or significant age differential between the student and general age range of the student body, are considered.

Community Housing

University-approved community housing for upper-classmen is available for use when residence hall facilities are fully utilized. Application for such housing is made through the Center for Student Development. Students living outside the college residence halls may not change their place of residence without first receiving permission from the Center for Student Development. All students are expected to observe the same regulations and have the same responsibilities which apply to resident students.

Room Assignments

Room assignments are made prior to the beginning of the fall term. Room and roommate preferences are honored within the limits of available space. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

The responsibility for determining residence hall regulations rests with the residence hall staff and the Community Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with window coverings, beds, mattresses, desks, chairs, and dressers.

Campus Government

Students participate in the government of Taylor University through the Taylor Student Organization, student-faculty committees, and personal interaction with faculty and administrators. The president of TSO is a member of the University Cabinet (the President's Advisory Council). The senior class president serves as a representative to the National Alumni Council.
Campus Ministries and Worship Experiences

Campus Ministries at Taylor are committed to the strategic task of helping students to develop a growing intimacy with God—knowing Him and loving Him. Chapel meets each Monday, Wednesday, and Friday and includes two weeks for spiritual renewal, a week emphasizing cross cultural missions, and a relational enrichment week. Students are encouraged to attend a local church. A campus-wide Sunday morning worship service is provided for those students lacking transportation. A variety of Sunday evening services are held on campus. The discipleship program on campus provides a student discipleship coordinator on each residence wing. An important part of this ministry is a small group program committed to the goals of Bible study, quality burden-bearing/sharing fellowship, mutual prayer, and individual group outreach projects. Campus Ministries emphasize practical experience in ministry and leadership. Taylor World Outreach (TWO) is the agency through which this is accomplished. There are eight student-led departments committed to leadership development and outreach: Community Outreach, the Discipleship Coordinator program, Habitat for Humanity, Lighthouse (sponsoring interterm mission trips), Taylor Christian Artists, World Christian Fellowship, World Opportunities Week, and Youth Conference.

Campus Safety

The Department of Campus Safety provides a variety of services to the students, faculty, and staff of Taylor University. The university employs full time officers to provide 24 hour security and law enforcement services. The director of campus safety works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. The Department of Campus Safety also oversees the campus motor pool, identification card, lost and found, emergency telephone, motor vehicle registration, and parking programs. Taylor University complies with the Crime Awareness and Campus Security Act of 1990.

Career Development

The Career Development Office is responsible for assisting students to ascertain their career interests and broaden their awareness of the numerous opportunities available through a liberal arts education. Updated career and job information is available on corporations, chambers of commerce, Christian ministries, agencies, and public and private schools. Assistance is provided in interviewing, resume writing, developing credential files and employment correspondence, and researching organizations. This office also assists students seeking employment by scheduling recruiters for campus visits and conducting interview days off campus in conjunction with other Indiana liberal arts colleges.

Counseling Center

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

Cultural Activities

An artist series features nationally-known performers in concerts, theater presentations, and lectures. The communication arts department presents frequent dramatic productions, and the music department offers chorale, band, orchestra, jazz band, and senior and faculty recitals and concerts.

Health Center

The Taylor University Health Center is a nurse directed facility which employs a full time staff of nurses and contracts with a local hospital for one part-time physician. The facility is equipped with ten beds to accommodate overnight admissions. The Health Center is open 24 hours per day Monday through Friday and weekends, as posted, according to the regular academic calendar. No health services are offered to summer school students. A full time student pays a Health Center fee each semester and interterm. This may be waived only if the student is married, a commuter, or studying away from campus. In order for this fee to be removed from the bill of the eligible student, a waiver must be obtained from the Health Center and signed by the end of the second week of classes each semester. The student is responsible for notifying their professors when class is missed due to illness. Excused absences will not be issued by the Health Center staff.

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 Learning Support Center located in the Zondervan Library.
Student Programs/
Leadership Development

The mission of Student Programs/Leadership Development is to complement academic programs and other cocurricular programs of study and enhance the overall educational experience of students. The academic year at Taylor is complemented by a variety of social functions including professional entertainment, a contemporary Christian music concert series, films, banquets, special weekends (Homecoming, Parents' Weekend, etc.), student variety and talent shows, and leadership conferences.

New Student Orientation

The mission of New Student Orientation at Taylor is to provide continuing services that will aid new students in their transition to Taylor, integrate them into the life of the institution, and assist in the understanding of their own relationship to the intellectual, social, cultural, and spiritual climate of Taylor University. The program consists of Summer Orientation, Welcome Weekend, and a one-credit-hour course required for all freshman students. Summer Orientation allows new students and their parents the opportunity to meet some administrators, faculty, and staff and become more familiar with the campus. Students will also take placement tests and meet with an academic advisor to register for fall classes. Each fall, Welcome Weekend provides activities for every new student including special populations such as international, minority, commuter, nontraditional, and transfer students to assist in the initial adjustment to the college environment. New Student Orientation consists of a one-credit-hour lecture series and two-credit-hour group discussion for the first seven weeks of the semester. Topics such as relationships, time management, stress, study skills, and career choices are addressed.

Student Organizations

For students with specialized interests, there are various clubs with social, practical, and academic benefits. These include organizations in the natural sciences, social sciences, radio, music, languages, and preprofessional areas. There are also dramatic, athletic, cultural, and political groups which exist to add vitality to the life of the university.

Student Publications

Students with writing ability, photographic skills, or artistic skills may use them in the production of these student publications: The Echo, a weekly newspaper which serves as a sounding board for student views and carries news, editorials, photographs, and features; Parnassus, an annual literary magazine which features original work of students and faculty; and Ilium, the student-produced yearbook reflecting in photographs and copy an overview of the year at Taylor and highlighting the major events and people of the year.
ACADEMIC REGULATIONS

Academic policies and regulations are developed and approved by the faculty of the university and are administered by the Academic Affairs and Registrar’s Offices. 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.

OBJECTIVES OF THE ACADEMIC PROGRAM

To require demonstrated depth of learning in an academic major.

To structure the general education experience for the dissemination of the liberal arts heritage.

To foster the capacity for making sensitive, value-oriented judgments.

To engage in and encourage research.

To prepare students for conscientious and creative leadership in a technological world.

To establish foundations for graduate study.

To share intellectual expertise with the larger geographical, scholarly, and faith communities.

To anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives.

To prepare students to meet external certification and licensing requirements.

To provide preprofessional preparation.

ACADEMIC CALENDAR

Taylor University’s academic year consists of fall and spring semesters, a January interterm, and summer sessions. Under this schedule, the fall semester activities, including examinations, are concluded prior to the Christmas recess. Classes are conducted in each semester for a period of fifteen weeks. Each semester concludes with a four-day examination period. Typical class periods are fifty minutes long. The 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. In addition, three summer sessions are available to enhance and supplement the students’ educational programs and meet special program requirements. (For actual calendar dates, 1998-2002, see that section of the catalog.)

ADVICEMENT AND REGISTRATION

Faculty Advisors

Advisors are provided to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the university. The student is solely responsible for ensuring that his/her academic program complies with the policies of the university. Any advice which is at variance with established policy must be confirmed by the Registrar’s Office.

Academic Load

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 15 to 16 hours per term. Students with at least a 2.00 grade point average (gpa) may take 17 hours. A 3.00 grade point average is necessary to carry 18 hours, 3.30 for 19 hours, and 3.60 for 20 hours.

Registration for four hours is considered a normal load for interterm. A 3.00 grade point average is necessary to carry 5 hours and a 3.60 is necessary for 6 hours.

Registration for 12 hours during summer sessions constitutes full-time standing. A normal academic load during the first session is 3 to 4 hours; a 3.00 grade point average is necessary to carry 5 hours; a 3.60 average is necessary for 6 hours. A normal academic load during the second session is 3 to 6 hours; a 3.00 grade point average is necessary to carry 7 hours; a 3.60 average is necessary for 8 hours.

Advance Registration

Advance registration provides an opportunity for both new and returning students to register in advance for courses and pay fees either in person or by mail before the opening of each term. Registration for classes is determined by student classifications with priority given to seniors, then juniors, then sophomores, and then freshmen. Students who do not register in advance may lose their position during times of large enrollment. Students who have not registered by the end of the registration period must be reinstated through the Registrar’s Office.
Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as:

- Freshmen: 0.00-30.99 total cumulative credits
- Sophomores: 31.00-60.99 total cumulative credits
- Juniors: 61.00-94.99 cumulative credits
- Seniors: 95.00+ total cumulative credits

Change of Registration

Changes of registration begin in the Registrar’s Office and require the approval of the advisor and the registrar. Courses may be added during the first week of classes. Courses dropped during the second and third weeks of the term appear on the student’s transcript with a W. Any course dropped after this period and up to one week after midterm, receive either a withdraw pass (WP) or a withdraw fail (WF). When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade.

Audit Registration

Audit registration can occur only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor in order for the courses to appear on the transcript. Students requesting a course for credit (a grade or pass-fail) are given priority in registering for a course. Some courses are not available for audit credit such as private music lessons and laboratory courses, practicums, internships, etc. Students should request permission from the Registrar’s Office to enter a course as an auditor.

Pass-Fail Registration

Students may register for a course on a pass-fail basis subject to the following rules:
1. A pass grade represents work completed at C- or above.
2. This option is open only to second-term sophomores or above with at least a 2.30 GPA, the exception being the practicum which is open to all qualified students.
3. No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
4. No course needed for teacher certification may be taken pass-fail.
5. The choice to take a class pass-fail must be declared by the end of the first week of classes.
6. Pass-fail courses do not affect the GPA if passed but do affect the GPA if failed.
7. Pass-fail courses are limited to one course per term and a total of 13 credit hours including the practicum if this is taken pass-fail. Courses available only on a pass-fail basis are not included in this total.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student’s transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not given when repeating a course.

GRADES

Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Calculated in GPA</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Yes</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Yes</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Yes</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Yes</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Yes</td>
<td>Failing</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Yes</td>
<td>Pass (C- or above)</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Yes</td>
<td>Credit</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Yes</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>Yes</td>
<td>Withdrawal/passing</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Yes</td>
<td>Incomplete</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
<td>Yes</td>
<td>Grade not reported</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Yes</td>
<td>No credit</td>
</tr>
<tr>
<td>CR</td>
<td>0</td>
<td>No</td>
<td>Aud</td>
</tr>
</tbody>
</table>

Grade Point Average

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. Transfer courses and courses taken as credit/no credit, pass/fail, or audit are not included in the GPA calculation.
Incomplete and Not Reported Grades

All work for credit is expected to be completed within the term it is attempted. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete extra work to raise a grade. Incompletes must be authorized by the Office of Academic Affairs before they are submitted, and should be translated to grades reported to the Registrar’s Office as soon as the work is completed but no later than the week before final examinations of the following full term.

The Registrar’s Office will record an NR (not reported) when grades are unavailable (such as receipt of transcripts for off-campus study programs or faculty emergencies).

If no change has been made by the instructor after one full semester, the registrar is authorized to change the INC or NR to an F.

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 vice president for academic affairs. Such a change is permitted only before the end of the next term the student is in attendance after the original grade was awarded (no longer than one year) or by the due date on the INC or NR request.

Grade Reports

At the midpoint of each term the registrar sends a progress report to students whose level of work at that time is reported to be below C–. These grades are not recorded on the student’s record in any way. Final grade reports are sent to students at the end of each term.

Dean’s List

Full-time students are named to the Dean’s List when they have earned a 3.60 or better GPA for the term and when at least one-half of their hours carry credit point values.

Eligibility for Intercollegiate Athletics

For participation in intercollegiate athletics, students must be enrolled full time, carrying at least 12 credit hours. In addition they must be students in good standing, not on probation, and meet the requirements of the National Association of Intercollegiate Athletics and the National Christian College Athletic Association.

Academic Progress and Probation

A student who meets the minimal grade point average requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required grade point average is placed on academic probation and enters a special advisement program under the direction of the academic Review Committee and the academic advisor.

<table>
<thead>
<tr>
<th>Cumulative Hours</th>
<th>Minimum Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>00.00-12.99</td>
<td>1.60</td>
</tr>
<tr>
<td>13.00-30.99</td>
<td>1.70</td>
</tr>
<tr>
<td>31.00-44.99</td>
<td>1.80</td>
</tr>
<tr>
<td>45.00-60.99</td>
<td>1.90</td>
</tr>
<tr>
<td>61.00 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The grade point average of each student is reviewed twice annually to determine whether action needs to be taken with respect to probationary status. The first such review takes place after fall semester for all students except first-time freshmen who are reviewed after interterm. At the end of the spring semester, grade point averages for all students are reviewed for the same purpose.

For students placed on probation, failure to reach the minimum requirements within one semester results in suspension from the university unless during that semester at least a 2.30 term grade point average is earned. Students placed on “extended probation” are not eligible to receive financial aid. First time suspension is for one semester; a second time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of several offices on campus.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. No student on academic probation is allowed to hold a university student leadership position until such time as he/she qualifies for acceptable academic standing. Similarly, university policy does not permit athletic participation by students who are on academic probation. No student on academic probation may register for correspondence courses or independent study courses unless repeating a course. No academically suspended student may be enrolled in any Taylor courses including those offered by the Institute of Extended Learning. In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to make a better case for readmission to Taylor. Such students should consult with the Registrar’s Office in advance of such enrollment.

Additional information concerning academic probation and suspension is available from the Registrar’s Office.
DEGREE REQUIREMENTS

Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of music degree, and the associate of arts degree.

All degrees require students to fulfill general education, major field, and elective courses. Students must also demonstrate proficiency in essential skill areas, i.e., reading, math, and writing, as well as fulfill the general and departmental computer competency requirements.

In view of occasional curricular changes, students may elect to meet the graduation requirements which were in effect at the time they entered Taylor University, provided they complete their work within seven years following their initial matriculation. Otherwise, they must meet current graduation requirements. In situations when curricular changes must be made in compliance with new licensing or credential requirements, special accommodations may be made.

Baccalaureate Degree Requirements

A baccalaureate degree is an award that requires the completion of at least four academic years of college-level work or the equivalent in an academic field of study and which meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each major.

The bachelor of arts degree centers on courses of study in the arts and sciences. It is likely to include more elective courses in the major field of study. Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of a foreign language.

The degree may be combined with curriculum requirements in education, environmental science, or systems analysis.

The bachelor of science degree requires more upper division courses, fewer electives, and a practicum or internship experience. Bachelor of science degrees are often awarded to students preparing for professional fields. Students usually specialize more in the natural and social sciences than in the humanities. Most bachelor of science degree programs are only available when combined with curriculum requirements in education, environmental science, or systems analysis.

The bachelor of music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of skills, concepts, and sensitivity essential to the professional life of a musician. The degree may be combined with curriculum requirements in education, environmental science, or systems analysis.

The following requirements apply to the baccalaureate program:

1. Minimum of 128 semester hours.
2. Completion of all general education requirements.
3. Cumulative grade point average of 2.00. (Higher grade point averages are required in certain curricula. See for example education and social work.)
4. Passing grade in all hours for graduation.
5. Minimum of 42 semester hours of upper division (300-400 level) courses.
6. The last 30 hours to be spent in residence at Taylor University. (The only exceptions to this rule are permission for students majoring in natural science, permission by petition, or advance permission granted by the Curriculum Management Committee.)
7. Candidates for two degrees to complete a minimum of 158 semester hours and meet requirements for two different majors.

The major is the principal field of study usually consisting of twenty-five percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

1. A 2.30 grade point average in the major field is required. (Higher grade point averages are required in certain curricula.)
2. Courses earning a grade below C– may not be counted toward the required number of hours for the major and must be repeated.
3. No course taken pass-fail may be included in the major.
4. One-half of the hours in the major field must be earned at Taylor University.
5. A comprehensive examination in the major field of study must be successfully completed.

The student's field of secondary emphasis is usually, but not always, outside the major field. The minor normally consists of fifteen percent or more of the total hours required in an undergraduate curriculum. At Taylor, students are required to complete approximately one-half of the total hours required for a major to earn a minor area of specialization. Minors are intended to complement the major and/or provide a greater breadth to liberal arts education. The following requirements apply to the minor:

1. A 2.30 grade point average in the minor field is required.
2. Courses earning a grade below C– may not be counted toward the required number of hours in the minor.
3. No courses taken pass-fail may be included in the minor.
4. One-half of the hours in the minor must be earned at Taylor University.

A concentration is an intensive study of a subject within a major field of study consisting of at least thirty percent of the major requirements. At Taylor, concentrations are specialized areas within the major field and...
include tracks, application fields, supporting areas, areas of emphasis, and cognates. There is a range of required hours that are determined by standards within the field along with requirements established by the department.

Language Requirement for Bachelor of Arts Degree

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of a foreign language for graduation. Those students who enter with a year or more of high school foreign language study must take the University of Wisconsin Foreign Language Placement Tests which are administered at Taylor University. Students are then placed in language classes at the level indicated by these tests. Those who place beyond the intermediate level of the language are considered to have fulfilled the language requirement and may be eligible to receive six hours credit by further testing. Students placing into 202 may receive credit for 201 if the grade earned in 202 is a C or higher.

Students of a language other than those offered at Taylor University may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated with the chair of the modern languages department.

Comprehensive Examinations

A candidate for a bachelor's degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Associate of Arts Degree Requirements

An associate degree is an award that requires the completion of at least two academic years of college-level work or the equivalent in an academic or occupationally specific field of study and which meets institutional standards for satisfying the requirements for this degree level.

The associate of arts degree requires general education and major area courses along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields as well as preparation for matriculation to baccalaureate degree programs. An associate of arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The following requirements apply to the associate’s degree:

1. Minimum of 64 semester hours.
2. Minimum cumulative grade point average of 2.00.
3. Thirty hours of general education courses: IAS 101, 110; ENG 110; CAS 110 or 120 or 201; PHP 100 and 200; BIB 110 and 210; COS 104 or 106; one social science or history course: HUM 230 or a literature course; one science course.
4. English, mathematics, and reading proficiency.
5. The last 30 hours in residence at Taylor University.
6. Fulfill all major area requirements. (Refer to Business Administration, Early Childhood Education, Liberal Arts, and Management Information Systems for detailed listing.)

GENERAL EDUCATION

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment the general education program recognizes that all truth is God’s truth in the special revelation of the inspired scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This means that: 1) faith is the foundation for our learning in the academic disciplines, and 2) the academic disciplines are important for informing our faith and transforming our world.

Christian world view assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student’s major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing nearly half of the baccalaureate programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a
consistent lifestyle of study, worship, service, stewardship, and world outreach.

**Critical Thinking:** Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

**Competent Communication:** Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

**Scientific Literacy:** Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

**Aesthetic Literacy:** Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts including a discerning awareness of the language and literature of diverse art forms.

**Civic Mindedness:** Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems, and value participation in those structures and processes.

**Responsible Stewardship:** Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation, and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

**Lifelong Learning:** Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.
# TAYLOR UNIVERSITY
## GENERAL EDUCATION REQUIREMENTS

### Usually taken Freshman Year:
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>IAS 101</td>
<td>1 hour</td>
</tr>
<tr>
<td>Foundations of Christian Thought</td>
<td>IAS 110</td>
<td>3 hours</td>
</tr>
<tr>
<td>Expository Writing</td>
<td>ENG 110</td>
<td>4 hours</td>
</tr>
<tr>
<td>Communications</td>
<td>CAS 110, 120, 201</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fitness for Life</td>
<td>PHP 100</td>
<td>1 hour</td>
</tr>
<tr>
<td>Biblical Literature I</td>
<td>BIB 110</td>
<td>3 hours</td>
</tr>
<tr>
<td>Computer Competency</td>
<td>COS 104 or 106</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

### Usually taken Sophomore and Junior Years:
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literature II</td>
<td>BIB 210</td>
<td>3 hours</td>
</tr>
<tr>
<td>Historic Christian Belief</td>
<td>REL 313</td>
<td>3 hours</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science courses must be selected from 2 different areas (I-IV).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one must be a lab course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I) Life Science - Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 100, 200, 243, 244, 245</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENS 200, 231</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II) Physical Science - lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 100, 201 or 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 120, 121, 203, 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III) Earth Science - non lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 201, GEO 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology 240, ENS 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV) Mathematics - non lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 140, 151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Skills</td>
<td>PHP 200</td>
<td>1 hour</td>
</tr>
<tr>
<td>PHP 200, 300, 302, 333, 334</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>History</td>
<td>HIS xxx</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO xxx, GEO xxx, POS xxx, SOC xxx, IAS 330 (Not GEO 240)</td>
<td>3 hours</td>
</tr>
<tr>
<td>Humanities</td>
<td>HUM 230, 330</td>
<td>4 hours</td>
</tr>
<tr>
<td>Participation in the Arts</td>
<td>HUM 250</td>
<td>1 hour</td>
</tr>
<tr>
<td>Music ensembles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art studio courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Cultural Course</td>
<td>CC</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Usually taken Senior Year:
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar</td>
<td>IAS 493</td>
<td>4 hours</td>
</tr>
<tr>
<td>Contemporary Christian Belief</td>
<td>PHI 413</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Other Requirements:
1) 2 courses with a writing component, WR
2) 2 courses with a speaking component, SP
3) Proficiencies in English composition, reading and mathematics
4) 1-3 hours departmental computer applications component

No course may meet two general education requirements except those designated WR and SP.

Courses approved for CC, WR, or SP credit are designated on the semester schedule of classes provided to students prior to registration.
English Proficiency

All incoming students must take the English proficiency tests. Students who demonstrate the ability to organize and develop ideas accurately should enter ENG 110. Those students who do not show an acceptable level on the English tests must take ENG 100 first. Students completing ENG 100 with a C- grade or above are then granted permission to enter ENG 110. Students not meeting the C- standard are required to repeat ENG 100 or an individualized developmental program administered by the Learning Support Center.

A student transferring in comparable expository writing credit but not showing an acceptable level of proficiency on the entrance tests is expected to remedy the deficiency by taking ENG 100. Upon earning the grade of C or above, transfer credit is accepted for ENG 110. A student transferring in comparable expository writing credit and showing an acceptable level of proficiency on the entrance tests is exempted from ENG 110.

Mathematics Proficiency

All incoming new students must demonstrate proficiency in mathematics. Students may fulfill this proficiency in one of the following three ways:
1. Attain SAT math scores of 550 and above or ACT math scores of 24 and above.
2. Pass Taylor University proficiency test in math.
3. Enroll in and successfully complete IAS 185 or MAT 100 for one credit hour. Retaking the examination is a component of either class.

Reading Proficiency

All incoming new students must demonstrate proficiency in reading. Students may fulfill this proficiency in one of the following three ways:
1. Attain SAT verbal scores of 540 and above or ACT verbal scores of 23 and above.
2. Pass Taylor University proficiency test in reading.
3. Enroll in and successfully complete IAS 180 for one credit hour. Retaking the examination is a component of this course.

Consideration may be given to students for whom English is not their primary language.

Senior Seminar

Senior Seminar is an integrative, interdisciplinary general education requirement which students fulfill in relation to their own major areas of study. It is offered annually in the January interterm. In the case of a double major, students are required to take two senior seminars if both departments require senior seminar to fulfill graduation requirements within the major. For those required to take a second senior seminar, students may take IAS 493 for three or four hours. However, independent study (IAS 360) for three or four hours is a viable alternative to a second required senior seminar. Students who have double majors are expected to know the requirements of each department and work out an acceptable schedule to fulfill the requirements with the help of their major advisors.

GENERAL ACADEMIC POLICIES

Graduation

A student may complete graduation requirements at the end of any of the university’s instruction periods which conclude in December, January, May or August. However, commencement ceremonies are held only in May at the end of the spring term. Participation in commencement is open to those students who have completed all degree requirements by May or have an approved plan whereby all requirements will be met by the end of the summer session following commencement.

Candidates for graduation must complete an application for graduation. This form is available when registering for the fall semester one year prior to participating in commencement. The application begins the degree audit process. Prior to their senior year students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. Students are responsible to ensure that all graduation requirements are met.

Attendance at commencement is required unless a written request to be absent is filed with and approved by the registrar.

A graduation fee is charged to all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Honors at Graduation

Honors are designated at commencement only for those students who have fully completed all course work and requirements for their degrees before commencement. In recognition of superior scholarship the university awards three levels of honors at graduation: *cum laude*, *magna cum laude*, and *summa cum laude*. *Cum laude* is awarded those students with a GPA of at least 3.50. *Magna cum laude* is awarded those students with a GPA of 3.70. *Summa cum laude* is awarded those with a GPA of 3.90.
Graduation honors for transfer students are awarded under the following conditions:
1. The last 30 hours of graded courses must be Taylor University hours.
2. Graduation honors are computed on Taylor University work only.
3. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.

Final Examinations

Students must take their final examinations at the assigned hours listed in the schedule of classes which is distributed at the time of registration. Exceptions are made only because of serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable exceptions. Students scheduled to take more than two final exams on the same day may, with written permission from a faculty member, reschedule an exam(s) to maintain a minimum of no more than two exams per day. Students should contact the Registrar’s Office to begin the rescheduling process.

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. Excused absences (with permission to make up work) are only granted in the cases of
1. Admittance to a hospital, including the university health center (verified by health center).
2. Serious emotional illness (verified by the associate vice president for student affairs/dean of students).
3. Athletic events approved by the faculty athletic committee or group absence for approved academic events. (Students must make prior alternate arrangements with the professors whose course(s) they will miss.)
4. Death or hospitalization of an immediate family member (mother, father, brother, sister, or grandparent).
5. Very unusual circumstances as evaluated by the professor.

Unexcused absences, “cuts,” without permission to make up work, must not exceed one per credit hour of the course. Penalty for excessive cuts is communicated in each course syllabus. Cuts could be used for situations such as: travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews. When courses are added after the first class meeting, each session missed should be considered a cut.

Chapel Attendance

All students are expected to attend chapel services which meet Monday, Wednesday, and Friday each week.

Academic Dishonesty

Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including 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 (misrepresenting another’s work as one’s own original creation), 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 concept or program. All acts of academic dishonesty are reported to the Academic Affairs Office. (The university statement on plagiarism is available from that office.)

Academic Grievance Procedure

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. Students who believe that unfair treatment may be occurring in their academic experience should consult the Student Life Handbook. A detailed description of the informal and formal grievance procedures may be obtained from the Academic Affairs Office.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition, available from the Registrar’s Office. The student’s advisor and the registrar must review the petition before action is taken on the academic petition by the vice president for academic affairs.

Correspondence Courses

Resident students are permitted to count 12 hours of correspondence credit toward their degrees. A combined total of 16 credit hours of correspondence and independent study can be applied to meet degree requirements.

Grades earned in correspondence courses completed through the Taylor University Institute of Extended Learning affect the cumulative grade point average and are entered at the end of the term in which the course work is completed. Course work completed through other correspondence programs is treated as
transfer credit and does not affect the GPA but counts in the 12 hour total permitted.

Correspondence courses taken while a student is in residence at Taylor University require approval by the advisor and the registrar. They are not considered part of the academic load for enrollment verification and financial aid purposes, nor are they considered in decisions relating to admission to the university.

A student may petition the Registrar's Office and/or the appropriate department chair to grant credit for correspondence work taken prior to enrolling at Taylor University. Information regarding correspondence course offerings and registration procedures are available at the Registrar's Office.

**Advanced Placement or Credit by Examination**

Students may qualify for advanced placement or college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement (AP) Examinations, the College Level Examination Program (CLEP), the Taylor University Modern Language Test, and International Baccalaureate credit at the higher level. Certain introductory departmental courses have been approved for credit by examination. Guidelines, conditions, schedules, limitations and costs for processing and awarding credit by examination are available from the director of testing or the Registrar's Office. A maximum of 30 hours of advanced placement and credit by examination may be applied to meet graduation requirements.

**Transfer of Credit**

To receive credit for the work done at other accredited institutions, new students need to request that transcripts be sent directly to the Admissions Office, Taylor University. These transcripts are forwarded to the Registrar's Office and an evaluation of transfer credit is sent to the student after materials are received in the Registrar's Office. Current students should request that transcripts be sent directly to the Registrar's Office. The following criteria are followed:

1. Only course work with a grade of C- or better is accepted. Pass/fail and credit/no credit courses do not transfer unless transcript indicates pass/credit is equivalent to at least a C-.
2. Grades do not transfer. Taylor grade point average is computed only on work offered by or through Taylor University.
3. A maximum of 66 hours of credit may be transferred from an accredited two year college. These courses are not given upper division credit.
4. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the total maximum of correspondence and independent study is 16 hours.
5. One-half of the major hours (and minor hours, if applicable) must be completed at Taylor University.
6. Courses that have been taken more than eight years prior to transferring to Taylor University are subject to departmental approval for transfer if they are to be used to meet any general education, major, or minor requirement.
7. Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses which transfer as elective credits may not be applicable to specific requirements. Students may be requested to supply specific course information for a department in order to establish equivalence.
8. Courses that apply toward teacher certification must be approved by the director of teacher certification.
9. CLEP and AP credit recorded by a specific course on an official transcript must meet Taylor standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from the Registrar's Office.
10. The last 30 hours of course work must be completed at Taylor University.
11. Graduation honors are computed on Taylor University work only. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.
12. Exceptions to these policies are made only by academic petition available in the Registrar's Office.

**Stop-Out Policy**

Students who find it necessary to temporarily interrupt their enrollments at Taylor University may apply for stop-out status. This status, which is open to students in good standing, is limited to one academic year and enables students to return without formally reapplying for admission. The stop-out application process begins in the Registrar's Office. This status requires formal application and approval by the Registrar's Office.

**Transcript of Academic Record**

A transcript of the student's academic record includes a list of all courses attempted at Taylor, grades and grade points earned, and credit received.

No transcript is issued unless all bills to Taylor University have been paid or are current according to an agreement with the Controller's Office.

Transcript requests must be authorized by the student in writing. Two weeks should be allowed after the close of a term for the issuance of an up-to-date transcript.
Honors Program

The Taylor University honors program is a challenging academic experience for high ability, highly motivated students. The honors program student may choose from all general offerings plus honors courses. Honors courses emphasize, to a greater extent than the curriculum in general, integration of faith and learning, ideas and values in content, and discussion and student initiative in format.

All honors program students who complete a minimum of 24 hours of honors program courses and maintain an overall GPA of 3.40 earn the designation “honors program graduate” on their official university transcript.

Students may apply for honors admission at any time prior to or during the freshman or sophomore years. Those with tightly scheduled majors will want to enter the program as early as possible in order to enroll primarily in honors courses that substitute for general education requirements rather than in those serving only as electives.

Normally an entering freshman wishing to begin the program should have earned a 3.70 high school grade point average. Those applying after completing a semester at Taylor should have demonstrated an ability to perform college work at the honors program level (3.40 GPA).

Further information including application procedures may be obtained by contacting the director of the honors program.

Honor Societies

Each year, Taylor students who excel in academic pursuits are inducted into the various honor societies for specific disciplines. Appropriate ceremonies are held to give campus-wide recognition to students whose academic record earns induction into a national academic honorary society.

Chi Alpha Omega is a campus-wide scholastic honor society, election to which is limited to not more than 10% of the seniors and 5% of the juniors. Chi Alpha Omega members are eligible to join the national scholastic honor society, Alpha Chi.

Alpha Psi Omega is a national honorary dramatic fraternity organized for the purpose of providing an honor society and wider fellowship for those doing a high standard of work in dramatics.

Beta Alpha Epsilon is a university honor society rewarding scholastic attainment to students who are candidates for any baccalaureate degree within the business, accounting and economics department. Candidates for membership should be of good character as verified by the Center for Student Development and the business, accounting and economics department faculty; have completed at least 32 hours of course work at Taylor University, achieved a cumulative GPA of at least 3.50 with at least 75 credit hours, or 3.60 with at least 60 credit hours; and completed 12 in-class business, accounting, and economics hours.

Kappa Delta Pi is an international honor society in education. Candidates for membership should exhibit worthy educational ideals, have leadership potential, demonstrate a commitment to education, and manifest desirable personal qualities. A GPA of 3.20 or higher is required.

Pi Delta Phi, the national French honor society, recognizes outstanding scholarship in the French language and its literature, increases the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and stimulates and encourages French cultural activities. Students are selected for membership in recognition of their achievement in at least one upper-division French literature course.

Sigma Tau Delta is an English honor society open to English majors whose major GPA’s are 3.30 or higher.
Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of music degree, associate of arts degree, and preprofessional training. Each student selects a major and meets the requirements for the chosen course of study. In addition, every student meets general requirements (see General Education) and may select from electives to complete his or her studies. A foreign language is required of students pursuing the bachelor of arts degree program. The bachelor of arts and bachelor of music degree programs may be combined with curriculum requirements in education, environmental science, or systems analysis. Most bachelor of science degree programs are only available when combined with education, environmental science, or systems analysis.

### ACADEMIC PROGRAMS

#### ASSOCIATE OF ARTS MAJORS
- Business Administration
- Early Childhood Education
- Liberal Arts
- Management Information Systems

#### BACCALAUREATE MAJORS
- Accounting
- Art
- Athletic Training
- Biblical Literature
- Biology
- Business Administration
- Chemistry
- Chemistry-Environmental Science
- Christian Education
- Communication Studies
- Computer Engineering
- Computer Graphic Arts
- Computer Science
- Economics
- English
- Environmental Biology
- Environmental Economics
- Environmental Management
- French
- History
- Individual Goal Oriented
- International Business
- International Studies
- Mass Communication
- Mathematics
- Mathematics-Environmental Science
- Music
- Natural Science
- Philosophy
- Physical Education
- Physics
- Physics-Environmental Science
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish
- Sport Management
- Theatre Arts
- Wellness

#### BACCALAUREATE MINORS
- Accounting
- Athletic Training
- Biblical Languages
- Biblical Literature
- Chemistry
- Christian Education
- Communication Studies
- Computer Science
- Economics
- English
- Finance
- French
- Geography
- History
- Human Resource Management
- International Studies
- Management
- Marketing
- Mass Communication
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Prelaw
- Psychology
- Public Relations
- Sociology
- Spanish
- Theatre Arts
- Writing

#### BACCALAUREATE TEACHING MAJORS
- Art Education
- Biology Science Education
- Chemistry Science Education
- Communication Arts Education
- Elementary Education
- English Education
- French Education
- Mathematics Education
- Mathematics Science Education
- Music Education
- Physical Education
- Physics Science Education
- Social Studies Education
- Spanish Education
BACCALAUREATE TEACHING MINORS

Art Education
Biology Science Education
Chemistry Science Education
Communication Arts Education
English Education
French Education
General Science Education
Health and Safety Education
Mathematics Education
Music Education
Physical Education
Physics Science Education
Social Studies Education
Spanish Education

PREPROFESSIONAL PROGRAMS

Engineering
Law
Medical Technology
Medicine

Certificate Programs

Some certificate programs are offered within specific baccalaureate programs. Each is described within the program listings of the sponsoring department involved.

Course Numbers and Levels

Course numbers indicate, in general terms, the level of difficulty of a course and the preferred enrollment level of students. Those numbered from 100-199 are primarily for freshmen, from 200-299 for sophomores, from 300-399 for juniors, and from 400-499 for seniors. The prefix indicates the offering department or academic unit.

Independent Study, Practicum, and Tutorial Courses

An independent study is an individualized, directed study involving a specified topic. The course is taken without classroom instruction. The student is required to meet with the professor to plan a schedule of reading and study. Assignments and tests are scheduled by appointment or by special arrangement. No student who is on academic probation may register for an independent study unless repeating a course. No student may complete more than 12 hours of independent study. A total maximum of independent study and correspondence is 16 hours. Independent study requires the consent of the instructor and the approval of the advisor, department chair, and associate vice president for academic affairs.

A practicum course involves a significant applied experience and a meaningful supporting component (e.g., reading, writing, interaction with professor) to enrich, process, and evaluate the experience. Students generally arrange their own practicum assignment with guidance from and the approval of the supervising professor. Registration for a practicum takes place before the term in which the practicum credit is to be given. Enrollment in a practicum is offered primarily during the summer session and requires the consent of the instructor and the approval of the advisor and the department chair. Academic credit is given for the practicum; therefore, the cost of a practicum is the same as for a regular course and is based on the number of credit hours. Tuition for practicums completed during the summer are billed at the standard summer school credit hour rate. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. However, some programs may require substantially more hours in order to fulfill program requirements.

A tutorial course is classroom based, individualized instruction scheduled to meet on campus at a time which is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the Academic Affairs Office. Any course listed in the catalog may be taught as a tutorial course with the consent of the supervising professor and approval of the advisor, department chair, and associate vice president for academic affairs.

NUMBERS USED BY ALL DEPARTMENTS

The following courses are offered in several departments with descriptions for these courses being the same for all departments. Descriptions are provided here, but these courses carry department prefixes.

283 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. Does not count toward the department major and does not meet general education requirements.

293 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the department major but does not meet general education requirements.

170, 370 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

360 1-4 hours
Independent Study
An individualized, directed study involving a specified topic.

393 1-4 hours
Practicum
Supervised learning involving a first-hand field experience or a project. It is offered primarily during summer. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.
450  1-4 hours
Directed Research
Investigative learning involving closely directed research and the
use of such facilities as the library or laboratory.

480  1-4 hours
Seminar
A limited-enrollment course designed especially for upper-class
majors with emphasis on directed readings and discussion.

490  1-2 hours
Honors
Individualized study or research of an advanced topic within a
student’s major. It is open to students with at least a 3.00 gpa in
the major field.

**Course Information**

The text which follows provides the details of the
courses of study. Listed alphabetically by department,
the material includes faculty names, major require-
ments, and course descriptions. Course descriptions
identify the content, the level of difficulty of the course,
and any prerequisites which apply.

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

**ACCOUNTING**

See Business, Accounting and Economics.

**ART**

Chair, Associate Professor R. Smith; Associate
Professor C. Moore; Assistant Professor Kaufmann

The Western World shares a common intellectual
and physical culture that is significantly determined by
the creative results of visual arts. Whether through the
physical environment, information media, entertain-
ment, or consumable products, the visual and design
arts influence our beliefs, choices, and actions with
increasing sophistication. The Taylor University art
department, in conjunction with the broader liberal arts
community, sees its purpose as the training of Christian
professionals who are adept at reading this visual envi-
ronment, and engaging it creatively and redemptively.

There are many specific career avenues that require
training in the visual arts. A major in art is a good first
step towards a career in architecture, publication design,
fine arts production, advertising, industrial design,
graphic illustration, arts administration, art education, or
art therapy.

The art department at Taylor University has four
specific goals:
1. To provide undergraduate art majors with strong
   foundational skills that will prepare them, techni-
   cally and intellectually, for success in graduate or
   advanced professional programs in the fine arts or
   the design professions.
2. To provide teacher training in art education for certification and instruction in elementary, middle, and secondary schools.
3. To offer liberal arts students art courses which will enrich their comprehension of cultural issues.
4. To encourage our faculty to serve as role models by actively producing in their chosen field of the visual arts and by articulating how Christian faith, the visual arts, and the current issues of Western culture interrelate.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either education, environmental science, or systems analysis. A required senior art exhibit fulfills the senior comprehensive examination.

Art

The art major requires 42 hours including ART 101, 151, 201, 251, 271, 321 or 322, 341, 355; two art history courses from ART 213, 313, 316, or 320; IAS 493; a minimum of three courses in a concentration from a subject area in drawing, art history, painting, photography, ceramics, printmaking, three-dimensional design, or jewelry.

Art Education

The art department offers a major and a minor to students desiring teacher certification for visual arts education. Students pursuing this program must complete the appropriate art department requirements as well as 28-31 hours of professional education courses. Detailed curriculum guides are available from the education department.

Students completing art education for all grades (K-12) must complete a total of 52 hours including ART 101, 151, 201, 271, 281, 300, 321 or 322, 331, 341, 355; HUM 230 or 330; IAS 493; two courses from ART 213, 313, or 316; a minimum of eight elective hours from ART 213, 251, 261, 275, 282, 313, 316, 321, 322, 351, 356, 360, 370, 393, CAT 341, PHI 342.

Students completing art education for middle school, junior high, and senior high (5-12) and secondary education (7-12) must complete a total of 41 hours including ART 101, 151, 271, 281, 300, 331, 355; HUM 230 or 330; IAS 493; two courses from ART 213, 313, or 316; one course from ART 321, 322, or 341; at least three elective hours from ART 251, 261, 275, 321, 322, 341, 351, 370, 393, CAT 341.

The art education minor requires 26-28 hours including ART 101, 151, 271, 281, 300, 331; two courses from ART 213, 313, 316, 370; two to four hours of electives from ART 251, 261, 275, 321, 322, 341, 370.
Computer Graphic Arts

The art department, in cooperation with the computing and system sciences department, offers a computer graphic arts major which combines computer science and art courses. See Computing and System Sciences for program details.

Art Studio Courses

ART 101 Drawing I 3 hours
Introduction to the fundamentals of observation and rendering, perspective and composition, using a variety of drawing mediums. Offered fall and spring semesters.

ART 151 Fundamentals of Art and Design 3 hours
A foundation course for understanding and creating the visual arts. The traditional elements and principles of design composition and color theory, as well as methods for creative problem-solving are covered. As a studio skills class, the course is structured around a related series of projects utilizing a variety of mediums. Offered fall semesters, and spring semesters as needed.

ART 201, 301 Drawing II, III 3 hours
Intermediate level problems deal with the human figure and advanced conceptual approaches as they relate to drawing as an artistic end. Prerequisite: ART 101. For 301, previous course(s) in sequence and signed permission of the instructor are required.

ART 251 Graphics I: Typography 3 hours
An introduction to graphic design and visual communication. The essential principles of type design and graphic layout techniques are explored through studio projects. The relationship between graphic design and the realm of advertising and commerce is discussed. Offered fall semesters.

