Taylor University Catalog 1996-1998

Taylor University

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TAYLOR UNIVERSITY

Celebrating

150 YEARS

SCHOLARSHIP
LEADERSHIP
CHRISTIAN COMMITMENT

Catalog
1996-1998
Upland
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, including bachelor of arts, bachelor of science, and associate of arts degree programs. Major areas of study on the Fort Wayne campus include business administration, business and information applications, Christian ministries, pastoral ministries, urban ministries, youth ministries, criminal justice, justice and ministry, law and justice, early childhood education (AA only), elementary education, English, liberal arts (AA only), journalism, public relations, and psychology. Academic minors are available in biblical literature, Christian education, communication studies, criminal justice, justice and ministry, law and justice, English, human resource management, journalism, psychology, public relations, and sociology. The Institute of Correspondence Studies on the Fort Wayne campus also provides opportunity for earning as much as twelve hours of approved credit for degree attainment. In addition, the Fort Wayne campus offers a variety of courses and programs in adult and continuing education.

For a copy of the Taylor University Fort Wayne catalog, 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 in this catalog, while current at time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or a program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns advisors, it is ultimately the student's responsibility to assure his/her academic program fulfills all graduation requirements.

The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that degree requirements were not met appropriately.
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 who 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 the President, Taylor University, 500 W. Read Avenue, Upland, IN 46989-1001, 317-998-5203, or the Office of Civil Rights, D.H.E.W., Washington, DC.
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Taylor University

CELEBRATING 150 YEARS: THE HERITAGE

The year 1996 marks the 150th anniversary of the founding of Taylor University in 1846. During the year of 1846, Iowa became a state. The United States annexed New Mexico as a territory and declared war on Mexico. Henry Wadsworth Longfellow published *The Belfry of Bruges* and Herman Melville published *Typee*. Theodore Waitz published *Foundations of Psychology* and Friedrich T. Vischer published *Aesthetics*. Electric arc lighting was introduced at the Opéra, Paris, and the sewing machine was patented by Elias Howe in America. During this same year, the American dentist W. T. Morton introduced ether as an anesthetic. The American inventor John Deere constructed the first plow with a steel moldboard. Charles Dickens in London introduced the first cheap English newspaper, “Daily News”, and also in London 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. During the same year, the Smithsonian Institution was founded in Washington D.C., and certain political movements in America gained momentum including those advocating the emancipation of the black slave and those advocating the rights of the woman. What a momentous year!

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. Since then, 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 worldview. “This, coupled with the dehumanizing of education” and the unrest caused by “the inability of secular education to guide students in their quest for meaning” helped to further shape, strengthen, and define Taylor’s Christian educational mission. For 150 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 49 states and 17 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. Fifteen 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, and administration 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 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 consistent study and improvement of curriculum and instruction, and by fostering mutually beneficial relationships between and among students, faculty, staff, and administration.

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 worldview 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.

Academic Objectives

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.

**ACCREDITATION AND MEMBERSHIPS**

Taylor University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the Indiana Professional Standards Board. In its programs at Upland, it is also accredited by the National Association of Schools of Music and the Council on Social Work Education.


**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 overseas programs.

**Coalition for Christian Colleges and Universities**

Taylor University is one of ninety colleges and universities who comprise the Coalition for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The coalition exists to coordinate government information and to provide member colleges programs and contacts to enhance the integration of faith and learning. The coalition sponsors semester programs for qualified upper classmen from its member schools. These include the American Studies Program in Washington D.C., the Latin American Studies Program based in San Jose, Costa Rica, the Los Angeles Film Studies Center Program, the Middle East Studies Program in Cairo, Egypt, and the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod.

**THE TAYLOR PROGRAM**

**The Academic Year**

The academic calendar includes a fall and spring semester, an interterm in January, and two summer sessions.

**Summer Program**

The summer program usually includes courses on campus, at AuSable Trails biological field station in Mancelona, Michigan, and at international sites. The sessions also offer independent studies, practicums, and internships.

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.

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

**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.

**Cooperative Education Program**

Cooperative Education is a nationally recognized training program that alternates periods of full-time study with periods of full-time work at an employment site. This professional-level program allows students within certain curricula to gain experience in their chosen field of study, thus better preparing them for employment upon graduation. While at an employment site, students earn a competitive wage which may help finance a portion of their educational expenses. Academic credit is granted during work periods, and the experience is monitored by the university and the employer. Students must complete the sophomore year and maintain a B average to qualify for the Taylor University Co-op Program. Interested students should contact the Co-op Program director toward the end of their freshman year.