ART 261 Photography I 3 hours
Introduction to the fundamentals of black and white photography. History, composition, darkroom processes, and artistic techniques are presented with an emphasis on individual explorations of the medium. Students must provide a 35mm camera with adjustable shutter and aperture diaphragm to enroll. Offered fall and spring semesters.

ART 271, 371, 471 Three Dimensional Design I, II, III 3 hours
Foundational, intermediate and advanced use of the technical skills and conceptual issues of creating with form and space. Studio projects employ the additive, subtractive, and casting methods, and the materials: clay, plaster, wood, plastics, and metal. Prerequisite: ART 151. For 371 and 471, previous course(s) in sequence and signed permission of the instructor are required. Offered spring semesters.

ART 275, 375, 475 Jewelry I, II, III 3 hours
Beginning through advanced metalworking projects use various techniques, with precious and non-precious metals, to create jewelry forms. Soldering, enameling, metal casting, and stone setting are covered. Advanced projects refine the basic techniques through individual exploration. Prerequisite: ART 151. For 375 and 475, previous course(s) in sequence and signed permission of the instructor are required.
ART 361, 461  
Photography II, III  
3 hours

The advanced techniques of studio lighting, filtration, electronic flash, larger camera formats and metering, are covered, and their applications to portrait, product, and macro photography. Color photographic processes and professional presentation methods are presented. Students must provide a single-lens reflex camera with adjustable shutter and aperture diaphragm to enroll.  
Prerequisite: ART 261. For 461, the signed permission of the instructor and 361 are required.

ART 381  
Ceramics III  
3 hours

Individual projects explore a focused theme using hand building, wheel throwing, casting, or alternate methods. Scheduled with 281 or 282. Prerequisites: ART 151, 281 or 282, and the signed permission of the instructor are required.

Art History and Art Education Courses

ART 213  
Western Art History I  
3 hours

A survey of architecture, sculpture, and painting from prehistory to the Late Gothic in Europe and the Near East. Offered fall semesters.

ART 300  
Art for Teachers  
3 hours

A projects course that provides an overview of the development of student skills and the appropriate arts activities for the early childhood and elementary school program. Offered fall and spring semesters.

ART 313  
Western Art History II  
3 hours

A survey of architecture, sculpture, and painting from the Proto-Renaissance to the present in Western Europe and the United States. Prerequisite: ART 213. Offered spring semesters.

ART 316  
Asian Art History  
3 hours

A survey of the visual arts of India, China, and Japan as an overview of the primary cultures of the Eastern world. The architecture, painting, and sculpture of Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Islam are considered. Prerequisites: ART 213 recommended.

ART 331  
Introduction to Art Education  
3 hours

A survey of the history and philosophy of art education in the western educational tradition. The purpose of art education is examined in its relationship to individual artistic growth, and to the total school program. Offered fall semester of odd years.

Special Topics Courses

ART 360  
Independent Study  
1-4 hours

ART 370  
Selected Topics  
1-4 hours

ART 392  
Practicum  
1-4 hours

IAS 493  
Senior Seminar  
4 hours

BIBLICAL STUDIES, CHRISTIAN EDUCATION, AND PHILOSOPHY

Chair, Professor Heth; Professors Corduan, Helyer; Associate Professors Dorman, Harbin, Lay, Spiegel; Assistant Professors Charles, Chechowich, Collymore, Meadors

The purpose of the biblical studies, Christian education, and philosophy department is two-fold. First, the eleven-member department teaches four general education courses that are required of the entire student body: BIB 110, BIB 210, REL 313, and PHI 413. These four courses are sequenced in such a way that each successive course serves as the prerequisite for the next. The purpose of these general education courses is to equip students with enough theological and philosophical substance so that they will be able to integrate biblical truth within their respective disciplines as well as think and live "Christianly" in our post-modern world. A.W. Tozer said, "The history of mankind will probably show that no people has ever risen above its religion, and man's spiritual history will positively demonstrate that no religion has ever been greater than its idea of God." Thus, the ultimate goal of the general education courses taught within this department is that the student know and love God with all one's heart and mind (John 17:31; Luke 10:27) and become more Christlike in thought, speech, and action (Romans 8:29).

Second, the department offers three majors—biblical literature, Christian education, and philosophy—to prepare students who will demonstrate competence in biblical, theological, and philosophical truth in preparation for graduate studies and lifelong servant leadership roles in professional Christian ministries.

In addition, four minors are offered in biblical languages, biblical literature, Christian education, and philosophy; and three baccalaureate certificate programs are offered in youth ministry, missions, and religious studies. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in environmental science or systems analysis.

Taylor University seeks to provide pretheological students with the cultural and intellectual foundations essential to their graduate study and ministry. In addition to the basic tools of a liberal arts education, the student desiring to attend seminary should take an introductory course in philosophy and logic and be able to read at least one theologically significant foreign language. The primary language is Greek, although Hebrew is also recommended. As an alternative, a modern language may be substituted, but should be either French or German.
Students who plan to pursue seminary study should seek the counsel of the department faculty and consult with the appropriate denominational authorities to determine which graduate school(s) would best prepare them for their anticipated career. Early in their senior year, students should correspond with the school(s) to which they intend to apply.

Many of the department's majors choose to take advantage of Taylor's affiliation with Jerusalem University College and spend a semester studying in Jerusalem. Men and women anticipating seminary study should also select other electives in their undergraduate course of study that encompass the world of ideas, the world of nature, and the world of human affairs.

Certificate Programs

The certificate in religious studies is available to students in any major program who complete courses totaling at least 15 religious studies credit hours beyond the general education requirements. Specific details and approval for the program may be secured in conference with the chair of the department. A special schedule is provided for education majors who wish to complete the certificate in preparation to teach in Christian schools.

The certificate in missions is available to students in any major program. Students are required to complete BIB 330, REL 311, 391, 432, and PHI 322 or 323. In addition, the student must complete a course in cross cultural experience which may or may not be for credit. Suggestions include involvement in Taylor World Outreach, a semester abroad, Christian Center for Urban Studies, Lighthouse, or REL 393 Practicum. Approval is to be secured in advance from the department. Also, students must complete two additional courses which will enhance the purpose for selecting the certificate program. Courses in mass communication, environmental science, biblical literature, linguistics, or history and geography of a particular region are appropriate.

The certificate in youth ministry is an academic program for students from various majors interested in developing their skills in ministering to youth. This program also provides Christian education majors with an optional area of specialization in youth ministry. The certificate in youth ministry helps prepare graduates for ministries such as InterVarsity, Campus Crusade, and Youth for Christ. In addition, the certificate may be earned in combination with any major as an ideal way for students to integrate career and ministry goals. Students majoring in biblical literature, Christian education, or philosophy who plan to work with youth may strengthen their credentials by adding the certificate. The student must complete 19 hours including the following courses: CED 100, 221, 312, 322, 393 (2 hours), BIB 272, and PSY 250 or 340. Courses below a C– may not be counted toward the certificate.

Biblical Languages

Primarily, the courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective, and cultural appreciation of the biblical world are secondary concerns of biblical language studies. In addition, the two-year Greek sequence meets the language requirement for graduation and satisfies or exceeds language entrance requirements for most seminaries.

A minor in biblical languages consists of 17 hours of credit beyond GRK 201 and 202. GRK 301, 302, and 450 are required, as are HEB 201 and 301.

GRK 201  
Elementary New Testament Greek  
A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English. Offered fall semesters.

GRK 202  
Elementary New Testament Greek  
A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle is translated during the last half of the spring semester. Prerequisite: GRK 201. Offered spring semesters.

GRK 301  
Greek Grammar and Syntax  
An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. Prerequisite: GRK 202. Offered fall semesters.

GRK 302  
Exegesis of the Greek New Testament  
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. Prerequisite: GRK 301. Offered spring semesters.

GRK 401  
Advanced Exegesis of the Greek New Testament  
An extension of skills developed in GRK 301, 302. Offered by arrangement with the instructor.

GRK 450  
Seminar in Biblical Languages  
Stresses translation and exegesis of Greek and Hebrew texts. Special issues such as the New Testament's use of the Old Testament are considered. Prerequisites: GRK 302, HEB 301. Offered spring semesters.

HEB 201  
Elementary Old Testament Hebrew  
A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation skills. Selections from Ruth and Jonah are translated during the second half of the course. Offered as needed by special arrangement.
HEB 301
Hebrew Exegesis
3 hours
Stresses exegesis of Old Testament Hebrew narrative and poetry. Texts from the law, prophets, and writings are translated. Textual criticism is considered. Prerequisite: HEB 201. Offered as needed by special arrangement.

Biblical Literature

A major in biblical literature consists of at least 42 hours. At least 33 hours must be in biblical literature, including required courses BIB 110, 210, 272, 320, 341, 462, 480, and IAS 493. Either PHI 262 or PHI 371 is also required as part of the 42-hour major.

A minor in biblical literature consists of 21 hours of credit. In addition to BIB 110 and 210, two courses in Old Testament and two courses in New Testament are required plus one other course from the department excluding REL 313 and PHI 413.

BIB 103
Introduction to Holy Land Studies
3 hours
A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. This course may count for either BIB 110, BIB 210, or a departmental elective. Offered interterms.

BIB 110/310
Biblical Literature I
3 hours
A course which has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements.

BIB 210
Biblical Literature II
3 hours
A course which includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevance of Christ to modern life. Prerequisites: BIB 110/310.

BIB 272
Inductive Study of the Bible
3 hours
Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings. Prerequisites: BIB 110/310 and 210.

BIB 320
Pentateuch
3 hours
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered. Prerequisite: BIB 110/310. Offered spring semesters.

BIB 330
Acts and the Early Church
3 hours
A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world. Prerequisite: BIB 210. Offered spring semesters.

BIB 331
Pauline Epistles
3 hours
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. Prerequisite: BIB 210. Offered fall semesters.

BIB 332
Hebrews and General Epistles
3 hours
A study of the non-Pauline epistles with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated. Prerequisite: BIB 210. Offered spring semester of odd years.

BIB 340
Hebrew Prophets
3 hours
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings which are pertinent to modern times. Prerequisite: BIB 110. Offered fall semesters.

BIB 341
The Gospels
3 hours
Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today. Prerequisite: BIB 210. Offered fall semesters.

BIB 350
Poetic and Wisdom Literature
3 hours
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon. Prerequisite: BIB 110. Offered fall semesters.

BIB 362
Jewish Literature of the Second Temple Period
3 hours
The development of Judaism beginning with the Bar Kochba revolt. Prerequisite: BIB 110. Offered spring semester of even years.

BIB 420
Apocalyptic Literature of the Bible
3 hours
Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation. Prerequisite: BIB 110 and 210. Offered spring semester of even years.

BIB 452
Old Testament Historical Literature
3 hours
Selected historical books in the Old Testament are considered with particular emphasis given to the authorship, historical theory, and theological content of these books. Prerequisite: BIB 110. Offered spring semester of odd years.

BIB 462
Biblical Theology
3 hours
A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny. Prerequisites: BIB 272, 320, and 341.
BIB 480
Seminar in Biblical Literature
A research course focusing on key exegetical, historical, and theological issues crucial to a proper understanding of the biblical literature. This course meets university requirements for senior comprehensive exams for biblical literature majors. Prerequisites: BIB 272, 320 and 341.

Christian Education

A major in Christian education consists of at least 46 hours including CED 100, 232, 242, 262, 351, 352, 371, 393 (3-4 hours), 421; two elective courses in biblical literature; BIB 272, 462; either PHI 262 or 371; and PSY 250. In addition to CED 393, four semesters of experience in departmentally approved ministry are required. Students are encouraged to fulfill their language requirement by studying Greek.

Students may apply for admission to the Christian education program upon completion of CED 100 and 262 and one semester of experience in departmentally approved ministry. Students are considered for acceptance if they meet the following criteria:
1. Academic standing: 3.00 in the major and 2.50 overall gpa.
2. At least one semester of experience in departmentally approved ministry.
3. Promise, character, and intention to pursue vocational ministry.

The application process includes the following components:
1. A completed written application.
2. Letters of recommendation from the following: a pastor, a ministry supervisor, and for residential students, a residence life staff person. Nonresidential students must provide an additional character reference.
3. An interview with a department committee which consists of Christian education faculty and two other department members.

A minor in Christian education consists of at least 18 credit hours including CED 100, 262, 351, 352, 371, and BIB 272. Two semesters of experience in departmentally approved ministry are required for the minor.

CED 100
Introduction to Christian Education
A course which focuses on the purpose and scope of Christian education and the types of ministries available to majors. Pre-requisite for all other CED courses except CED 221, 312, 322, 392.

CED 221
Ministry to Youth
A general study of the various programs used to meet the needs of junior high, senior high, and college age youth through church and parachurch ministries. Offered interterms.
CED 232
History of Religious Education
A course focusing on the major individuals and movements influencing religious education from biblical times until the present. Prerequisite: CED 100. Offered fall semesters.

CED 242
Theoretical Foundations of Christian Education
A course exploring the various current theories of Christian education. Prerequisite: CED 232. Offered spring semesters.

CED 262
Personal Foundations for Ministry
Students' capacity for ministry is enhanced in this course by facilitating personal growth and development. Emphasis is given to the ways theological truths address life issues. Prerequisite: CED 100.

CED 300
Cross-Cultural Christian Education
Stresses principles of cross-cultural communication, evangelism, teaching and leadership development involving a field experience of ministering in another culture. Offered summers.

CED 312
Evangelism in Youth Ministry
An intensive study of the various theories and approaches used to prepare junior high, senior high, and college age youth to become Christians. Offered spring semesters.

CED 322
Discipleship in Youth Ministry
An intensive study of the theories and approaches used to help junior high, senior high, and college-age youth to grow and develop in their faith. Offered fall semesters.

CED 351
Teaching and Learning Strategies
A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. Prerequisites: CED 100 and BIB 272. Offered fall semesters.

CED 352
Program and Curriculum Development
A course which focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. Prerequisite: CED 351. Offered spring semesters.

CED 371
Leadership Development
A course designed to facilitate the development of the student's skills in leadership, organization, and management related to specific ministry situations. Prerequisite: CED 100. Offered fall semesters.

CED 392
Urban Ministry
Stresses principles of ministering within an urban context involving a field experience. Offered interterms.

CED 393
Christian Education Practicum
A practical, supervised involvement in ministry, preferably after a student's junior year. Majors must enroll for 3-4 hours. Youth certificates require 2-4 hours. Offered summers.

CED 421
Specialized Ministries
A research course designed to help students articulate their philosophy of ministry within a particular age group or ministry context. Attention is given to critical areas of need within Christian education. This course meets university requirements for senior comprehensive exams for Christian education majors. Graduating CED majors only. Offered spring semesters.

Philosophy
A major in philosophy requires at least 34 hours of credit including the required courses PHI 201, 202, 203, 413, 452, and 1AS 493. POS 361 and 362 may also count toward the major.

A minor in philosophy requires 16 hours of credit including the required courses PHI 201 (3 hours), 202 or 203 (3 hours), 413 (3 hours), plus 7 hours of PHI electives. POS 361 and 362 may also count as electives for the minor.

Seniors will write a scholarly paper which fulfills the requirements for the comprehensive exam.

PHI 110
Introduction to Philosophy
A survey of important issues and traditions in philosophy. Offered fall semesters.

PHI 201
Logic
A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined. Offered fall semesters.

PHI 202
History of Philosophy I
A survey of philosophical thought from the early Pre-Socratic Greeks to the modern period. Offered fall semesters.

PHI 203
History of Philosophy II
A survey of philosophical thought from the modern period to contemporary movements such as linguistic analysis and phenomenology. Offered spring semesters.

PHI 262
Contemporary Issues
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace. Offered spring semesters.

PHI 322
World Religions: Western Tradition
A study of Judaism, Islam, Zoroastrianism, and related religious movements. Offered fall semesters.

PHI 323
World Religions: Eastern Tradition
A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions. Offered spring semesters.

PHI 342
Aesthetics
A study of classical and contemporary theories about the nature of art, the artistic process, the psychology of aesthetic experience, and standards for good art. Offered spring semester of even years.
PHI 371 Principles of Ethics
3 hours
A survey of the theoretical foundations of ethics such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included. Offered fall semester of odd years.

PHI 413 Contemporary Christian Belief
3 hours
An introduction to Christian apologetics. Required of all students. Prerequisite: REL 313.

PHI 432 Epistemology
3 hours
Contemporary theories on the nature and limits of knowledge and the justification of beliefs. Offered fall semester of even years.

PHI 452 Philosophy of Religion
3 hours
A study of the major issues in the philosophy of religion including religious experience, theism, religious language, and the problem of evil. Offered spring semesters.

Religious Studies
Courses in religious studies help students complete a certificate in missions, serve as departmental electives, and meet general education requirements (REL 313 only).

REL 311 Foundations of Christian World Mission
2 hours
A study of the biblical, theological and historical foundations of Christian mission strategy. Offered fall semesters.

REL 313 Historic Christian Belief
3 hours
A survey of Christian belief as developed during the history of the church. Required of all students. May not be counted towards BIB, CED, or PHI majors. Prerequisites: BIB 110/110 and 210.

REL 391 Preparation and Strategy for Christian World Mission
3 hours
An introduction to the personal and ministry issues relevant to missionary life and service. Trends and models of cross-cultural ministry are explored. Attention is given to knowledge, skills and attitudes essential for cross-cultural adaptation. A spring break cross-cultural mission trip is often included. Offered spring semesters.

REL 432 World Mission Area Studies
2 hours
A research seminar designed for students to explore mission opportunities in an area of the world which interests them. The geography, people, history, economics, culture, government, language, and religion of the area and mission strategies appropriate to the region are considered. Offered spring semesters.

Practicum, Seminar, and Capstone Courses
(All succeeding courses may be listed as either BIB, CED, PHI, or REL, except IAS 493.)

REL 360 Independent Study
1-4 hours

BIOL 370 Selected Topics
1-4 hours
BIOL 393 Practicum
1-2 hours
BIOL 490 Honors
4 hours
IAS 493 Senior Seminar

Biology
Chair, Professor Burkholder; Professors Rothrock, Squiers, Whipple; Associate Professor J. Moore; Assistant Professor J. Reber

The purpose of Taylor University's department of biology is threefold: (1) commitment to offering the breadth and quality of critically relevant course work necessary to prepare undergraduate biology majors for graduate and professional programs in the biological sciences, (2) presentation of the essentials of modern, dynamic biology to students as a part of the university's general education curriculum, (3) faculty recognition of the responsibility to continue professional development as both scholars and scientists and to function as role models for students. In addition, the department seeks to prepare Christian young men and women for service to a world in need. The biology faculty acknowledges the need to integrate faith and learning including the continuing exploration of the ethical implications in the application of modern biological science to the problems facing humankind today.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with education or the systems analysis curriculum. Majors are required to pass the biology subject test of the Graduate Record Exam (GRE) in the fall semester of their senior year to fulfill the senior comprehensive examination.

Biology
The biology major requires a minimum of 36 hours including BIO 101, 103, 104, 203, 204; six hours in the Taylor summer field program (or its equivalent). A minimum of 32 hours in the major must be in courses other than BIO 360, 393, 450, or 490. Also required but not counted in the major grade point average are CHE 201 and 202. The following courses are strongly recommended: CHE 311, 312; PHY 211, 211L, 212, 212L; NAS 480.

The biology major with a preprofessional concentration in premedicine requires 36 hours including BIO 101, 103, 104, 203, 204, 393; four courses from BIO 312, 331, 332, 352, 362, CHE 411; and three to four hours of biology electives. The following courses are required but do not count in the major grade point
average: CHE 201, 202, 311, 312; PHY 211, 211L, 212, 212L; and at least one semester of mathematics (MAT 130 or higher level). Students are required to make formal application to the premedicine program in the spring semester of their sophomore year or after completion of 45 hours of course work. Students must have completed four of the five biology core courses, one year of chemistry, the math requirement, and have a cumulative grade point average of 3.30. See Preprofessional Studies catalog entry for additional information on the premedicine program.

Biology Science Education

The department, in cooperation with the education department and other science departments, offers a science teaching major with a primary emphasis in biology. The major requires BIO 101, 103, 104, 203, 204, 244 and 245 or BIO 331 and 352, 301 or 341, 371, six hours of biology field experience; IAS 493; a core of general science requirements; and a supporting area in science from chemistry, general science, mathematics, or physics. Detailed curriculum guides are available from the education department.

The biology science education minor requires 30 hours including BIO 101, 103, 104, 203, 204, 244, 245, 301 or 371, and CHE 201.

Environmental Biology

An environmental biology major with career goals involving ecosystem analysis, environmental planning and resource management, human ecology, outdoor education, forestry, fisheries and wildlife, park and recreation, or resource development should see the Environmental Science catalog entry for program requirements.

Biochemistry (CHE 411) and Introduction to Environmental Science (ENS 231) will also count toward the biology major.

Taylor University is affiliated with the AuSable Institute of Environmental Studies in Mancelona, Michigan. Taylor students may take summer courses for credit at AuSable. Detailed information is available from the chair of the biology department.

BIO 100 General Biology
Concepts and principles of biology are studied to provide basic knowledge that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory per week. Fulfills general education lab science requirement but is not available to biology majors. The spring semester of General Biology is intended for elementary education majors as a content course which emphasizes instructional methodologies in science education.

BIO 101 Principles of Cell Biology
Study of generalized subcellular structures and metabolism emphasizing dependence of function on structure, principles of
organization, and capture and utilization of energy. Three hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement.

BIO 103  
Introductory Plant Biology  
Introduction to plants, monerans, algae, and fungi. Structure, growth, and development of the flowering plant body are emphasized. Two hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement.

BIO 104  
Introductory Animal Biology  
A taxonomic survey of the major phyla in the animal kingdom from Protozoa through Chordata. Classification, characteristics, representative forms and relations to man are considered. One hour lecture and four hours laboratory per week. Does not normally satisfy general education lab science requirement.

BIO 200  
Human Nutrition  
A study of human nutrition dealing with human consumption and utilization of food. An understanding of the basic rules of nutrients in the body creates an appreciation of the continuity of the life cycle with its changing nutritional needs. Three hours lecture and two hours laboratory per week. Prerequisite: CHE 100 or permission of instructor. Fulfills general education lab science requirement but is not available to majors for major credit. Offered interterm of odd years.

BIO 203  
Principles of Genetics  
Fundamental principles of Mendelian inheritance as they apply to living organisms are examined. Population genetics is studied as well as natural selection and the concepts of evolution and creation. Three hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement. Offered fall semesters.

BIO 204  
Principles of Ecology  
An introduction to the relationships existing between organisms and their environment. Lectures focus on the structural and functional aspects of populations, communities, and ecosystems in the context of the major North American biomes. Two hours lecture and two hours laboratory per week. Does not normally satisfy general education lab science requirement. Offered spring semesters.

BIO 243  
Human Anatomy and Physiology  
A survey of the structure and function of the human organism. Fulfills general education lab science requirement. Offered summers only.

BIO 244  
Human Anatomy and Physiology I  
The first of a two-course survey covering the structure and function of the human body. Offered fall semesters. BIO 244 plus BIO 245 fulfills the general education lab science requirement.

BIO 245  
Human Anatomy and Physiology II  
The second of a two-course survey covering the structure and function of the human body. Offered spring semesters.

BIO 301  
Taxonomy of Vascular Plants  
Identification, classification, and systematic of vascular plants are studied. Laboratory emphasis is on local flora, plant family characteristics, and modern systematic techniques. Two hours lecture and four hours laboratory per week. Prerequisites: BIO 103. (203 recommended).

BIO 304  
Field Studies in Natural History  
Introduction to basic field and lab methods used in field natural history. Includes basic nomenclature of spring flora and fauna in terrestrial as well as aquatic systems. Provides an overview of the history and philosophy of natural history through the writings of naturalists such as Aldo Leopold, Conrad Lorenz, John Muir, and N. Tinbergen. Prerequisites: BIO 103, 104, 204 or permission of instructor. Offered summer session I.

BIO 307  
Vertebrate Natural History  
More in-depth than BIO 104, 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. Prerequisites: BIO 104 or permission of the instructor. BIO 204 is recommended. Offered spring semesters.

BIO 312  
Cellular and Molecular Biology  
Analysis of the living cell with regard to its physiological and biochemical characteristics including enzyme function, bioenergetics, nucleic acid replication, and biosynthesis as related to the cell cycle. Three lectures, one three-hour laboratory per week. Prerequisites: BIO 241 and 203. Two courses in chemistry (Organic recommended). Offered spring semesters.

BIO 313  
Insect Biology and Ecology  
A study of insect taxonomy, ecology, life histories, and economic importance. Special attention is given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed. Prerequisites: BIO 101, 104. Offered summers at AuSable Institute.

BIO 322  
Ornithology  
Biology, behavior, ecology and identification of birds. Work is primarily conducted in the field and covers the major habitats of northern lower Michigan, including wetlands, lakes, rivers, forests, dunes, and open field communities. Emphasis is placed on identification of the spring bird fauna of northern lower Michigan by sight and by call. Prerequisite: One course in introductory biology and animal biology. Offered summer session I at AuSable Institute.

BIO 323  
Aquatic Biology  
Collection, identification, and ecological position of freshwater organisms. Taxonomic skills are developed. Prerequisites: BIO 103, 104, and 204. Offered summers at AuSable Institute.

BIO 331  
Comparative Anatomy  
Classification, characteristics, and comparison of typical chordate animals, with emphasis on the vertebrates. Two hours lecture and four hours laboratory per week. Prerequisite: BIO 104 or permission of instructor. Offered fall semesters.
### BIO 332 Developmental Biology
4 hours
A study of development at the molecular, cellular, and organismal levels. The lecture sessions focus on current concepts in developmental biology, and the lab is classical vertebrate embryology (frogs, chick, pig). Three hours lecture and three hours laboratory per week. Prerequisites: BIO 101 and 104. Offered fall semester of even years.

### BIO 341 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 laboratory per week. Prerequisites: BIO 103 and CHE 201, 202. Offered spring semesters.

### BIO 342 Fish Biology and Ecology
3 hours
Identification, ecology, exploitation, and stewardship of fishes and their habitats. Field studies include noncommercial and commercial fisheries in the Great Lakes region, ecological dynamics of fisheries exploitation and population ecology, fishing techniques, and fishing rights and regulation. Prerequisites: BIO 101, 104 and 204. Offered summers at Ausable Institute.

### BIO 352 Animal Physiology
4 hours
A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience is gained in working with live animals and the instrumentation used to examine the functional processes of various systems. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 331 and CHE 201, 202. Offered spring semesters.

### BIO 360 Independent Study
1-4 hours

### BIO 362 Molecular Genetics
4 hours
The current understanding of what a gene is, how it functions, and how it is regulated, particularly from a molecular perspective, is the essence of this course. Viral, prokaryotic, and eukaryotic systems are studied. Current scientific literature as well as a published textbook serve as sources. Three lectures and one three-hour laboratory per week. Prerequisites: BIO 101 and 203; two courses in chemistry. (BIO 371 recommended.) Offered fall semester of odd years.

### BIO 370 Selected Topics
1-4 hours

### BIO 371 Microbiology and Immunology
4 hours
A study of microorganisms. 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 laboratory per week. Prerequisite: BIO 101. (BIO 203 and two courses in chemistry recommended.)

### BIO 380 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 the use of microcomputers as a tool in ecosystem modeling. Prerequisite: BIO 204 and one course in college level mathematics or computer science.

### BIO 393 Practicum
1-4 hours

### BIO 450 Directed Research
1-4 hours

### BIO 490 Honors
1-2 hours

### IAS 493 Senior Seminar
4 hours

### IAS 499 Special Study
1 hour

### BUSINESS, ACCOUNTING, AND ECONOMICS

**Chair, Associate Professor Bennett; Professor Erickson; Associate Professors Benjamin, Coe, Seaman, H. Mitchell; Assistant Professor Knudsen**

The purpose of the business, accounting, and economics department is to prepare well-rounded, ethical, and competent Christian people for a variety of careers in the competitive global environment of business, not-for-profit organizations and government, and/or to prepare them to enter graduate studies.

As an expression of Taylor's whole person educational philosophy, the department offers seven baccalaureate majors in accounting, business administration, economics, environmental economics, environmental management, international business, and sport management. The bachelor of arts degree is available in all seven majors and requires the completion of two years of one foreign language. The bachelor of science degree is available in environmental economics, environmental management, and sport management. The bachelor of science degree in accounting, business administration, and economics is available if combined with the systems analysis curriculum. An associate of arts degree is offered in business administration. In addition, six minors are available in accounting, economics, human resource management, finance, management, and marketing.

All business, accounting, and economics courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities and serve as a solid groundwork for graduate studies. Relevance to current, real-world situations is emphasized. Field trips and expert guest lecturers are used as appropriate. Experiential education opportunities are available in selected business courses, and a practicum experience is required of all business students. Development of communication skills, both
written and oral, is emphasized, while integrating faith and learning in classes. Attention is also given to problem solving, quantitative analysis, ethics, human relations, team building, quality issues, international business topics, and managing for change.

Graduation requirements in the seven majors include passing all core courses with grades of C- or better. Additionally, a grade of C- or better must be achieved as a condition for taking subsequent or sequential courses for which the core courses are a prerequisite. Seniors must pass a senior comprehensive examination in their major.

A masters of business administration (MBA) degree can be earned in 18 months through a special affiliation with Ball State University. (See Premaster of Business Administration Program listing under Preprofessional Studies.)

The business, accounting and economics department is a member of the American Assembly of Collegiate Schools of Business (AACSB).

Accounting

The accounting major is designed to prepare students for accounting and financial careers in public accounting, business, government, education, and nonprofit organizations. The program presents accounting theory and practice, current developments, and ethical considerations discussed in a Christian context. Students are taught how to develop, analyze, and interpret financial plans and results and to provide management information in the most useful manner. Guided by faculty advisors, students may pursue programs leading toward certification in public accounting or management accounting. Most states require completion of 150 credit hours before taking the CPA examination.

Either baccalaureate degree with a major in accounting consists of 55-57 hours including ACC 241, 242, 303, 341, 342, 393, 405, 416, 442; BUA 260 or COS 120, 311, 352, 361; ECO 211, 212; IAS 493; and three additional hours of accounting electives from ACC 360, 370, 393, and 445. The following courses are also required but are not included in the major grade point average: MAT 110 (or higher level math), ENG 333, and NAS 240 for the BA degree; MAT 151, ENG 333, and NAS 240 for the BS degree.

An optional four and one-half year accounting degree program, which embraces a four to six month accounting internship practicum following the fall semester of the junior year, is available. This program is designed to optimize the experiential content of the accounting practicum and enhance credentials for employability.

The accounting minor recognizes attainment of a sound, working knowledge of accounting in addition to another major field of study. Required are 21-22 hours including ACC 241, 242, 303, 341, 342, 442; and COS 120 or BUA 260 or ACC 370 (Integrated Accounting Systems).

ACC 170
Selected Topics

1-4 hours
ACC 190 3 hours
Survey of Accounting Principles
An introduction to the language of business for non-accounting majors. Financial transactions are analyzed, recorded, summarized and reported in a meaningful manner. Also studied are basic financial statements and various accounting and internal control procedures for recording and protecting assets. Offered fall semesters.

ACC 241 3 hours
Accounting Principles I
An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. Offered fall semesters.

ACC 242 3 hours
Accounting Principles II
A continuation of Accounting 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. Prerequisite: ACC 241. Offered spring semesters.

ACC 303 3 hours
Cost Accounting
A study of the nature of costs and their importance in manufacturing, service, and not-for-profit organizations. Topics include collection and allocation of costs to products and processes; planning, budgeting and control reports, relevant costs; cost-volume-profit analysis; responsibility accounting, and other management analyses and reports. Prerequisite: ACC 242.

ACC 341 3 hours
Intermediate Accounting I
A detailed study of the theory and procedures used by accountants in recording and valuing assets, and the resulting effect on profits. Emphasis is placed on current issues in accounting theory and practice in both intermediate accounting courses. Prerequisite: ACC 242. Offered fall semesters.

ACC 342 3 hours
Intermediate Accounting II
A continuation of Accounting 341. A study of the theory and procedures used by accountants in recording and valuing liabilities and capital accounts. Special emphasis is placed on the preparation and interpretation of balance sheets, income statements, and statements of changes in financial position. Prerequisite: ACC 341 or permission of instructor. Offered spring semesters.

ACC 360 1-4 hours
Independent Study

ACC 370 1-4 hours
Selected Topics

ACC 393 4 hours
Practicum
Prerequisites: 15 accounting hours (and SYS 200 for majors pursuing a systems curriculum).

ACC 405 3 hours
Auditing
A study of how professional auditors serve the public, stockholders, and management by impartially examining the accounting records and financial statements of enterprises. Topics studied include standards, ethics of the profession, internal control procedures, risk assessment, and the nature of audit evidence. Prerequisites: ACC 342 or permission of instructor. Offered fall semesters.

ACC 416 3 hours
Advanced Accounting
A study of the more complex issues in accounting for partnerships, consolidated financial statements, and multinational and not-for-profit enterprises. This course includes interim and financial reporting and coverage of current regulations and pronouncements pertaining to the profession. Prerequisite: ACC 342 or permission of instructor. Offered spring semesters.

ACC 442 3 hours
Federal Income Taxes
A study of the effect of federal income tax laws and regulations on individuals and businesses. This course includes discussion of current issues, tax research, tax planning, and representative tax preparation software. Prerequisite: ACC 242. Offered fall semesters.

ACC 445 3 hours
Advanced Income Tax
A continuation of ACC 442. Tax laws and tax return preparation pertaining to corporate and fiduciary taxpayers are studied. Topics include regular and small business corporations, estates, trusts, and not-for-profit entities. Representative tax preparation software and computerized tax research aids are used in completing course assignments. Prerequisite: ACC 442. Offered spring semesters.

IAS 493 4 hours
Senior Seminar
Offered interterms.

Business Administration

Either baccalaureate degree with a major in business administration consists of 46 hours including ACC 241, 242; BUA 231, 311, 352, 361, 393; ECO 211, 212; IAS 493: 12 hours of upper-level concentration electives including one 300/400 level economics course and at least one course with a designated quantitative analysis content. The concentration electives are required from the following fields as selected by the student and faculty advisor: accounting, economics, finance, human resources, management, marketing, or other selected department courses which will supplement the student's program. The following courses are also required but are not included in the major grade point average: MAT 110 (or higher level math), COS 120 or BUA 260, and NAS 240 for the BA degree; MAT 151, COS 120 or BUA 260, and NAS 240 for the BS degree.

A bachelor of science in music with elective studies in management or marketing is available. See Music Department for program requirements.

Four business-related minors are offered in human resource management, finance, management, and marketing. These are available to any Taylor University student majoring in disciplines other than
business. These minors provide an emphasis within a specific career track. All four minors require 20-22 hours.

The human resource management minor requires completion of BUA 311, 352, 362, 442, and 462; PSY 250; and CAS 201.

The finance minor requires ACC 190; BUA 352, 361, 430; ECO 190 or 211; and two electives from BUA 312, 384, 428, 440, or 442.

The management minor requires BUA 231, 311, 352, 420; ACC 190; ECO 190 or 211; and one elective from BUA 362, 422, 442, 452, or BUA 370 (Industrial Processes and Pollution Control or Quality Management).

The marketing minor requires BUA 231, 312, 410, 352, 460; and two electives from BUA 313, 375, 380, 412, or 452.

**Associate of Arts in Business Administration**

An associate of arts degree in business administration is offered for students who want postsecondary training in business administration to prepare themselves for entry level positions in business. This program also allows students to proceed to a bachelor’s degree in business administration in a normal sequence. This degree includes ACC 241, 242; BUA 231, 311, 352; ECO 211, 212; MAT 110 or 151; NAS 240; SYS 118 or 200; BIB 110, 210; COS 104 or 106; ENG 110; PHP 100, 200; HUM 230 or a literature course; IAS 101, 110; a communications course; a science course; and electives to total at least 64 hours.

**International Business**

The baccalaureate degree with a major in international business consists of 61–64 hours including ACC 241, 242; BUA 231, 311, 352, 361, 375, 380 or 384, 393; ECO 211, 212, 411, 442 or 451; IAS 493; a foreign travel/study academic experience (3-4 hours); a minimum of four international business electives (12-14 hours) which must include one in-class BUA course and three other courses selected from at least three of the following disciplines: business (BUA 410, 420, 422, 442, 452); political science (POS 211, 212, 301, 321, 332); sociology (SOC 220); geography (GEO 210, 220, 230); history (HIS 100, 250, 311, 312, 313, 315, 332, 342, 361, 391); and philosophy (PHI 322, 323). Also required but not counted in the major grade point average are MAT 110, CAS 340, COS 120 or BUA 260, and NAS 240.

**Sport Management**

The sport management major blends two disciplines (business and physical education). This major addresses the Taylor emphasis on Christian service in a growing area of world sport-culture. The student will learn to identify and understand the internal and external factors that shape sport in a culture, apply the functions of planning, organizing, leading, and evaluating to the goals of a variety of sport organizations (high school, college and professional), and be able to apply fundamental marketing concepts to the sport industry. A student completing this major will understand the theoretical foundations of mass communication and the mass media industry, learning the steps toward developing an organization budget, and financial strategies including fund raising, investments and player contracts. The student majoring in sport management will become familiar with the various agencies governing sport from the professional, collegiate, high school and amateur levels, and learn how to establish a professional code of ethics and apply it to ethical issues in sport. An internship is required for both baccalaureate degrees in sport management.

The sport management major was developed by following the Sport Management Program Standards and Review Protocol from the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM). Taylor students will be adequately prepared for sport management graduate study or entrance into a career.

The bachelor of arts degree with a major in sport management consists of two years of one foreign language and 56 hours including ACC 190; BUA 231, 311, 352, 362; ECO 190; PHP 111, 210, 220, 350, 351, 480, 492; IAS 493; CAS 201; MAT 110; and nine hours of electives selected by the student and faculty advisor from ACC 241, 242; BUA 312, 361, 410, 411, 412, 442, 452; CAS 120, 261; ECO 211, 212; PHP 360, 393, 402, 472; NAS 240; PSY 370 (Sport Psychology).

The bachelor of science degree with a major in sport management consists of 74 hours including ACC 241, 242; BUA 231, 311, 352, 362; ECO 211, 212; PHP 111, 210, 220, 350, 351, 480, 492; IAS 493; CAS 201; MAT 151; SYS 118, 200; BUA 260; and nine hours of electives selected by the student and faculty advisor from BUA 312, 361, 410, 411, 412, 442, 452; CAS 120, 261; PHP 360, 393, 402, 472; NAS 240; PSY 370 (Sport Psychology).

**BUA 170**

Selected Topics

1-4 hours

**BUA 190**

Introduction to Business

3 hours

Introduction to Business is designed to give the student an understanding of the role and function of the business enterprise within the American economic framework. Some of the aspects of business included are organization, management/leadership, marketing, finance and accounting, production, ethics, and economics. The purpose of the course is to develop an understanding of the theory and practice of business from an integrated perspective on two levels: (1) the various functions such as marketing, production, finance, etc., are not independent entities; rather, they
are part of the “fabric” of the business process and, therefore, must be understood within the greater context of the business enterprise and (2) a successful career in business need not be incompatible with biblical teaching. This course will study people who have integrated faith and business and determine the principles that made them successful. Not for BAE department majors.

BUA 194
3 hours
Personal Finance
A thorough overview of investments, insurance, mortgages, personal budgeting, retirement planning and an understanding of the financial markets. This course will focus on the practical aspects of investments and how they will affect the student as they enter the workplace. Not for BAE department majors. Offered fall semesters.

BUA 231
3 hours
Principles of Marketing
A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today’s international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

BUA 260
3 hours
Business Systems Applications
This course introduces and develops competency in the various systems and technologies commonly employed in the business environment. Specific topics addressed include: use of Internet and World Wide Web resources; web page development; presentation graphics; advanced spreadsheets; and integrated accounting systems. Prerequisites: COS 104 and ACC 190/242. Offered fall semesters.

BUA 311
3 hours
Business Law
An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. Junior status preferred.

BUA 312
3 hours
Professional Selling
A study of the discipline of the sales professional including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. Prerequisite: BUA 231. Offered alternate spring semesters.

BUA 313
3 hours
Retailing
A study of the creative and challenging field of retailing, ranging from the independent retail establishments to large retail chain organizations. All types of retail firms are examined including department stores, specialty shops, discount retailers, service organizations, and nonstore shopping. Topics include franchising, consumer behavior, site selection, store layout and design, promotion, merchandise planning and buying, pricing, personnel management, and retail careers. Prerequisite: BUA 231. Offered alternate spring semesters.
BUA 352 Principles of Management
A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Management principles are universally applicable to all types of business and other organizations. Relevance of course material to current, real-life situations is emphasized. Junior status preferred.

BUA 360 Independent Study
1-4 hours

BUA 361 Corporate Finance
A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structure. Prerequisites: ACC 241, 242. Offered fall semesters.

BUA 362 Human Resources Management
A study of the roles and functions of the human resources department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training/promotion/transfer/management-union relationships. Prerequisite: BUA 352. Offered spring semesters.

BUA 370 Selected Topics
1-4 hours

BUA 375 International Business
An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. Prerequisite: BUA 231. Junior status preferred.

BUA 380 International Marketing
A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion, and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills. Prerequisite: BUA 231. Offered alternate spring semesters.

BUA 381 European Business Tour
A four-week study tour of Western Europe focusing on the emergence of the European Union (EU) as a major world trading block. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. Prerequisite: Sophomore standing within business division majors/minors. Offered interterm of odd years.

BUA 382 Asian Business Study Tour
A concentrated interdisciplinary study of selected Asian economic powers. The historical, political, social, and economic dimensions will be emphasized. Travel to two or more Asian countries provides visits to local and multinational businesses, and government offices. Cultural sites will serve to emphasize how culture interacts with global business. Prerequisite: Sophomore standing within business division majors/minors. Offered interterm of even years.

BUA 384 International Finance
International Finance is concerned with firms' needs for and options of raising funds in both global and foreign money markets and capital markets, both in first and third world countries. Multinational corporations need to evaluate the advantages in borrowing in the host country relative to the home country. Both cost of capital and tax ramifications will be treated, as well as exchange rate and currency control issues of money funds internationally. Prerequisites: BUA 361, ECO 211.

BUA 393 Practicum
A summer internship in business is developed through a learning contract. Prerequisites: Lower division business core requirements (and SYS 200 for majors pursuing a systems concentration), and BUA 352.

BUA 410 Marketing Research
A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. Prerequisites: BUA 231, NAS 240. Offered fall semesters.

BUA 411 Advanced Business Law
A course providing an in-depth examination of specialized areas of business law which are of significant importance for CPA candidates, those entering the banking and corporate environment, and those planning to attend law school. Topics include sales, commercial paper, secured transactions, bankruptcy, and environment and product liability. Prerequisite: BUA 311. Offered spring semesters.

BUA 412 Advertising
A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using various media. Prerequisite: BUA 231. Offered alternate spring semesters.

BUA 420 Production and Operations Management
A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. Prerequisite: BUA 352.
BUA 422
Small Business Management/Entrepreneurship
3 hours
Application of management principles (general, strategic and operational) to small businesses is studied. Course requirements include development of a product or service and a comprehensive business plan. Experiential learning opportunities are available including consulting with local small businesses. Prerequisites: ECO 212, ACC 242, BUA 231, BUA 352 and junior or senior standing. Offered spring semesters.

BUA 428
Money and Banking
3 hours
A variety of practical banking topics is covered including a review of the development of the banking system, attention to the corresponding evolution of money and the demand deposit system, and an overview of nonbank financial intermediaries and their role in the present economy. Prerequisites: BUA 361, ECO 211, 212. Offered spring semesters.

BUA 430
Investments
3 hours
A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stock, bond, commodity, and option markets as well as other investment alternatives. Heavy emphasis is given to current developments. Prerequisite: BUA 361.

BUA 440
Series 7: Brokerage
3 hours
An in-depth examination of the securities industry from the perspective of the brokerage function including: the regulatory environment and legal liability issues; professional ethics; transaction settlement procedures; public/client relations; and investment planning strategies. This course is approved as preparation for the Qualification Examination for General Securities Registered Representative (Series 7 Exam). Prerequisites: ACC 242, BUA 361, BUA 430, Recommended for seniors only. Offered spring semesters.

BUA 442
Business Ethics
3 hours
A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Business ethics issues are realistic and relevant. Junior status preferred. Offered spring semesters.

BUA 452
Strategic Management
3 hours
An advanced course dealing with integrative issues in management, encompassing long range and short term objectives, planned and pursued in breadth and depth in an ever-changing environment. Prerequisites: ECO 212, ACC 242, BUA 231, BUA 352 and junior or senior standing. Offered spring semesters.

BUA 460
Consumer Behavior
3 hours
A course which examines such fundamental areas as consumer decision-making processes, information processing, external and internal influences, and business effects on consumer purchase/choice patterns. An analysis of the psychological, social, and economic influences on consumption. Prerequisite: BUA 231.

BUA 462
Organizational Behavior and Development
3 hours
Organizational behavior is the study and application of knowledge about how and why people—as individuals and as groups—act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels (group, intergroup, and total organization) to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students will develop a capacity to analyze organizational behavior situations critically and to give thoughtful answers to situations and case studies. Prerequisite: BUA 352. Offered spring semesters.

IAS 493
Senior Seminar
4 hours
A course designed to integrate classroom theories with actual applications and to prepare students for meaningful employment. A full week is spent touring ten varied business organizations.

Economics

Economics studies show how people make stewardship decisions about the use of scarce resources. By thinking critically about the benefits and costs of various public and private decisions, students prepare themselves for a lifetime of learning and Godly service.

An economics major requires at least 45 credit hours including ECO 211, 212, 331, 332, 333; four additional 300/400 level economics courses (three credits each); MAT 151; NAS 240; MAT 382; COS 120 or BUA 260; and one elective course in business, accounting, or political science.

Economics majors are prepared for employment directly in business or government. Those planning public service careers should consider adding a major or minor in political science and/or a pre-law minor. The economics major combines well with systems analysis and provides a solid foundation in preparation for graduate programs especially in economics, business, and law. Students preparing for graduate studies in economics should complete a minor in mathematics.

An economics minor can strengthen the business career preparation of students. The economics minor requires at least 21 hours including ECO 211, 212, three elective 300/400 level economics courses including at least one from ECO 331, 332, 333; and NAS 240.

Environmental Management and Environmental Economics

The majors in environmental management and environmental economics prepare students for graduate programs and careers in business, government, and missions.

The environmental management major integrates business and environmental science requirements. While a total of 86 hours is required, overlaps among
business, environmental science and general education requirements could reduce the total number of hours required. Because of these overlaps, environmental management majors may not complete a second major in business administration.

The environmental management major requires BUA 231, 311, 352, 361; ENS 231, 383, 402; ECO 211, 212, 421, 422; ACC 241, 242; either BUA 393 or ENS 393; at least nine additional BUA in-class hours including one quantitative analysis (QA) course from BUA 370 (Environmental Management or Quality Management), 420, or 452; at least seven ENS elective hours from courses such as BUA 370 (Environmental Management), ENS 300, ENS 351, or ECO 442; COS 120 or BUA 260; SYS 118, MAT 130 or 151; NAS 240; POS 331; and IAS 493 which is normally taken through the business major.

The environmental economics major integrates economics and environmental science requirements. While a total of 73 hours is required, overlaps among economics, environmental science, and general education requirements could reduce the total number of hours required. Because of these overlaps, environmental economics majors may not complete a second major in economics.

The environmental economics major requires ECO 211, 212, 331, 332, 333, 421, 422; ENS 231, 383, 402; either ECO 393 or ENS 393; at least six additional ECO in-class hours from ECO 321, 442, 451; at least seven ENS elective hours from ENS 300, 340, 351, or ECO 442; COS 120 or BUA 260; SYS 118; MAT 151, 382; NAS 240; POS 331.

Students planning graduate studies in environmental management and environmental economics should complete a minor in mathematics.

ECO 190 Issues in Economics 3 hours
Elementary economic concepts are studied and applied to current issues such as unemployment, inflation, economic growth, pollution, poverty, crime, health care costs, discrimination, consumer credit, the federal deficit, and foreign debt. Not for business, accounting, or economics majors. Offered spring semesters.

ECO 211 Principles of Macroeconomics 4 hours
An introduction to economics emphasizing how the U.S. economy works. Topics studied include opportunity costs, supply and demand, inflation and unemployment, fiscal and monetary policies, and international trade and finance. Offered fall semesters.

ECO 212 Principles of Microeconomics 4 hours
A continuation of the introduction to economics started in ECO 211, emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. Prerequisite: ECO 211. Offered spring semesters.

Note: The following upper-level economics courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.

ECO 312 Environmental Economics 3 hours
The economics of pollution and pollution control are analyzed for air pollution from both stationary and mobile sources, water pollution, acid rain, and toxic substances. Benefit-cost analysis and its application to environmental decision making are studied. Prerequisites: ECO 211, 212.

ECO 321 Government Finance 3 hours
Analysis of public expenditure and taxation programs of the U.S. federal government. Expenditures such as social security, unemployment insurance, and health care programs are analyzed. Tax analysis focuses on the federal individual income tax. Prerequisites: ECO 211, 212.

ECO 331 Managerial Economics 3 hours
Applications of microeconomics to business decision making are examined. Intermediate level treatment of microeconomic theory and approaches to empirical estimation of demand and cost curves are highlighted as are optimal business decision strategies in production, pricing, and purchasing. Prerequisites: ECO 211, 212; MAT 151 or 140; NAS 240. MAT 382 recommended.

ECO 332 Intermediate Macroeconomics 3 hours
Intermediate level analysis of factors determining GDP, unemployment, inflation, and interest rates in the U.S. Both closed and open economy models are used. The model divergences and policy implications of the various macro-economic schools are examined. Prerequisites: ECO 211, 212.

ECO 333 History of Economic Thought 3 hours
A study of the ideas of the great economic thinkers and the development of various schools of economic thought including the mercantilists, Smith, Malthus, Ricardo, Mill, Marx, Marshall, the Neo-classical and Keynesian revolutions. The origins of the more prominent twentieth century developments and schools are examined. Prerequisites: ECO 211, 212.

ECO 360 Independent Study 1-4 hours
ECO 370 Selected Topics 1-4 hours
ECO 393 Practicum 4 hours
ECO 411 International Economics 3 hours
Analysis of the economic effects of and the arguments for and against international trade and trade restrictions. Causes and effects of changes in foreign exchange rates and balance of payments are analyzed. The international monetary system and institutions are discussed. Prerequisites: ECO 211, 212.

ECO 421 Natural Resource Economics 3 hours
Analysis of the economics of extracting resources from the environment. Natural resources studied include energy, water, forestry, and fisheries. Trends in resource scarcity are discussed. Prerequisites: ECO 211, 212.
ECO 442  
Economic Development  
A study of the principles of economic growth of lesser-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are considered for their relevance to LDCs. Policies encouraging growth are discussed. The problems of transforming former socialist economies into free market economies is discussed. Each student does a major research project on one particular LDC. Prerequisites: ECO 211, 212.

ECO 451  
Comparative Economic Systems  
A study of the economic systems of first and second world countries, including France, Britain, Russia, China, Japan, Sweden, and the former Yugoslavia. Differences between such economic systems and that of the U.S. are studied in relationship to each country’s economic history, national values, and political system. Prerequisites: ECO 211, 212.

CHEMISTRY

Chair, Professor Burden; Professors Hammond, Kroll; Assistant Professor D. Smith

The chemistry department at Taylor University provides high quality training in chemistry while providing opportunities for meaningful spiritual and interpersonal experiences which will enable students to move successfully into the next phase of their professional training or the career of their choice.

The bachelor of arts degree in chemistry requires completion of two years of one foreign language. The bachelor of science in chemistry must be combined with education or systems analysis. The bachelor of arts and bachelor or science degrees are available in chemistry-environmental science.

Chemistry

A chemistry major consists of 42 hours of chemistry including CHE 201 and 202 or 211 and 212, 301, 301L, 302, 302L, 311, 312, 410 and 411 or 320 and 320L or 422, 431, 431L, 432, 432L; IAS 493. Also required but not included in the major grade point average are MAT 151, 230; PHY 211, 211L, 212, 212L. It is strongly recommended that chemistry majors have MAT 240, 352, 431, and at least one course in computer science. NAS 480 is recommended in the junior or senior year. PHY 331 and COS 330 are strongly recommended for those completing the systems curriculum. This program is suitable for students wishing to enter either graduate school or the chemical industry.

A chemistry major with a concentration in biochemistry requires 45 hours including CHE 201 and 202 or 211 and 212, 301, 301L, 302, 302L, 311, 312, 410, 411, 412, 431, 431L, and IAS 493. Also required but not included in the major grade point average are MAT 151, 230; PHY 211, 211L, 212, 212L; BIO 101 and two elective biology courses (genetics is strongly recommended). This program prepares students for a career in biochemistry, medicine, molecular biology, and other related fields.

A chemistry major with a preprofessional concentration in premedicine requires 34 hours of chemistry including CHE 201 and 202 or 211 and 212, 301, 301L, 302, 302L, 311, 312, 431, 431L; IAS 493. The following courses are required but do not count in the major grade point average: PHY 211, 211L, 212, 212L; MAT 151, 230; three biology courses from BIO 101, 104, 203, 312, 331, 332, 352, 371 (highly recommended are BIO 101, 203, and 331). See Preprofessional Studies catalog entry for additional information on the premedicine program.

The chemistry minor consists of a minimum of 26 hours of chemistry and includes at least four semesters of core chemistry laboratory courses in addition to CHE 201 and 202 or 211 and 212. At least one semester course in organic chemistry and one semester course in analytical chemistry must be included.

Chemistry-Environmental Science

This integrated major has a strong emphasis on the physical aspects of environmental studies. It is appropriate for students planning careers in environmental research or industrial or municipal environmental monitoring and control. This 75 hour major includes
CHE 201 and 202 or 211 and 212, 301, 301L, 302, 302L, 311, 312, 320, 320L, 431, 431L, 432, 432L; IAS 493; BIO 204; ENS 231, 383, 402; ENS/CHE 393 (2 to 4 hours); and 12 hours of upper-level electives from CHE 410, CHE 411, ENP 330, MAT 352, PHY 331.

Chemistry Science Education

The department, in cooperation with the education department and other science departments, offers a science teaching major with a primary emphasis in chemistry. The major requires CHE 211, 212, 301, 301L, 302, 302L, 311, 431; IAS 493; a core of general science requirements; and a supporting area in science from biology, general science, mathematics, or physics. Detailed curriculum guides are available from the education department.

The chemistry science education minor requires 25 hours including CHE 211, 212, 311, 301, 301L, 302, 302L, and 431.

Chemistry Minor

A chemistry minor consists of a minimum of 26 hours of chemistry and contains at least four semesters of core chemistry laboratory courses in addition to CHE 211, 212 or 201-202. At least one semester course in organic chemistry and one semester course in analytical chemistry must be included.

CHE 100 4 hours
Chemistry for Living
A course designed for students who have little or no background in chemistry. Basic principles of chemistry are applied in a social context. Three hours lecture and one two-hour laboratory per week. Recommended to meet general education laboratory physical science requirement. No prerequisite although high school algebra is recommended. Offered fall and spring semesters.

CHE 201 5 hours
General Chemistry I
This is the first semester of a two-semester sequence designed for science majors having minimal backgrounds in chemistry. The two semesters are a general overview, with the first semester focusing on: measurement, chemical reactions, stoichiometry, atomic structure, chemical bonds, molecular shapes, solutions, gases, and thermochemistry. Descriptive chemistry and theory are integrated. A variety of applications are used, including astronomy, biology, medicine, geology, environmental chemistry, industrial chemistry, and everyday life. Common organic and inorganic compounds are used as examples. The labs are designed to illustrate concepts discussed in class, develop good laboratory skills, and enhance your problem-solving ability. Designed for those needing a two-semester sequence of basic chemistry with lab. Meets the general education lab science requirement. Four hours lecture and three hours lab per week. No prerequisites, but high school algebra and chemistry are helpful. Offered fall semesters.

CHE 202 5 hours
General Chemistry II
This is the second semester of a two-semester sequence designed for science majors having minimal backgrounds in chemistry. The second semester focuses on: redox reactions, phase changes, chemical thermodynamics, acid-base chemistry, chemical kinet- ics, electrochemistry, and nuclear chemistry. Designed for those needing a two-semester sequence of basic chemistry with lab to support a science major. Four hours lecture and three hours lab per week. Prerequisite: CHE 201. Offered spring semesters.

CHE 211 5 hours
General and Inorganic Chemistry I
This is a course designed to meet the needs of the student planning further chemistry course work. Its focus is on the principles of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions correlated to periodic properties of the elements. Stoichiometric relationships are emphasized. Strongly recommended for all majors in the natural sciences who intend to take Organic Chemistry. Four hours lecture and three hours lab per week. Offered fall semesters.

CHE 212 5 hours
General and Inorganic Chemistry II
A continuation of CHE 211. Emphasis on the application of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions to inorganic and bioinorganic chemistry. Special emphasis is given to reaction mechanisms and concepts relating to CHE 311-312 Organic Chemistry. Laboratory work emphasizes qualitative and quantitative analysis skills. Four hours lecture and three hours lab per week. Prerequisite: CHE 211. Offered spring semesters.

CHE 301 3 hours
Analytical Chemistry I
An introduction to modern theories and methods used in separations and quantitative determinations. Topics correlate with the laboratory. Three hours lecture per week. Offered fall semester of odd years.

CHE 301L 1 hour
Analytical Chemistry I Laboratory
This laboratory includes gravimetric and volumetric (acid-base, precipitation, redox, nonaqueous complexometric) titrations. Three hours laboratory per week. Prerequisite: CHE 202. Offered fall semester of odd years.

CHE 302 3 hours
Analytical Chemistry II
A continuation of CHE 301 in which instrumental methods of analysis are emphasized. Topics include the general principles underlying selected instrumental methods of analysis. Topics supplement and expand the laboratory experiences. Lecture three hours per week. Offered spring semester of even years.

CHE 302L 1 hour
Analytical Chemistry II Laboratory
Laboratory experiences are offered which include optical methods (UV, VIS, AA), electrochemistry, and chromatography (HPLC, GC, IC). Laboratory three hours per week. Prerequisite: CHE 301 or permission of instructor. Offered spring semester of even years.

CHE 311 4 hours
Organic Chemistry I
The study of covalent carbon compounds. Nomenclature, properties, and reactions (including reaction mechanisms) of nonaromatic hydrocarbons, alcohols, ethers, aldehydes, ketones, and carboxylates are studied. NMR and IR spectroscopic methods are learned and applied. The laboratory includes development of advanced lab skills and study of the kinetics and properties of organic substances in reactions. Three hours lecture and three hours lab per week. Prerequisites: CHE 211, 212 (recommended) or CHE 201, 202.
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<th>Course Code</th>
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| CHE 312     | 4 hours | Organic Chemistry II  
A continuation of CHE 311. Focuses on aromatic and polyfunctional compounds including biomolecules. Lab work includes study of the properties of aromatic compounds, qualitative organic analysis, and small group original research projects. Three hours lecture and three hours lab per week. Prerequisite: CHE 311. |
| CHE 320     | 3 hours | Environmental Chemistry  
A course which emphasizes principles and analysis of chemical movement and distribution in natural environments. Prerequisite: One year of general chemistry. Offered spring semester of even years. |
| CHE 320L    | 1 hour  | Environmental Chemistry Laboratory  
This laboratory provides experiences in sampling and analysis of water, soil, and air. Experimental work is conducted in both natural habitats and the laboratory. Prerequisite: One year of general chemistry. Offered spring semester of even years. |
| CHE 360     | 1-4 hours | Independent Study |
| CHE 370     | 1-4 hours | Selected Topics |
| CHE 393     | 1-4 hours | Practicum |
| CHE 410     | 2 hours | Biochemistry Lab  
The lab uses a case study approach in which an enzyme is isolated and characterized in detail. The molecular genetics, structure, regulation, and kinetics of the enzyme are studied using a wide range of techniques. This course is designed for chemistry and biology majors with a background in organic chemistry. There will be some lecture but the primary experience will be in the lab. Prerequisite: CHE 411 or consent of instructor. Cell biology is strongly recommended. Offered interterm of even years. |
| CHE 411     | 3 hours | Biochemistry I  
An introduction to the principles of biochemistry in which conformation and biosynthesis of macromolecules, bioenergetics, molecular genetics, and techniques of separation and analysis are studied. This course is designed for chemistry and biology majors with a background in organic chemistry. Three hours lecture per week. Prerequisite: CHE 311 or consent of instructor. Cell biology is strongly recommended. Offered fall semester of odd years. |
| CHE 412     | 3 hours | Biochemistry II  
This course is a continuation of CHE 411. The emphasis is on metabolism, molecular genetics, and molecular physiology. This course is designed for chemistry and biology majors with a background in organic chemistry. Three hours lecture per week. Prerequisite: CHE 411 or consent of instructor. Cell biology is strongly recommended. Offered spring semester of even years. |
| CHE 422     | 4 hours | Advanced Laboratory  
This course emphasizes advanced laboratory techniques in analytical, inorganic, and biochemistry. Experiences are chosen to supplement the previous background and interests of the students enrolled. Concepts emphasized typically are chosen from the following: statistical design of experiments, advanced chromatographic techniques, techniques in synthesizing and characterizing organo-metallic and inorganic compounds, techniques involved in recombinant DNA studies, and other advanced biochemical |
techniques. One hour lecture and six hours of laboratory per week. Prerequisite: CHE 302, 312, 431, or permission of the instructor. Offered spring semester of odd years.

**CHE 431**
Physical Chemistry I
An introduction to the kinetic-molecular theory of gases, the principles of thermodynamics, solutions, electrochemistry, and chemical kinetics. The course is designed for chemistry and physics majors. Prerequisites: CHE 201, 202; PHY 211, 212; and MAT 151, 230. Offered fall semester of even years.

**CHE 431L**
Physical Chemistry I Laboratory
A laboratory course which includes vacuum techniques, thermometry and thermoregulation, calorimetry, physical characterization of solutions, and optical techniques. Students opting for two hours apply these techniques to a project. Three to six hours of laboratory per week. Offered fall semester of even years.

**CHE 432**
Physical Chemistry II
Emphasis on elementary principles of quantum mechanics, molecular structure, spectroscopy, and photochemistry. The course is designed for chemistry and physics majors. Three hours lecture per week. Prerequisites: CHE 201, 202; PHY 211, 212, and MAT 151, 230 with MAT 240, 352, and 431 strongly recommended. Offered spring semester of odd years.

**CHE 432L**
Physical Chemistry II Laboratory
Same content as CHE 431L. Students who have taken CHE 431L for one-hour credit do a project in CHE 432L. No student may have more than two hours total laboratory credit from CHE 431L and CHE 432L. Three to six hours laboratory per week. Offered spring semester of odd years.

**CHE 450**
Directed Research
1-4 hours

**IAS 493**
Senior Seminar
4 hours

**CHRISTIAN EDUCATION**

**COMMUNICATION ARTS**
Chair, Professor Jackson; Professors Hubbard, C. Kirkpatrick, Rousselow; Assistant Professors Gnagely, Fletcher

The primary purpose of the communication arts department is to help students acquire the communication knowledge and skills needed to enrich interpersonal relationships and to evaluate beliefs, attitudes, policies and values in the context of a Christian world and life view. Students are prepared for a wide variety of Christian ministries, graduate study, and careers in television, radio, print media, business, public relations, theatre, teaching, government, and law. In a rapidly changing communication-dominated world, there is a need for Christian communicators who can become the healing presence of Christ in a hurting world.

Students may select one of four majors from communication studies, mass communication, theatre arts, and communication arts education. Each of the first three majors may be combined with a minor from within the department or with a second major or minor from a different department. The fourth major in communication arts education is designed for students who desire to teach in secondary schools. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either education, environmental science, or systems analysis. Minors are available in communication studies, mass communication, theatre arts, public relations, and communication arts education.

**Communication Studies (CAS)**
This major emphasizes communication theory and skills (interpersonal, family, organizational, public speaking, debate, persuasion) and may be used to prepare for careers which have communication knowledge and skills as major requirements. A total of 45 hours is required including CAC 126, 226, 326; IAS 104, 493 (CAC); CAS 110, 120, 393 or 360, CAS 441; a combined total of three courses selected from theatre arts and mass communication; and 21 additional CAS hours.

The communication studies minor requires CAS 110, 120, CAT 200, and 12 additional CAS hours for a total of 19.

**Mass Communication (CAM)**
Core courses in radio, television, and print media are used in this major to prepare students for media-related careers, Christian ministries, and public relations. A total of 49 credit hours is required, including CAC 126, 226, 326; IAS 104, 493 (CAM); CAS 110, 120; CAM 150, 250, 320, 393 or 492, 451; a combined total of three courses selected from theatre arts and communication studies; three additional CAM courses; and either CAM 332 and 343 or CAM 331 and either 422 or 442. Students are required to work with campus media a minimum of four semesters and are encouraged to choose additional electives in psychology, political science, art, business, sociology, and history.

The mass communication minor requires CAM 150 and 250 and 15 additional CAM hours for a total of 20.

**Theatre Arts (CAT)**
Course sequences for theatre majors offer training in all basic phases of theatre production. A total of 42 credit hours is required including CAC 126, 226, 326; IAS 104, 493 (CAC); CAS 110, 120, 441; CAT 200, 212, 393 or 360, 402, 432; two from CAT 301, 362, 341; and a combined total of three courses selected from communication studies and mass communication.
Students are required to participate in a minimum of one theatre production per year. Recommended electives include ENG 230, 361, 362; PHI 201, 262.

The theatre arts minor requires CAS 120; CAT 200, 212, 432, 301 or 341, and one additional CAT elective for a total of 17 credit hours.

**Communication Arts Education**

The curriculum for the communication arts bachelor of science in education degree is designed for students who want to be certified to teach communication arts (speech, theatre, radio, and television) in secondary schools. A total of 49 credit hours is required including CAC 126, 226, 326; IAS 104, 493 (CAC); CAS 110, 120, 231, 331, 342, 372, 441; CAT 200, three courses from CAT 212, 341, 362, or 432; CAM 250, 282, and 292. Suggested electives include ENG 211, 361, and 362. All education majors are encouraged to select a teaching minor. Detailed curriculum guides are available from the education department.

The communication arts education minor requires CAS 110, 120, 231, 331 or 372; CAT 200; two courses from CAT 212, 341, 362, or 432; CAM 250, 282 or 292, for a total of 25 credit hours.

**Public Relations Minor**

The public relations minor requires CAM 150, 320; CAS 201, 261, 461; and two courses from CAM 332, 343, 350, or BUA 231 for a minimum of 20 credit hours.

**Communication Arts Core Courses (CAC)**

**CAC 126**

*Communication Arts Seminar I: Dimensions of Communication*

Explores definitions and models of communication from the point of view of the various dimensions of the discipline: communication, studies, theatre, and mass communication. Analysis of various forms of discourse is stressed. Offered spring semesters.

**2 hours**

**CAC 226**

*Communication Arts Seminar II: Careers*

Focuses upon the question “What can I do with a communication major?” by increasing students’ awareness of careers which require the skills and knowledge developed by the communicative arts. Offered fall semesters.

**2 hours**

**CAC 326**

*Communication Arts Seminar III: Artistic and Ethical Applications*

Explores historic, traditional, and contemporary aesthetic theory and uses a case study method to explore basic ethical issues in the fields of theatre, mass communication, and communication theory. Offered spring semesters.

**2 hours**

**IAS 493 (CAC)**

**Senior Seminar: CAC**

Explores historic, traditional, and contemporary approaches to critical methodology and communication theory as they relate to the current IAS 493 theme. Offered interterms.

**4 hours**

**Communication Studies Courses (CAS)**

**CAS 110**

*Public Speaking*

Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

**2 hours**

**CAS 120**

*Interpersonal Communication*

The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships.

**2 hours**

**CAS 201**

*Corporate Communication*

The acquisition and application of communication skills used in business and industry. Not recommended for freshmen.

**3 hours**

**CAS 231**

*Voice and Articulation*

A study of functional speech problems with emphasis on diagnostic and remedial methods for improvement. The International Phonetic Alphabet is taught as an aid to improving speaking skills. Offered fall semester of even years.

**3 hours**

**CAS 261**

*Introduction to Public Relations*

An analysis of public relations theory and practice examining public relations environments, audiences, and message strategies. Offered spring semesters.

**3 hours**

**CAS 331**

*Communication for Decision-Making*

A study of discussion and debate as tools for rational decision-making. Includes practical instruction in discussion leadership and educational debate. Offered fall semester of odd years.

**3 hours**

**CAS 340**

*Intercultural Communication*

The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures.

**3 hours**

**CAS 342**

*Speech Pathology for the Classroom*

The causes and treatment of pathological and functional speech and hearing disorders. Course content and structure are designed to equip elementary, special education, and secondary teachers to help students correct speech problems and to provide classroom support for speech therapists. Offered as needed.

**2 hours**

**CAS 360**

*Independent Study*

**1-4 hours**

**CAS 370**

*Selected Topics*

Courses offered on topics of special interest.

**1-4 hours**

**CAS 372**

*Communication for Change*

A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion. Offered spring semesters.

**3 hours**
CAS 380
Advanced Interpersonal Communication
Advanced interpersonal communication theory and skill development with special focus on empathic listening. Prerequisite: CAS 120. Offered interterms.

CAS 382
Family Communication
The study of messages and meanings in contemporary family relationships including family diversity, spousal relationships, custodial and autonomous child-parent relationships, sibling relationships, and the religious, legal, and televised messages about families. Prerequisite: CAS 120. Offered spring semesters.

CAS 393
Practicum
1-4 hours

CAS 411
Communication in Organizations
The study of structures and functions of communication in organizations, including contemporary understanding of traditional theoretical perspectives and the application of specific topics relevant to organizational functioning. Offered fall semester of even years.

CAS 441
Critical Perspectives
Examination of the development and application of critical methods used to interpret and evaluate historical and contemporary public discourse. Offered fall semesters.

CAS 461
Public Relations Writing and Production
Emphasizes the development and application of public relations skills while working with a client. Prerequisite: CAS 261. Offered fall semester of even years.

CAS 490
Honors
1-2 hours

CAS 492
Internship
8-16 hours
Professional semester of supervised internship in a work setting related to the major field of study. Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.

Mass Communication Courses (CAM)

CAM 150
Basic Reporting for the Media
2 hours
A beginning course in covering beats, reporting and writing news through the use of an electronic journalism laboratory. Offered fall semesters.

CAM 180
Campus TV Studies
1 hour
Introduces students to television production techniques through practical hands-on experiences working on Taylor Cable Service programs. Requires up to 40 hours per semester participation. May be repeated once.

CAM 240
Photojournalism
3 hours
Focuses on the use of photography in print media. Students learn to compose, take, process and caption photographs for use in journalism and public relations. Students must provide their own SLR 35mm cameras. Offered fall semester of odd years.

CAM 250
Mass Media
3 hours
Examines the role of mass media in society and its impact upon education, religion, business, and politics.

CAM 282
Television Production
3 hours
Theory and production aspects of television including application of production principles in actual directing situations. Offered spring semesters.

CAM 292
Radio Production
3 hours
Theory and production aspects of radio including radio personality development and the application of production principles in a variety of radio programming situations. Offered fall semesters.

CAM 300
Media Laboratory
1-2 Hours
Two hours of credit may be earned per semester by students holding the top leadership positions in authorized campus communications — newspaper, yearbook, radio station, and cable television. One hour of credit may be earned per semester by those holding secondary media positions approved by the faculty advisor and CA Department chair. A maximum of six hours, including CAM 300 and ENG 300, may count toward graduation. Media Laboratory credit hours do not meet the major requirements of the communication arts department. Prerequisite: Permission of the communication arts department chair.

CAM 320
Newswriting
3 hours
Emphasis on reporting and coverage of meetings, speeches, government, religion, and sports for print and broadcast media. Practice in the interview technique and interpretive reporting is provided. Prerequisites: CAM 150. Offered spring semesters.

CAM 331
Advanced Television Production
3 hours
Advanced study and practice of television production including electronic editing and remote production techniques. Prerequisite: CAM 282. Offered fall semesters.

CAM 332
Editing and Design
3 hours
Basic news editing of wire services and local copy, pictures, and headlines. Practice in news make-up and in the editing and design of special magazine sections is provided. Prerequisite: CAM 320. Offered spring semester of even years.

CAM 343
Feature Writing
3 hours
The writing of news, background, human interest, and historical features for the print media. Prerequisite: CAM 320. Offered spring semester of odd years.

CAM 350
Writing for Advertising
3 hours
A writing course for the preparation of newspaper, magazine, radio, and television advertising copy and commercials. Designed for communication arts majors but open to others as enrollment permits. Not open to freshmen. Offered fall semester of odd years.

CAM 352
History and Criticism of Film
3 hours
A survey of American film history, artistic growth, and early influences and techniques of film-making. Critical principles for viewing films are emphasized. Offered spring semester of odd years.
CAM 360
Independent Study
1-4 hours

CAM 362
Media Management
3 hours
Designed for students who are considering careers in media management and/or are currently involved in campus media leadership. Course requirements include readings in the field, seminar discussions, and evaluation of a management project. Offered spring semesters.

CAM 370
Selected Topics
1-4 hours
Courses offered on topics of special interest.

CAM 381
Video Graphics
3 hours
An introductory course relating to the creation of computer generated graphics, both static and animated, with specific focus on their relationship to television production. A hands on, application based course combining demonstration and lab time.

CAM 393
Practicum
1-4 hours

CAM 395
Broadcast Scriptwriting
3 hours
Offers training and practice in writing scripts for radio and television including scripting forms, approaches, and techniques required for the writing of effective scripted material. Offered spring semesters.

CAM 422
TV Directing
3 hours
Theory and practice of advanced studio and remote directing in programs of varying complexity and length. Prerequisite: CAM 282 and CAM 331. Offered spring semester of odd years.

CAM 442
Applied Telecommunication Strategies
3 hours
The integration of television production skills as applied to client-centered projects, industrial and educational television, cablecasting, and computerized editing. Prerequisite: CAM 331. Offered spring semesters.

CAM 451
Media Criticism
3 hours
Using traditional and contemporary critical methods, media are evaluated for their aesthetic values, depictions of human nature, treatment of religious issues, and effects on society. Offered fall semesters.

CAM 471
Mass Communication Law
3 hours
Examines the historical background and development of speech, broadcast, and press freedoms and how the interpretation of these freedoms has changed over the years. Designed to help print and broadcast journalists understand their legal rights in gathering, preparing, and disseminating news and information. Open to juniors and seniors only. Offered fall semester of even years.

CAM 490
Honors
1-2 hours

CAM 492
Internship
8-16 hours
Professional semester of supervised internship in a work setting related to the major field of study. Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.

Theatre Arts Courses (CAT)

CAT 200
Oral Interpretation of Literature
3 hours
Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading.

CAT 212
Acting
3 hours
Study of the theories and principles of acting as an art, approached through a Christian perspective of life and the human situation. Practical application of performance techniques and character development are provided through laboratory theatre experiences. Corequisite: HPR 200 Acting. Offered spring semesters.

CAT 301
Advanced Oral Interpretation of Literature
3 hours
Advanced study and application of the techniques of literary analysis and oral reading. Readers' theatre is emphasized with laboratory experience provided. Prerequisite: CAT 200 or permission of instructor. Offered fall semester of odd years.

CAT 341
Stagecraft and Scene Design
3 hours
Emphasis given to the technical phases of play production including design theory and practice with projects in set construction, lighting, and makeup. Work on theatre productions provides practical experience. Offered fall semester of even years.

CAT 360
Independent Study
1-4 hours

CAT 362
Religion and Theatre
3 hours
A study of the distinctions and correlations among secular, religious, and "Christian" drama with particular emphasis placed on religious-literary criticism. Offered spring semester of even years.

CAT 370
Selected Topics
1-4 hours

CAT 393
Practicum
1-4 hours

CAT 402
Contemporary American Theatre
3 hours
A study of selected twentieth-century American theatre movements, people, and dramatic literature from 1960 to the present. Offered fall semester of odd years.

CAT 432
Play Directing
3 hours
Study of the theories and principles of directing as an art approached through a Christian perspective of life and the human situation. Emphasis is given to play analysis with practical application provided through laboratory theatre experience. Prerequisite: CAT 212 or permission of instructor. Offered spring semesters.

CAT 490
Honors
1-2 hours

CAT 492
Internship
8-16 hours
Professional semester of supervised internship in a work setting related to the major field of study. Prerequisites: Completion of departmental core and major core courses and approval of the department faculty.
The purpose of the computing and system sciences department is to assist in the education of men and women so that upon graduation they are committed Christians, eager to serve Christ, conversant with all areas of knowledge included within the liberal arts, well-trained and experienced in computer science and systems analysis, and highly motivated to contribute to society.

Computer Science

The bachelor of arts degree and the bachelor of science degree are offered in computer science. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with the systems analysis curriculum requirements described in this catalog.

A major in computer science includes a 45 hour core consisting of COS 120, 250, 252, 264, 311, 320, 331, 340, 341, 381, 421; MAT 151; SYS 200; NAS 240 or MAT 352. In addition, the major includes a 19 hour application field in one of five concentration areas:

Business Information Systems: COS 240, 310, 312, 382; SYS 352; BUA 352; ACC 190 or ACC 241.

Intelligent Systems: COS 280, 351, 380; SYS 352, 411; MAT 230.
Integrated: COS 240, 280, 310, 312, 350, 382; SYS 352.

Included in the courses listed is a "distributed course" in parallel processing. Seven topics central to parallel processing are included formally in 15 of the COS courses. The time spent is equivalent to at least a three hour course.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative grade point average by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination. Majors are also required to develop a portfolio of outstanding projects over their years in residence.

A computer science minor consists of 31 hours including COS 120, 250, 252, 264, 311, 331, 341;
SYS 200, 390; one course from COS 240, 280, 350, or SYS 394.

**Computer Graphic Arts**

The bachelor of arts degree and the bachelor of science degree are offered with a major in computer graphic arts. The bachelor of science degree must be combined with the systems analysis curriculum requirements.

Computer graphic arts is an interdisciplinary major offered jointly with the art department and is administered by the CSS department. The major is designed for students with both an artistic and a technical orientation. The major is distinct from the graphics track of the computer science major which is more technical and less artistic in nature. The 53 required course hours are divided between the two disciplines: 30 hours from art and 23 hours from computer science and systems.

The major in computer graphic arts consists of ART 101, 151, 251, 261, 271, 351, 355, 356; six hours of art history chosen from ART 213, 313, or 316; COS 120, 250, 264, 311, 312, 350, 393; and SYS 200.

Specific requirements in addition to the specified courses are
1. An exhibition during the senior year.
2. A practicum (work experience) in a setting where artistic talent and technical skills are utilized and improved.
3. A portfolio of outstanding projects maintained in electronic and/or hard copy format.

**Computer Engineering**

The bachelor of science degree is offered with a major in computer engineering. Computer engineering is an interdisciplinary major offered jointly with the physics department and is administered by the CSS department.

This major prepares students for employment and/or graduate programs involving robotics, biomedical implants, smart instrumentation, telecommunications, supervisory control and data acquisition systems, and other complex hardware-software systems.

The major consists of 95 hours, eight of which fulfill general education course requirements. The courses from physics, engineering and chemistry total 36 hours and include PHY 211, 211L, 212, 212L, 321, 331, ENP 252, 330, 332, 352, 431; three hours from ENP 351, PHY 322, PHY 341, MAT 382 or CHE 201. The courses from computer science and systems total 39 hours and include SYS 200, 402; COS 120, 250, 252, 311, 320, 340, 351, 381, 421; one course from COS 312, 331, or 350; COS 393 (two hours) or PHY 330 (two hours). The courses from mathematics total 20 hours and include MAT 151, 230, 240, 352, and 431.

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative grade point average by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing.

**COS 104**

**Computing and Information Concepts**

An introduction to computing issues and information technology designed to provide a foundation for future course work directly related to the student’s major. Topics discussed include hardware and software, operating systems, graphical user interfaces, data storage technologies, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

**COS 106**

**Computing and Information Concepts**

An introduction to computing issues and information technology designed to provide a foundation for future course work directly related to the student’s major. Topics discussed include hardware and software, operating systems, graphical user interfaces, data storage technologies, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

**COS 120**

**Introduction to Computer Science**

Computer programming is stressed. Algorithms for text processing, information retrieval, mathematical manipulation, sorting, file handling, and introductory data structures are presented. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Three lecture hours and two laboratory hours per week.

**COS 230**

**Missions Technology**

A survey and in-depth study of technology applied to Christian missions. Theory and issues in application are developed. Field trips to observe and interact with mission organizations may be included as well as a project orientation. **Prerequisite:** One course in computer science.

**COS 240**

**Business Application Programming**

The file types and data structures typically found in business information systems are investigated. Students are given the opportunity to implement various solutions using structured concepts in business application programming exercises. Maintenance is stressed. Most commonly used features of the COBOL language along with GUI capabilities are presented and practiced. **Prerequisite:** COS 120.

**COS 250**

**Data Structures**

Sorting algorithms and computational complexity are introduced. Data structures such as linked lists, stacks, queues, and trees are studied. An object-oriented programming approach is taught. The C++ language is used with the UNIX operating system. Three lecture hours and two laboratory hours per week. **Prerequisite:** COS 120.
COS 252  
Discrete Structures  
3 hours  
Elements of discrete mathematics important as a foundation for computer science are studied. Topics include counting principles, functions, sets, recursion, computability, combinatorics, Boolean algebra and logic, graphs, difference equations, number systems, and numeric representation. Prerequisites: COS 120 and MAT 151.

COS 264  
Interactive Application Development  
3 hours  
Design and implementation and considerations for interactive computer applications are studied. Multiple languages and tools are used to develop applications for PC, UNIX, and WWW environments. Topics include object request brokers, interactive web applications, web server considerations, security, GUI development, and client/server applications. C++, perl, java, and other tools are utilized. Prerequisite: COS 250.

COS 280  
Introduction to Artificial Intelligence  
3 hours  
A survey of the entire field of artificial intelligence. Major areas of exploration include search, logic, learning, knowledge representation, problem solving, natural language processing, computer vision, robotics, expert systems, and neural networks. An introduction to LISP is included. Prerequisite: COS 250.

COS 310  
Current Literature Survey  
1 hour  
A survey of current literature in computer science. Emphasis is placed on the need to develop regular habits of journal reading. Students lead discussions on papers and topics of interest. The Internet is accessed for technical information.

COS 311  
Ethics in Computer Science  
1 hour  
A study of the ethical implications of computers in society and the role of Christians as computer science professionals. Several of the major ethical issues in the field such as privacy, piracy, liability, equity, and whistle-blowing are explored. The ethical concerns of computer science and systems analysis and their relationship to one's faith are an integral part of this course.

COS 312  
Visualization and Geographic Information Systems  
3 hours  
A study of the process and practice of visualizing data in order to discover relationships and meaning. Visualization systems used for scientific visualization, data visualization, or information visualization and geographic information systems used for spatial data analysis are discussed. Topics include data collection and processing, data modeling and representation, users and interactions, and presentation of results. Team projects are done using professional software.