**Credits-in-Escrow**

Outstanding 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. 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 other colleges and universities.

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. People sixty years of age or older may have the senior citizen designation and are granted a half-price tuition discount when taking courses at Taylor.

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 a month of study in Paris followed by study at the highly respected Institute de Touraine in Tours, France. Students live with carefully selected French families while in Tours.

American Studies Program

The American Studies Program, located in Washington D.C., is sponsored by the Coalition for Christian Colleges and Universities. Taylor University students apply for admission to the program and, if accepted, may participate for four months during fall or spring semester. Students serve as interns and participate in a contemporary, issue oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. The program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Study at this Washington campus for the coalition colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues, and personal relationships.

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 interterm as described below:

The Greater China 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, Italy, and Switzerland as the classrooms. Students visit well known corporations such as Lloyds of London, Amsterdam’s diamond companies, and Opel in Frankfurt. They also visit NATO in Brussels, Heidelberg University, and Europe’s most famous castles. European history and culture are explored through stops at the Anne Frank home, Notre Dame, and the Louvre Art and VanGogh Museums, and by travel on the Rhine River.

Christian Center for Urban Studies

Taylor University is affiliated with the Christian Center for Urban Studies (formerly Wesleyan Urban Coalition), 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 inner-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 on the 4-1-4 calendar. The special courses 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 Visitor Program

The Christian College Consortium’s student visitor program is designed to enrich ones 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 the other twelve Consortium campuses without transferring, losing credits at Taylor, or completing lengthy enrollment forms.

Cross Cultural Counseling in Albania

During the first summer session, 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 considered in light of history, culture, and social problems of Albania. Students work at the University of Tiran to study a counseling program emphasizing a Christian worldview. Seminars are conducted in clinical psychology for Albanian students and faculty.

Daystar University, Kenya

The Christian College Consortium allows junior or senior students to spend a fall or spring semester studying at Daystar University in Nairobi, Kenya. Participants attend classes with over 1,000 African students who are studying for the BA degree. All instruction is in the English language and is offered by a faculty comprised largely of African nationals. This program provides students exposure to the rich culture and heritage of the African people.

HEART Institute 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.

Institute for Family Studies

The 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 up to three students per semester and will grant elective academic credit for courses successfully completed. Students must be juniors or seniors in good academic and social standing.

Israel/Greece Study Tour

The Department of Biblical Studies sponsors a three week trip to Israel and Greece during January interterm. The trip focuses on ancient history and biblical developments of the Old and New Testament eras. A special emphasis is placed on the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

Jerusalem University College Studies

The Department of Biblical Studies offers an opportunity for fall or spring semester studies at Jerusalem University College (formerly Institute of Holy Land Studies) 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 has three tracks—language and culture, natural science, and international business. The language 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 natural science track is offered spring semester only and is designed for biology, ecology and environmental science majors. The international business and management track is offered fall only and is designed for business majors interested in issues related to international business. 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.

Literary London

A study tour of London, England, is offered 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 to enhance their understanding of British life.
Los Angeles Film Studies

The Los Angeles Film Studies Center, located in Burbank, California, provides 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 junior and senior level 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, Peoples and Cultures of the Middle East, Islam in the Modern World, and Conflict and Change in the Middle East Today maximize the educational and experiential impact of the curriculum. After living in Cairo for thirteen weeks, the students travel to Israel 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.

Oregon Extension

Taylor participates in the Oregon Extension program of Houghton College 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 credit under the general category of Contemporary Life and Thought.

Oxford Study Program

The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. It is based on a tutorial method of learning at England's Oxford University. One part of the program consists of group class lectures on three areas of British culture. The second part consists of each Taylor student meeting weekly with an Oxford tutor on a topic of the student’s choice. Students are housed in homes of British Christians.

Russian Program--Nizhni Novgorod

In 1991 Taylor began a faculty-student exchange with
Nizhni Novgorod State University. Taylor students may earn credit in Russian language and culture during residence at this major university in the historic city of Nizhni Novgorod, located on the banks of the Volga River some 230 miles east of Moscow. The experience includes excursions to many cultural sites and emphasizes living and learning with Russian students of English.