COS 320  
Algorithm Design  
3 hours  
Algorithms and related data structures from a variety of areas are examined and analyzed. Parallel processing paradigms are studied and applications are developed on several parallel platforms. Theoretical topics such as complexity models, finite state machines, and program correctness are introduced. Prerequisite: COS 250.

COS 331  
Data Communications  
3 hours  
A study of the nature and applications of data communications in use today. Fundamental concepts of types, modes, and media of transmission are studied. The type of equipment used in data
communications is discussed. Network configurations, transmission correction procedures, and data communications software are examined. A local area network is set up. **Prerequisite:** COS 250.

**COS 340 Software Engineering**
A study of the procedures and tools of large system software project development and management. Basic concepts of software engineering are introduced using the development of a large software system as an instructional tool. The project is designed and its development managed using the tools and techniques examined in the course. **Prerequisite:** COS 250.

**COS 341 Database Concepts**
A study of the basic nature and application of databases in use today. The physical representation of databases, the E-R (entity, relationship, attribute) models used in designing a database, commercially available database management systems, and the factors involved in implementing and using a database are examined. Students work with a database tool such as Oracle in projects requiring the writing of programs. **Prerequisite:** COS 250.

**COS 350 Computer Graphics**
An introductory course in computer graphics with an emphasis on 3D image production using a variety of approaches including ray-tracing, OpenGL programming, and WWW-based VML. Basic algorithms and data structures are introduced. **Prerequisite:** COS 250.

**COS 351 Computer Vision**
A study of the fundamental concepts of digital image acquisition, enhancement, representation, analysis, and understanding. Covers hardware components, software design, current systems and applications. **Prerequisite:** COS 250. Offered fall semester of odd years.

**COS 360 Independent Study**
1-4 hours

**COS 370 Selected Topics**
**Prerequisites:** Two courses in Computer Science.

**COS 380 Natural Language Processing**
A study of the automation of human communication abilities, covering both textual and vocal aspects. Major topics include language understanding, representation, enhancement, generation, translation, and speaker/author recognition. LISP is reviewed. **Prerequisite:** COS 280. Offered fall semester of even years.

**COS 381 Computer Organization**
An introduction to the hardware of the modern computer and the architectural issues involved in computer design. The study of machine instruction sets and assembly language programming assignments are used to illustrate concepts. Specific topics include instruction sets, arithmetic and logic, addressing modes, memory systems, subprograms, RISC computers and parallel processing hardware. **Prerequisite:** COS 250.

**COS 382 Language Structures**
A study of the features and implementation issues of programming languages including a survey of multiple languages.

**COS 393 Practicum**
Pass-fail only.

**COS 421 Operating Systems**
A study of the design considerations of computer operating systems and their interaction with hardware features. Topics covered include process management, storage management, protection and security, and distributed systems. Parts of a functional operating system are written. **Prerequisite:** Two COS courses above COS 250.

**COS 424 Surfaces and Modeling**
An advanced graphics course with emphasis on curve and surface representation and geometric modeling. Mathematics and algorithms are studied. Topics include Bezier and B-spline curves and surfaces, constructive solid geometry and other solid modeling techniques. **Prerequisite:** COS 350.

**COS 425 Advanced Rendering and Animation**
An advanced graphics course with emphasis on advanced techniques for image rendering and basic concepts of animation. Mathematics and algorithms are studied. Topics include light and illumination models, ray tracing, methods to enhance realism, and standard animation techniques. **Prerequisite:** COS 350.

**COS 450 Directed Research**
Independent or small group projects. May be taken by any COS major with instructor approval.

**COS 490 Honors**
1-2 hours

**IAS 493 Senior Seminar**
4 hours

**SYSTEMS**

**Program Director, Professor Adkison**

Students choosing a career in systems analysis may combine any baccalaureate major with the systems analysis curriculum. The systems curriculum requirements are COS 120, 240 or 250 (choice depends on major); IAS 330; MAT 151, 382; NAS 240 or MAT 352 (choice depends on major); SYS 200, 390, 392, 401 or 402; 393 (three to four hours in the major); six additional hours from the following: COS 310, 320, 382; MAT 230, 240, 372, 392, 412, 431; SYS 118, 394, 401, 402 (choice depends on major). Courses selected for the six additional hours must be in addition to those required elsewhere.

Depending on the student's major and other areas of interest, other courses may be substituted for those listed above. For example, mathematics, physics, chemistry, and pre-engineering majors take a different sequence of mathematics courses and may elect to take a computer science course other than COS 240 or 250,
subject to computing and system sciences departmental approval. Business majors are not required to take IAS 330.

All courses required by the systems cognate must be completed with a grade of C– or better.

**Associate of Arts Degree in Systems**

An associate of arts degree in management information systems has been developed for those who wish to become information systems specialists. Students enrolled in this two-year program are preparing for vocations in the fields of computer programming and information systems. The sequence includes a combination of business, computer science, and systems analysis courses built around a core of liberal arts studies. In the four-course sequence of SYS 200, 390, 394, and COS 393, the student approaches systems in general and management information systems in particular and completes a practicum in a systems environment outside of Taylor University.

The course requirements require a minimum of 64 hours and include BIB 110, 210; ENG 110; PHP 100, 200; HUM 230 or a literature course; IAS 101, 110; ACC 241, 242; BUA 352; CAS 201; COS 104 or 106, 120, 240, 250, 393; IAS 330; MAT 110 or 151; NAS 240; SYS 200, 390, 392, and 394.

**SYS 118 Problem Solving Methodologies**

A variety of problem solving techniques are explored. Tools and techniques are emphasized. A programming language is not taught. Approaches typically studied include basic problem solving strategies, problem simplification and decomposition techniques, group problem solving, algorithmic solutions and their correctness, recursion, mathematical models, simulation, decision trees, graphs and networks, linear programming, and logic problems.

**SYS 200 Basic Systems**

An introduction to systems concepts and the basic tools of systems analysis. Topics include the system development life cycle, decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques in the student’s major, including cost benefit analysis.

**SYS 352 Knowledge Based Systems**

Prominent knowledge-based system approaches are introduced including crisp production rule systems and fuzzy logic systems. Principles of knowledge acquisition are taught and applied. Various forms of knowledge representation are experienced including rules, nets, frames, and predicate logic. Programming is primarily in CLIPS and ECLIPSE. Prerequisites: COS 280 and SYS 200.

**SYS 360 Independent Study**

Independent study  1-4 hours

**SYS 370 Selected Topics**

Selected Topics  1-4 hours

**SYS 390 Information Systems Analysis**

Development of knowledge and skills needed to conduct the planning and analysis phases of the software development life cycle. Information gathering, data and process modeling, and specification of system requirements using a business event methodology are emphasized along with project management techniques. A corporate-like project is begun in this course and completed in SYS 394. Prerequisites: COS 120 and SYS 200.

**SYS 392 Systems Seminar**

The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional panel discussions provide the format. May be taken twice.

**SYS 394 Information Systems Design**

This course explores how to construct an information system to best satisfy the documented requirements. All required inputs, software programs, outputs, and files as well as manual procedures are designed using a business event methodology. Internal and external system controls are defined to assure system reliability. Management and end-user involvement and design documentation are emphasized. The project begun in SYS 390 is designed and implemented using a three-tier client/server architecture. Prerequisite: SYS 390.

**SYS 401 Operations Research**

Examination of mathematical techniques used in systems analysis including mathematical programming, probability models, game theory, optimization, and statistical techniques with an emphasis on applications using computer assisted instruction. Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C– or better: SYS 200; COS 120, 240 or 250; and NAS 240 or MAT 352. The following courses (or their approved substitutes) must have been completed with a grade of C– or better: MAT 151 and 382.

**SYS 402 Modeling & Simulation**

A study of mathematical modeling and simulation methods, focusing on discrete systems. A variety of simulation languages are reviewed, but MODSIM is used extensively. Many applications are surveyed and group term projects are carried out. Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C– or better: SYS 200; COS 120, 240 or 250; and NAS 240 or MAT 352. The following courses (or their approved substitutes) must have been completed with a grade of C– or better: MAT 151 and 382.

**SYS 411 Machine Learning**

Classification learning systems of various types are explored. These include statistical pattern recognition, neural networks, genetic algorithms, and methods for inducing decision trees and production rules. Existing systems are reviewed. Group term projects allow development of and experimentation with a system of interest. Prerequisite: COS 280.
ECONOMICS
See Business, Accounting, and Economics.

EDUCATION
Chair, Professor Kitterman; Professor Burnworth; Associate Professors Armstrong, Siler; Assistant Professors Medows, Tyner

Introduction
Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. Belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The department of education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the director of teacher education.

Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in education.

The Indiana Professional Standards Board is in the process of redesigning the teacher education standards in Indiana. In light of this, Taylor's teacher education programs will change. Therefore, please be advised that some of these changes may become effective during the next two years and students may not be able to complete the teacher education programs as outlined in this catalog.

Advisement
Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study (elementary education or secondary education), the student is assigned an academic advisor. This academic advisor continues to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at the university may be obtained from the department of education. The Teacher Education Program Student Handbook includes a four-year program time line and course sequence for general education and major and professional education courses which assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One
There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the director of teacher certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards which students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirement I, and departmental recommendation. Detailed explanations of these standards may be obtained from the department of education.

Admission to Supervised Internship (Student Teaching): Step Two
Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the office of the director of field experiences and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirement I, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the department of education.

Scholastic Performance
Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.
Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the registrar. The director of teacher certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall term activity; however, student teaching during the spring term of the senior year is available to selected students by special permission of the academic department and the Teacher Education Committee. Students must complete major and minor courses prior to being approved to student teach in these areas. See specific department requirements.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the department of education.

TEACHER EDUCATION PROGRAMS

Fields of Study

Curricula which meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor:

Elementary Education (first through sixth grades)

Included in the elementary education curriculum are selected general education courses, directed electives, free choice electives, and professional education courses.

Requirements for the elementary education major include 71-75 hours in general education (language arts, science, social studies, mathematics, arts, physical education and health) and subject matter concentration (49-52 core major hours)—ENG 210, EDU 242 or 243, 350, 351, 353, 371, MAT 201, 202, PHY 121, ART 300, MUS 301, PHP 250, HIS 100, IAS 493; 38 hours in professional education—EDU 150, 260, 350, 351, 353, 421, 441, PSY 240, IAS 493 (also a part of the core major); and 27 hours of directed and free choice electives.

The following certification minors and endorsements may be added to the elementary license: computer endorsement, junior high/middle school endorsement (in the areas of language arts, mathematics, science, and social studies), kindergarten endorsement, coaching endorsement, physical education minor, and music minor.

All-Grade Education (kindergarten through twelfth grades)

Preparation is offered for all-grade education in music (instrumental, choral, and general), physical education, and visual arts.

Requirements for the all-grade education major include 40-48 hours in general education (humanities, life and physical sciences, social and behavioral sciences); 31 hours in professional education—EDU 150, 260, 312, 322, 411, 431, PSY 240; 52 hours in subject matter concentration (see specific major for detailed requirements); and 15 hours in directed electives.

The minors and endorsements listed in the senior high, junior high and middle school, and secondary education section may be added to the all-grade-majors.

Senior High, Junior High and Middle School Education (fifth through twelfth grades) and Secondary Education (ninth through twelfth grades)

The following areas offer both majors and minors: English, French, mathematics, physical education, science (biology, chemistry, general science, mathematics, physics), social studies (economics, geography, government, psychology, sociology, U.S. history, world civilization), Spanish, speech communication and theatre, and visual arts. Also offered are minors in health and safety, and physical science, and endorsements in coaching and computer. The student preparing to teach in the secondary schools will select a teaching major. Students are urged also to select a minor or endorsement.

Requirements for the senior high, junior high, and middle school education major include 40-48 hours in general education (humanities, life and physical sciences, social and behavioral sciences); 31 hours in professional education—EDU 150, 260, 312, 322, 332, 411, 431; 36-56 hours in subject matter concentration (see specific major for detailed requirements); and 15 hours in directed electives.
Requirements for the secondary education major include 40–48 hours in general education (humanities, life and physical sciences, social and behavioral sciences); 28 hours in professional education—EDU 150, 260, 312, 322, 411, 431; 36–56 hours in subject matter concentration (see specific major for detailed requirements); and 15 hours in directed electives.

Associate of Arts Degree

In addition to the baccalaureate degree programs maintained by the department, a two-year curriculum in early childhood education is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops which integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities).

This degree includes ART 300, BIB 110, 210, CAS 110, COS 104 or 106, EDU 223 (taken each interim), EDU 280, 290, 300, 320, ENG 110, PHP 100, 200, HUM 230 or ENG 230, HUM 250, IAS 101, 110, MUS 301, PSY 240, SOC 220, 381 and a science course, for a total of 68 hours.

Education Religious Studies Certificate

An elementary or secondary education student who wishes to be prepared to teach in a Christian school should consider completing the 25-hour Education Religious Studies Certificate. In addition to the 12 hours of general education requirements in this area, students electing this option will complete a minimum of 13 course hours including the specialized course EDU 382 Teaching in a Christian School. Application forms are available in the department of education. This certificate is not a program which the Indiana Professional Standards Board certifies.

Certification

All teacher education programs have been designed to meet Indiana certification requirements and have been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required NTE tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with 40 states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available in the teacher certification office.

Accreditation

The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

Comprehensive Exam Requirement

All elementary education majors are required to take the Education in the Elementary School National Teacher Examination Specialty Area test and score 520 or above. Any elementary education major who does not successfully score 520 or above is provided opportunity to participate in a tutorial guided instruction program under the direction of the Learning Support Center to prepare for retaking the test.

In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or a project. It is offered primarily during interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

EDU 150 3 hours
Education in America
A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, K-12, in a multicultural society are studied. An analytical study of teaching is made, including concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher’s role. Includes a field experience lab.

EDU 223 4 hours
Supervised Field Experience in Early Childhood Education
A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early
childhood teachers. Students pursuing the AA degree complete this interterm course two times, once in a day care center or Headstart and once in a preschool. Prerequisite: EDU 280 or 290 or permission of instructor.

**EDU 242**  
**Microcomputers in Educational Settings**  
Key concepts of learning theory which have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Learning Support Center computer lab. Meets the general education computer literacy requirement.

**EDU 243**  
**Computer Applications in Elementary Education**  
The course includes topics of CAI, hypermedia — multimedia, development, distance learning, and educational simulations. The course examines the pedagogical value of computers. Students serve as laboratory assistants in the Zondervan computer lab to gain strong problem solving skills and lab supervisor skills in DOS, Windows, Apple and Macintosh environments. EDU 243 fulfills the one hour of computer application general education requirement for elementary education majors. Prerequisite: COS 104 or 106.

**EDU 260**  
**Educational Psychology**  
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to handicapped students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. Prerequisite: EDU 150.

**EDU 280**  
**Communications and Language Arts in the Preschool and Kindergarten**  
This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart help students become aware of the wide abilities within these classrooms. Prerequisite: EDU 150 for those seeking the BS or BA degree. Offered every third semester. (Fall, 1998; Spring, 2000)

**EDU 300**  
**Teaching the Young Child in the Preschool and Kindergarten Classroom**  
This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective kindergarten and preschool teacher. Students study all the professional aspects of developing appropriate curriculum (including the ethnic, cultural, and disability needs of children) and the desirable physical setting. Methods which meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. These include nutrition, health, safety, creative movement, art, music, discipline approaches, and identification of the various types of child abuse. On-site visitation, interviewing teachers and resource people, discovering appropriate media, and reading assignments aid in developing skills and materials needed to teach kindergarten, preschool, or Headstart in public or private schools. Prerequisite: EDU 150 for those seeking the BS or BA degree. Offered every third semester (Spring, 1999)

**EDU 310**  
**Discipline and Classroom Management**  
This 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 along with the study of legal implications for teachers are
used in conjunction with observations and case studies to assist
students in developing effective discipline plans. Open to fresh-
men only by permission of instructor. Prerequisite: EDU 150.
Offered spring semester of odd years.

EDU 312  2 hours
Teaching in Secondary, Junior High/Middle Schools—Special
Methods
A special junior level methods course taught by specialists in the
student’s major department. All aspects of planning, teaching,
and evaluating within a specific subject area are discussed.
Includes a field experience lab. Prerequisites: EDU 150, 260,
and approval into the teacher education program. To be com-
pleted spring term prior to student teaching.

EDU 320  3 hours
The Exceptional Child
This course is designed to prepare the teacher for the challenge
of meeting the needs of exceptional children in the regular class-
room. A general study of exceptional children focuses on main-
streamed special education students. Various topics included are
identification of exceptional children, their characteristics and
special needs, delivery of services, instructional methods and
techniques, and evaluation. Prerequisite: EDU 150. Offered
spring semesters.

EDU 322  3 hours
Reading for Junior High/Middle School and Secondary
Teachers
This course is designed to provide practical procedures for devel-
opmg effective reading skills at the junior high, middle, and
secondary school levels. Attention centers on understanding the
relationships between the processes of reading and the learning of
content. Suggestions on how to meet the total range of student
reading needs in the classroom are addressed. Methods and
materials to enhance advanced comprehension and study skills of
adolescents in a multicultural society are presented. Includes a
field experience lab. Prerequisite: EDU 150, and approval into
the teacher education program.

EDU 332  3 hours
The Junior High/Middle School
A study of the philosophy, development, and organization of mid-
dle schools and junior high schools. Examines through read-
ings, seminars, field experiences, and classroom investigations the
purpose, curriculum, and instructional strategies, including the use
of appropriate media and technology, for effective teaching in a
junior high/middle schools. This course provides prospective
application of knowledge and understanding of the adolescent,
the school, and practical teaching activities. Includes a field expe-
rience lab. Prerequisites: EDU 150, 260. Must be completed prior
to student teaching.

EDU 350  3 hours
Teaching Developmental Reading in the Elementary
Classroom
An examination of current methods, materials, and media used
in teaching reading in a multicultural society. The foundations
of reading skills instruction and the development of the hierarchy
of reading skills are studied in relation to the total range of
student needs. The reading/writing connection and literature-
based programs are addressed. Prerequisites: EDU 150, 260, and
approval into the teacher education program. Corequisite:
EDU 371. Offered fall semesters.

EDU 351  3 hours
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instruc-
tional methods and resources with content areas, including sci-
cence and social studies, appropriate for elementary children.
Strategies for working with diverse student populations and incor-
porating current educational technology competencies are includ-
ed. Includes a field experience lab. Prerequisites: EDU 150,
260, and approval into the teacher education program. Offered
spring semesters.

EDU 353  3 hours
Diagnostic and Corrective Reading for the Elementary
Classroom
This course is designed to assist classroom teachers in the knowl-
dge, operation, and execution of diagnostic tools to assess read-
ing problems of elementary school children. Students prepare
plans of correction for elementary school children's weaknesses
in reading. Includes a field experience lab. Prerequisites: EDU 150,
260, 350, and approval into the teacher education program.
Offered spring semesters.

EDU 360  1-4 hours
Independent Study

EDU 370  1-4 hours
Selected Topics

EDU 371  3 hours
Children's Literature Through the Language Arts
The various genres of children's literature are explored through
the communication modes of listening, writing, and speaking.
Teaching methodologies in language arts are included. Literature
dealing with diversity and disabilities is included. Includes a field
experience lab. Corequisite: EDU 350. Offered fall semesters.

EDU 382  3 hours
Teaching in a Christian School
Examines through readings, seminars, field experiences, guest
lecturers, and classroom investigations the theological, histori-
cal, philosophical, organizational, curricular, and instructional
principles for teaching in a Christian school. Prerequisite: EDU 150.
Offered spring semester of even years.

EDU 393  1-4 hours
Practicum

EDU 411  2 hours
The Teacher in the Secondary Schools
A seminar/general methods course taught concurrently with stu-
dent teaching. General and specific teaching methods are includ-
ed in the seminar. Topics covered are professional ethics, assess-
ment, classroom management and discipline, time manage-
ment, special needs of students (including culturally diverse,
mainstreamed, at-risk, and latch-key students, one-parent fami-
lies, teen-age mothers, extended families, children home alone,
etc.), motivation, professional organizations, legal implications
for the teacher, building one's credential file, interviewing skills,
and first-year teaching. Corequisite: EDU 431.

EDU 421  14 hours
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels
during the fall term under the supervision of public and private
school and college personnel. Multicultural/multiethnic education
placement is required in one of the experiences. Elementary edu-
cation majors completing an endorsement or minor will spend
nine weeks in an elementary grade and seven weeks in the area
of the endorsement/minor. Prerequisites: (a) approval by the
EDU 431  
Supervised Internship in Secondary Schools  
Full-time teaching experiences for the intern at two grade levels or in the major and minor areas, if possible, during the fall or spring term under the supervision of public school and college personnel. Prerequisites: (a) approval of the Teacher Education Committee; (b) EDU 150, 260, 312, ENG 210. See individual majors for additional prerequisite courses. Corequisite: EDU 441. Credit only.

EDU 441  
The Child and the Teacher  
A seminar/general methods course for elementary education majors taught concurrently with student teaching. General and specific teaching methods are included in the seminars. Topics covered are professional ethics, assessment, classroom management and discipline, time management, special needs of students (including culturally diverse, mainstreamed, at-risk, and latch-key students, one-parent families, teen-age mothers, extended families, children home alone, etc.), motivation, professional organizations, legal implications for the teacher, building one’s credential file, interviewing skills, and first-year teaching. Corequisite: EDU 421.

EDU 480  
1-4 hours  
SEMINAR  
Seminar

IAS 493  
4 hours  
Senior Seminar  
Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized.

ENGLISH

Chair, Professor Baker; Professor Swan; Associate Professors Dayton, Heavin, Hill, Moore-Jumonville, Warren; Instructor J. Mitchell

The English department offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and selected literary works.

The major in English prepares students to enter such careers as education, law, business, Christian ministry, writing, editing, research, library science, public relations, travel, civil service, and administration. The major also prepares for graduate level studies in English. Creative writers will find opportunity in Parnassus, a literary magazine published each spring semester. The January interterm offers a tour to London, England, that combines the study of British literature with visits to important literary and historical sites.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with education, environmental science, or systems analysis.

English

The major in English is offered with a concentration in either literature or writing. With a concentration in literature, the major consists of at least 39 hours in addition to ENG 110. Required courses are ENG 212, 230,
ENG 112
American English for International Students
Intensive practice in writing expository prose in the idiom of academic English, including a formal research paper. Review of grammar and mechanics. Enrollment by assignment. Meets ENG 110 general education requirement. Offered fall semesters.

ENG 210
Writing for Teachers
Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 70% level). Required for elementary and secondary majors seeking certification. Not required of English majors or minors. Prerequisite: ENG 110.

ENG 211
Imaginative Writing
A general introduction to and overview of creative writing (including poetry, fiction, drama, and creative non-fiction) that meets the requirement for secondary education students and also serves potential majors and other interested students. Classroom setting with textbook; directed workshop activities after midterm facilitated by selected ENG 410 students. Prerequisite: ENG 110. Offered fall semesters.

ENG 212
Critical Approaches to Literature
Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Primarily intended for English majors but recommended for all students who desire greater reading and writing skills. Prerequisite: ENG 110.

ENG 300
Literary Magazine Laboratory
Hands-on production of Taylor's literary magazine from concept to finished product. Two credit hours per semester may be earned by students holding senior editorships of Taylor's official literary magazine. One hour per semester may be earned by those holding secondary positions approved by the instructor. A maximum of four hours may count toward fulfilling the English writing concentration requirements; two hours maximum may count toward the English literature concentration or secondary education major requirements. A maximum of six hours in all writing lab courses from any discipline may be earned toward graduation. Prerequisite: Permission of writing coordinator.

ENG 302
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. Prerequisite to student teaching, except with departmental approval for appropriate delay. Prerequisite: ENG 110. Offered spring semesters.

ENG 320
Poetry Writing
Comprehensive instruction and guided workshop in writing poetry. Recommended for English BA majors with either literature or writing concentrations; available to all majors. Meets requirement for secondary education students. Prerequisite: ENG 110. Offered spring semesters.

ENG 321
Fiction Writing
Comprehensive instruction and guided workshop in writing fiction. Recommended for English BA majors with either literature
or writing concentrations; available to all majors. Meets requirement for secondary education students. **Prerequisite:** ENG 110. Offered spring semesters.

**ENG 333**
**Business and Technical Writing**
Practice in the forms of writing required in business and industry. **Prerequisite:** ENG 110. Offered fall semesters.

**ENG 410**
**Advanced Writing Workshop**
Intensive practice in selected creative genres. Students may also serve as workshop leaders for ENG 211 students. Enrollment with permission of instructor. May be taken twice. **Prerequisite:** One of the following: ENG 211, 320, 321 or 472. Offered fall semesters.

**ENG 472**
**Freelance Writing**
Experience in the techniques and strategies of freelance writing, working toward publication. **Prerequisite:** ENG 110. Offered spring semesters.

**Literature**

**ENG 230**
**World Literature**
A selective survey of world literary achievement from antiquity to the present.

**ENG 233**
**Literary London**
A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. Enrollment with permission of instructor. Offered interterms.

**ENG 240**
**American Literature**
A survey of the American literary tradition from its origins to the present.

**ENG 250**
**British Literature**
Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language.

**ENG 330**
**Early American Literature**
Explores the complexity of literary origins with its variety of Native-American, discovery, colonial, federal, Enlightenment, and African-American voices up to the Romantic period. **Prerequisite:** 200-level English literature course. Offered fall semester of odd years.

**ENG 340**
**American Romanticism and Realism**
Investigates the usefulness of the traditional juxtaposition of romantic and realistic philosophies and conventions when studying nineteenth- and early twentieth-century American works. **Prerequisite:** 200-level English literature course. Offered spring semester of odd years.

**ENG 360**
**Independent Study**
1-4 hours

**ENG 361**
**Drama**
A selective survey of the historical development of drama from its origins to the present day. **Prerequisite:** 200-level English literature course. Counts for either pre-twentieth- or twentieth-century requirement. Offered spring semester of odd years.
ENG 362
Shakespeare
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater. Prerequisite: 200-level English literature course. Offered spring semesters.

ENG 370
Selected Topics: Themes and Genres
Examples of courses: Women and Literature; Native-American Literature; African-American Literature; The American South and its Literature; Christian Mythic Writers; Images and Visions of Paradise; Mark Twain: God and the Human Race; Heroes, Heroines, Saints, and Lovers. Offered primarily during inters, occasionally during a regular fall or spring term.

ENG 371
The Novel
A selective survey of the historical development of the novel, from its origins to the present day. Prerequisite: 200-level English literature course. Counts for either pre-twentieth- or twentieth-century requirement. Offered spring semester of even years.

ENG 373
Literatures of Cultural Diversity
A critical study of life in a global community focusing on the twentieth-century literature of one of more cultures. Primarily intended for English majors but recommended for all students desiring cross-cultural awareness. Prerequisite 200-level English literature course. Offered spring semester of even years.

ENG 393
Practicum

ENG 412
Early English Literature
A selective study of English literature from Beowulf through Chaucer and Malory’s Le Morte d’Arthur. Prerequisite: 200-level English literature course. Offered spring semester of odd years.

ENG 422
Renaissance Literature
A study of representative prose writers and nondramatic poets of the English Renaissance such as More, Spenser, Donne, Herbert, and Milton. Prerequisite: 200-level English literature course. Offered fall semester of even years.

ENG 426
Restoration and Eighteenth-century Literature
A selective study of poets and prose writers from 1660 to 1798, such as Defoe, Dryden, Fielding, Pope, Swift, Boswell, and Johnson. Prerequisite: 200-level English literature course. Offered spring semester of even years.

ENG 431
Romantic Literature
A study of writers from 1798 to 1832, such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Lamb. Some attention is given to representative novelists. Prerequisite: 200-level English literature course. Offered fall semester of even years.

ENG 441
Victorian Literature
English authors from 1832 to 1901, such as Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin. Some attention is given to representative novelists. Prerequisite: 200-level English literature course. Offered fall semester of odd years.

ENG 442
Modern American Literature
Explores the themes and characteristics of key works of American fiction, poetry, and drama in the context of the twentieth century. Prerequisite: 200-level English literature course. Offered fall semester of even years.

ENG 444
Contemporary Literature
A study of selected poetry, fiction, and drama since 1960. Prerequisite: 200-level English literature course. Offered fall semester of odd years.

ENG 450
Directed Research

ENG 480
Seminar

ENG 490
Honors

IAS 493
Senior Seminar

ENVIRONMENTAL SCIENCE

Chair, Professor Squiers; Professor Rothrock; Associate Professor Grizzle; Instructor R. Reber and related faculty from other departments

Environmental science offers students the opportunity to enhance their liberal arts education with a cluster of specialized courses designed to provide the knowledge, skills, and conscience necessary for decision making in a complex and rapidly changing world. Courses focusing on problem solving methodologies add depth, utility, and perspective to a variety of fields of study.

An environmental science integrated major provides excellent preparation for graduate education and/or job placement in environmental science, ecology, wildlife biology, environmental chemistry, marine biology, forestry, environmental law and policy, pollution monitoring and control, systems ecology, regional planning, environmental education, environmental protection, environmental management, technical missions, and environmental ethics. In addition to preparation for the Graduate Record Exams, environmental science degrees prepare graduates to take the LSAT (law school entrance exam) and GMAT (for graduates in business administration).

The environmental science department coordinates six integrated majors: environmental biology (described below), chemistry-environmental science (see listing under chemistry), environmental management (see listing under business), environmental economics (see listing under business), math-environmental science (see listing under mathematics), physics-environmental science (see listing under physics). Other departmental courses which may count for the environmental science integrated majors include BIO 341 (Environmental
These courses are augmented by environmental studies, computer science, and fundamental mathematics. 

**Environmental Biology**

The bachelor of science degree in environmental biology serves as the model for the integrated majors. Completion of this major requires core course work in environmental science (ENS 231, 383, 402), biology (BIO 103, 104, 204), and several cognate areas (ECO 190, CHE 201, CHE 202, NAS 240, POS 331). These courses are augmented with at least 12 hours of upper level ENS credit and 16 more hours of upper level BIO credit. In addition, the student must fulfill the biology field requirement and complete a practicum or research internship (two to six credit hours). Senior seminar is completed with the cooperating department. Further course work in writing, math, computer science, and chemistry is strongly recommended, and selection should be based on the student’s choice of career path. Appropriate course substitutions may be made with permission of the chair of the environmental science department.

**ENS 200**

**Environment and Society**

Introduction to ecological principles and the impact of man on the environment. Issues studied include population dynamics, food and agriculture, natural resources, pollution problems, and environmental ethics. Laboratory time is divided between experiences in ecology and environmental education and small group discussions of current environmental issues. Fulfills the general education laboratory science requirement. Environmental Science majors should elect ENS 231 rather than ENS 200.

**ENS 231**

**Introduction to Environmental Science**

An introduction to environmental science including a discussion of ecological principles and their application, energy systems, pollution problems, environmental policy and decision making, and the scientific and ethical implications of human impacts on the environment. Laboratory exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. This course serves three functions: 1) it is the entry level course for environmental science majors, 2) it may be taken for general education laboratory science credit, and 3) biology majors may count it as a 200-level biology course when calculating course hour requirements in biology. Three lectures and two hours of lab per week.

**ENS 300**

**Environmental Geology**

An introduction to the principles of modern geologic science with emphasis on historical and environmental geology. Topics include plate tectonics, geologic time and paleontology, the rock cycle, geomorphology, ground water hydrology, and the interrelationship between geologic principles and environmental problems. Laboratory exercises focus on the basic techniques used to describe and measure geologic structure and geologic processes. **Prerequisite:** One college level science course. Offered interterms.

**ENS 340**

**Global Ecology/GLOBAL Issues**

An introduction to the analysis of complex issues. Global actors, their values and policies, and the potential futures they create are investigated in the context of issues such as economic development, energy, food, and population. Global interdependence is stressed. The academic perspective is interdisciplinary, and the geographic focus is non-North American. **Prerequisite:** ENS 200 or ENS 231.

**ENS 350**

**Energy Systems**

An integrated study of the principles of energy, environment, and economics using a systems approach. Topics include energy patterns in natural ecosystems, alternate energy systems, the role of energy in national and international economics, and the relationships between energy use and life style patterns. **Prerequisite:** ENS 231.

**ENS 351**

**Environmental Survey Techniques**

Basic environmental survey techniques are discussed and applied in field situations. Topics include mapping and surveying, remote sensing, and the analysis of climate, soils, hydrology and vegetation for land use planning. The laboratory component includes experiences in soil analysis, geographic information systems, aerial photo interpretation, and earth orbiting satellite data retrieval. Fulfills general education requirement in science. **Prerequisite:** One college level science course. Offered spring semesters.

**ENS 360**

**Independent Study**

**ENS 361**

**Environmental Impact Assessment**

A basic introduction to the history, methodology, and application of environmental impact assessment. Lecture material is heavily oriented toward case studies, and the laboratory assignment is an integrated class project designed to provide practical experience. **Prerequisite:** ENS 231.

**ENS 370**

**Selected Topics**

**ENS 383**

**Environmental Ethics**

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, materialism and personal life styles, and exploitation vs. stewardship of the environment. **Prerequisite:** Junior/senior ENS majors or permission from the instructor. Offered spring semesters.

**ENS 393**

**Practicum**
ENS 402
Problem Solving in Environmental Science
An introduction to the theory and practice of problem solving in environmental science. Lectures and case studies focus on the integration of ecological concepts and economic considerations through the application of a variety of evaluation methods including cost-benefit analysis, environmental impact assessment, landscape suitability analysis, and energy assessment. Public presentation techniques and debate skills are introduced. Prerequisite: Senior ENS major or permission from the instructor. Offered fall semesters.

ENS 450
Directed Research
1-4 hours

ENS 490
Honors
1-2 hours

ENS 493
Senior Seminar
4 hours

GEOGRAPHY
Chair, Professor Jenkinson

Geography is a service department with no major offered. A minor in geography is available. It consists of GEO 220, GEO 210 or GEO 240, one course from HIS 311, 312, 313, 315, and electives to total 17 hours.

GEO 210
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind.

GEO 220
Regional Geography
A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, the former Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa.

GEO 230
Political Geography
The geographic interpretation of world relations. The relationships of geographic elements to the development of nations both past and present are examined. Offered in even numbered years.

GEO 240
Introduction to Geology
A basic course dealing with the fundamental concepts of physical and historical geology.

GEO 360
Independent Study
1-4 hours

GEO 370
Selected Topics
1-4 hours

GEO 393
Practicum
1-4 hours

HEALTH, PHYSICAL EDUCATION, AND RECREATION

See Physical Education and Human Performance
HISTORY

Chair, Professor Ringenberg; Professors Hoffmann, Jenkinson, P. Loy, Winquist; Associate Professor S. Messer; Assistant Professor Jones

The history department believes that a study of our ancestors and their cultures provides the necessary perspective for living meaningfully in contemporary society. If God’s purposes for humankind are timeless, and if the results of obedience and disobedience to His will are the same in the past as in the present, then we must learn from the past in order to live in the present with meaning, pondering the future with confidence.

Many history majors teach; many do not. Of those who do not, a few enter directly history-related vocations (e.g., museum directors and curators, archivists, government and industrial historians). More nonteaching majors enter vocations where history is useful as general background rather than specific vocational training. For example, they become ministers, lawyers, or librarians or accept government or business positions. Most of these professions either require graduate study or provide for greater career advancement because of graduate study beyond the undergraduate history major.

Most seminars, law schools, and graduate schools of library science and business look upon history as an excellent undergraduate major. Many graduate school leaders consider the combination of an undergraduate major in a liberal arts subject such as history with the directly vocational graduate curriculum to be the best possible professional training.

The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either education, environmental science, or systems analysis.

History

Students majoring in the department are advised to plan a program with a proper balance between American and world history courses. All students expecting to major in the department who do not have a strong history background on the secondary level should take HIS 100 and 120 as early in their program as possible. At least 36 hours of HIS courses, including HIS 130, plus IAS 493, are required for a major in the bachelor of arts degree program. These 36 hours should include a minimum of 12 hours in American history and 12 hours in world history. Furthermore, in the world history block, a major should complete at least one of the following: HIS 211/311, HIS 212/312, HIS 213/313, HIS 215/315, or HIS 321. Students majoring in another department may add a history minor of at least 17 hours with a minimum of 12 of these hours being concentrated in either American or world history.

Social Studies Education

The department, in cooperation with the education department and other social science areas, offers a social studies education major leading toward certification to teach in the secondary schools. This social studies education major requires a minimum of 56 hours divided among economics, geography, government, psychology, sociology, United States history, and world history. The student selects one of the above as a primary area (18 hours), two others as support areas (12 hours each), and three of the remaining four areas for a single course each and IAS 493. Detailed curriculum guides are available from the education department. Students are requested to consult with the department chair.

A social studies minor includes 24 hours with 15 of these hours devoted to study in one of the seven social science areas identified above.

HIS 100
World History
Survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120
History of the United States
Study of the social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 130
Introduction to History
An introduction to the discipline of history. Emphasis is placed on acquainting students with the major components of historical inquiry, current issues in the field, computer applications, and fundamental questions relative to the philosophy of history. Required for history majors. Offered spring semesters.

HIS 170/370/283/293
Selected Topics

HIS 211/311
History and Geography of Latin America
An historical and geographical study of the nations between the Rio Grande River and Cape Horn. Attention is given to the development of each Latin American area and its relationship to the United States. Offered spring semester of odd years.

HIS 212/312
History and Geography of East Asia
An examination of the histories of China, Japan, and Korea from their earliest foundations to the contemporary era with particular emphasis on the political, religious, philosophical, and cultural underpinnings of these societies. The geographic aspects of the region are also included.

HIS 213/313
History and Geography of Africa
A course designed to enable the student to acquire a systematic body of knowledge concerning the historic, physical, and cultural aspects of Africa and to study the significant role which Africa plays in the modern world.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 215/315</td>
<td>History and Geography of South Asia</td>
<td>3</td>
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<tr>
<td></td>
<td>An exploration of the political, cultural, and religious development of the Indian subcontinent from 2500 B.C. to the modern era as well as a survey of Southeast Asia with a focus on Indonesia, the Philippines, Thailand, Singapore, and Vietnam. The course includes study of the impact of geography on the region's people and history.</td>
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<tr>
<td>HIS 222</td>
<td>Ancient History</td>
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<td>An examination of ancient civilizations with special attention to twentieth century debts to the past.</td>
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<tr>
<td>HIS 230</td>
<td>American Religious History</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the historical development in the United States of such movements as Puritanism, revivalism, the social gospel, Judaism, Catholicism, and variant forms of Protestantism. Offered fall semesters.</td>
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<tr>
<td>HIS 240</td>
<td>European Religious History</td>
<td>4</td>
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<tr>
<td></td>
<td>A survey of the development of Christianity and Judaism in Europe from the Roman Empire to the contemporary era with special emphasis on the Middle Ages, Reformation, Age of Enlightenment, and the nineteenth and twentieth centuries. The impact of Islam and the more recent emergence of the religions of East and South Asia are also surveyed.</td>
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<tr>
<td>HIS 250</td>
<td>The Contemporary World</td>
<td>1</td>
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<tr>
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<td>A discussion class reviewing and evaluating the major world news events. Students are expected to read regularly a major news magazine and/or newspaper. May be repeated.</td>
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<tr>
<td>HIS 321</td>
<td>The Modern Middle East</td>
<td>4</td>
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<td></td>
<td>See POS 321.</td>
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<tr>
<td>HIS 323</td>
<td>Women in American History</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of women in history which focuses mainly, but not exclusively, on Europe and the United States. Emphasis is placed on the historical experience of women in terms of perceptions, restrictions, resistance, and activities. Offered interterm of odd years.</td>
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<tr>
<td>HIS 331</td>
<td>Europe 1517-1789</td>
<td>4</td>
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<tr>
<td></td>
<td>Historical study of Europe from Luther to the Bastille including the Ages of the Reformation, Absolutism, and the Enlightenment. Offered fall semester of odd years.</td>
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<tr>
<td>HIS 332</td>
<td>Modern Europe 1789-Present</td>
<td>4</td>
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<tr>
<td></td>
<td>A study of Europe from the French Revolution to creation of the European community. Emphasis is placed on the political, social, economic, and intellectual aspects of this period. Prerequisite: HIS 100. Offered spring semesters.</td>
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<tr>
<td>HIS 341</td>
<td>Colonial History</td>
<td>3</td>
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<td></td>
<td>An investigation of the colonization of North America by the Spanish, French, Dutch, and English as well as European rivalries, colonial society, and the Revolutionary War. Prerequisite: HIS 120. Offered spring semesters.</td>
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<tr>
<td>HIS 342</td>
<td>History of England</td>
<td>4</td>
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<tr>
<td></td>
<td>A study of English political, constitutional, cultural, and intellectual developments, the growth of the British Empire, and international relations.</td>
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<tr>
<td>HIS 351</td>
<td>American Diplomatic History</td>
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<td></td>
<td>A survey of the diplomatic relations of the United States from the period of the American Revolution to the present. Offered in alternate years.</td>
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<tr>
<td>HIS 352</td>
<td>African-American History</td>
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<td></td>
<td>A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression which characterize the African-American experience. Offered spring semesters.</td>
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<tr>
<td>HIS 360</td>
<td>Independent Study</td>
<td>1-4</td>
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<tr>
<td>HIS 361</td>
<td>Russian Civilization</td>
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<td>A study of the development of the Russian nation, its people and culture from Varangian beginnings through czarist rule, and the Soviet Union to 1945. Emphasis is placed on certain periods and personalities including the Kievan era, Peter the Great, Catherine the Great, tsars of the nineteenth century, the 1917 Revolution, Lenin, and Stalin.</td>
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<tr>
<td>HIS 365</td>
<td>Modern Russia</td>
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<td>See POS 365. Prerequisite: HIS 361.</td>
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<tr>
<td>HIS 371</td>
<td>Civil War Era</td>
<td>3</td>
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<td>A study of the most dominant public issue in midnineteenth century America, namely the sectional conflict stemming from the issue of slavery. The course gives major emphasis to 1) the institutions, ideas, and events which led to the Civil War, 2) the war itself, and 3) the personality and leadership of the primary player in this drama. Abraham Lincoln.</td>
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<tr>
<td>HIS 372</td>
<td>American Constitutional Development</td>
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<td></td>
<td>See POS 372. Prerequisite: HIS 120.</td>
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<tr>
<td>HIS 391</td>
<td>The World since 1945</td>
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<td>An examination of key world events in Africa, Asia, Europe, Latin America, and the United States and Canada since World War II. The emphasis is on the political and economic development, though cultural and social aspects are also included. One hour each week is devoted to an analysis of current events.</td>
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<tr>
<td>HIS 392</td>
<td>Twentieth Century U.S. History</td>
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<td>A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. Prerequisite: HIS 120. Offered spring semesters.</td>
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<tr>
<td>HIS 393</td>
<td>Practicum</td>
<td>1-4</td>
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<tr>
<td>HIS 450</td>
<td>Directed Research</td>
<td>1-4</td>
</tr>
<tr>
<td>HIS 490</td>
<td>Honors</td>
<td>1-2</td>
</tr>
</tbody>
</table>
IAS 493
Senior Seminar

INTERAREA STUDIES

See Final Entry of Departmental Listings.

INTERNATIONAL STUDIES

Program Director, Professor Winquist

The international studies program exists to assist students in preparing for living and serving in the modern world. The focus of the international studies curriculum is upon the twentieth century world and the humane disciplines more than the technical and scientific ones.

 Majors from all disciplines who wish to develop a broad understanding of God's people throughout the world and are interested in careers in foreign service, humanitarian agencies, international law, overseas teaching, journalism and other mass media, translation, missions, and/or international business would clearly benefit from a second major or minor in international studies.

 The history department administers the interdisciplinary international studies program. Students interested in earning a bachelor of arts degree major or minor in this program should consult the program director.

 This 40-57 hour major requires completion of foundational courses, related field requirements, and a concentration area. The foundation courses include IAS 130, HIS 100, POS 211, GEO 220, and completion of two years of one modern foreign language. The second component consists of three courses from at least two related fields, which are not in the concentration area. The related field areas include advanced modern language (SPA 211 and 212, 312; FRE 221, 222); fine arts (ART 316, MUS 343); philosophy and religion (PHI 322, 323, REL 391); communications or English (CAS 340, ENG 373, 444); business and economics (BUA 375, ECO 211). The third component in the major is a minimum of 15 hours (not including courses chosen to meet the foundational courses or requirements from related fields) in any one of the following concentration areas:

 African, Asian, and Latin American Studies: HIS 311, 312, 313, 315, 321, 391; a maximum of six hours from Daystar University or the China Studies Program or Hong Kong Baptist University.


 European Studies: HIS 331, 332, 342, 361, 365, 370, 391; a maximum of six hours from the Russian Studies Program or Lithuania Christian College or four hours from the Taylor Oxford Studies Program.

 French Language and Literature: FRE 221, 222, 332, 342, 370; a maximum of 16 hours from the Academic Program in France.

 Middle East Studies: HIS 321; a maximum of 11 hours from Jerusalem University College or the Middle East Studies Program.

 Spanish Language and Literature: SPA 211, 212, 312, 321, 332, 342, 370, 422, 303, 333, 403, 433; a maximum of 16 hours from the Latin American Studies Program or the Semester in Spain Program.

 World Literature: ENG 212, 233, 261, 371, 373, 444, 370; four hours from the Taylor Oxford Studies Program.

 World Politics and Economics: Required courses include ECO 411, POS 212 or 301 and at least one history course from HIS 311, 312, 313, 315; ECO 442, 451; POS 321, 365.

 Other requirements are an interterm or semester international study experience, computer competency, and a senior paper.

 The minor requires only the completion of the foundational courses and three courses from related fields.

 MANAGEMENT INFORMATION SYSTEMS

 See Computing and System Sciences.

 MASS COMMUNICATIONS

 See Communication Arts.

 MATHEMATICS

 Chair, Professor Klinger; Professor Neuhouseer; Associate Professor Benbow; Assistant Professors Case, DeLong

 The major purposes of the mathematics department are to help students increase their knowledge and understanding of mathematical concepts, develop their reasoning ability and problem solving skills, and improve their ability to apply mathematics in a variety of areas. The department prepares students to become teachers of mathematics, to enter careers in business, industry, and government, and to pursue graduate study in mathematics and related areas.

 The student expecting to major in mathematics should have at least three years of high school mathematics including two years of high school algebra, some geometry, and trigonometry. In the freshman year, students planning to major in mathematics and those preparing for scientific work including engineering should be qualified to begin with MAT 151.

 The department offers majors in mathematics, mathematics (computer science concentration), mathematics-environmental science, mathematics education, and mathematics science education. The bachelor of arts degree is available in the above majors and requires two years of one foreign language. The bachelor of science degree is available in mathematics-environmental science, mathematics education, and mathematics science education. The bachelor of science in
Mathematics and the computer science concentration is available if combined with systems analysis.

Each year the mathematics department conducts four sanctioned events. All majors are required to attend a total of at least 10 sanctioned events before taking the IAS 493 course.

One course in chemistry or physics is also required for all majors.

Mathematics

The major in mathematics consists of at least 40 hours including MAT 250, 340, 352, 361, 392, 412, and 461.

The major in mathematics combined with the systems analysis requirements consists of 40 hours including MAT 250, 340, 352, 382, 361 or 412, 392, 393.

The major with a concentration in computer science consists of at least 36 hours of mathematics including MAT 250, 340, 352, 372, 392, 361 or 412; and an additional 20 hours of computer science including COS 120, 250, 381, 382, and SYS 402.

A mathematics minor consists of a minimum of 23 hours including MAT 151 and 230. Mathematics courses beginning with MAT 151 or higher will count toward a minor except MAT 201 and 202. NAS 240 may also count towards a minor.

Mathematics Environmental Science

This 68-71 hour integrated major consists of 36 hours in mathematics including MAT 151, 230, 240, 250, 352, 392, 393, and electives from MAT 340, 372, 382, 412, 431, 461; an additional 23 hours of environmental science including BIO 204, ENS 231, 383, 402 with electives from ENS 300, 340, 351, BIO 380; 7-8 hours from ECO 190 or 211 and POS 331; and a two to four hour practicum.

Mathematics Education

A baccalaureate degree in mathematics leading to teacher certification consists of 43 hours including MAT 151, 230, 240, 250, 312, 340, 352, 361 or 412, 392, one course from COS 120, MAT 320, 330, 372, 431, 370, or PHY 341; and IAS 493. Detailed curriculum guides are available in the education department.

A mathematics education minor may be earned by students to supplement another secondary teaching major. The minor consists of 28 hours including MAT 151, 230, 240, 250, 352, 312, and 361 or 412.

Mathematics Science Education

The department, in cooperation with the education department and other science departments offers a science teaching major with a primary emphasis in mathematics. The major requires MAT 151, 230, 240, 250, 312, 352, one elective from MAT 412, 361, or 352;
IAS 493: a core of general science requirements; and a supporting area in science from biology, chemistry, general science, or physics. Detailed curriculum guides are available from the education department.

MAT 100
Mathematics Fundamentals
1 hour
A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. May be taken pass-fail only. Does not count toward a mathematics major or minor.

MAT 110
Finite Mathematics
3 hours
A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. Prerequisite: A good understanding of algebra. Does not count toward a mathematics major or minor.

MAT 130
Algebra and Trigonometry
4 hours
Topics from algebra and trigonometry including equations, identities, graphs, and algebraic, exponential, logarithmic, and trigonometric functions. Does not count toward a mathematics major or minor. Offered fall semesters.

MAT 140
Fundamental Calculus for Applications
3 hours
An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. Prerequisite: MAT 110 or permission of instructor. Does not count toward a mathematics major or minor.

MAT 151
Calculus with Analytic Geometry I
4 hours
Advanced topics in algebra, selected topics in trigonometry and analytic geometry, and an introduction to calculus including limits, continuity, derivatives, and integrals. Offered fall semesters.

MAT 201
Mathematics for Elementary Teachers I
5 hours
First of a two-course integrated content-methods sequence for elementary teacher preparation, this course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, and pedagogy including classroom use of hand calculators and microcomputers. Each student is encouraged to team with a student of MAT 202 in a teaching team in the Taylor-Eastbrook Mathematics Project (TEMP). Does not count toward a mathematics major or minor. Open to majors in early childhood and elementary education.

MAT 202
Mathematics for Elementary Teachers II
5 hours
The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group work. Each student is responsible each week for a mathematics class in local schools, grades 1-6 (TEMP). Does not count toward a mathematics major or minor. Open to majors in early childhood and elementary education.

MAT 220
Ways of Knowing
4 hours
Topics studied include number, logic, Euclidean and non-Euclidean geometry, algebraic structures, dimension, and infinity.

A study is made of the deductive method in mathematics and its relationship to ways of knowing in other areas. There is an emphasis on the beauty of mathematics and the relationship of mathematics to science and other forms of culture including the arts and religion. This course is offered within the honors program. Offered spring semesters.

MAT 230
Calculus with Analytic Geometry II
4 hours
A study of analytic geometry, functions, limits and derivatives, differentiation and integration of algebraic functions and elementary transcendental functions, applications of the derivative, the definite integral, sequences, series, Taylor’s formula, and special techniques of integration. Prerequisite: MAT 151 or equivalent. Offered spring semesters.

MAT 240
Calculus with Analytic Geometry III
4 hours
Further applications of calculus, vectors and an introduction to calculus of several variables. Offered fall semesters.

MAT 250
Transitional Mathematics
4 hours
An introduction to abstract and linear algebra and to analysis. A study of the mathematical structure of matrices with applications, symbolic logic, Boolean algebra, groups, rings, and fields. Specific examples of the various algebras are studied rather than an extensive theoretical development. Also, types of proof including mathematic induction and epsilon-delta proofs of limits are introduced. Offered fall semesters.

MAT 261, 262
Special Problems
1 hour each
Selected topics in mathematics. Prerequisite: Consent of the department chair.

MAT 312
College Geometry
4 hours
Advanced Euclidean plane geometry with a brief survey of some of the non-Euclidean geometries and vector and transformational geometry. Prerequisites: MAT 230 and 250. Offered spring semester of odd years.

MAT 320
Discrete Mathematics
4 hours
A study of logic, counting, set theory, mathematical induction, relations and functions, algorithms, combinatorics, and graph theory. Prerequisite: MAT 250. Offered fall semester of odd years.

MAT 330
Graphing Calculator in Mathematics
3 hours
A study of the use of the graphing calculator in mathematics. The graphing calculator is used to explore concepts in precalculus mathematics, business mathematics, probability and statistics, calculus, and linear algebra. Prerequisite: MAT 250.

MAT 340
Advanced Calculus
4 hours
Emphasis on three dimensional analytic geometry, matrices, vectors, partial differentiation, multiple integration, and a more rigorous development of the fundamental concepts of calculus. Prerequisites: MAT 240 and 250. Offered spring semesters.

MAT 352
Mathematical Statistics
4 hours
A theoretical, as well as applied, study of counting outcomes, probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation. Corequisite: MAT 240. Offered fall semesters.
MAT 360
Independent Study

MAT 361
Abstract Algebra
Emphasis on set theory; development of the postulates of group theory, rings, integral domains, and fields. Prerequisite: MAT 250. Offered spring semester of even years.

MAT 362
Linear Algebra
A course on matrix theory, determinants, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, and quadratic forms. Prerequisite: MAT 250. Offered spring semester of even years.

MAT 370
Selected Topics

MAT 372
Numerical Analysis
Iterative and other algorithmic processes, propagation of error, solution of transcendental and polynomial equations, numerical integration and differentiation, linear algebra, curve-fitting, and numerical solution of differential equations are studied. Prerequisites: COS 120, MAT 240. Offered fall semester of even years.

MAT 382
Advanced Statistics
A study of regression analysis including multiple and nonlinear regression; correlation analysis, including multiple and partial correlation; analysis of variance; and nonparametric statistics. This course also includes selected topics from calculus and matrix theory required for the study of these topics. Prerequisite: MAT 352 or NAS 240; MAT 151.

MAT 392
Mathematics Seminar
Each student in the seminar researches a mathematical topic and makes a presentation to the entire group. Prerequisite: MAT 240. Offered fall semesters.

MAT 393
Practicum

MAT 412
Independent Study

MAT 421
Abstract Algebra
Emphasis on set theory; development of the postulates of group theory, rings, integral domains, and fields. Prerequisite: MAT 250. Offered spring semester of even years.

MAT 431
Differential Equations
A course on the solution of differential equations of the first order and first degree, orthogonal trajectories, linear differential equations with constant coefficients, nonhomogeneous equations by undetermined coefficients and variation of parameters, applications to vibration problems and electrical circuits, and an introduction to series solutions. Prerequisite: MAT 240. Offered spring semesters.

MAT 461
Real Analysis
Real number system, topology, functions, sequences, limits, continuity, theory of differentiation and integration are included in this course. Prerequisite: MAT 340. Offered spring semester of odd years.

IAS 493
Senior Seminar

MODERN LANGUAGES

Chair, Associate Professor J. Loy; Professors Barrick, Dixon; Associate Professor E. Messer; Instructor Koch

The knowledge of a foreign language is integral to the education of students who will assume responsible roles as citizens of an increasingly interdependent
world. The department provides a variety of courses and programs to meet this challenge.

In addition to offering courses in French, German, and Spanish to meet the two year language requirement for the bachelor of arts degree, the department offers a teaching and non-teaching major and minor in French or Spanish.

The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with education, environmental science, or systems analysis.

The major in either French or Spanish consists of 30 hours of courses. This major is often combined with a second major, expanding the student's personal and career options. SPA 211 or 212 is required for the Spanish major. The minor in French requires 17 hours; the minor in Spanish requires 16 hours.

The French or Spanish education major consists of 40 hours of courses. The French or Spanish education minor consists of 24 hours of courses. Detailed curriculum guides are available from the education department and the department of modern languages.

Elementary courses (101 and 102) do not count toward the hours required for a minor or major.

Majors may be required to take courses abroad in order to complete the departmental requirements. Other students may choose to study abroad for their own benefit or to complete the language requirement. In all cases the study abroad courses must be approved in advance by the department.

French

FRE 101, 102  
**Elementary French**
Stresses reading and the use of spoken language including the essentials of grammar and offers an introduction to French culture. Includes coordinated laboratory activities. **FRE 101 is prerequisite to FRE 102.**

FRE 201, 202  
**Intermediate French**
Continues and builds upon the approach of FRE 101 and 102 through grammar review and intensive reading. Language laboratory activities are provided to promote oral communication. **FRE 201 is prerequisite to FRE 202.**

FRE 221  
**French Conversation**
Emphasizes the development of facility in oral and written communication in French. Includes laboratory activities. **Prerequisite: FRE 202 or equivalent. Offered fall semester of even years.**

FRE 222  
**Contemporary France**
Study of contemporary French culture. **Prerequisite: FRE 202 or equivalent. Offered fall semester of odd years.**

FRE 300  
**Study in France**
A language study experience for students participating in Taylor University's consortium agreement with Bowling Green State University's Academic Program in France. Course content varies depending upon the student's level of proficiency in French. Applicability to a major or minor other than French must be determined in advance by a petition submitted to the department.

FRE 312, FRE 322, FRE 332, and FRE 342 are offered in rotation dependent upon student need and demand.

FRE 312  
**Classicism**
A survey of French classical literature with emphasis on the dramas of Corneille, Racine, and Moliere.

FRE 322  
**Rationalism and Romanticism**
Consideration of selected works from these periods in French literature.

FRE 332  
**Realism, Symbolism, and Existentialism**
Study of representative works from each of these periods in the literature of France.

FRE 342  
**French Linguistics**
Examination of the phonology of the French language, its word and sentence structure. Includes a study of contrasts between French and English.

FRE 360  
**Independent Study**

FRE 370  
**Selected Topics**

FRE 393  
**Practicum**

IAS 493  
**Senior Seminar**

German

GER 101, 102  
**Elementary German**
Pronunciation and the essentials of grammar. Oral expression is developed through language laboratory activities. **GER 101 is prerequisite to GER 102.**

GER 201, 202  
**Intermediate German**
Intensive reading and grammar review. Laboratory activities and independent prose reading are involved each term. **GER 201 is prerequisite to GER 202.**

Spanish

SPA 101, 102  
**Elementary Spanish**
The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided. **SPA 101 is prerequisite to SPA 102.**
SPA 201, 202
Intermediate Spanish
Emphasis is placed on the conversational approach with additional reading and writing. SPA 201 is prerequisite to SPA 202.

SPA 211
Communication in Spanish
A promotion of oral proficiency and communicative competence. The course emphasizes daily happenings in the Spanish-speaking world. Prerequisite: SPA 202 or equivalent.

SPA 212
Conversational Perspectives in Spanish
An exploration of the diverse contemporary usages of spoken Spanish within the twenty republics of Hispanic culture. This class is conducted in everyday Spanish. Prerequisite: SPA 202 or equivalent.

SPA 211, SPA 212, or instructor’s permission is prerequisite to upper division courses.

SPA 300
Study in Spain
A language study experience for students participating in Taylor University’s consortium agreement with Trinity Christian College’s Semester in Spain program. Course content varies according to the student’s level of proficiency in Spanish. Applicability to a major or minor other than Spanish must be determined in advance by a petition submitted to the department.

SPA 312
Culture and Civilization of Spain
A survey of the people, culture, and customs of Spain through lectures, readings, discussions, and multimedia. Offered spring semester of even years.

SPA 321
The Art of Writing Spanish
An advanced workshop experience in the writing of Spanish. Includes a review of grammar and mechanics and practice in several expository modes including a formal research paper. Offered fall semester of odd years.

SPA 331
Introductory Spanish American Literature
A study of representative New World Spanish literature to 1880. Selections from the conquest, colonial, and romantic periods are discussed. Historical and cultural perspectives are provided. Offered fall semester of odd years.

SPA 332
Contemporary Spanish American Literature
Post-romantic readings of Spanish America dating from 1880 to the present day. Selections from the conquest, colonial, and romantic periods are discussed. Historical and cultural perspectives are provided. Offered spring semester of even years.

SPA 342
Spanish Phonology
An examination of the formation of speech sounds in the Spanish language and the application of phonetics and phonemics to understanding and speaking Spanish. Also includes a study of dialectal differences of American and Peninsular Spanish. Offered spring semester of odd years.

SPA 360
Independent Study

SPA 370
Selected Topics

SPA 393
Practicum

SPA 421
Spanish Medieval and Renaissance Literature
A study of Peninsular Spanish literature from its origin to 1700, the course includes selections from El Cid to Calderón. Historical, political, and cultural perspectives are considered. Offered fall semester of even years.

SPA 422
Spanish Literature from 1700-to present
A study of selected readings from the neoclassic, regional, romantic, and other periods of Spanish literature extending to the present. Social and political perspectives are considered. Offered spring semester of odd years.

IAS 493
Senior Seminar

Spanish Abroad
Taylor University provides intercollegiate language study in Costa Rica for intermediate and advanced students of Spanish. The courses are for five weeks of study in the summer. Applicants at or above the intermediate level may participate with permission of the coordinator.

SPA 203s
Applied Aural-Oral Spanish
Intensive conversation dialogue sessions with introduction to reading and grammar review. Prerequisites: SPA 102 and permission of instructor.

SPA 303s
Advanced Composition and Conversation II
Theme writing in conversational style, letter writing, and use of idiomatic Spanish.

SPA 313s
Latin American Literature Survey I
Selections of New World Spanish Literature before 1880 are read and studied.

SPA 323s
Latin American Literature Survey II
The most outstanding Hispanic American authors since 1880 and selections of their works are studied in a survey manner.

SPA 333s
Síntesis de la Cultura Latinoamericana I
Consideration of contemporary issues and events in Latin America from a variety of media including newspapers and magazines.

SPA 403s
Advanced Composition and Conversation III
Special advanced guidance is given in oral and written compositions for students completing Spanish 303s.

SPA 433s
Síntesis de la Cultura Latinoamericana II
A survey of the history, societies, peoples, politics, geography and culture of Latin America.
MUSIC

Chair, Professor Harrison; Professors B. Dickey, Parker, Shulze; Associate Professors Collins, L. White; Assistant Professors Harshenin, Rediger

It is essential that the Christian musician consider the relationship of music to Christian higher education. Briefly, the Christian college has, as its primary task, the guidance of the student in a search for values. The Christian scholar in the arts is especially equipped to handle this task in a time when the arts are threatened by the superficiality of a disposable, "throw-away" culture. The Christian scholar is a representative, both of a well-founded, in-depth discipline (in this case, music) and of a value system (the Christian one) which seeks to counteract the trend toward a meaningless, disintegrated society. It is the Christian musician's responsibility to:

1. understand and communicate the concept of creative, original expression, thus reflecting the role of God as Creator.
2. develop skills necessary to evaluate and determine high standards and quality in formal content.
3. guide in the discovery and preservation of truth in message content.

Taylor University makes music an integral part of the overall program serving the needs of the liberal arts student within the context of Christian higher education. For the music major, the department provides the bachelor of arts degree, bachelor of science degree, and bachelor of music degree programs. A Handbook for Music Majors, outlining all areas of concentration, is available from the music department.

The music department also provides

1. music minors with emphases in elementary music education, church music, keyboard pedagogy, and applied music.
2. numerous ensemble opportunities open to all students.
3. private lessons on all instruments.
4. concerts, faculty recitals, student recitals, and other cultural opportunities.

The music department is accredited by the National Association of the Schools of Music (NASM).

Music

The bachelor of arts degree with a major in music requires completion of two years of one foreign language. It is designed for the student who is primarily interested in a liberal arts degree program with a focus in music. This broadly based degree program has as its foundation the study of music, history, theory, and literature. The program prepares students for diverse career opportunities in keeping with the liberal arts tradition of Taylor University. This major consists of 55 hours including MUS 100-400 (applied major), 100-200 (applied minor), ensembles, 120, 123, 131-132, 201, 223, 241, 341 or 342, 343, 361, 371, 372, 472; IAS 493.

The music minor programs for non-music majors consist of 28 hours including 18 hours of core requirements in MUS 100-200 (four hours), 120, 123, 131, 132, 223, 241; and 10 hours in one of the following emphasis areas:

Church Music Emphasis Area: This emphasis is designed to prepare the graduate for work in the music programs in the local church. Specialty courses include MUS 200 (two hours), 320 (one hour), 350, 361, and major or minor ensemble (choral; two hours).

Applied Music Emphasis Area: This emphasis is designed for a liberal arts music minor program. Specialty courses include MUS 200 (four hours), 381 or 440 or 452, and major or minor ensemble (four hours).

Keyboard Pedagogy Emphasis Area: This emphasis is designed to prepare students to teach private piano. This course of study includes eight hours of applied piano study with juries at the end of each term. Those interested in pursuing this program should audition before the piano faculty. Specialty courses include MUS 200 (four hours), 381, 382, and 470.

Music (Management, Marketing, and Theatre Arts Concentrations)

The department offers a bachelor of science degree in this music major with elective study concentrations in management, marketing, and theatre arts. It is designed to provide the student with a broad-based musical foundation that prepares the student for
possible vocational opportunities in the music industry or music theatre.

The 83-hour major with elective study concentrations in management and marketing consists of a 51-hour music core including MUS 100-400, ensembles, MUS 120, 123, 131-132, 201, 223 or 472, 241, 361, 372; IAS 493; a minimum of eight elective hours from MUS 221, 223 or 472, 341, 342, 242, 243, 292, 351, 352 or 362, 371; and the following 24 hours of elective study in one of the two concentration areas:

Management: BUA 231, 311, 352, 420; ACC 190; ECO 190 or ECO 211; MAT 110 (or higher) or NAS 240; one course from BUA 362 or 422 or 442 or 452.

Marketing: BUA 231, 312, 352, 410, 460; MAT 110 (or higher) or NAS 240; two courses from BUA 313, 375, 412, 452.

The 77-hour major with an elective study concentration in theatre arts consists of a 45-hour music core including MUS 100-400, ensembles 120, 123, 131-132, 201, 241, 310, 361, 372, 223 or 472; IAS 493; a minimum of eight elective hours from MUS 221, 223 or 472, 242, 243, 341, 342, 351, 352, 362, 371; and the following 24 hours of elective study.

Theatre Arts: CAS 120, 200, 212, 432; two hours of HUM 250 (one in musical theatre and one in a regular series play); one course from CAT 301 or 341; one course from CAM 352 or 362 or 402.

Music (Performance and Composition Concentrations)

The bachelor of music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivity essential to the professional life of a musician. Students in this major select concentrations in performance or composition.

The music major with a performance concentration prepares students for graduate school and possible careers as solo performers in concert or church music, accompanists, private teachers, professional ensemble members or conductors, or as college teachers. It consists of 85-86 hours and is offered to students in organ, piano, voice, brass, percussion, strings, and woodwinds. The required courses are MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 201, 241-242, 243, 292, 341-342, 351 or 352, 361-362, 371-372, 472; IAS 493; plus pedagogy in the major instrument.

The music major with a composition concentration prepares students for further studies in graduate school, teaching theory/composition in either high school or college, and composing and/or arranging sacred or secular music as well as for numerous opportunities in radio, television, or other related fields. It consists of 84 hours and includes MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 201, 292, 221-222, 231-232, 331-332, 241-242, 243, 321-322, 341-342, 351-352, 361-362, 371-372, 421-422, 472; and IAS 493.

Music Education

The bachelor of music degree in music education, leading to teacher certification, prepares and certifies the student to teach in the public schools on the elementary, junior high school, and senior high levels. Detailed curriculum guides are available from the education department. The major consists of 68-71 hours of music course work. Areas of specialization are provided, depending on the interests and background of the student.

Choral Area: The choral area, designed for voice, piano, and organ majors, prepares students to teach choral music at the elementary and secondary levels (K-12). Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 118, 131-132, 120, 123-223, 201, 241-242, 243, 311-312, 341 or 342, 351, 361-362, 371-372, 440, 462, 472, and IAS 493.

Instrumental Area: The instrumental area, designed for brass, percussion, string, and woodwind majors, prepares students to teach instrumental music at the elementary and secondary levels (K-12) in the public schools. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles (one class must be choral), MUS 111 (voice), 131-132, 120, 123-223, 201, 231-232, 241-242, 243, 311-312, 331-332, 341 or 342, 352, 361-362, 371-372, 472, and IAS 493.

General Area: The general area certifies the student to teach music on the elementary and junior high school levels. Students with a concentration in voice, keyboard, or other instrument may elect this area of concentration. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 111 (voice), 131-132, 120, 123-223, 201, 241-242, 243, 311-312, 341 or 342, 361, 371-372, 462, 472, and IAS 493, plus three hours from 292, 362, 351, 381, 440, or MUS 111 (guitar).

The music education minor is designed for art, elementary education, and physical education majors and leads to certification for teaching music in kindergarten through sixth grades. Courses include MUS 100-200 (applied major and minor instruments), MUS 131-132, 120, 123-223, 241, 311, 361, and two hours of music electives. The student is encouraged to participate in ensembles.

General Information

Music majors may receive instructional experience through the Center for Musical Development (CMD).
practicums in the public schools, and student teaching experiences in two public school settings.

The utilization of modern technology is incorporated in some music courses through computer-assisted instruction (using Macintosh computers), electronic piano laboratory, music synthesizers, and various software packages.

All music majors are required to attend performance classes, student and faculty recitals, concerts, and artists series events. Bachelor of music in music education majors attend a minimum of 84 concerts during their academic tenure; all other music majors attend a minimum of 96 concerts.

At the end of each term, an examining committee hears each music major on his/her major instrument.

Each music major gives a junior proficiency recital—20 minutes in length for bachelor of music candidates and 15 minutes in length for all others including music education candidates. This recital is presented at the end of a student's sophomore year, or fourth term, in his/her applied area before the music faculty only and determines whether a student is to be admitted to the upper division level.

All music majors perform in performance class recitals twice per term. Public recital performance is determined by the instructor. Bachelor of music students are required to give a full graduation recital in their senior year, and all others including music education majors are required to give at least a half recital in their senior year.

Music majors are required to participate in an ensemble each term while on campus with a minimum of two years in the chorale, symphonic band, or chamber orchestra. Keyboard and composition majors are placed in the ensemble program in accordance with their abilities, interests, and ensemble needs.

Music Ensembles

All college students are invited to participate in the various musical organizations. Students are encouraged to structure their schedules so that ensembles may be taken for credit. Humanities 250 credit may be obtained by participation in an ensemble or HUM 250 Folk Dances. These ensembles are available:

Choral Ensembles: Concert Chorale, Taylor Sounds, Gospel Choir, University Chorus, and Opera Workshop.

Instrumental Ensembles: Symphonic Band, Brass Choir, Jazz Ensemble, Jazz Combo, Flute Choir, Chamber Orchestra, Marion Philharmonic Orchestra, Pep Band, Taylor Ringers, and Handbell Choir.

Auditions are held for freshmen and transfer students during the days of orientation at the beginning of the academic year. For those students previously enrolled at Taylor University, auditions are arranged through the individual ensemble conductors.

Students should consult the Taylor University Schedule of Classes during registration for the correct ensemble name and number. Ensembles may be taken for one credit hour. This credit may count for the general education requirement of Humanities 250—Participation in the Arts.

Choral Ensembles

MUS 240, 340
Concert Chorale
A select group of approximately 60 members chosen by audition. This SATB (soprano, alto, tenor, bass) ensemble performs a choral repertoire of sacred classics selected from Renaissance through Contemporary periods, including hymns and spirituals. The chorale tours annually during spring break. Other performances include participation in the Indianapolis Praise Gathering and frequent appearances with the Marion Philharmonic Orchestra.

MUS 210, 310
Taylor Sounds
A select group of 16 singers chosen by audition. This SATB ensemble performs a varied choral repertoire from Renaissance to contemporary Christian and gospel arrangements. The Taylor Sounds perform throughout the Midwest on weekends and on annual tours.

MUS 210, 310
University Chorus
The University Chorus is a mixed choral ensemble open by audition to all men and women at Taylor University. The choir sings diverse literature from all historic periods and performs on campus in chapel and concerts.

MUS 210, 310
Gospel Choir
The Gospel Choir is an auditioned choir open to all students. It performs a variety of gospel music and presents concerts on and off campus including gospel music festivals.

MUS 210, 310
Opera Workshop
The Opera Workshop performs one opera or musical each year. Participation is by audition and is open to music students and ensemble members. Offered spring semesters.

Instrumental Ensembles

MUS 280, 380
Symphonic Band
The Symphonic Band is open to all wind and percussion players by audition. It performs the classic band repertoire as well as transcriptions and arrangements. The band tours annually during spring break.

MUS 210, 310
Jazz Ensemble
The Jazz Ensemble is open to all wind and percussion players by audition. It performs contemporary stage band literature as well as the Jazz classics. This ensemble performs a concert each semester and tours in local schools and regional festivals.

MUS 210, 310
Jazz Combo
The Jazz Combo is a selected ensemble by audition. The combo explores improvisatory stylings and performs a concert each semester. Beginning, intermediate and advanced level instruction is given.
MUS 290, 390
Chamber Orchestra
The Chamber Orchestra is open to all string players by audition. The orchestra performs string music from all periods and frequently combines with one of the vocal ensembles to present sacred oratorios and cantatas as well as operas and musicals. Wind and percussion players are occasionally utilized.

MUS 210, 310
Brass Choir
The Brass Choir, open by audition, consists of a selected group of brass players who perform classical and sacred brass literature. The choir performs frequently in chapel and area churches.

MUS 210, 310
Flute Choir
The Flute Choir consists of a selected group of flute students. The students are auditioned by the flute instructor and explore flute chamber literature. This choir performs one concert each semester.

MUS 210, 310
Marion Philharmonic Orchestra
The Marion Philharmonic Orchestra, open to outstanding instrumentalists by audition with the conductor, is a community orchestra which performs literature from the standard orchestral repertoire. The orchestra performs five concerts annually.

MUS 210, 310
Pep Band
The Pep Band is open to all students who enjoy performing contemporary music at football and basketball home games. (No audition required.)

MUS 210, 310
Taylor Ringers
The Taylor Ringers consists of thirteen members chosen by audition. The group performs a variety of 4-5 octave literature of a moderate-to-difficult nature on campus (chapel, banquets), off campus (outreach programs), and on tours each spring.

MUS 210, 310
Handbell Choir
The Handbell Choir is open to students with bell ringing experience as well as to students with no previous experience who are willing to learn the art of bell ringing. The group performs in chapel as well as in programs on and off campus.

Applied Music (Performance)
Private lessons are required of all music majors and are available for nonmajors. All students taking applied music for the first time register for the 100 level. (Exceptions for transfer students are determined by an examination.) Advancement from one level to another is on the basis of proficiency, examination, or consent of the instructor. The course numbers represent lower and upper division credits. Normally freshmen and sophomores register for the 100-200 level and juniors and seniors register for the 300-400 level. Students not majoring in music may enroll for applied lessons suited to their background and needs. Music majors should consult the Handbook for Music Majors for specific requirements at each level. Identification abbreviations are as follows: b-brass, o-organ, p-piano, c-percussion, s-string, v-voice, w-woodwind, g-guitar.

For those students desiring to study privately in voice, keyboard, or instrumental areas, auditions are set up individually with the director of voice, piano, or the specified instrumental area during the first week of each semester.

Students should contact the music department secretary during registration for the correct private instruction name and course number. Advancement from one level to another is on the basis of proficiency, examination, and consent of the instructor. Private instruction may be taken for one to four credit hours. This credit may count for the General Education requirement of Humanities 250, Participation in the Arts.

MUS 100 (b.o.p.c,s,v.w.g.) 1-4 hours
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 (b.o.p.c,s,v.w.g.) 1-4 hours
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 300 (b.o.p.c,s,v.w.g.) 1-4 hours
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 400 (b.o.p.c,s,v.w.g.) 1-4 hours
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

Music Education
MUS 111, 112
Voice, Piano, String, Guitar Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level.

MUS 118
Diction
Diction is a study of phonetic Italian diction and its practical application in seventeenth and eighteenth century songs and arias. The International Phonetic Alphabet is utilized as a learning tool. This class is to be taken in conjunction with applied lessons, supplying a firm foundation basis for future voice study. Required of all voice majors. Offered fall semesters.

MUS 231
Instrumental Methods I-Brass Instruments
Class instruction in various brass instruments. Designed to acquaint music education specialists and church musicians with basic performance problems and teaching techniques of the brasses. Offered fall semester of even years.
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<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUS 232</td>
<td>1 hour</td>
<td>Instrumental Methods II-Woodwinds&lt;br&gt;Class instruction in various woodwind instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for teaching and playing woodwind instruments. Offered spring semester of odd years.</td>
</tr>
<tr>
<td>MUS 301</td>
<td>4 hours</td>
<td>Music in the Elementary Classroom&lt;br&gt;This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, guitar, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies). One section is offered in the fall; two sections are offered in the spring.</td>
</tr>
<tr>
<td>MUS 311</td>
<td>3 hours</td>
<td>Elementary School Music&lt;br&gt;A study of the role of the music specialist in planning musical experiences for children with emphasis on child development, music literature, teaching aids, and teaching practices utilizing guitar, recorders and Orff Instruments. Curriculum development and the organization of the elementary school music program are also included. Offered fall semester of even years.</td>
</tr>
<tr>
<td>MUS 312</td>
<td>3 hours</td>
<td>Secondary School Music&lt;br&gt;Investigation of secondary music curricula, organizational structures, and materials. Emphasis is on both nonperformance areas (general music, theory, appreciation, and related art courses) and performance-oriented areas (band, orchestra, and choir development). Includes a field experience lab. Offered spring semester of even years.</td>
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<tr>
<td>MUS 331</td>
<td>1 hour</td>
<td>Instrumental Methods III-Percussion&lt;br&gt;Class instruction in percussion instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching percussion instruments. Offered spring semester of even years.</td>
</tr>
<tr>
<td>MUS 332</td>
<td>1 hour</td>
<td>Instrumental Methods IV-Strings&lt;br&gt;Class instruction in string instruments. This course is designed to acquaint music education specialists and church musicians with basic techniques for performing and teaching orchestral stringed instruments. Offered fall semester of odd years.</td>
</tr>
<tr>
<td>MUS 361</td>
<td>2 hours</td>
<td>Conducting I&lt;br&gt;An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed. Offered fall semesters.</td>
</tr>
<tr>
<td>MUS 362</td>
<td>2 hours</td>
<td>Conducting II&lt;br&gt;Advanced score studies, conducting, and rehearsal techniques of instrumental works. Laboratory experience with band or orchestra ensembles is included. Prerequisite: MUS 361 or the equivalent. Offered spring semesters.</td>
</tr>
<tr>
<td>MUS 381</td>
<td>2 hours</td>
<td>Piano Pedagogy I&lt;br&gt;A study of the methods and materials of teaching beginning piano students. Supervised teaching experience is included. Offered fall semesters.</td>
</tr>
<tr>
<td>MUS 382</td>
<td>2 hours</td>
<td>Piano Pedagogy II&lt;br&gt;A study of the methods and materials of teaching intermediate keyboard students. Supervised teaching experience is included. Offered spring semester of odd years.</td>
</tr>
<tr>
<td>MUS 392</td>
<td>3 hours</td>
<td>Music and Business&lt;br&gt;A study of the business aspects of the music industry including topics such as identification of the management team, the recording industry, songwriting and music publishing, touring, music merchandising and motion picture music. Offered in spring semester of even years.</td>
</tr>
<tr>
<td>MUS 440</td>
<td>2 hours</td>
<td>Vocal Pedagogy&lt;br&gt;Techniques, practices, and materials related to teaching voice. Offered fall semester of even years.</td>
</tr>
<tr>
<td>MUS 462</td>
<td>2 hours</td>
<td>Instrumental Pedagogy and Literature&lt;br&gt;Techniques, materials, literature and performance practices related to teaching instruments. A supervised teaching experience is included. Offered fall semester of odd years.</td>
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**Church Music**

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<th>Course</th>
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<tr>
<td>MUS 320</td>
<td>1-4 hours</td>
<td>Internship&lt;br&gt;In-depth experience with a minister of music involving responsibilities in various phases of the church music program including administration, organization, rehearsal, and worship.</td>
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<tr>
<td>MUS 350</td>
<td>3 hours</td>
<td>Music and the Church&lt;br&gt;A study of the organization, administration, and operation of the church music program. Areas of study include the multiple church choir program (preschool — grade 9), handbells, instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. Offered fall semester of odd years.</td>
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**Music Theory, History, and Literature**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 120</td>
<td>3 hours</td>
<td>Music Theory&lt;br&gt;A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales (major and minor — all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding. Offered fall semesters.</td>
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<tr>
<td>MUS 123</td>
<td>3 hours</td>
<td>Harmony I&lt;br&gt;A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. Prerequisite: MUS 120. Offered spring semesters.</td>
</tr>
<tr>
<td>MUS 131</td>
<td>1 hour</td>
<td>Introduction to Music I&lt;br&gt;An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of the history of Western music. The course is designed for the music major, music minor, and other interested students. Offered fall semesters.</td>
</tr>
</tbody>
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MUS 132
Introduction to Music II
A continuation of MUS 131. Prerequisite: MUS 131. Offered spring semesters.

MUS 201
Computers, Technology, and Music
This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desktop publishing. Dominant use is on Macintosh systems. Basic keyboard skills are essential. This course along with the two hour COS 104 or 106 course meets the computer literacy requirement. Includes a supervised lab each week. Prerequisites: MUS 120, COS 104 or 106, or permission of the instructor.

MUS 221, 222
Composition I and II
Original composition in elementary and advanced forms. Emphasis is on development of individual style of expression.

MUS 223
Harmony II
A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also includes an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a final project. Prerequisite: MUS 123. Offered fall semesters.

MUS 241
Sight Singing and Ear Training I
Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance and the use of the computer lab. Prerequisite: MUS 120. Offered fall semesters.

MUS 242
Sight Singing and Ear Training II
Continuation of MUS 241. Intermediate and advanced level work is in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). Prerequisite: MUS 241. Offered spring semesters.

MUS 243/343
Music and World Cultures
An investigative study of selected non-Western cultures and the role of music within the cultures. Three components are basic principles of culture and basic principles of music, Japanese culture and music, and African culture and music (East Africa and West Africa). This cross-cultural course is open to all students. Upper division credit requires a paper pertaining to music and a culture of the student's choice. Offered interterms.

MUS 292
Introduction to Electronic Music
An introduction to the aesthetics and types of electronic music. Emphasis is placed on working with synthesizers, tape recorders, computers, sequencers, signal processors, and splicers with the objective of creating an electronic composition as a final project. Outside reading on the subject is required as an adjunct part of the course. Offered interterms.

MUS 321, 322
Composition III and IV
Continuation of the project begun in 221-222. Includes an introduction to the technique of electronic music and the composition of several pieces in this medium using the music synthesizer and related equipment. Taught as a private lesson with requisite fee.

MUS 323
Functional Keyboard Skills
The facilitating of practical keyboard skills including scales, chords, arpeggios, sight reading, and harmonization of melodies at sight. In addition, students complete the requirements needed for transposition, score reading, and accompanying in order to pass the Piano Proficiency. Offered interterms.

MUS 341
Counterpoint
Theoretical approach to the fundamental principles of eighteenth century polyphonic composition; a study of the formal designs and methods of structural treatment with written and analytical experience in the harmonic-contrapuntal concept of music. Prerequisite: 223. Offered spring semester of odd years.

MUS 342
Form and Analysis
Analysis of representative works of the eighteenth and nineteenth centuries with emphasis on the structure and stylistic aspects of music. Prerequisite: 223. Offered spring semester of even years.

MUS 351
Choral Arranging
A course on the ranges, tonal possibilities, and technical limitations of the different voices; the analysis of scores of choral compositions. Arranging and adapting scores for various vocal combinations are included. Prerequisite: 223. Offered fall semester of even years.

MUS 352
Instrumental Arranging
Band and orchestral instruments are studied with a view to practical and effective writing. Arranging of compositions for various instrumental combinations is included. Prerequisite: 223. Offered fall semester of odd years.

MUS 371
History-Literature I
A study of the development of music from the pre-Christian through the Baroque eras. Stylistic cognizance is acquired through aural experience. Offered fall semesters.

MUS 372
History-Literature II
A study of the development of music during the eighteenth and nineteenth centuries and concomitant phases of social and cultural practices of the times. Stylistic perception is gained through audiovisual and aural experience. Offered spring semesters.

MUS 421, 422
Composition V and VI
Continuation of projects begun in 321-322 in preparation for the senior recital. Taught as a private lesson with requisite fee.

MUS 442
Vocal Literature
A study of English, Italian, German, French, and American literature since the late Renaissance. Emphasis is on stylistic interpretation and vocal appropriateness. Music is performed by class participants. Recordings are also utilized. Offered spring semester of odd years.
MUS 470
Piano Literature
A study of piano works chosen from a given era or composer. Lecture, performance, recorded examples, and pedagogy techniques are used. Open to piano majors, certificate in piano pedagogy candidates, and others by permission of the instructor. Offered spring semester of even years.

MUS 472
History-Literature III
A study of the development of music from the year 1900 to the present. Representative music and concomitant phases of political history and art are correlated with aural and analytical techniques of this period of history. Offered spring semester of even years.

Special Topic Courses

MUS 170, 370
Selected Topics
1-4 hours

MUS 360
Independent Study
1-4 hours

MUS 393
Practicum
1-4 hours

MUS 450
Directed Research
1-4 hours

MUS 480
Seminar
1-4 hours

MUS 490
Honors
1-2 hours

IAS 493
Senior Seminar
4 hours

An exploration of the art of music and its connection to contemporary culture and the Christian faith. Offered intersemester.

PHILOSOPHY

PHYSICAL EDUCATION AND HUMAN PERFORMANCE

Chair, Professor Taylor; Professor Romine; Associate Professors Krause, Patterson, Winterholter; Assistant Professors Bauer, Bireline, Brooks, Fincannon, Marsee, Witt; Instructors Hayes, Scott, Stucky

The purpose of the physical education and human performance department has two major components: (1) to prepare competent, caring, and reflective Christian leaders for world service in athletic training, coaching, health, physical education, physical fitness and wellness, and sport management and (2) to help students acquire the skills and attitudes for lifetime wellness as well as wholesome and active use of their leisure time.

Baccalaureate degrees are offered in physical education (teaching and non-teaching majors), athletic training, sport management, and wellness. Minors are offered in physical education (teaching minor), health and safety (teaching minor), and athletic training. A coaching endorsement is offered for education majors and a coaching certificate is offered for students in non-teaching majors. Candidates for the bachelor of arts degree must complete two years of one foreign language. The bachelor of science degree must be combined with education, environmental science or systems analysis.

The recreational leadership major has been eliminated, and the recreation courses that are listed will only be offered for those students who need them in order to complete their degree requirements.

The three hour PHP requirement in general education must be met by taking PHP 100 and two hours of PHP 200 (one hour of PHP 200 credit may be met by taking PHP 300, 302, 333, or 334). Elementary education majors satisfy one hour of PHP 200 by taking PHP 250.

PHYSICAL EDUCATION (Teaching Major)

The teacher education program has been designed to meet Indiana certification requirements and has been approved by the Indiana Professional Standards Board. Students who meet graduation requirements in the physical education teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required NTE test will be eligible for Indiana certification. Students planning to be certified in states other than Indiana have the responsibility to determine certification requirements in those states. Detailed curriculum guides and information about certification requirements for all states are available from the education department.

The student may choose to complete the requirements for certification in physical education at the secondary level (grades 7-12). A bachelor of science degree or a bachelor of arts degree for this level requires PHP 111, BIO 243 or 244 and 245, PHP 210, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, two coaching courses, and electives to total 44 hours. Twenty-eight hours in professional education must be completed including EDU 150, 260, 312, 322, 411, and 431. In order to receive a coaching endorsement, students in this major must also complete PHP 393 Practicum — Coaching.

The student may choose to complete the requirements for certification to teach at the middle school, junior high, and senior high school level (grades 5-12). A bachelor of science degree or a bachelor of arts degree for this level requires PHP 111, BIO 243 or 244 and 245, PHP 210, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, two coaching courses, and electives to total 44 hours. Thirty-one hours in professional education courses must be completed including EDU 150,
In order to receive a coaching endorsement, students in this major must also complete PHP 393 Practicum — Coaching.

The student may choose to complete the requirements for certification to teach at all grade levels (grades K-12). A bachelor of science degree or a bachelor of arts for this level requires PHP 111, 210, BIO 243 or 244 and 245, PHP 252, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, two coaching courses, and electives to total 52 hours. Thirty-one hours in professional education courses must be completed including EDU 150, 260, 312, 322, 411, 431, and PSY 240. In order to receive a coaching endorsement, students in this major must also complete PHP 393 Practicum — Coaching.

Students majoring in teacher education programs may earn a teaching minor in physical education by completing 25 hours in physical education including PHP 111, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 382, 392, and 402.

Students majoring in teacher education programs may earn a teaching minor in health and safety by completing 25 hours. Specific requirements are: BIO 244, 245, PSY 340, PHP 213, 214, 215, 271, 272, 301, and three from a selected group of electives.

Students majoring in teacher education may earn a coaching endorsement by completing 15 hours in physical education: PHP 220, 393, four hours of coaching courses, and three hours from a selected group of electives.

**Physical Education (Non-Teaching Major)**

A bachelor of arts degree in this physical education (non-teaching) major is offered for those students who want to go on to graduate studies or work in a non-school setting. All students in this 57 hour major must complete a 22-23 hour core including PHP 111, 210, 310, 381, 382, 402, 492 (4 credit hours at an external organization); BIO 243 or 244 and 245. In addition, students must choose, depending on their interests, one of the following 34-hour concentrations.

Exercise Physiology: CHE 201 and 202 or 211 and 212, 311, 312; PHP 305; and 10 hours of electives from MAT 151, 230, 240, PHY 211, 211L, 212, 212L, CHE 411.

Sports Psychology: PSY 125, 200, 250, 272, 321; PHP 472; two hours of coaching methods courses; and 15 hours of electives from EDU 260, PSY 300, 330, 400, 410, 411, 420, 422, 441, 461, any additional two-hour coaching methods course.

Sport Management: ACC 241, 242; BUA 231, 352, 420; ECO 211, 212; and 11 hours of electives from BUA 362, 311, 412, CAS 201, 261, SOC 320.

Coaching: PHP 271, 272, 305, 330, 393 (2 hours), 472; coaching methods (6 hours); 16 hours of electives from BIO 200, CHE 100, PHP 231, 302, 303, 333, 380, skills and teaching methods (6-8 hours).
Wellness: ACC 190, BIO 200, BUA 231, CAS 201, CHE 100, ECO 190, PHP 305; and 10 hours of electives from BUA 352, PHP 271, 272, 301, 302, 314, 333, 342. Athletic Training: BIO 200, CHE 100, PHP 271, 272, 301, 303, 330, 392; and 14 hours of electives from PSY 200, 304, 305, 472, 450.

A coaching certificate may be earned by any student who does not obtain teacher certification. This certificate may help the graduate obtain a coaching position in a school system. This certificate requires 15 hours in physical education: PHP 220, 393, four hours of coaching courses, and three hours from a selected group of electives.

**Athletic Training**

A bachelor of science degree in athletic training requires 58 hours including PHP 200 (Weight Training), 210, 271, 272, 301, 303, 304, 305, 310, 330, 381, 382, 392, 393, 402, 450, 472; BIO 200, 244, 245; PSY 200; and 1500 hours of athletic training under the supervision of an athletic trainer certified by the National Athletic Trainers Association (NATA). In order for students to continue in this major, they must apply for admission to the program in their sophomore year and successfully complete the admission requirements. This major is designed to prepare students to take the NATA Certification Exam: written, oral/practical, and simulation. Individuals who complete the degree program including the 1500 hours of supervised athletic training, have current CPR and First Aid cards, and pass the NATA Certification Exam will be certified by the NATA.

A student in any discipline may earn an athletic training minor by completing 21 hours including BIO 244, 245, PHP 301, 310, 330, 381, 382, two hours of electives, and 800 hours of athletic training under the supervision of a NATA certified athletic trainer. (In order to be certified by the NATA, the athletic training minor must complete 1500 hours of supervised athletic training, pass the NATA Certification Exam, and have current CPR and First Aid cards.)

**Wellness**

A bachelor of arts degree in wellness may be earned by completing 56 hours in the major and 14 hours of modern language. A student must complete 74 hours in the major in order to earn a bachelor of science degree in wellness. This major is designed to prepare students for positions in corporate fitness and wellness, commercial fitness and wellness, and for graduate study. The following courses must be completed for the bachelor of arts degree: PHP 111, 210, 215, 216, 217, 271, 272, 305, 381, 382, 392, 393, 402, 492; BIO 243 or 244 and 245, IAS 493; and nine to ten hours from ACC 200; BIO 200; BUA 231, 352; CAS 201, 261; CHE 100; PHP 213, 301, 310, 360; PSY 200, 250, 300, 330. A student must complete the following courses in order to earn the bachelor of science degree: PHP 111, 210, 215, 216, 217, 271, 272, 305, 381, 382, 392, 393, 402, 492; BIO 243 or 244 and 245, IAS 493, CHE 100; MAT 110; PSY 250; SYS 118; NAS 240; and nine to ten hours from ACC 200, BIO 200; BUA 231, 352; CAS 201; PHP 213, 301, 310, 360; PSY 300, 330; SYS 200.

**Sport Management**

The department offers an integrated major in sport management with the business department. Both the bachelor of arts and the bachelor of science degrees are offered in this major. The program is designed to prepare students for management positions in sport from the high school level to professional sports and for graduate studies. Refer to the business department section for the requirements for this major.

**PHP 100**

**Fitness for Life**

A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student’s level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in PHP.

**PHP 111**

**Foundations of Physical Education and Health**

An introduction to the field of physical education. The content includes the history, philosophy, contemporary issues, and various careers that are available in physical education. *Offered fall semesters.*

**PHP 121**

**Foundations of Recreation and Camping**

An introduction to the field of recreation. The content includes the history, philosophy, contemporary issues, and various careers that are available in recreation.

**PHP 200**

**General Physical Education**

These courses are to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses is offered each semester. These courses satisfy two of the three general education requirements in PHP. *Prerequisite: PHP 100.*

**PHP 200**

**Athletic Participation**

Students who compete on an intercollegiate athletic team may earn one credit of general physical education for this participation. Students must consult with the athletic director in order to ensure that the requirements for this credit are successfully completed. *Prerequisites: PHP 100 and PHP 200 (1 credit).*

**PHP 200**

**Individualized Physical Education**

This course is designed for students who fit into one of the following categories: 1) the student has a physical problem which
prohibits completing another PHP 200 course; 2) the student would like to do an activity that is not offered as an PHP 200 course; and 3) the student is near graduation and cannot schedule another PHP 200 course. Students design personal physical fitness programs which must include cardiovascular activities and then engage in those physical fitness programs throughout the semester. Pre- and post physical fitness assessments are administered, and a cognitive assignment is required. Students must apply to and be approved by the PHP department chair in order to register for the course. Prerequisites: PHP 100 and PHP 200 (1 credit).

PHP 210 Microcomputer Applications in Exercise Science 1 hour
Students are introduced to a variety of general and specialized applications of microcomputers and related technologies available to the PHP major. Lab opportunities include the learning support center computer lab, Zondervan Library student computer lab, training and rehabilitation rooms, and field trips. Prerequisite: COS 104 or 106.

PHP 212 Program Development-Recreation and Camping 3 hours
A study of the philosophy, objectives, organization, program, and methods in recreation and camping. The emphasis is on recruiting, training, guiding, and inspiring leaders. Prerequisite: PHP 121.

PHP 213 Substance Abuse 2 hours
The course is designed to prepare professionals for drug education. The scope of the course is wide and includes the following basic areas: drug terminology, pharmacology, psychodynamics, legal and law enforcement perspectives, social and cultural determinants, ethical and moral alternatives, behavioral aspects, and educational strategies. A strong emphasis is placed on developing guidelines for decision making in our society. The purpose is to exchange the best amount of information on drug use, misuse, and abuse available. Offered spring semester of even years.

PHP 214 Health and Sexuality 3 hours
This course is designed to prepare future health educators to teach the relationship between health and human sexuality. The class activities will include lectures/discussions, peer teaching, development of an abstinence-based curriculum and lectures by outside resource personnel. Offered fall semester of odd years.

PHP 215 Health and Aging 2 hours
The course is designed to examine common health-related physiological changes, current issues, and concerns as they pertain to the aging individual. Offered spring semester of odd years.

PHP 216 Applied Nutrition 3 hours
This course is a study of basic human nutrition, fundamentals of digestion, absorption and metabolism, nutrients and their roles, ergogenic aids, eating disorders, body composition assessment, and nutrition for athletics and wellness. Prerequisites: PHP 100 and PHP 111 or by permission of instructor. Offered fall semester of even years.

PHP 217 Wellness Programs 3 hours
This course is a study of the philosophy, goals, objectives, organization, content, and methods of wellness programs. Characteristics of various clientele and how programs can be developed to meet their specific needs will be studied. Prerequisite: PHP 111. Offered spring semester of odd years.

PHP 220 Principles of Coaching 4 hours
This course is a study of the duties and responsibilities of coaches and the potential problems and issues which they may face. The content will include the four major areas of coaching certification programs: medical aspects, physiological aspects, psychological aspects, and organization and administration aspects. Methods and strategies of handling the responsibilities and the problems will be studied. Offered fall semester of even years.

PHP 230 Introduction to Outdoor Recreation 4 hours
A course designed to teach the fundamentals of basic skills in a variety of outdoor education activities: camping, backpacking, canoeing, orienteering, adventure activities, camp games, and other selected activities. Prerequisite: PHP 121.

PHP 231 Officiating of Men's and Women's Sports 2 hours
A study of the officiating skills and techniques needed for various men's and women's sports. The opportunity to earn official's rating is provided. Offered fall semester of odd years.

PHP 250 Elementary School Health and Physical Education 3 hours
A course designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. This class meets four hours per week with the additional hour being utilized for peer teaching assignments. Prerequisite: PHP 100.

PHP 251 Coaching of Volleyball 2 hours
This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also
covered is philosophy of coaching, schedule making, practice planning, conditioning, statistics, care and choice of equipment, and techniques of team selection. Prerequisite: PHP 111. Offered fall semester of even years.

PHP 252 4 hours
Physical Education in Elementary Schools
A study of the components in an elementary physical education program and their value to a child’s education. Also includes the study of motor development and methods of teaching elementary physical education. Prerequisite: PHP 111.

PHP 261 2 hours
Coaching of Basketball
A study of offensive and defensive play with an emphasis on modern trends in basketball. Rules, fundamentals, schedule making, scouting, care and choice of equipment, and techniques of team selection are included. Prerequisite: PHP 111. Offered fall semester of odd years.

PHP 271 1 hour
Cardiopulmonary Resuscitation (CPR)
Successful completion of this course will certify participants in the techniques of Basic CPR according to both the American Heart Association and American Red Cross standards. Priority registration for this course is given to wellness and athletic training majors. Offered spring semesters.

PHP 272 1 hour
First Aid
Instruction and practical experience designed by the National Safety Council to educate the layperson or health care worker in the fundamental knowledge and skills of first aid for victim assessment; bleeding wounds; poisoning; burns; cold and heat emergencies; bone, joint and muscle injuries; victim transportation; and other first aid concerns. Priority registration for this course is given to wellness and athletic training majors. Offered spring semesters.

PHP 300 1 hour
Basic Swimming Skills
Basic proficiency in swimming skills and water safety. Presently, this course is not taught by Taylor University, but PHP majors are allowed one hour of credit if they satisfactorily complete the basic swimming, intermediate swimming, or emergency water safety courses at another institution.

PHP 301 4 hours
School Health Education and Safety
Proper health and safety practices are studied, with emphasis on the materials that should be taught in a secondary school health class. Methods for teaching are stressed in addition to content. Prerequisite: PHP 111. Offered fall semester of even years.

PHP 302 1 hour
Lifeguard Training
This course is designed to train an individual in the proper methods for rescue, water safety, first aid, CPR, and other skills necessary for lifeguarding. Offered fall semesters.

PHP 303 2 hours
Evaluation of Athletic Injuries
Instruction and practical experience necessary for the athletic trainer to understand and demonstrate the use of athletic injury evaluation techniques for specific athletic injuries. Prerequisite: PHP 330. Offered spring semester of odd years.

PHP 304 2 hours
Therapeutic Modalities and Rehabilitation
Instruction and practical experience necessary for the athletic trainer to understand and demonstrate the use of therapeutic modalities and rehabilitation techniques during all phases of the healing and recovery process of athletic injuries. Prerequisite: PHP 310. Offered fall semester of even years.

PHP 305 4 hours
Physical Fitness Prescription and Assessment
A study of the components of physical fitness and the techniques of prescribing exercise programs and methods of assessing the fitness levels for each component. The course consists of classroom work, practical exercises in the lab, and field trips to fitness centers. Prescribing fitness programs and assessing fitness levels of various populations are studied. Prerequisite: PHP 100. Offered fall semester of odd years.

PHP 310 2 hours
Care and Prevention of Athletic Injuries
Instruction and practical laboratory experience dealing with the history, organizational, and administrative concerns of sports medicine: the classifications and characteristics of athletic injuries; and the physiological responses and treatment of those injuries as well as sport-specific concerns about emergency care, strength and conditioning, nutrition, and protective sports devices used by the coach and athletic trainer. Offered fall semesters.

PHP 311 3 hours
Church and Community Recreation
Planning, implementing, and supervising recreation programs in the church and community. Guest lectures by area pastors, and recreation professionals. Prerequisite: PHP 121.

PHP 312 2 hours
Coaching of Baseball and Softball
A course aimed at providing the student with an understanding of the general fundamentals of the game and a position breakdown of the important coaching points. The strategy of complete offensive and defensive performance is covered as are problems and challenges common to the baseball coach. Prerequisite: PHP 111. Offered spring semester of odd years.

PHP 313 2 hours
Skills and Teaching Methods of Racquet Sports
Coverage of the rules, terminology, skills, progressions, and methods of teaching various racquet sports. Sports included are tennis, badminton, and racquetball. Prerequisites: PHP 111 and EDU 312. Offered fall semesters.

PHP 314 3 hours
Skills and Teaching Methods of Individual Sports
The purpose of this course is to teach the terminology, skills, rules, progressions, and methods for instruction of the following individual/dual sports and activities: aerobic fitness, bowling, golf, track and field, and weight training. This class meets four hours per week, and students are required to do peer teaching of selected skills. Prerequisites: PHP 111 and EDU 312. Offered spring semesters.

PHP 321 2 hours
Skills and Teaching Methods of Tumbling and Rhythms
This course is the study of the terminology, progressions, skills, and teaching and spotting methods of tumbling and the methods of teaching rhythms and dance in a school and recreation setting. Prerequisites: PHP 111 and EDU 312. Offered fall semesters.
PHP 330
Advanced Athletic Training
Advanced instruction and practical experience with the recognition, treatment, and prevention of specific athletic injuries and health conditions seen by the athletic trainer as well as sport-specific concerns about environmental conditions, drugs used in sports, and other current topics. Prerequisite: PHP 310. Offered spring semester of even years.

PHP 333
Water Safety Instructor
Instruction in the skills, terminology, and progressions of teaching swimming strokes and water safety. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification in Red Cross WSI. Prerequisite: PHP 302 or Red Cross Emergence Water Safety. Offered spring semesters.

PHP 334
Lifeguard Training Instructor
Acquisition of the skills, terminology, and progressions for teaching American Red Cross Lifeguard instructor training. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification as a Red Cross LGI. Prerequisite: PHP 302. Offered spring semester of odd years.

PHP 340
Outdoor/Adventure Activities
This course provides students the opportunity to practice and develop their recreation skills in an outdoor setting. Some or all of the activities are off campus. Activities include camping, backpacking, canoeing, adventure activities, camp games, and other selected experiences. An additional fee is required for this course. Prerequisites: PHP 121 and PHP 230.

PHP 341
Winter Outdoor/Adventure Activities
This course allows students to practice and develop their recreational skills in a winter outdoor educational setting. Much of the course is conducted off campus. Activities include camping, backpacking, skiing, adventure activities, and other winter recreational activities. An additional fee is required for this course. Prerequisites: PHP 121 and PHP 230.

PHP 342
Skills and Teaching Methods of Team Sports
The purpose of this course is to teach students the skills, terminology, rules, progressions, and methods for teaching various team sports. Those sports include soccer, volleyball, basketball, softball, flag football, and adventure activities. This class meets four hours per week, and students are required to do peer teaching of selected skills. Prerequisites: PHP 111 and EDU 312. Offered spring semester of even years.

PHP 350
Sport Management
This course is a study of the roles, functions, and responsibilities of the person who manages sports programs. The emphasis is on how these functions can be successfully performed in various sports organizations. Prerequisite: PHP 111. Offered spring semester of even years.

PHP 351
Sport Public Relations
This course is an introduction to the responsibilities of communicating with the public in a sports organization and the techniques and strategies that can be used to effectively promote sports. Assignments provide students with practical experiences with these techniques and strategies. Prerequisite: PHP 111. Offered fall semester of odd years.

PHP 360
Independent Study
1-4 hours

PHP 361
Coaching of Football
A presentation of the different offensive and defensive theories of modern football including the strengths and weaknesses of each. Includes a brief review of fundamentals, purchase and care of equipment, practice and program organization, and problems and challenges of the overall football program. Prerequisite: PHP 111. Offered fall semester of even years.

PHP 370
Selected Topics
1-4 hours

PHP 372
Coaching of Track and Field
Consideration of all track and field events with emphasis on teaching/coaching techniques for each. Includes demonstrations, form study, track and field meet management, scheduling advantages, and use and care of various equipment. Prerequisite: PHP 111. Offered spring semester of even years.

PHP 380
Evaluation of Physical Education
This course is a study of the methods of constructing, selecting, and administering cognitive, motor skill, motor ability, and physical fitness tests. Measurement in the affective domain and measurement of special population students are also studied as are procedures for analyzing, converting, and evaluating students' scores for grading. Prerequisite: PHP 111. Offered fall semester of even years.

PHP 381
Kinesiology
An analysis of human movement based on anatomic and mechanical principles. Emphasis is given to the application of these principles to the understanding of athletic performance. Prerequisites: BIO 244, 245. Offered spring semesters.

PHP 382
Physiology of Exercise
A study of the adjustment of the systems of the body to exercise. Attention is given to conditioning of athletes as well as to understanding the physiological responses to recreation exercise. Prerequisites: BIO 244, 245. Offered fall semesters.

PHP 392
Adapted Physical Education
The course includes teaching methods of motor skill development with regard to various disabilities, a study of Public Law 94-142, and various assessment techniques. Prerequisite: PHP 111. Offered spring semester of even years.

PHP 393
Practicum
1-4 hours

PHP 402
Organization and Administration of Physical Education
A study of the methods of organizing and administering physical education and intramural and athletic programs. Topics covered include philosophy, budgeting, problem solving, leadership, personnel management, facility management, liability and risk management, and other selections. Prerequisites: PHP 111. Offered spring semesters.
PHP 422  
Organization and Administration of Recreation and Camping  
Consideration of the methods of organizing and administering a variety of programs in the areas of recreation, camping, and physical fitness and wellness. Topics to be covered include philosophy, planning, budgeting, problem solving, leadership, personnel management, facility management, and liability and risk management. Prerequisite: PHP 121.

PHP 472  
Psychology of Coaching  
A study of the nature of the coaching profession. The course emphasizes philosophy of sport, sports psychology, and coaching methods. Prerequisites: PHP 111 and a psychology course. Offered spring semesters.

PHP 480  
Seminar in Sport Management  
Students examine contemporary issues in sport. Case studies, guest speakers, field trips, readings, etc. may be used to critically assess issues in sport and to explore strategies for managing them. Prerequisites: PHP 111, 350, and 351. Offered spring semester of odd years.

PHP 490  
Honors  

PHP 492  
Internship  
This field experience is designed to have the students apply what they have learned in their courses and to extend that learning by working in an organization that is appropriate for their major. Students work on a regular basis at the organization under the supervision of approved staff members. Students are also under the supervision of a member of the Taylor University department of physical education and human performance. Each student must comply with the guidelines for credit hours, clock hours, and other criteria that are specific for the internship in his/her major. To register for this internship the student must submit a proposal for the internship and have it approved by the PHP department and the internship organization. Prerequisites: All designated prerequisites for the internship in that major.

IAS 493  
Senior Seminar  

PHYSICS  
Chair, Professor Voss; Assistant Professors Davis, Kiers, D. Smith

The purpose of the physics department is to provide within a Christian context an educational experience that equips students with the ability to obtain knowledge and understanding about the physical world for use in research, graduate studies and careers, and to positively impact society. The physics department offers instruction in physics, astronomy, engineering, and physical science. Space physics, theoretical high energy physics, acoustics, advanced engineering instrumentation, and microelectronics provide the major research interests in the department. For additional information see our web page at www.tayloru.edu/~physics.

The department offers majors in physics, physics (engineering physics concentration), physics-environmental science, and physics science education. The bachelor of arts is available in each of the majors and requires the completion of two years of one foreign language. The bachelor of science is available in physics (engineering physics concentration), physics-environmental science, and physics science education. The bachelor of science degree in physics is available if combined with systems analysis.

Physics

The physics major requires 35 hours of physics including PHY 211, 211L, 212, 212L, 330 (2 hours), and 25 hours of upper-level physics courses. Also required but not counted in the major grade point average are CHE 201 and 202 or 211 and 212, ENP 351 or CHE 431, COS 120, NAS 480, and MAT 431. Additional courses in computer science, systems, engineering, and mathematics are strongly recommended.

A minor in physics consists of 18 hours including PHY 211, 211L, 212, 212L, and at least 10 hours from ENP 252 and/or upper-level physics and engineering courses.

Physics-Environmental Science

This integrated major requires 81-84 hours of credit and includes PHY 211, 211L, 212, 212L, 312, 341; 15 hours of ENP 252 and/or upper-level courses in physics and engineering physics: CHE 201 or 211, 202 or 212; MAT 352, 431; ENS 231, 383, 402; three upper-level electives from BIO 380, CHE 320, ENS 300, 340, 351; a two to four hour practicum; IAS 493; COS 120; and POS 331.

Physics Science Education

The department, in cooperation with the education department and other science departments, offers a science teaching major with a primary emphasis in physics. The major requires PHY 211, 211L, 212, 212L, 311, 312; 13 hours of physics electives from PHY 301, 321, 322, 330, 331, 341, 342, 412; MAT 151, 230, 240, 431; IAS 493; a core of general science requirements; and a supporting area in science from biology, chemistry, general science, or mathematics. Detailed curriculum guides are available from the education department.

The physics science education minor requires 24 hours including PHY 211, 211L, 212, 212L, and 16 elective hours from PHY 301, 311, 312, 321, 322, 330, 331, 341, 342, 412.

Engineering

The physics major with a concentration in engineering physics provides a strong background in physics for students who plan to enter engineering related jobs or attend graduate school. This major requires 61 hours including PHY 211, 211L, 212, 212L, 301, 311, 321, 330 (2 hours), 331, 341; ENP 252, 332, 351, 352; nine
hours of technical electives from PHY 312, 322, 342, 370, 412, ENP 330, ENP 431, and IAS 330; 12 hours of additional technical electives from business, biology, chemistry, computer science, environmental science, mathematics, physics, and systems. Also required but not counted in the major grade point average are CHE 201 and 202 or 211 and 212; MAT 151, 230, 240, 431; and NAS 480.

The bachelor of science degree is offered with a major in computer engineering. Computer engineering is an interdisciplinary major offered jointly with the physics and computer science departments. See Computing and System Sciences for program details.

**PHY 120**
*Experiences in Physical Science*
Intended for non-science majors. Selected topics from physical science are studied to afford insight into man’s current understanding of natural phenomena, the models used to represent nature, and methods used in the quest to fathom the physical universe. Three lecture periods and one recitation period each week. One two-hour laboratory session bi-weekly. *Offered spring semester of odd years.*

**PHY 121**
*Survey of Physical Science for Elementary Teachers*
Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects provide experiences working with elementary school children. Four lecture periods and one two-hour laboratory session each week. *Offered fall semesters.*

**PHY 201**
*Introductory Astronomy*
A descriptive course about the solar system, stars and stellar evolution, and galaxies and the universe. Recent findings of space exploration and radio astronomy are included. Telescopes are provided for viewing sessions. *Offered interterms and spring semester of even years.*

**PHY 203, 204**
*General Physics*
A study of mechanics, thermodynamics, waves and sound, electricity, magnetism, and optics. Assumes mathematics at the algebra-trigonometry level. For majors that do not require a calculus-based treatment of physics. *Offered annually.*

**PHY 211, 212**
*University Physics*

**PHY 211L, 212L**
*Laboratory*
The introductory laboratories that accompany PHY 203, 204 and PHY 211, 212. Experiments include the areas of mechanics, heat, waves, electricity and magnetism, optics, and nuclear radiation detection. Two hours per week. *Offered annually.*

**PHY 301**
*Intermediate Mechanics*
Statics and dynamics of particles and rigid bodies including the method of virtual work, central force motion, and the effects of impulsive forces and torques. Applications to engineering and space physics. *Prerequisite: PHY 212. Offered fall semester of odd years.*
PHY 311  
Modern Physics  
4 hours  
An introduction to modern physics including special relativity,  
quantum effects of radiation and particles, atomic structure,  
and elementary particles. Three lectures and two hours of  
laboratory per week. Prerequisite: PHY 211, 212. Offered fall  
semester of even years.

PHY 312  
Nuclear Radiation Physics  
4 hours  
A study of natural and induced radioactivity, nuclear radiation  
detection, charged particle interactions, and neutron physics.  
Three lectures and two hours of laboratory per week. Prereq-  
quisite: PHY 211,212. Offered spring semester of odd years.

PHY 321  
Electricity and Magnetism  
3 hours  
The vector field approach to electromagnetic theory. Includes  
electrostatics, magnetostatics, induction, dielectric and magnetic  
materials, and Maxwell’s equations. Corequisite: MAT 431 or  
PHY 341. Prerequisite: PHY 211, 212. Offered fall semester  
of odd years.

PHY 322  
Waves and Physical Optics  
3 hours  
Applications of Maxwell’s equations including electromagnetic  
waves, wave guides, diffraction, and Fourier optics. Prereq-  
quisite: PHY 211, 212, and 321. Offered spring semester of  
even years.

PHY 330  
Advanced Laboratory  
1-2 hours  
Physics and engineering physics majors must have two credit  
hours of PHY 330 to graduate. The actual experiments to be  
performed are selected from physics and/or engineering in  
consultation between the student and instructor. Prerequisites:  
ENP 252 or PHY 301 or PHY 311 and junior classification.  
Offered as needed for physics or engineering physics majors.

PHY 331  
Introduction to Electronics  
4 hours  
Introductory concepts and experiments designed to acquaint  
students with the operation and application of modern electronic  
devices and components. The implications of this rapidly  
changing technology on society are discussed. Experiments  
dealing with elementary concepts of electricity, electrical measurements,  
diodes, transistors, integrated circuits, and a variety of solid state  
devices as well as digital electronics are provided. Separate  
instruction modules are available for science and nonscience stu-  
dents. Three hours lecture and one three-hour laboratory per  
week. Prerequisite: PHY 211, 212. Offered fall semesters.

PHY 341  
Math Methods in Physics and Engineering  
3 hours  
An application of analytical and computational methods to  
various mathematical topics including linear algebra, matrices,  
eigenequations, vector field theory, partial differential equations,  
Fourier series and transforms, orthogonal functions, and com-  
plex analysis. Use of a computer application such as Mathe-  
matica, Maple, or Matlab is required. Prerequisite: PHY 212,  
Corequisite: MAT 431. Offered spring seminars.

PHY 342  
Analytical Mechanics  
3 hours  
The Lagrangian formation of mechanics is developed and used  
for most of the course. It is applied initially to some simple prob-  
lems such as simple harmonic motion and translation and rotat-  
ion of rigid bodies that the students have investigated previously  
using Newtonian methods. Then this scalar technique is applied  
to the theory of small oscillations in two or more dimensions and  
the description of free body motion, the symmetric top, etc. The  
course concludes with the Hamiltonian formulation of mechan-  
ics and its connection with quantum mechanics. Prerequisites:  
PHY 211, 212, 341. Offered spring semester of even years.

PHY 370  
Selected Topics  
1-4 hours  
Current topics include: Preparation for the Professional EIT  
Exam, Oakridge Nuclear Physics Studies, and Space Science  
and Astronomy.

PHY 393  
Practicum  
1-4 hours  

PHY 412  
Quantum Mechanics  
3 hours  
A quantum mechanical treatment of the free particle, the  
harmonic oscillator, and the hydrogen atom. Includes approxima-  
tion methods, creation and annihilation operators, and an introduc-  
tion to angular momentum. Prerequisites: PHY 211, 212, 311,  
and 341. Offered spring semester of odd years.

PHY 450  
Directed Research  
1-4 hours  

IAS 493  
Senior Seminar  
4 hours  

Engineering Physics  

ENP 252  
Principles of Engineering  
4 hours  
A course designed to introduce students to the requirements  
for general engineering using the EIT reference manual for professional  
engineers. Topics include introduction to engineering,  
graphics with CAD, engineering economics, solids, fluids, gases,  
thermodynamics, heat transfer, statics, dynamics, materials, elec-  
trical systems, and electronics. The laboratory is designed to  
teach engineering software and hardware tools with some  
creative design projects. Three lecture periods and one three-hour  
laboratory session each week. Prerequisites: MAT 230, PHY 211  
or permission of instructor. Offered spring semesters.

ENP 330  
Microcomputer Interfacing  
4 hours  
Software and hardware considerations involved in interfacing  
and using computers for on-line applications and as a part of  
larger systems are studied. Computer architecture and hardware  
operation are an integral part of the course. Prerequisite: PHY 331  
or permission of instructor. Offered spring semester of odd years.

ENP 332  
Engineering Systems  
3 hours  
Linear and nonlinear systems with analytical methods, model-  
ing, forcing functions, response analysis, feedback, stability, control  
systems, mechanical and fluid systems, electrical systems,  
three phase circuits and machines, transmission lines, and communi-  
cations. MatLab and Interactive Physics software tools are used.  
Prerequisites: ENP 252, MAT 431 or permission of instructor.  
Offered fall semester of even years.

ENP 351  
Thermodynamics  
3 hours  
The fundamental equations and laws of thermodynamics and  
kinetic theory applied to physics and engineering. Includes appli-  
cations to magnetic materials and superconductors. A unified  
treatment in that the macroscopic laws of thermodynamics are  
discussed and applied in parallel with the microscopic statistical
quantum mechanical treatment that provides additional insight into their development. Prerequisites: MAT 431, PHY 211. Offered fall semester of odd years.

ENP 352 3 hours
Materials Science and Solid State Physics
An introduction to engineering materials and properties, followed by a study of their electronic structure. Includes fundamentals of crystallography, imperfections, energy bands in insulators, semiconductors and metals, electrical conductivity, dielectric, magnetic and optical properties. Prerequisite: ENP 252. Offered spring semester of even years.

ENP 431 4 hours
Advanced Electronics and Microcircuits
Theoretical analog and digital VLSI microcircuit design principles are studied. Implementation and advanced design of digital programmable logic arrays and layout of analog microchips is performed in the lab portion of this course. Electronics topics also include Karnaugh maps and minimization, sequential logic and state machines, device modeling with computer-aided design, controllers, computer hardware, architecture, memories, and interrupt systems. Prerequisites: ENP 252, PHY 331. Offered spring semester of even years.

POLITICAL SCIENCE
Chair, Professor Hoffmann; Professor P. Loy

Political science examines the structure and the processes of government, contrasting philosophies about how government should be ordered as well as various opinions about what policies government should pursue and by what means.

The bachelor or arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in environmental science or systems analysis.

A major in political science consists of 32 hours including POS 211, 232, 301, 361, 362, and one course from POS 312, 331, or 342. An internship or practicum is required of all majors and ordinarily will be met by taking POS 393 or ASP 310. In addition, all majors must take two hours of POS 460 covering two different fields of the discipline.

A minor in political science consists of 17 hours including POS 361.

POS 100 4 hours
American Politics
Primary emphasis is given to the democratic character of American government. The course considers the constitutional system and economic policy as well as the institutions of American government.

POS 211 4 hours
World Politics
A study of political and economic relations among nation-states. Special attention is given to the problems of war and poverty and the possibilities for transnational cooperation.

POS 212 3 hours
Ethics and Foreign Policy
A practical study of how citizens can relate Christian principles to choices involving such issues as human rights, military force, the environment, aid to poor countries, and economic competition. The focus is on actual cases in the formulation and implementation of American foreign policy. Offered spring semester of odd years.

POS 232 3 hours
Methods of Political Analysis
Designed for political science majors, the course explores the nature of political science and introduces the student to the major theoretical approaches to the discipline. Offered spring semesters.

POS 301 4 hours
Comparative Politics
A study of selected political phenomena as they appear in different systems. Topics vary but normally include such things as political parties, citizen participation, the legislative process, and political culture. Offered fall semesters.

POS 312 4 hours
Political Behavior
Describes and examines the voting behavior of the American people and the functions and interactions of political parties, interest groups, and public opinion in a democratic polity. Offered spring semester of odd years.

POS 321 4 hours
The Modern Middle East
A study of the history and politics of Southwest Asia and North Africa. Special attention is given to the role of Islam and the roots of the Arab-Israeli conflict. Offered spring semester of even years.

POS 331 4 hours
Development of Public Policy
An extensive examination of the interaction between Congress and the Presidency in making public policy. The course focuses on major theories of public policy and examines governmental policy making from these perspectives. Offered fall semesters.

POS 342 4 hours
Public Administration
An examination of the structure, function, organization and personnel of public administration. Emphasis is on American bureaucracy and the problems of public control and bureaucratic responsibility. Offered spring semester of even years.

POS 360 1-4 hours
Independent Study

POS 361 3 hours
Political Philosophy 1
An examination of Western political thought from Plato to Machiavelli. The course includes a study of fundamental political concepts and perennial issues in political philosophy. Offered fall semesters.

POS 362 3 hours
Political Philosophy II
A study of the philosophical basis of modern political thought and political ideologies. Offered spring semesters.

POS 365 4 hours
Modern Russia
An analysis of society and politics in Russia since the Bolshevik revolution, focusing on communism in theory and practice as well as on problems associated with the development of a post-communist political system. Special attention is given to ideology and political culture. Offered fall semester of odd years.
POS 372 5 hours
American Constitutional Development
Stresses the origin, adoption, and interpretations of the United States Constitution. Cases and readings on the powers of the federal government, judicial review, states rights, state police powers, federal commerce powers, and due process are analyzed. Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered fall semesters.

POS 393 1-4 hours
Practicum

POS 460 1 hour
Political Science Seminar
A program of readings and student discussions designed to acquaint students with significant scholarly writings in a particular field of political science. Political science majors must take at least two Political Science Seminars covering different fields of the discipline.

IAS 493 4 hours
Senior Seminar
Offered interterms.

PREPROFESSIONAL STUDIES
See final entry of Departmental Listings.

PSYCHOLOGY
Chair, Professor Cosgrove; Professor Lund;
Associate Professors Maloney, Snyder;
Assistant Professors Gerg, Wicke

Psychology involves the study of human and animal behavior. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies and/or professional responsibilities.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in either environmental science or systems analysis. Psychology may also be selected as a primary or support area in the social studies education major (detailed curriculum guides are available from the education department).

A major in psychology consists of 45-56 semester hours. In order to insure a breadth of exposure to the discipline of psychology, the following core courses must be taken by all psychology majors: PSY 110, 125, 140, 210, 250, 310, 321, 393 or 450, and IAS 493. In order to complete the degree, the student must select one of two tracks of study offered within the department.

Preprofessional: Students who are anticipating attending graduate school also are required to take PSY 330, 422, 441, plus six more hours of courses which focus on their graduate interests as determined in consultation with a faculty advisor in addition to the core courses.

Applied: Students who do not anticipate graduate school in their future are required to take PSY 300, 370 (3 one-hour classes), 400, 411, and 461 in addition to the core courses.

A student may choose a minor in psychology by taking PSY 200 and 15 additional hours in psychology.

PSY 110 3 hours
Foundations of Psychology
An historical and philosophical introduction to the discipline of psychology. Topics include world views in psychology, history of psychology, current perspectives in psychology, and models of integration of psychology and Christianity. Offered fall semesters.

PSY 125 2 hours
Intrapersonal Psychology
The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 140 2 hours
Applied Psychology
This is an introduction to practical uses and applications in psychology. Topics covered range from industrial psychology to legal issues. Offered spring semesters.

PSY 170 1-4 hours
Selected Topics
PSY 200
Introduction to Psychology
An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered.

PSY 210
Ethics in Psychology
A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. Offered fall semesters.

PSY 240
Child Psychology
This course deals only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc.

PSY 250
Life Span Development
This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments.

PSY 272
Research in Psychology
Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. Prerequisite: 3 hours in psychology. Offered fall semesters.

PSY 300
Abnormal Psychology
A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. Prerequisite: 3 hours in psychology.

PSY 310
Integration of Psychology and Christianity
An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. Prerequisite: 3 hours in psychology. Offered spring semesters.

PSY 321
Social Psychology
A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined or implied presence of others. Topics include cooperation and competition, aggression, attitudes and their change, affiliation and conformity. Prerequisite: 6 hours in psychology. Offered spring semesters.

PSY 330
Statistics and Design in Psychological Research
An introductory course which surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. Prerequisite: 3 hours in psychology.

PSY 331
Biblical Psychology
A survey of biblical teaching on the nature of man, its relationship to emotional problems, and solutions to those emotional problems.

PSY 340
Adolescent Psychology
This course deals with the problems of adolescence including peer pressure and conformity, adult-adolescent conflicts, problems growing out of cognitive changes, adjustments to physical changes, struggles with identity, etc. Current issues such as drug and alcohol use and teen sexuality are discussed. The focus is on a practical application of research literature with an integration of biblical principles. Offered spring semesters.

PSY 360
Independent Study

PSY 370
Selected Topics

PSY 390
Christian Marriage
A practical and applied course which integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393
Practicum

PSY 400
Theories of Personality
A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. Prerequisite: 6 hours in psychology or social work. Offered fall semesters.

PSY 410
Motivation
This course is designed to provide the basic theoretical models of motivation (biological, drive, need, social, etc.), as well as to examine some current applications. Areas examined may include business, athletics, academics, and religion. Ethical concerns are included. Prerequisite: 6 hours in psychology. Offered spring semesters.

PSY 411
Learning: Theory and Application
The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. Prerequisite: 6 hours in psychology.

PSY 420
Cognition
The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition with application for implementing this information. Prerequisite: 6 hours in psychology. Offered spring semesters.

PSY 422
Psychological Testing
A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. Prerequisite: 6 hours in psychology including PSY 330. Offered spring semesters.
PSY 441  
Physiological Psychology  
A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate sensation, consciousness, learning, motivation, and emotional behavior. Prerequisite: 6 hours in psychology. Offered spring semesters.

PSY 450  
Directed Research  
1-4 hours

PSY 461  
Fundamentals of Counseling  
An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. Prerequisite: 6 hours in psychology including PSY 300. Offered fall semesters.

PSY 480  
Seminar  
1-4 hours

PSY 490  
Honors

IAS 493  
Senior Seminar  
4 hours

IAS 499  
Special Study  
Teaching Assistant  
1 hour

RECREATIONAL LEADERSHIP

See Health, Physical Education and Recreation.

SOCIAL WORK

Chair, Associate Professor Lee; Associate Professor Harner; Assistant Professors Powell, Susan

Social work is the major human service profession focused on enhancing the social functioning of individuals, families, groups, organizations and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings including hospitals, family and children's service agencies, schools, residential facilities, health care facilities, home-based services, business and industry, mental health agencies, and developmental disabilities agencies are used as service learning experiences.

The goals of the social work program at Taylor are 1) to prepare baccalaureate level social workers for beginning level generalist practice, 2) to prepare students for graduate social work education, and 3) to integrate Christian principles with professional social work values and ethics. The social work curriculum includes five content areas: human behavior and the social environment, practice, policy, research, and field instruction.

Taylor's social work program is accredited by the Council on Social Work Education and offers a bachelor of arts (includes language requirement) or bachelor of science degree in social work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning level social work practitioner in most states.

Entrance and Graduation Requirements

Entry into Taylor's social work education program begins in the sophomore year when students

1. satisfactorily complete the pre-entry courses SWK 200, 231, SOC 100, and PSY 200.
2. complete a minimum of 30 hours of volunteer experience, preferably at a social services agency.
3. receive the approval of the Social Work Education Department.

Students in the social work major are expected to complete the following:

1. all general education requirements.
2. a total of 71 hours including SWK 200, 231, 351, 354, 355, 362, 393, 441, 451, 452, 492, and one social work elective (3 hours); SOC 100, 220, 350, 355; PSY 200, 300; IAS 493.
3. a total of 13 supporting hours including ECO 190, POS 331, BIO 244 and 245 or 243.
4. attainment of a minimum 2.5 gpa for the social work curriculum.

Students considering work in areas that are bilingual are encouraged to take appropriate language courses.

SWK 200  
3 hours
Explorations in Social Work
An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Open to all who are considering social work as a major.

SWK 231  
3 hours
Social Welfare: Historical Perspectives and Development
Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. Prerequisite: SWK 200. Offered spring semesters.

SWK 330  
3 hours
Issues in Aging
Overview of aging and gerontology including principles of interaction, application of research, and formulation of policies. Biological, sociological, and psychological characteristics of later adult development, the impact of environment, and the service delivery systems are explored and integrated. Gender, racial, and ethnic issues are addressed, and international perspective introduced. Open to all majors. Offered fall semester of even years.

SWK 340  
3 hours
Working with Children
Overview of knowledge base important to effective interactions with children and adolescents. Socialization, development, welfare systems and services, legal systems, special populations, and
international comparisons are studied. Application to work settings are made through readings, role plays, and personal experiences. *Open to all majors. Offered fall semester of odd years.*

**SWK 351**  
**Social Work Process and Practice I**  
First in a four-course practice sequence designed to provide the student with the necessary knowledge, values for ethical decision making, and skills to equip the student for successful practice at the generalist social work practitioner level. Develops understanding of the nature and process of social work practice, principles, and techniques of the change process. Develops the student’s ability for self-awareness and for understanding the nature of childhood. *Prerequisites: CAS 110 or 120, SWK 200, SOC 100, PSY 200, and acceptance in the social work major. Offered fall semesters.*

**SWK 354**  
**Social Work Process and Practice II**  
Second in the four-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels, and diversity are emphasized. *Prerequisite: SWK 351. Participation in a group experience is required. Offered spring semesters.*

**SWK 355**  
**Helping Troubled Families**  
Introduces family systems theory as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. *Open to all majors. Offered fall semesters.*

**SWK 360**  
**Independent Study**  
**SWK 362**  
**Social Policy**  
Expands upon the concepts developed in Social Welfare and Public Policy to include social welfare policies that exist in today’s society and how they impact those most dependent on social programs. Examines social programs in light of the problems they address, the service they provide, and their effectiveness. Addresses contemporary social issues in light of public funding decisions. *Prerequisites: POS 331 and SWK 231. Offered spring semesters.*

**SWK 370**  
**Selected Topics**  
**SWK 380**  
**Understanding Death and Dying**  
Provides a basic introduction to crucial issues and biblical principles related to death and dying. Cross-cultural and varied other perspectives (victim, survivor) are explored. The role of social institutions and services to persons affected by death and dying is presented. A contemporary issue related to death is researched and presented. *Open to all majors. Offered spring semesters.*

**SWK 393**  
**Junior Practicum**  
During the interterm of the junior year, students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. This field lab provides the student the opportunity for observation and practice. *Prerequisites: SWK 351, and approval of the Junior Practicum coordinator. Pass-fail only.*

**SWK 441**  
**Human Behavior and the Social Environment**  
Focus on the interrelatedness of the biological, psychological, social, cultural, and environmental factors in human growth and development and their relevance and application to social work practice. Various theoretical approaches are explored and applications made to a variety of populations. The impact of culture and chemical dependency is integrated throughout. *Prerequisites: BIO 244, 245; SWK 362, 354. Offered fall semesters.*

**SWK 451**  
**Social Work Process and Practice III**  
The third in the four-course generalist social work practice sequence. The social work problem-solving model is applied to the planned change process with communities and organizations. Emphasizes integration of policy, practice, and human behavior/social environment issues. The impact of racial and ethnic differences on community functioning is addressed, and practical applications are stressed. *Prerequisite: SWK 354. Offered fall semesters.*

**SWK 452**  
**Advanced Social Work Practice**  
Last in the four-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. *Prerequisite: SWK 354. Offered fall semesters.*

**SWK 480**  
Seminar  
**SWK 490**  
Honors  
**SWK 492**  
**Senior Practicum**  
A professional semester of supervised field practicum in a social work setting. 480 hours. *Prerequisite: Completion of all required courses in the social work major. Offered spring semesters.*

**IAS 493**  
Senior Seminar

**SOCIOMETRY**

**Chair, Associate Professor M. Jessup; Associate Professor Bird**

It is the goal of the sociology department to prepare students for graduate study, employment, and effective Christian participation in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention on the basic processes of social interaction which result in human personality and society. The behavior of humans in groups and organized systems such as the family, work, and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

The bachelor of arts degree requires completion of two years of one foreign language. The bachelor of
science degree must be combined with curriculum requirements in environmental science or systems analysis.

The sociology major consists of 33 course hours including SOC 100, 350, 355, 361, IAS 493. SOC 393 is strongly recommended. PSY 321 can be counted as a major course. Sociology major requirements are deliberately set at a minimal number of hours to allow for double majors or early graduation. Some common second majors for sociology students include international studies, mass communication, political science, history, and biblical literature.

A minor in sociology consists of 18 hours including SOC 100 or 210, SOC 361, and 12 hours of electives.

**SOC 100**
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions.

**SOC 200**
Cultural Anthropology
An introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-society societies.

**SOC 210**
Contemporary Social Problems
An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology.

**SOC 220**
Ethnic and Minority Issues
An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States.

**SOC 350**
Social Research Methods
An exploration of the primary methods of social research and data collection. Topics include defining a research question and design, and data collection from operationalization to data entry.

**SOC 355**
Applied Social Statistics
An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem, and interpreting statistical output. SOC 350 is recommended as a prerequisite.

**SOC 360**
Independent Study

**SOC 361**
History of Social Thought
Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied. Offered fall semester of even years.

**SOC 370**
Selected Topics

**SOC 381**
Human Sexuality and Family Systems
A study of the present state of family systems in America with an examination of the broader topic of human sexuality as a dynamic pattern of relationships both within and outside the family. Some multicultural and transcultural variations and trends, sources of strain, and changes over the family life cycle are studied. Biblical principles of sexuality are examined.

**SOC 393**
Practicum

**SOC 410**
Community and Urban Affairs
Consideration of problems relating to community structure, development, and process beginning with a historical overview of the development of cities. Special emphasis is placed upon the interrelationships of various groupings within communities, particularly within the urban scene. A field trip to a major urban center provides "hands-on" learning. Prerequisite: SOC 100, 210, or approval of instructor.

**SOC 450**
Directed Research

**SOC 490**
Honors

**IAS 493**
Senior Seminar

**SYSTEMS**

See Computing and System Sciences.

**THEATRE ARTS**

See Communication Arts.

**INTERAREA STUDIES**

Two types of courses are included among these studies. The first listed courses are general in scope and exist apart from any single department. On transcripts and academic schedules these courses are identified with an IAS (Interaarea Studies) prefix.

The second listed courses and programs carry an interdisciplinary focus. These courses and programs are directly related to more than one single department or academic field. The courses are identified as broad curricular areas (humanities, natural sciences), or as geographical area programs (North America, Latin America, Middle East, Europe, Africa, Asia). The other programs are the Individual Goal-Oriented Major and the Liberal Arts Associate Degree.

**IAS 101**
New Student Orientation
An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. Required of transfer students with 11 or fewer hours and all first-time freshmen. Credit only.
IAS 104 1-3 hours
Computer Competency—Departmental Component
Computer applications in the field of study. Addresses specific competencies useful in the discipline including internet activity and programs for the personal computer. Required of all students in each of their majors. Departments have various methods of including this requirement in their curricula.

IAS 110 3 hours
Foundations of Christian Thought
An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding which undergird the intellectual growth process at Taylor. Required of all students. Offered fall semesters.

IAS 111 2 hours
God, Humanity, and Knowledge (Honors)
An interdisciplinary introduction to the liberal arts and the integration of faith and learning. Through lectures, readings, films, and discussion, the course intentionally seeks to challenge students to be broader in perspective and appreciation, and more confident in the development of a meaningful belief system. For students enrolled in the Summer Honors program; fulfills IAS 110 requirement. Offered summers only.

IAS 120 1 hour
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.

IAS 130 3 hours
Introduction of International Studies
The course introduces international studies majors to cross-cultural issues, international current events, computer competency in the field, and international career opportunities.

Students may register for no more than two hours credit from the following courses: IAS 180/280 (Verbal), IAS 185/285 (Math), IAS 290, and IAS 440. Consult the director of the Learning Support Center.

IAS 180/280 1 hour
Applied Learning Techniques-Verbal
Emphasis on techniques for the improvement of study skills, listening, and note-taking. Reading and comprehension, and test taking skills. Drill and practice in English grammar is written into the individualized student course work upon request of the English department. May be repeated one time. Pass-fail only.

IAS 185/285 1 hour
Applied Learning Techniques-Math
Emphasis on basic math (fractions, decimals, percents) and algebra. The course includes techniques of solving word problems in these areas. IAS 285 is individualized for the areas of math with which a student particularly needs help. May be repeated one time. Pass-fail only.

IAS 210 2 hours
Medical Terminology
This course is designed to assist students in learning medical terminology as well as to provide instruction in word building skills so that words can be identified by their word parts. It provides a solid vocabulary foundation for those individuals who anticipate taking the MCAT or NATA-BOC exams.

IAS 220 1-4 hours
Honors
Special seminars available to students in the honors program and others by permission of the instructor.

IAS 252 1 hour
Developmental Processes in Leadership
Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions. Offered spring semesters.

IAS 290 1 hour
Speed Reading
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. Prerequisite: The reading proficiency requirement is to be fulfilled prior to taking this course. Pass-fail only.

IAS 320 3 hours
Cross-Cultural Outreach
IAS 120 or permission of the instructor is required for this month-long experience of ministry which meets the general education cross-cultural requirement. Additional practicums may be selected in philosophy/religion, Christian education, social work, elementary education, or music during the field experience. Offered interterms.

IAS 330 3 hours
Human Relations in Organizations
The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships and planning techniques and strategies as well as techniques of systems intervention and problem solving are studied. Fulfills social science requirement. Offered spring semesters.
IAS 352

Student Development Seminar
1 hour
Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. Prerequisite: IAS 252 and/or permission of instructor. Offered spring semesters.

IAS 360

Honors-Independent Study
1-4 hours
Enrollment in this experience is restricted to students in the honors program.

IAS 440

Advanced Test Preparation
1 hour
Individualized instruction and review of materials of both quantitative and verbal in preparation for the passing of advanced test materials such as the GRE, LSAT, GMAT, and MCAT. Meets twice a week for seven weeks. Pass-fail only.

IAS 492

Integrative Seminar
1-4 hours
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. Prerequisite: Permission of the instructor.

IAS 493

Senior Seminar
4 hours
Integrates the central purposes of general education with the major area of study. Seniors meet together initially to study broad interdisciplinary issues relating to the development of a Christian worldview and Christian stewardship. Students then meet in departments to integrate Christian philosophical concerns with departmental concerns. Offered interterms.

IAS 499

Special Study
1 hour
Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of the student's duties and that the approved petition is to be presented to the Registrar's Office at the time of registration. Prerequisite: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the associate vice president for academic affairs.

HUMANITIES

The Humanities Area (HUM) includes curricular offerings in visual arts, theatre arts, and music.

HUM 230

Art as Experience
4 hours
Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is experiencing art. Written critiques on selected events are part of the course curriculum. The interterm version of this course requires permission of instructor and early registration through the music department.

HUM 250

Participation in the Arts
1 hour
ART, CAT, or MUS participation to fulfill the participation in the arts requirement. Nonmusic majors may also take an ensemble or private lesson to fulfill this requirement. Credit only.

HUM 250

Folk Dances
1 hour
An introduction to folk songs and dances of various cultures. Students sing folk songs and dance indigenous dances while learning about diverse cultures. This course satisfies participation in the arts or one physical education skills course requirement. Offered fall semesters and interterms.

HUM 330

Arts and Ideas
4 hours
In four hours of lecture/discussion per week the evolution of western art through selected historical periods and places is traced. The emphasis is heavily historical, stressing learning about the artistic heritage and its context as well as experiencing art. The course is open to students of all majors but is particularly appropriate for literature, fine arts, history, and philosophy majors.

NATURAL SCIENCE

The natural science area (NAS) includes curricular offerings in biology, chemistry, computing and system sciences, mathematics, and physics.

A major in natural science with preprofessional concentrations in pre-engineering and premedical technology is designed for students participating in three-year preprofessional programs. All Taylor graduation requirements are applicable, excepting PHI 413 and IAS 493, the minimum of 42 hours of upper-division credit, and the senior comprehensive examination. Normally, students complete all applicable requirements within three years, including a minimum of 96 total hours and a minimum of 40 hours taken in courses offered in the natural science area. These courses must be selected in accordance with the unique requirements of each preprofessional program. Upon receipt of a transcript verifying the satisfactory completion of one year
of professional requirements at an approved accredited school, the student is granted the baccalaureate degree by Taylor University.

The bachelor of arts degree is available in both concentration areas and requires the completion of two years of one foreign language. The bachelor of science degree is available in the premedical technology concentration. The bachelor of science in the pre-engineering concentration must be combined with curriculum requirements in environmental science or systems analysis.

The pre-engineering concentration includes the following recommended courses: CHE 201 and 202 or 211 and 212; COS 120; MAT 151, 230, 240, 431; PHY 211, 211L, 212, 212L, 341; and electives in natural science to total 40 hours. If this concentration is combined with systems analysis, additional requirements in the natural science area may be required.

The premedical technology concentration includes the following recommended courses: a minimum of 15 hours in biology from BIO 101, 203, 244, 245, 312, 331, 332, 352, 360, 362, 370, 371; a minimum of 15 hours in chemistry from CHE 201 and 202 or 211 and 212, 301, 301L, 302, 302L, 311, 312, 360, 370, 410, 411, 422, 431, 431L, 432, 432L, 450; and one mathematics course from MAT 130, 140, 151; and electives in natural science to total 40 hours.

See Preprofessional Studies catalog entry for additional information on these two programs. Curriculum guides are available from the appropriate program advisor listed in this section of the catalog.

NAS 220 Natural Science Research Methods 4 hours
To introduce general science research in the fields of biology, chemistry, computer science, environmental science, mathematics, and physics/engineering. An overview of selected representative research topics, problem solving approaches, instrumentation, and analysis techniques. The lab emphasizes the use of scientific instrumentation and advanced computer software tools. Fulfills laboratory science general education credit in either life or physical science. For students enrolled in the Summer Honors program.

NAS 240 Introductory Statistics 4 hours
A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation.

NAS 480 Natural Science Seminar 4 hours
The integration of topics from contemporary science with an emphasis on recent research reports of interdisciplinary interest. Guest lecturers and faculty and student reports serve as the method of instruction.

INDIVIDUAL GOAL-ORIENTED MAJOR
The individual goal-oriented major program recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study which is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore a student should have some college experience before applying for a goal-oriented major and should not begin the application process prior to the second semester of the sophomore year. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Consultation from literature or an individual within the field of interest is also a prerequisite. Finally, the student should make an appointment to discuss his/her plans with the chair of the goal-oriented major subcommittee. The curriculum management committee will make final approval of the application.

A grade point average of 2.80 or above is required to be admitted into the program. As with all majors a minimum of 128 hours is necessary for graduation, but at least 48 of these hours must be completed after the approval of the application. The application deadline is April 15 of each academic year.

The bachelor of arts degree program requires completion of two years of one foreign language and a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major requires a minimum of 60 hours in the major including a minimum three-hour practicum. The bachelor of science degree requires 46 hours if combined with curriculum requirements in environmental science or systems analysis. The senior seminar requirement may be fulfilled by choosing the senior seminar offered by either the primary or the secondary area of the major. The required senior comprehensive exam will be a paper (3,000 words or more) that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

LIBERAL ARTS
The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be taken with or awarded with any of the three baccalaureate degrees.

A 43 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student’s choice of concentration area and seven elective hours to total 64 credit hours. Core requirements include BIB 110, 210; ENG 110; HUM 230; IAS 101, 110; PHP 100, 200; REL 313; one communications course; COS 104 or 106; one literature course; one science course; one history course; one social science course; and one cross-cultural course. The area of concentration
(or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes existing associate degree programs (business administration, management information systems, and early childhood education) and must be approved by the director of general education.

**PREPROFESSIONAL STUDIES**

Liberal arts education emphasizes the learning for all students who would grow into mature persons and citizens of a democratic society. The liberal arts also comprise basic preparation for the various professions and vocations. Taylor University offers preprofessional programs in several areas, some of which are affiliation programs with other universities.

**Pre-Engineering Program**

**Assistant Professor D. Smith, advisor**

A student desiring both a baccalaureate level engineering degree and a Taylor degree may complete the designated on-campus Taylor University requirements in three years. The engineering baccalaureate degree requirements may then be completed in two or three years after transferring to any approved accredited engineering school. On satisfactory completion of the first year of study at the engineering school, the student who successfully follows the schedule of courses suggested will be granted a baccalaureate degree with a major in natural science by Taylor University. See Natural Science catalog entry for program requirements.

**Prelaw Program**

**Professor P. Loy, advisor**

The best preparation for graduate training in the field of law is a regular four-year college course leading to the bachelor of arts degree. The major, chosen in consultation with the prelaw advisor, should be one which enhances reading, writing, and analytical skills.

As a supplement to the major, students may opt for a prelaw minor. The prelaw minor consists of 17 hours including BUA 311, CAS 331, POS 372, PRL 441, and PRL 442. Normally, the courses are taken during the junior or senior years. If, however, the student plans to participate in an off-campus program such as the American Studies Program, it may be necessary to take one or two of the courses during the sophomore year. Students should consult with their academic advisor or the prelaw advisor about the best time to take the prelaw courses.

**PRL 442**

**Legal Thought**

An overview of ancient, modern and contemporary theories of the law. The course explores the nature of law and its relationship to politics, morality, and ethics. (Consent of instructor is required of all students who have not taken BUS 311 or POS 372.)

**Pre-Master of Business Administration Program**

**Associate Professor Bennett, advisor**

Taylor University students may use electives and required courses leading to a baccalaureate degree program as preparation for completing the master of business administration through Ball State University in one additional year after graduating from Taylor University. Interested students should discuss this program with their advisor and should notify the chair of the business, accounting, and economics department at Taylor of their intent. The student must also formally apply to Ball State University. Preparation must include an overall GPA of at least 2.60, GMAT scores high enough to produce a score of 1,000 when added to the product of the GPA multiplied by 200, and the satisfactory completion of the following courses: COS 120 or BUA 260; MAT 140 or 151; ECO 211 and 212; NAS 240; ACC 241 and 242; BUA 231, 311, 352, 361, and 420.
Premedicine Program
Professor Burkholder, advisor (biology);
Professor Kroll, advisor (chemistry)

Students interested in the premedicine curriculum should purchase a copy of the Premedicine Program Student Handbook sold in the Taylor University Bookstore. They should also go to the circulation desk in the Zondervan Library and check out the catalog on medical school admissions requirements sometime during their sophomore year. It is important to meet the specific entrance requirements of the medical school(s) chosen. Maintaining at least an A- average and scoring well on the MCAT test (usually taken in the spring of the junior year) are common prerequisites for acceptance to a medical school. Help is available toward preparing for the MCAT examinations. See Biology and Chemistry catalog entries for program requirements.

Premedical Technology Program
Professor Hammond, advisor

The medical technologist serves as a vital part of the hospital medical team, performing the laboratory tests that lead to successful diagnosis of illness. Taylor University maintains affiliations with five regional hospitals for students wishing to pursue a bachelor of science degree in natural science: Ball Memorial Hospital, Muncie; The Lutheran Hospital, Ft. Wayne; Methodist Hospital of Indiana, Indianapolis; Parkview Memorial Hospital, Ft. Wayne; and St. Joseph Hospital, Ft. Wayne.

The National Accrediting Agency for Clinical Laboratory Sciences requires three years of college work as minimum preprofessional preparation. After satisfactory performance of preparatory courses specified by the hospital program of choice (usually an additional year or more), a baccalaureate degree will be granted by Taylor University. The student is then eligible to take a national certifying examination. Upon successfully passing the certification examination, he/she will be certified as a registered medical technologist or its equivalent. See Natural Science catalog entry for program requirements.

OFF-CAMPUS PROGRAMS

Students interested in participating in any of these programs should consult with the assistant to the dean and coordinator for international/off-campus programs located on the Taylor University Upland campus. As a general rule, enrollment is limited to students in their junior or senior year. Most courses taken through off-campus programs must be taken for a grade. Transfer credit is only given for Consortium programs. In addition, no pass/fail credit is accepted nor any auditing of courses.

American Studies Program (ASP)

This semester program in Washington D.C. is offered through the Coalition for Christian Colleges and Universities.

ASP 300 American Studies Seminar in Washington, D.C. 8 hours
A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participating students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit. Applicability to a major must be determined by the department.

ASP 310 American Studies Internship in Washington, D.C. 8 hours
An internship experience for participants in the American Studies Program which challenges each student to integrate faith with practice in a professional setting. Applicability to a major must be determined by the department.

China Studies Program (CSP)

This interdisciplinary program is offered both semesters through the Coalition for Christian Colleges and Universities.

CSP 370 China Studies 16 hours
This program is an in-depth study of contemporary Chinese culture rooted in historical context, its political structures and economics, China's role in the modern world, and its likely role in the future. Specific courses include Introduction to Standard Chinese, Chinese Geography and History, Chinese Society and Culture, China's Relations with the World, China's Modern Development and one elective in addition to travel and a service component. Applicability toward major, general education, and cross-cultural requirements must be determined in advance.

Christian Center for Urban Studies (CCUS)

This urban semester program in Chicago is available to Taylor students through the Christian Center for Urban Studies, an education arm of Olive Branch Mission. Applicability to a major must be determined in advance by the department.

CUS 210/310 The City From a Christian Perspective 4 hours
A survey of the city from biblical, historical, sociological, political, anthropological, and ministry perspectives will be used to aid students in developing a biblical theology and Christian response to the city. Fulfills cross-cultural requirement. Offered January interterm.

CUS 220/320 The City From a Multicultural Perspective 4 hours
An introduction to city life, cultures, neighborhoods, and churches. Students survey the city through participant-observations, readings, presentations, internship, and public transportation. Methods include journals, discussions, and case studies. Fulfills cross-cultural requirement. Offered June session.
CUS 230 4 hours
Chicago Arts Seminar
A survey of art experiences and expressions in Chicago, including the formulation of a Christian response to the arts. Fulfills HUM 230 requirement. Offered semesters.

CUS 312 3 hours
Urban Anthropology and Mission
An application of anthropological insights to ministry with people in modern cities. Issues of human behavior will be examined through participant-observation, quantitative research, and field trips. Offered semesters.

CUS 322 3 hours
Community, Culture, and Christian Leadership
An integration of the principles and practice of Christian leadership for cross-cultural ministry in a Chicago setting. Major issues of leadership will be examined to develop personal skills and organizational strategies for leadership and community development. Offered semesters.

CUS 393 4 hours
Practicum
A hands-on experience to enhance academic knowledge in one’s major field or for exposure to a ministry or people group. A large selection of professional, cross-cultural, and service internships are available. Credit involves reports and final evaluations from supervisor and four meetings with internship coordinator. Credit is based on 1 hour credit for each 40 hours of supervised internship. Offered semesters.

Jerusalem University College (JUC)
This semester program in Jerusalem is available to Taylor students through Jerusalem University College.

JUC 300 12-17 hours
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 12-17 hours of credit to be identified on the basis of courses selected when they enroll. Applicability toward the major, general education, and cross-cultural requirements must be determined in advance by petition or course selection. Permission of the program director is required.

Latin American Studies (LAS)
This semester program based in San Jose, Costa Rica, is offered through the Coalition for Christian Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program offers three tracks: international business (fall semester), tropical science (spring semester), and advanced language and literature (both semesters).

LAS 300 6 hours
Latin American Studies Spanish Language Study
Students participating in the Latin American Studies Program study grammar, conversation, and literature in a Spanish class that is determined by the student’s level of proficiency.

LAS 310 6 hours
Latin American Studies Seminar in Costa Rica
Two interdisciplinary seminar courses help students participating in the Latin American Studies Program learn about and appreciate the Latin American people. A greater understanding of the Latin culture is gained by studying the social, cultural, political, psychological, philosophical, theological, and economic currents that flow through Latin American society. Applicability to a major must be determined in advance by a petition submitted to the department.

LAS 393 4 hours
Latin American Studies Practicum in Costa Rica
Midway through a Latin American Studies Program students participate in a two-week hands-on service project (unless enrolled in the business, tropical science, or advanced language and literature track).

Lithuania Christian College (LCC)
This semester program in Lithuania is available to Taylor students through Lithuania Christian College.

LCC 370 12-17 hours
Study in Lithuania
This semester program offers a variety of courses taught in English. Applicability toward major, general education, and cross-cultural requirements must be determined in advance of course selection. Permission by program director is required.
Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is a semester program of the Coalition for Christian Colleges and Universities. Applicability to a major must be determined in advance by the department.

FSC 311 1 hour
Inside Hollywood
An examination of the creative and operational aspects of the film business. Class discussion will provide a Christian perspective on issues raised by guest presenters and will probe the common personal, professional, and public ethical issues that function within the entertainment business.

FSC 320 3 hours
Faith, Film and Culture
A survey of film and the film industry that highlights film's influence on, and reflection of, American culture during the late 19th and 20th centuries, with a particular emphasis on Christian perspectives of culture.

FSC 370 6 hours
Selected Topics
Students must choose two three-hour elective courses from the following courses: Introduction to Filmmaking, Screenwriting, and Seminar on Independent Film Production.

FSC 492 6 hours
Internship
A non-paying internship in some aspect of the Hollywood film or television industry as arranged by the LAFSC. The internship is to serve as a laboratory that provides students real-life exposure to the industry.

Middle East Studies (MES)

This semester program is available in Cairo, Egypt, through the Coalition for Christian Colleges and Universities.

MES 100 4 hours
Introduction to Arabic Language and Literature
While focusing on spoken Arabic, students are given a solid grammatical introduction to the language. Students are also introduced to the major genres of Arabic literature with consideration of how the Christian faith relates to themes encountered in Arabic literature.

MES 310 4 hours
People and Cultures of the Middle East
This course seeks to acquaint students with the enormous variety of peoples and cultures found in this area of the world. It examines the basic structure of historical and contemporary societies and cultures of the Middle East and North Africa, with a special emphasis on Egypt.

MES 312 4 hours
Conflict and Change in the Middle East
A study of political, economic, and religious transformations that have occurred and are still occurring in the area. Special emphasis is given the Arab-Israeli conflict. Seventeen days are spent in Israel, Palestine, and Jordan to gain firsthand Jewish and Palestinian perspectives.

MES 322 4 hours
Islamic Thought and Practice in the Middle East
This course examines the doctrines, rituals, jurisprudence, and historical vision of Islam with an emphasis on contemporary expressions of Islam in the Middle East.
Oxford Honors Program (OHP)

This semester program in Oxford, England is offered through the Coalition for Christian Colleges and Universities in partnership with the Centre for Medieval and Renaissance Studies, an affiliate of Keble College of Oxford University.

OHP 300
Oxford Honors Private Tutorial
8 hours
Students may design two individualized tutorials, in consultation with their home campus faculty, that fit specific needs. These tutorials must remain in the framework of the liberal arts.

OHP 310
Oxford Honors Seminar
4 hours
Five students regularly meet with a tutor for a guided course of study. A listing of seminar choices can be found in the annual CMRS Prospectus in the Academic Affairs Office.

OHP 320
Oxford Honors Integrative Course
4 hours
The fall integral course, The Making of Europe 1000-1300, examines the Classical inheritance, the revival of faith and scholarship in the 11th century, the 12th century Renaissance, and the High Middle Ages. The spring integral course, Renaissance and Revolution, covers the Renaissance and Humanism, the Conflict between Church and State, the Dawn of a New Age, and Society in Transformation. A major scholarly project or term paper for presentation at a closing symposium is required.

Russian Studies Program (RSP)

This semester program in Russia is offered through the Coalition for Christian Colleges and Universities. Applicability to a major must be determined in advance by the department.

RSP 100
Russian Language Study
6 hours
While primary focus of the Russian language course is on conversational Russian, other goals include equipping students to be comfortable with basic reading and writing in Russian. Placement in this course of study corresponds to level of proficiency. Contact with students, faculty, and host families facilitates language acquisition.

RSP 310
Russian History and Culture
4 hours
Using the resources of Moscow, St. Petersburg, and Nizhni Novgorod, students are introduced to 19th and 20th century Russia. This five-week course combines lectures with excursions to significant sites. After the first two weeks in Moscow and the cities of the "Golden Ring," the course is continued for three additional weeks in Nizhni Novgorod, the major city of the Volga Region. The seminar is designed and taught by the program director and uses guest lectures by Russian experts.

RSP 311
Post-Communist Russia in Transition
4 hours
After a foundation is laid through the first seminar, students at midsemester focus on contemporary Russia and her struggle with rebuilding society following the collapse of Communism. This six-week course also combines lectures with excursions to significant sites and briefings by public policy representatives. The course begins in Nizhni Novgorod where students are introduced to the complexities of economic transition from a centrally planned to a free market economy. They study efforts to build democratic institutions in Russia and analyze the role of Russia's churches. The concluding three weeks of classes are in St. Petersburg where students meet with Russian leaders from the worlds of business, politics, education and religion.

RSP 393
Practicum
2 hours
The hands-on service project experience occurs several weeks into the semester after the students have developed sufficient facility in the Russian language. Students are required to spend time each week volunteering in local community projects, church organizations, business enterprises: or schools and orphanages in Nizhni Novgorod.
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Chairman of the Board, Brotherhood Mutual
Insurance Company
Fort Wayne, Indiana

Paul Zurcher
President, Zurcher's Tire, Inc.
Monroe, Indiana

Term expires 1999:

Roger E. Beaverson
Certified Public Accountant
Indianapolis, Indiana

Joseph D. Brain
Drinker Professor of Environmental Physiology.
Chair, Department of Environmental Health
Harvard University School of Public Health
Lexington, Massachusetts

Kenneth Flanigan
Managing Partner, St. Charles Building Partners
and Director of Development
The Evangelical Alliance Mission
Elmhurst, Illinois

J. Paul Gentile
Physician
Leo, Indiana

Arthur K. Muselman
President, E P Graphics
Berne, Indiana

Fred S. Stockinger
Cardiovascular Surgeon
Ohio Surgical Specialists, Inc.
Mansfield, Ohio

Term expires 2000:

LaRita R. Boren
Vice President, Avis Industrial Corporation
Upland, Indiana

Beverly Jacobus Brightly
Senior Program Associate
U.S. Department of Education
Burke, Virginia
Theodore F. Brolund  
President, W.A. Whitney Co.  
Rockford, Illinois

Marta Gabre-Tsadick  
President/L.T.G. Commercial Trading,  
Executive Director/PROJECT MERCY,  
Vice President/Hel Mar  
Fort Wayne, Indiana

Robert C. Gilkison  
President, Kahn Brothers Investment  
Alexandria, Virginia

John R. Horne  
Chairman, President and Chief Executive Officer  
Navistar International Transportation Corporation  
St. Charles, Illinois

V. Donald Jacobsen  
Consultant to Chief Executive Officer,  
Outreach Health Care, Inc.  
Dunwoody, Georgia

Carl W. Moellering  
President, Moellering Management Company, Inc.  
Fort Wayne, Indiana

Richard Russell  
President, Russell Homes, Inc.  
General Contractors and Land Developers,  
Grosse Pointe Farms, Michigan

Mark D. Taylor  
President, Tyndale House Publishers  
Wheaton, Illinois

James H. Woods  
General and Vascular Surgery, S.C.  
Milwaukee, Wisconsin

Emeriti Board Members

Ted W. Engstrom  
President Emeritus, World Vision  
Pasadena, California

Richard W. Halfast  
Retired Surgeon  
Rochester, Indiana

John O. Hershey  
Retired Chairman of Board and President,  
Milton Hershey School  
Mechanicsburg, Pennsylvannia

L. Marshall Welch  
Sedona, Arizona

Paul W. Wills  
Chairman, Toledo World Terminals  
Richfield, Ohio

Samuel F. Wolgemuth  
President Emeritus,  
Youth for Christ International,  
Englewood, Colorado

ADMINISTRATION

Office of the President

Jay Kesler  
President

Daryl R. Yost  
Provost/Executive Vice President of the University and Chief Administrative Officer TUFW

Vice Presidents

Robert D. Hodge  
Vice President for Planning, Strategic Initiatives and Technology

Dwight Jessup  
Vice President for Academic Affairs and Dean of the University

Wynn A. Lembright  
Vice President for Student Affairs

Gene L. Rupp  
Vice President for Development

Allan J. Smith  
Vice President for Business and Finance

Associate Vice Presidents

Stephen S. Bedi  
Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction

Walter E. Campbell  
Associate Vice President for Student Development and Dean of Students

Randall Dodge (TUFW)  
Associate Vice President/Director of Samuel Morris Scholars Program

Herb Frye (TUFW)  
Associate Vice President for Enrollment Management
George A. Glass  
Associate Vice President for Alumni Relations

Sherri Harter (TUFW)  
Associate Vice President for Development

Joyce Helyer  
Associate Vice President for Development

Art Mahan  
Associate Vice President for Information Resources

Ronald M. Sloan (TUFW)  
Associate Vice President for Academic Affairs  
Fort Wayne

Ronald B. Sutherland  
Associate Vice President/Controller

ACADEMIC ADMINISTRATION

Dwight Jessup  
Vice President for Academic Affairs and  
Dean of the University

Rebecca S. Moore  
Assistant to the Dean of the University and  
Coordinator for International/Off-Campus Programs

Stephen S. Bedi  
Associate Vice President for Academic Affairs and  
Dean of Curriculum and Instruction

Ronald M. Sloan (TUFW)  
Associate Vice President for Academic Affairs  
Fort Wayne

Division of Business

Christopher Bennett  
Associate Dean and Chair, Business, Accounting,  
and Economics Department

Division of Education

Donald Taylor  
Associate Dean

Joan Kitterman  
Chair, Education Department

Donald Taylor  
Chair, Department of Physical Education and  
Human Performance

Division of Fine and Applied Arts

Jessica Rousselow  
Associate Dean

Albert Harrison  
Chair, Music Department

Dale Jackson  
Chair, Communication Arts Department

Rachel Smith  
Chair, Visual Arts Department

Division of General Studies and  
Academic Support

Winfried Corduan  
Associate Dean for General Education

David Dickey  
Director of Library

James Kleist  
Director of Educational Technology Center

Billie Manor  
Director of Learning Support Center

R. Edwin Welch  
Director of Academic Support Services

Division of Letters

Faye Chechowich  
Associate Dean

Beulah Baker  
Chair, English Department

Douglas Barcalow (TUFW)  
Chair, Christian Ministries Department

William Heth  
Chair, Biblical Studies, Christian Education,  
and Philosophy Department

Janet Loy  
Chair, Modern Languages Department

Division of Natural Sciences

Stanley Burden  
Associate Dean

Stanley Burden  
Chair, Chemistry Department

Timothy Burkholder  
Chair, Biology Department

Timothy Diller  
Chair, Computing and System Sciences Department

William Klinger  
Chair, Mathematics Department

E. Richard Squiers  
Chair, Environmental Science Department

Hank Voss  
Chair, Physics Department
Division of Social Sciences

R. Philip Loy
Associate Dean

Mark Cosgrove
Chair, Psychology Department

Stephen Hoffmann
Chair, Political Science Department

Roger Jenkinson
Chair, Geography Department

Michael Jessup
Chair, Sociology Department

Joseph Jones (TUFW)
Chair, Justice Education Department

Twyla Lee
Chair, Social Work Department

William Ringenberg
Chair, History Department

Student Affairs Administration

Wynn A. Lembright
Vice President for Student Affairs

Walter E. Campbell
Associate Vice President for Student Development and Dean of Students

David B. Bireline
Director of Athletics

Steve Mortland
Director of Admissions

Timothy A. Nace
Director of Financial Aid/Assistant to the Vice President for Student Affairs

FACULTY

Faculty of Instruction
The year appearing immediately after each name indicates the first year of full-time service at Taylor.

Professor of Systems Analysis. BS, Texas Christian University, 1964; MS, Texas Christian University, 1968; PhD, Texas Christian University, 1970.

Associate Professor of Education. AA, San Diego Mesa College, 1980; BA, San Diego State University, 1982; MA San Diego State University, 1983; EdD, University of Northern Colorado, 1988.

Professor of English. BA, Spring Arbor College, 1967; MA, Michigan State University, 1969; PhD, Michigan State University, 1976.

Eleanor A. Barrick, 1990.
Professor of Modern Languages. BA, Texas Tech University, 1961; MA, Texas Tech University, 1966; PhD, University of Illinois, 1971.

Assistant Professor of Physical Education and Human Performance. BS, Taylor University, 1981; MA, Ball State University, 1984.

Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction; Professor of Education. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

Associate Professor of Mathematics. BA, Marion College, 1973; MAE, Ball State University, 1977; PhD, Indiana University, 1996.

Associate Professor of Accounting. BSBA, Bowling Green State University, 1962; MBA, University of Michigan, 1964; MAcc, Florida State University, 1974.

Christopher P. Bennett, 1989.
Associate Professor of Business. BS, University of Oregon, 1971; MBA, University of California at Los Angeles, 1974; PhD, The Union Institute, 1998.

David B. Bireline, 1997.
Assistant Professor of Physical Education and Human Performance. BA, Seattle Pacific University, 1982; MEd, Seattle Pacific University, 1987.

Associate Professor of Sociology. BS, Boise State, 1986; MA, University of Washington, 1990; PhD, Purdue University, 1993.

Assistant Professor of Physical Education and Human Performance. BA, Taylor University, 1980; MA, Indiana Wesleyan University, 1986; MA, Ball State University, 1993.
Professor of Chemistry. BS, Taylor University, 1961; PhD, Indiana University, 1966.

Professor of Biology. BA, Taylor University, 1963; MS, The Ohio State University, 1965; PhD, The Ohio State University, 1970.

Joe Burnworth, 1969.
Professor of Education. BS, Ball State University, 1960; MA, Ball State University, 1964; EdD, Ball State University, 1978.

Assistant Professor of Mathematics. BA, Taylor University, 1987; MA, Miami University (OH), 1989; MS, PhD, University of Minnesota, 1995.

Assistant Professor of Biblical Studies. BS, Western State University, 1972; MA, Southern California College, 1985; PhD, Catholic University of America/Westminster Theological Seminary, 1991.

Assistant Professor of Christian Education. BA, Taylor University, 1974; MRE, Trinity Evangelical Divinity School, 1988; additional graduate studies, Indiana University.

Associate Professor of Business. BS, Indiana University, 1972; MS, National College of Education, 1981; additional graduate studies, Oxford University.

Associate Professor of Music. BM, University of Toronto, 1976; MM, California State (Fullerton), 1980; additional graduate studies, Indiana University.

Assistant Professor of Biblical Studies. BA, Tennessee Temple University, 1984; MA, Covenant Theological Seminary, 1986; additional graduate studies, University of Sheffield.

Winfried Corduan, 1977.
Professor of Philosophy and Religion. BS, University of Maryland, 1970; MA, Trinity Evangelical Divinity School, 1973; PhD, Rice University, 1977.

Mark P. Cosgrove, 1976.
Professor of Psychology. BA, Creighton University, 1969; MS, Purdue University, 1971; PhD, Purdue University, 1973.

Instructor/Learning Support Center, BA, Taylor University, 1988; MA, Ball State University, 1989.

Assistant Professor of Physics. BS, Illinois State University, 1976; MS, Purdue University, 1982; PhD, Purdue University, 1988.

Associate Professor of English. BA, Indiana Wesleyan University, 1985; MA, Indiana University, 1987; PhD, Miami University (OH), 1996.

Assistant Professor of Mathematics. BA, Northwestern University, 1993; MS, University of Michigan, 1996; PhD, University of Michigan, 1998.


David C. Dickey, 1972.
Associate Professor of Library. BA, Taylor University, 1965; MSLS, Western Michigan University, 1967; additional graduate studies, Indiana University.

Timothy C. Diller, 1981.
Professor of Computing and System Sciences. BA, Taylor University, 1962; MDiv, Fuller Theological Seminary, 1965; MA, University of California at Los Angeles, 1967; PhD, University of California at Los Angeles, 1971.

Professor of Modern Languages. BA, Wheaton College, 1967; MA, University of Wisconsin, 1969; EdD, Ball State University, 1988.

Associate Professor of Biblical Studies. BA, Lewis and Clark College, 1969; MDiv, Fuller Theological Seminary, 1973; PhD, Fuller Theological Seminary, 1983.

Lee E. Erickson, 1979.
Professor of Economics. BA, University of Washington, 1968; MA, University of Washington, 1970; PhD, The University of Michigan, 1974.

Assistant Professor of Physical Education and Human Performance. BS, Ball State University, 1983; MA, Ball State University, 1989.

Assistant Professor of Psychology. BA, Taylor University, 1991; MA, Ball State University, 1992; PhD, Ball State University, 1996.
Assistant Professor of Communication Arts. BS, Illinois State University, 1980; MA, Central Michigan University, 1991.

Associate Professor of Environmental Science. AA, Brevard Community College, 1970; BS, Florida State University, 1972; MS, University of Central Florida, 1981; PhD, Rutgers University, 1988.

Professor of Chemistry. BA, Bethel College (IN), 1973; PhD, Wayne State University, 1981.

Associate Professor of Biblical Studies. BS, U.S. Naval Academy, 1969; ThM, Dallas Theological Seminary, 1980; ThD, Dallas Theological Seminary, 1988; MA, California State University, 1993.

Associate Professor of Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

Professor of Music. BM, Virginia Commonwealth University, 1973; MS, University of Illinois, 1978; EdD, University of Illinois, 1986.


Instructor of Physical Education and Human Performance and Assistant Athletic Trainer. BA, Asbury College, 1996; MS, Indiana State University, 1997.

Associate Professor of English. BA, Marion College, 1958; MA, Virginia Polytechnic Institute and State University, 1970; PhD, Ball State University, 1984.

Professor of Biblical Studies. BA, Biola College, 1965; MDiv, Western Conservative Baptist Seminary, 1968; PhD, Fuller Theological Seminary, 1979.

Professor of Biblical Studies. BA, University of Michigan, 1974; ThM, Dallas Theological Seminary, 1982; ThD, Dallas Theological Seminary, 1986.

Associate Professor of English. AA, Cabrillo College, 1984; BA, University of California, 1987; MFA, University of Iowa Writers Workshop, 1989; PhD, University of Southwestern Louisiana, 1994.

Professor of Political Science. BA, Rutgers University, 1968; PhD, Princeton University, 1976.

Bonnie J. Houser, 1993.  
Archivist/Librarian and Assistant Professor. BA, Taylor University. 1992; MILS, University of Michigan, 1994.

Oliver F. Hubbard, Jr., 1976.  
Professor of Communication Arts. BA, Asbury College, 1968; MA, University of Kentucky, 1972; PhD, Kent State University, 1980.

Dale M. Jackson, 1966.  
Professor of Communication Arts. BA, Asbury College, 1962; MA, Ball State University, 1968; PhD, Indiana University, 1974.

Professor of Geography. BS, Taylor University, 1960; MA, Ball State University, 1962; EdD, Oklahoma State University, 1974.

Vice President for Academic Affairs and Dean of the University and Professor of History and Political Science. BA, Bethel College (MN), 1960; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1978.

Michael M. Jessup, 1996.  
Associate Professor of Sociology. BA, Idaho State University, 1985; MS, Iowa State University, 1987; PhD, Southern Illinois University, 1992.

Assistant Professor of History. BA, Taylor University, 1971; MA, University of Notre Dame, 1976; EdD, Ball State University, 1998.

Assistant Professor of Art. BA, Seattle Pacific College, 1973; MA, University of Iowa, 1989; MFA, University of Iowa, 1991.

President and Professor. BA, Taylor University, 1958; LHD, Taylor University, 1982; DD, Asbury Theological Seminary, 1984; HHD, Huntington College, 1983; DD, Barrington College, 1977; LHD, John Brown University, 1987.
Assistant Professor of Physics. BS, McMaster University, 1991; PhD, University of British Columbia, 1996.

Professor of Communication Arts. BA. Asbury College, 1961; MS, Indiana University, 1974; PhD, Indiana University, 1985.

Patricia E. Kirkpatrick, 1982.
Associate Professor/Learning Support Center. BS, Bethel College (IN), 1963; MS, Indiana University. 1974; additional graduate studies, Ball State University and Indiana University.

Professor of Education. BS, Ball State University, 1973; MA, Ball State University, 1976; EdD, Ball State University, 1984.

Assistant Professor/Educational Technology Center. BA, Arizona State University. 1965: MA, Arizona State University, 1975.

Professor of Mathematics. BS, Taylor University, 1961; MS, The Ohio State University, 1967; PhD, The Ohio State University, 1973.

Assistant Professor of Marketing. BA, Taylor University, 1964; MBA, Rutgers University, 1972. Additional graduate studies, Nova University.

Instructor of Spanish. BA, Grace College, 1966; MA, Ball State University, 1992; additional graduate studies, Purdue University.

Associate Professor of Physical Education and Human Performance. BS, Greenville College, 1980; MS, Eastern Illinois University, 1988; MA, Ball State University, 1996.

Professor of Chemistry. BA, Lafayette College, 1969; PhD, Michigan State University, 1974.

Associate Professor of Christian Education. BA, University of North Carolina at Charlotte, 1978; MA, University of North Carolina at Charlotte, 1982; MA, Gordon-Conwell Theological Seminary, 1986; EdD, Presbyterian School of Christian Education, 1991.

Associate Professor of Social Work. BA, Bethel College (MN), 1974; MSW, Washington University, 1976.

Librarian for Public Services and Assistant Professor. BA, Houghton College, 1993; MLS, State University of New York at Albany, 1994.

Associate Professor of Modern Languages. BA, Indiana University, 1965: MAT, Indiana University, 1969: additional graduate studies. Indiana University and Universite du Quebec, Chicoutimi.

Professor of Political Science. BA, Taylor University, 1962; MA, Indiana University, 1964; additional graduate studies, Indiana University.

Professor of Psychology. BA, Grace College, 1972; MA, Ball State University, 1973; PhD, Indiana University, 1981.

Vance E. Maloney, 1981.
Associate Professor of Psychology. BA, Cedarville College, 1979; MA. Ball State University, 1981; PhD. Ball State University, 1989.

Associate Professor/Learning Support Center. BS, Ball State University, 1972; MA. Ball State University, 1976.

Assistant Professor of Physical Education and Human Performance. BA, Carson-Newman College, 1983; MA, Western Michigan University, 1984.

Assistant Professor of Biblical Studies. BA, Wheaton College, 1986; MA, Wheaton College Graduate School, 1988; PhD, The University of Aberdeen, Scotland, 1993.

Assistant Professor of Education. BS, Indiana Wesleyan University, 1972; MA, Ball State University, 1992; EdD, Ball State University, 1997.

Associate Professor of Modern Languages. BA, Trinity College, 1978; MA, Florida State University, 1984; PhD, Florida State University, 1989.
Associate Professor of History. BA, Trinity College, 1977; MA, Florida State University, 1982; MS, Florida State University, 1984; PhD, Florida State University, 1987.

Associate Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster Theological Seminary, 1980; MA, Villanova University, 1984; MA, University of Tennessee, 1985; PhD, University of Tennessee, 1993.


Craig W. Moore, 1979.
Associate Professor of Art. BS, Taylor University, 1971; MA, Ball State University, 1975.

Associate Professor of Biology. BS, Taylor University, 1972; MA, Ball State University, 1978; EdD, Ball State University, 1989.

Rebecca S. Moore, 1990.
Assistant to the Dean of the University and Coordinator for International/Off-Campus Programs and Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

Associate Professor of English. BA, Seattle Pacific University, 1981; MPhil, Drew University, 1986; PhD, Drew University, 1991.

Professor of Music. BS, Wittenberg University, 1966; MA, The Ohio State University, 1970; PhD, The Ohio State University, 1974.

Paul W. Patterson, 1979.
Associate Professor of Physical Education and Human Performance. BS, Hanover College, 1964; MS, Central Missouri State, 1965; additional graduate studies, Morehead State University.

Reference Librarian and Associate Professor. BIE, General Motors Institute, 1967; MDiv, Trinity Evangelical Divinity School, 1970; MLS, Emporia State University, 1976.

Assistant Professor of Communication Arts. BS, Ball State University, 1974; MA, Ball State University, 1976; additional graduate studies, Ball State University.

JoAnne C. Powell, 1997.
Assistant Professor of Social Work. BA, Taylor University, 1972; MSW, The Ohio State University, 1990.

Assistant Professor of Biology. BA, Taylor University, 1989; MS, Purdue University, 1991; PhD, Purdue University, 1994.

Instructor/Director of Laboratories and Technician, Environmental Science. BS, University of Illinois, 1989; MSF, Purdue University, 1991; additional graduate studies, Purdue University.

JoAnn K. Rediger, 1996.
Assistant Professor of Music. BS, Taylor University, 1971; MMEd, James Madison University, 1981; DA, Ball State University, 1994.

Professor of History. BS, Taylor University, 1961; MAT, Indiana University. 1964; PhD, Michigan State University, 1970.

Professor of Physical Education and Human Performance. BS, Taylor University, 1970; MA, Ball State University, 1976; EdD, Ball State University, 1986.

R. Waldo Roth, 1967.
Professor of Computing and System Sciences. BS, Taylor University, 1959; MA, Ball State University, 1962; additional graduate studies, The Ohio State University.

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

Professor of Communication Arts. BA, Northwestern College, 1962; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1980.

Instructor of Physical Education and Human Performance. BS, Greenville College, 1985; MS, Eastern Kentucky University, 1986.

Associate Professor of Business. BS, Taylor University, 1978; MBA, Ball State University, 1988.

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Frederick B. Shulze, 1970.
Professor of Music. BMus, Wheaton College, 1957; MMus, Northwestern University, 1963; DMA, University of Washington, 1970.

Carl R. Silic, 1996.
Associate Professor of Education. BS, Indiana University, 1969; MA, Indiana University, 1971; EdD, Ball State University, 1985.

Dan P. Smith, 1992.
Assistant Professor/Director of Chemistry/Physics Laboratories. BA, Taylor University, 1964; MAT, Washington University, 1969; additional graduate studies, Washington University.

Associate Professor of Art/Gilkinson Family Chair in Art History. BA, Michigan State University, 1981; MA, Michigan State University, 1991; PhD, Indiana University, 1996.

Stephen J. Snyder, 1982.
Associate Professor of Psychology. BA, Cedarville College, 1980; MA, Trinity Evangelical Divinity School, 1982; PhD, Indiana University, 1991.

Associate Professor of Philosophy and Religion. BS, Belhaven College, 1985; MA, The University of Southern Mississippi, 1988; PhD, Michigan State University, 1993.

Professor of Biology and Environmental Science. BA, State University of New York at Binghamton, 1970; MS, Rutgers University, 1973; PhD, Ohio University, 1976.

Instructor of Physical Education and Human Performance and Assistant to the Athletic Trainer. BA, Taylor University, 1992; MA, Ball State University, 1998.

Assistant Professor of Social Work. BA, Asbury College, 1973; MS, Michigan State University, 1974; MSW, Michigan State University, 1980.

Kenneth D. Swan, 1968.
Professor of English. BA, Olivet Nazarene University, 1960; MA, Ball State University, 1962; PhD, Ball State University, 1974.

Professor of Physical Education and Human Performance. BS, Lock Haven University, 1972; MS, Springfield College, 1979; EdD, Penn State University, 1992.

Associate Professor of Computing and System Sciences. BA, Taylor University, 1971; MS, Purdue University, 1975; MS, University of Kentucky, 1989; additional graduate studies, University of Kentucky.

Cynthia A. Tyner, 1996.
Assistant Professor of Education. BS, Taylor University, 1976; MA, Ball State University, 1978; EdD, Ball State University, 1996.

Professor of Physics and Research. BS, Illinois Institute of Technology, 1972; MS, University of Illinois at Urbana, 1974; PhD, University of Illinois at Urbana, 1977.

Associate Professor of English. BA, Olivet Nazarene University, 1981; MA, University of Florida, 1987; PhD, University of Florida, 1992.

Coordinator of Academic Support Services and Associate Professor. BS, Marion College, 1985; MS, Indiana University, 1991; PhD, Indiana University, 1997.

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

Professor of Computing and System Sciences. BS, Christian Heritage College, 1979; MS, Ball State University, 1981; MA, Ball State University, 1984; EdD, Ball State University, 1985.

Associate Professor of Music. BM, University of Michigan, 1982; MA, Eastern Michigan University, 1985; DMA, University of Kentucky, 1992.

Kevin L. Wickes, 1996.
Assistant Professor of Psychology. BA, Purdue University, 1985; MS, Purdue University, 1987; PhD, Ball State University, 1993.

Assistant Professor of Computing and System Sciences. BA, Taylor University, 1964; MEd, Wayne State University, 1967.

Assistant Professor of Physical Education and Human Performance. BA, Shepherd College, 1966; MS, West Virginia University, 1969.
Alan H. Winquist, 1974.
Professor of History. BA, Wheaton College, 1964; MAT, Northwestern University, 1965; PhD, New York University, 1976.

Larry E. Winterholter, 1979.
Associate Professor of Physical Education and Human Performance. BS, Taylor University, 1964; MS, Illinois State University, 1965; additional graduate studies, University of Illinois and Ball State University.

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

Daryl R. Vost, 1983.
Provost/Executive Vice President and Professor of Education. BS, Manchester College, 1958; MA, Ball State University, 1962; EdD, Ball State University, 1969.

Student Affairs and Other Faculty

Associate Dean of Students/Director of Housing and Assistant Professor. BS, Houghton College, 1983; MS, Buffalo State University, 1986.

Residence Hall Director and Instructor. BA, Gordon College, 1992; MA, Ball State University, 1994.

Director of Orientation and Instructor. BA, Taylor University, 1985; BS, Taylor University, 1986; MA, Ball State University, 1996.

Residence Hall Director and Instructor. BA, Taylor University, 1993; MA, Regent University, 1997.

Walter E. Campbell, 1969.
Associate Vice President for Student Development and Dean of Students and Assistant Professor. BS, Taylor University, 1964; MA, Ball State University, 1968.

Residence Hall Director and Instructor. BA, Wheaton College, 1990; MA, Wheaton College Graduate School, 1993.

Brent D. Ellis, 1996.
Director of Student Programs/Leadership Development and Instructor. BA, Greenville College, 1992; MMin, Bethel College (IN), 1994; MDiv, Asbury Theological Seminary, 1996; additional graduate studies, Indiana University.

Campus Pastor/Associate Dean of Students and Associate Professor. BA, Taylor University, 1969; MDiv, Denver Seminary, 1972; DMin, Denver Seminary, 1979; additional graduate studies, Ball State University.

George A. Glass, 1960.
Associate Vice President for Alumni Relations and Associate Professor. BS, Taylor University, 1958; MA, Ball State University, 1961; additional graduate studies, Ball State University.

Timothy W. Herrmann, 1978.
Associate Dean of Students/Director of Residence Life and Assistant Professor. BA, Taylor University, 1975; MA, The Ohio State University, 1977.

Wynn A. Lembright, 1983.
Vice President for Student Affairs and Assistant Professor. BS, Toledo University, 1964; MDiv, Asbury Seminary, 1970; ThM, Princeton Theological Seminary, 1972.

Associate Dean of Students and Director of Career Development and Assistant Professor. BA, Marion College, 1970; MAR, Asbury Theological Seminary, 1975; additional graduate studies, Oklahoma State University.

Residence Hall Director and Instructor. BS, Anderson University, 1993; MA, Ball State University, 1995.

Carol A. Mott, 1994.
Director of Counseling Center and Instructor. BA, Wheaton College, 1971; MA, Ball State University, 1987.

Beth K. Muthiah, 1996.
Residence Hall Director and Instructor. BA, Westmont College, 1992; MA, Oregon State University, 1996.

Timothy A. Nace, 1987.
Director of Financial Aid/Assistant to the Vice President for Student Affairs and Assistant Professor. BA, Houghton College, 1979; MS, State University of New York College at Buffalo, 1981.
Director of Student Ministries and Assistant Professor. BA, Furman University, 1982; MDiv, Southern Baptist Theological Seminary, 1986.

Director of Campus Safety and Instructor. BS, Ball State University, 1991; MA, Ball State University, 1994.

Director of the Health Center and Assistant Professor. BS, Indiana University, 1974; MSN, Indiana University, 1981.

Emeriti Faculty

Ray E. Bullock
Professor of Art, 1966-1991

Hazel E. Carruth
Professor of English, 1946-1978

Mildred S. Chapman

Edward E. Dinse
Associate Professor of English, 1970-1992

Frances W. Ewbank
Professor of English, 1964-1982

William Ewbank
Professor of Mathematics, 1964-1987

William A. Fry
Professor of English, 1978-1998

Richard W. Gates
Associate Professor of Health, Physical Education and Recreation, 1969-1991

Carl E. Gongwer
Associate Professor of Spanish, 1966-1988

Robert V. Gortner
Professor of Business, 1980-1995

Paul M. Harms
Associate Professor of Mathematics, 1971-1997

George W. Harrison
Professor of Biology, 1978-1994

Dale E. Heath
Professor of Ancient Language and History, 1961-1988

David D. Hess
Associate Professor of Education, 1967-1997

M. Jane Hodson
Associate Professor of Education, 1966-1997

Alice K. Holcombe
Associate Professor of Library, 1946-1950, 1952-1983

Philip K. Kroeker
Professor of Music, 1963-1996

Gordon M. Krueger
Professor of Chemistry, 1955-1979

James B. Law
Associate Professor of Health, Physical Education, and Recreation, 1982-1997

Jennie A. Lee
Professor of Education, 1951-1975

Fred Luthy
Professor of Religion, 1955-1987

Dwight L. Mikkelson
Professor of History, 1968-1993

David L. Neuhausser
Professor of Mathematics, 1971-1993

Elmer N. Nussbaum

E. Herbert Nygren
Professor of Religion, 1969-1991

Don J. Odle
Professor of Physical Education, 1947-1979

Robert D. Pitts
Professor of Biblical Studies, 1973-1997

Elisabeth Poe
Professor of Biology, 1953-1983

Carl W. Rice
Professor of Education, 1969-1985

Helen E. Rogers
Assistant Professor of Education, 1976-1997

Roger W. Roth
Associate Professor of Physics, 1965-1998

Hilda L. Steyer
Associate Professor of Music, 1954-1984

Marilyn A. Walker
Associate Professor of Communication Arts, 1966-1996

John W. Wallace
Associate Professor of Social Work, 1977-1996

Lois A. Weed
Associate Professor of Library, 1953-1995
Dale E. Wenger  
Associate Professor of Mathematics, 1963-1989  

Charles R. Wilson  
Professor of Religion and Philosophy, 1965-1983  

Robert C. Wolfe  
Associate Professor of Physics, 1962-1993  

**CONTRACT PERSONNEL**  

LaGatha Adkison  
Assistant Registrar  

Jackie Armstrong  
Customer Support Specialist  

Stephen Austin  
Residence Hall Director/Director of Ethnic Programs  

Joy Bagley  
Programmer/Analyst  

Linda Bennett  
Nurse  

Ian Blair  
Coordinator of Online Services  

Doug Blume  
Residence Hall Director  

Jane Breedlove  
Operations Manager  

Aaron Brooks  
Computing Resources Manager for Computing and System Sciences Department  

Felicia Case  
Coordinator of Ethnic Student Recruitment  

Brent Chapman  
Development Research and Grant Associate  

Steve Christensen  
Publications Graphic Designer  

Jerry Cramer  
Director of the Capital Campaign  

Robert Craton  
Information Resources Coordinator  

Janet Deavers  
Payroll Supervisor  

Randal Dillinger  
University Editor  

Donna Downs  
Director of University Relations  

Rod Eib  
Director of Information Services/University Information Systems  

Richard Ehresman  
Bookstore Manager  

Tom Essenburg  
Associate Director of Development/Annual Giving  

Marilyn Evans  
Assistant to Registrar  

Shirley Fenlason  
Coordinator of Communication/Admissions  

Gerald Freisen  
Director of Instructional Technology  

Jim Garringer  
Director of News Service and Campus Photographer  

David Gray  
Superintendent of Housekeeping  

William Gross  
Superintendent of Grounds  

T.J. Higley  
Information Center Specialist  

Gregg Holloway  
Financial Aid Counselor  

Christopher Holtmann  
Assistant Residence Director Samuel Morris Hall  

Nancy Howard  
Administrative Assistant to Vice President for Business and Finance  

Lisa Huber  
Admissions Counselor  

Laura Hutson  
Director of Human Resources  

Kim Johnson  
Administrative Assistant to Vice President for Planning, Strategic Initiatives and Technology  

Sandy Johnson  
Customer Support Specialist  

Dan Jordan  
Director of University Press  

Kashwinder Kaur  
Director of International Student Programs  

Marian Kendall  
Director of Teacher Certification  

Jack King  
Associate Director of Development/Annual Giving
Evan Kittleman  
Webmaster

Bev Klepser  
Mailing Services Supervisor

Thomas Knight  
Network Systems Engineer

Ron Korfmacher  
Admissions Athletic Recruiter/Assistant Coach

William Lee  
University Information Systems Manager

Jessie Lennertz  
Director of Information Services/ Project Research Coordinator

Jack Letarte  
Institutional Researcher

Paul Lightfoot  
Campus Landscaper

Robert Linehan  
Information Center Manager

Brenda Mantha  
Administrative Assistant/Office of the President

Linda Mealy  
Administrative Assistant to Vice President for Academic Affairs

James Miles  
Network/Systems Engineer

Alberta Miller  
Administrative Assistant/Office of the President

Cathy Moorman  
Bursar

Steve Mortland  
Director of Admissions

Richard Muthiah  
Coordinator of Student Services/Admissions

Toni Newlin  
Director of Resource and Donor Services

Jon Ochs  
Media Technician

Steve Olsen  
Telephone System Manager

Alan Ours  
Technology Services Manager

Suzanne Ours  
Office Systems Coordinator

Annette Payne  
Nurse

Nelson Rediger  
Associate Executive Director of The William Taylor Foundation

Lou Roth  
Nurse

Mike Schadler  
Voice/Video Engineer

Jeff Secrest  
Superintendent of Maintenance

Gaylene Smith  
Administrative Assistant to Vice President for Student Affairs

Ken Smith  
Executive Director of The William Taylor Foundation

Linda Solms  
Nurse

Marty Songer  
Director of Alumni Programs

Charles Stevens  
Associate Director of Development/Church Matching Grants/Scholarships

Jean St. John  
Projects Accounting Coordinator

Larry Stoffel  
Information Center Specialist

Kay Stouse  
Assistant Director of Financial Aid

Joyce Taylor  
Administrative Assistant to Vice President for Development

Ken Taylor  
Associate Director Prospective Student Services

Traci Tiberi  
Admissions Counselor

Joseph Updegrove  
Associate Director of The William Taylor Foundation

Mark Varner  
Sports Information Director

James Wolff  
Database Administrator/Systems Analyst

Joyce Wood  
Director of Conferences and Special Events

Priscilla Wynkoop  
Director of Development Research and Grants/Director of Parent Programs
National Alumni Council 1998-99

Burnette P. Shilling ’70, President
Rawson, Ohio

Robert Blume ’62, President Elect
Anderson, Indiana

Jayanne Housholder Roggenbaum ’87, Past President
White Lake, Michigan

Jonnine McKinley Rumney ’60, Recording Secretary
Marquette, Michigan

David L. Burden ’97
Nashville, Tennessee

Robert A. Duel ’68
Goshen, Indiana

Nancy Britt Hagestad ’98
Fishers, Indiana

Thomas G. Jones ’71
Fairmount, Indiana

Caicy B. Littlejohn ’91
Naperville, Illinois

Jodi Simons Mulder ’96
Plymouth, Michigan

John M. Nelson ’52
Kokomo, Indiana

David D. Pyle ’70
Lakewood, Colorado

Elisabeth Koppin Rickner ’70
New Bern, North Carolina

Melody Rohrer Ringenberg, ’83
Greenwood, Indiana

Cynthia Krauss Russell ’86
Grabill, Indiana

David W. Ruths ’87
Charlotte, North Carolina

Barbara Demarest Schwarzkopf ’63
Decatur, Indiana

John W. Siefer ’76
Indianapolis, Indiana

Michael J. Sonnenberg ’68
Montreat, North Carolina

Karen Muselman Thomas ’87
Lexington, Kentucky

Ronald Valutis ’59
East Lansing, Michigan

Parents Cabinet 1998-1999

Dennis and Jana Beck
Grabill, Indiana

Randy and Bari Behnken
Leitchfield, Kentucky

James and Carol Bitner
Peoria, Illinois

Gary and Karyl Boring
Fountaintown, Indiana

Robert and Charlotte Canida
Madison, Indiana

Martin and Beverly Dawahare
Lexington, Kentucky

Dayle and Barbara Dickey
New Orleans, Louisiana

Ramon and Lorie Esclamado
Salon, Ohio

William and Susan Gates
South Bend, Indiana

Romeo and Sylvia Gonyea
Woodinville, Washington

Jim and Bonnie Gordon
Caledonia, Michigan

Mike and Donna Hager
Upper Arlington, Ohio

Paul and Stephanie Hamlin
Beverly Hills, Michigan

Philip and Linda Hartzler
Minonk, Illinois

Edward and Beth Lugbill
Elkhart, Indiana

Gerald and Donna McNary
Dunkirk, Indiana

Robert and Kathleen Porter
Muskegon, Michigan

Michael and Dianne Reed
Haddon Heights, New Jersey

Scott and Shirley Rieger
Elmhurst, Illinois

Philip and Jean Ritchie
Shippensburg, Pennsylvania

Dorothy Russell
Fort Wayne, Indiana
Roger and Jan Spoelman
North Muskegon, Michigan

Sheryl Stonecipher
Wapakoneta, Ohio

Mark and Carol Taylor
Wheaton, Illinois

Paul and Candace VonTobel
Valparaiso, Indiana
# COLLEGE CALENDAR 1998-99 ACADEMIC YEAR

## Fall Term 1998

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
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</thead>
<tbody>
<tr>
<td>August 26-28, Wednesday-Friday</td>
<td>Colleagues College (Faculty)</td>
</tr>
<tr>
<td>August 28-31, Friday-Monday</td>
<td>Welcome Weekend (New Student Orientation)</td>
</tr>
<tr>
<td>September 1, Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 7, Monday, Labor Day</td>
<td>No day classes; classes resume at 5:00 p.m.</td>
</tr>
<tr>
<td>September 14-18, Monday-Friday</td>
<td>Spiritual Renewal Week</td>
</tr>
<tr>
<td>September 25, Friday</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>October 9-11, Friday-Sunday</td>
<td>Parents Weekend</td>
</tr>
<tr>
<td>October 23, Friday</td>
<td>Midterm grades due</td>
</tr>
<tr>
<td>October 30-November 1, Friday-Sunday</td>
<td>Fall break</td>
</tr>
<tr>
<td>November 2-6, Monday-Friday</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>November 13, Friday</td>
<td>World Opportunities Week</td>
</tr>
<tr>
<td>November 25, Wednesday, 12:00 p.m.</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>November 30, Monday, 12:00 p.m.</td>
<td>Thanksgiving holiday</td>
</tr>
<tr>
<td>December 14-17, Monday-Thursday</td>
<td>Classes resume</td>
</tr>
<tr>
<td></td>
<td>Evaluation Week</td>
</tr>
</tbody>
</table>

## Interterm 1999

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4, Monday</td>
<td>Interterm begins</td>
</tr>
<tr>
<td>January 18, Monday</td>
<td>Martin Luther King, Jr. Day Observance</td>
</tr>
<tr>
<td>January 27, Wednesday</td>
<td>Interterm ends after last class</td>
</tr>
</tbody>
</table>

## Spring Term 1999

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1, Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 8-12, Monday-Friday</td>
<td>Spiritual Renewal Week</td>
</tr>
<tr>
<td>March 19, Friday</td>
<td>Relational Enrichment Week</td>
</tr>
<tr>
<td>March 26, Friday</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>March 26, Friday</td>
<td>Midterm grades due</td>
</tr>
<tr>
<td>April 6, Tuesday</td>
<td>Spring vacation begins after last class</td>
</tr>
<tr>
<td>April 23-25, Friday-Sunday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 30, Friday</td>
<td>Youth Conference</td>
</tr>
<tr>
<td>May 17-20, Monday-Thursday</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>May 22, Saturday, 10:00 a.m.</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td></td>
<td>Commencement Ceremony</td>
</tr>
</tbody>
</table>

## Summer Session I, 1999

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 25-June 18</td>
<td>Summer Session I</td>
</tr>
<tr>
<td>May 25, Tuesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 31, Monday, Memorial Day</td>
<td>No classes</td>
</tr>
<tr>
<td>June 18, Friday</td>
<td>Classes end after last class</td>
</tr>
<tr>
<td>June 18-19, Friday-Saturday</td>
<td>Summer Orientation/Fall Registration</td>
</tr>
</tbody>
</table>

## Summer Session II, 1999

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 21-July 23</td>
<td>Summer Session II</td>
</tr>
<tr>
<td>June 21, Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July 5, Monday, Independence Day</td>
<td>No classes</td>
</tr>
<tr>
<td>July 9-10, Friday-Saturday</td>
<td>Summer Orientation/Fall Registration</td>
</tr>
<tr>
<td>July 23, Friday</td>
<td>Classes end after last class</td>
</tr>
</tbody>
</table>
## COLLEGE CALENDAR 1999-2000 ACADEMIC YEAR

### Fall Term 1999
- **August 25-27,** Wednesday-Friday
- **August 27-30,** Friday-Monday
- **August 31,** Tuesday
- **September 6,** Monday, Labor Day
- **September 13-17,** Monday-Friday
- **September 24,** Friday
- **October 8-10,** Friday-Sunday
- **October 22,** Friday
- **October 22,** Friday
- **October 29,** Friday
- **October 29-31,** Friday-Sunday
- **November 1-5,** Monday-Friday
- **November 24,** Wednesday, 12:00 p.m.
- **November 29,** Monday, 12:00 p.m.
- **December 13-16,** Monday-Friday

### Interterm 2000
- **January 3,** Monday
- **January 17,** Monday
- **January 26,** Wednesday

### Spring Term 2000
- **January 31,** Monday
- **February 7-11,** Monday-Friday
- **March 13-17,** Monday-Friday
- **March 17,** Friday
- **March 24,** Friday
- **March 24,** Friday
- **April 3,** Monday
- **April 20,** Thursday
- **April 25,** Tuesday
- **April 28-30,** Friday-Sunday
- **May 5,** Friday
- **May 15-18,** Monday-Thursday
- **May 20,** Saturday, 10:00 a.m.

### Summer Session I, 2000
- **May 23-June 16**
- **May 23,** Tuesday
- **May 29,** Monday, Memorial Day
- **June 16,** Friday
- **June 16-17,** Friday-Saturday

### Summer Session II, 2000
- **June 19-July 21**
- **June 19,** Monday
- **July 4,** Tuesday, Independence Day
- **July 7-8,** Friday-Saturday
- **July 21,** Friday

### Notes:
- **Colleagues College (Faculty)**
- **Welcome Weekend (New Student Orientation)**
- **Classes begin**
- **No day classes; classes resume at 5:00 p.m.**
- **Spiritual Renewal Week**
- **Campus Visitation Day**
- **Homecoming Weekend**
- **Midterm grades due**
- **Fall break**
- **Campus Visitation Day**
- **Parents’ Weekend**
- **World Opportunities Week**
- **Thanksgiving holiday**
- **Classes resume**
- **Evaluation Week**

- **Interterm begins**
- **Martin Luther King, Jr. Day Observance**
- **Interterm ends after last class**

- **Classes begin**
- **Spiritual Renewal Week**
- **Relational Enrichment Week**
- **Campus Visitation Day**
- **Midterm grades due**
- **Spring vacation begins after last class**
- **Classes resume**
- **Easter break begins after last class**
- **Classes resume**
- **Youth Conference**
- **Campus Visitation Day**
- **Evaluation Week**
- **Commencement Ceremony**

- **Summer Session I**
- **Classes begin**
- **No classes**
- **Classes end after last class**
- **Summer Orientation/Fall Registration**

- **Summer Session II**
- **Classes begin**
- **No classes**
- **Summer Orientation/Fall Registration**
- **Classes end after last class**
## COLLEGE CALENDAR 2000-2001 ACADEMIC YEAR

### Fall Term 2000

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Related Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23-25</td>
<td>Welcome Weekend (New Student Orientation)</td>
</tr>
<tr>
<td>August 23-25</td>
<td>No day classes, classes resume at 5:00 p.m.</td>
</tr>
<tr>
<td>August 25-28</td>
<td>Class begins</td>
</tr>
<tr>
<td>August 29,</td>
<td>Spiritual Renewal Week</td>
</tr>
<tr>
<td>September 4,</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>September 11-15</td>
<td>Parents Weekend</td>
</tr>
<tr>
<td>September 29,</td>
<td>Midterm grades due</td>
</tr>
<tr>
<td>October 13-15</td>
<td>Fall break</td>
</tr>
<tr>
<td>October 20,</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>October 20,</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>October 27,</td>
<td>World Opportunities Week</td>
</tr>
<tr>
<td>October 27-29</td>
<td>Thanksgiving holiday</td>
</tr>
<tr>
<td>November 22,</td>
<td>Classes resume</td>
</tr>
<tr>
<td>November 27,</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td>December 11-14</td>
<td>Class resumes</td>
</tr>
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</table>

### Interterm 2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Related Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2,</td>
<td>Martin Luther King Jr. Day Observance</td>
</tr>
<tr>
<td>January 15,</td>
<td>Interterm ends after last class</td>
</tr>
<tr>
<td>January 25,</td>
<td></td>
</tr>
</tbody>
</table>

### Spring Term 2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Related Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 30,</td>
<td>Class begins</td>
</tr>
<tr>
<td>February 5-9</td>
<td>Spiritual Renewal Week</td>
</tr>
<tr>
<td>March 12-16</td>
<td>Relational Enrichment Week</td>
</tr>
<tr>
<td>March 16,</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>March 23,</td>
<td>Midterm grades due</td>
</tr>
<tr>
<td>March 23,</td>
<td>Spring vacation begins after last class</td>
</tr>
<tr>
<td>April 2,</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 12,</td>
<td>Easter break begins after last class</td>
</tr>
<tr>
<td>April 17,</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 20-22</td>
<td>Youth Conference</td>
</tr>
<tr>
<td>April 27,</td>
<td>Campus Visitation Day</td>
</tr>
<tr>
<td>May 14-17,</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td>May 19,</td>
<td>Commencement Ceremony</td>
</tr>
</tbody>
</table>

### Summer Session I, 2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Related Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 22-June 15</td>
<td>Summer Session I</td>
</tr>
<tr>
<td>May 22,</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 28,</td>
<td>No classes</td>
</tr>
<tr>
<td>June 15,</td>
<td>Classes end after last class</td>
</tr>
<tr>
<td>June 15-16,</td>
<td>Summer Orientation/Fall Registration</td>
</tr>
</tbody>
</table>

### Summer Session II, 2001

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Related Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18-July 20</td>
<td>Summer Session II</td>
</tr>
<tr>
<td>June 18,</td>
<td>Classes begin</td>
</tr>
<tr>
<td>July 4,</td>
<td>No classes</td>
</tr>
<tr>
<td>July 13-14,</td>
<td>Summer Orientation/Fall Registration</td>
</tr>
<tr>
<td>July 20,</td>
<td>Classes end after last class</td>
</tr>
</tbody>
</table>
COLLEGE CALENDAR 2001-2002 ACADEMIC YEAR

Fall Term 2001
August 22-24, Wednesday-Friday
August 24-27, Friday-Monday
August 28, Tuesday
September 3, Monday, Labor Day
September 10-14, Monday-Friday
September 28, Friday
October 12-14, Friday-Sunday
October 19, Friday
October 26, Friday
October 26-28, Friday-Sunday
November 5-9, Monday-Friday
November 21, Wednesday, 12:00 p.m.
November 26, Monday, 12:00 p.m.
December 10-13, Monday-Thursday

Colleagues College (Faculty)
Welcome Weekend (New Student Orientation)
Classes begin
No day classes; classes resume at 5:00 p.m.
Spiritual Renewal Week
Campus Visitation Day
Homecoming Weekend
Midterm grades due
Fall break
Campus Visitation Day
Parents Weekend
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

Interterm 2002
January 7, Monday
January 21, Monday
January 30, Wednesday

Interterm begins
Martin Luther King, Jr. Day Observance
Interterm ends after last class

Spring Term 2002
February 4, Monday
February 11-15, Monday-Friday
March 15, Friday
March 18-22, Monday-Friday
March 28, Thursday
March 28, Thursday
April 9, Tuesday
April 19-21, Friday-Sunday
May 3, Friday
May 20-23, Monday-Thursday
May 25, Saturday, 10:00 a.m.

Classes begin
Spiritual Renewal Week
Campus Visitation Day
Relational Enrichment Week
Midterm grades due
Spring vacation begins after last class
Classes resume
Youth Conference
Campus Visitation Day
Evaluation Week
Commencement Ceremony
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<th>INDEX</th>
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<td>Academic Exceptions .....................................................................</td>
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<td>Academic Grievance Procedure ..................................................</td>
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<td>Academic Load .............................................................................</td>
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<td>Academic Program in France .......................................................</td>
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<td>Academic Regulations ..................................................................</td>
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<td>Archives ......................................................................................</td>
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<td>Associate of Arts Degree Requirements .......................................</td>
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<td>Associate of Arts Degree Programs ............................................</td>
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<td>Athletic Eligibility ......................................................................</td>
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<td>AuSable Institute of Environmental Studies ..................................</td>
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<td>Baccalaureate Degree Requirements ............................................</td>
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<td>Business, Accounting, and Economics ..........................................</td>
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# TAYLOR INFORMATION CARD

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| Name | (please print) | Birthdate | Street Address | | Area Code/Home Phone |
|------|----------------|-----------|----------------||-----------------------|
| City | State | Zip | High School | | H.S. Graduation Year |

**Average Grade:** A+ B+ B B- C+ C C- (please circle)

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<th>Proposed Major:</th>
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**Circle Activity Interest:**
- Music
- Football
- Baseball
- Softball
- Track
- Cross Country
- Golf
- Volleyball
- Soccer
- Tennis

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<th>AN INTERESTED FRIEND?</th>
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Perhaps you have a friend that you would like to have receive Taylor information.

| Name | (please print) | Area Code/Home Phone | Street Address | | |
|------|----------------|-----------------------|----------------||----------------|
| City | State | Zip | High School | | H.S. Graduation Year |

| Name | (please print) | Area Code/Home Phone | Street Address | | |
|------|----------------|-----------------------|----------------||----------------|
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