**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 site of the 1992 World’s Fair. 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.

**Sweden Exchange Program**

The Sweden Exchange Program gives Taylor students the opportunity to study at the Royal Institute of Technology (Kungliga Tekniska Högskolan—KTH) in Stockholm, Sweden. KTH is the largest institution for engineering education and technical research in Sweden. The educational program at KTH covers a wide spectra of subjects from the natural sciences to all major areas of engineering technology. Upper division credit can be earned for some Taylor required courses, as well as for a wide variety of electives not available at Taylor. The possibility also exists for students to conduct individual research in their chosen field, supervised by KTH faculty.

**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 Department, and Technical Services which supports high tech on campus.

**Ayres/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, Controller’s 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 Jelsey Room, the Heritage Room, and Braiden Room.

**Morris Hall** accommodates 181 men, a public lounge on the first floor, and student lounges on each of the four floors. 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 Building** is named for Dr. Elmer N. Nussbaum, professor of physics at Taylor for 31 years. The building, an air conditioned 45,000 square foot structure, contains biology, chemistry, computer science, math, and physics classrooms, laboratories, and faculty offices.

**Odle Gymnasium** was completed early 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, constructed with generous gifts from alumni and friends, 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. 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 building 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. The building is handicap accessible.

**Rupp Communication Arts Center**, was completed in 1994, and named for Taylor benefactors Ora and Herm人次 Rupp of Archbold, Ohio. This 45,000 square foot facility houses the Communication Arts Department offices and classrooms, a 320 seat 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 property, provides swimming facilities 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 air conditioned building houses more than 176,000 items with room for 40,000 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 24 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 21,000 other libraries.

The library has an excellent reference collection and over 750 current periodical and daily newspaper subscriptions. Several periodicals and two major newspapers are also available on microfilm. Online information retrieval services provide bibliographic and full-text access to a wide 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.

**Academic Support Services**, located within the Learning Support Center, provides services to students with disabilities. Services may include assistance with note taking, alternative testing, tutoring, 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 Development and Services

The offices and programs of Student Development and Services 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 Development and Services enhances the academic thrust of the university.

OBJECTIVES OF STUDENT DEVELOPMENT AND SERVICES

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 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 also important in the decision making process.
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, 500 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 February 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 non-degree seeking students who desire to take one or two courses for self improvement or transfer to another institution (unclassified), high school students who wish to apply hours to the credits-in-escrow program (precollege), and consortium visitors desiring to complement their course work (other college).

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 Status:** This classification is designed for the academically gifted. Any incoming freshman awarded this status must have a 3.5 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 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 1.7 during the first year as a full-time student in order to remain at Taylor. A grade point average of 1.7 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  
500 West Reed 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.

Advanced Placement Examination

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

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.

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 is 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.

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 development and services.

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 are available upon request from the Financial Aid Office.

Refund Schedule

<table>
<thead>
<tr>
<th>Withdrawals</th>
<th>Tuition</th>
<th>Room</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>90%</td>
<td>Prorated</td>
<td>Prorated</td>
</tr>
<tr>
<td>through Monday</td>
<td>following the first week-end of the term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second week</td>
<td>90%</td>
<td>Nonrefundable</td>
<td>Prorated</td>
</tr>
<tr>
<td>Third week</td>
<td>75%</td>
<td>Nonrefundable</td>
<td>Prorated</td>
</tr>
<tr>
<td>Fourth week</td>
<td>60%</td>
<td>Nonrefundable</td>
<td>Prorated</td>
</tr>
<tr>
<td>Fifth week</td>
<td>45%</td>
<td>Nonrefundable</td>
<td>Prorated</td>
</tr>
<tr>
<td>Sixth week</td>
<td>20%</td>
<td>Nonrefundable</td>
<td>Prorated</td>
</tr>
<tr>
<td>Seventh week to end of semester</td>
<td>0%</td>
<td>Nonrefundable</td>
<td>Nonrefundable</td>
</tr>
</tbody>
</table>

Financial Aid

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

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships which require superior academic achievement and ability. If the student’s aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student’s financial need.
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). 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.

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, 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; 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; 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 need; 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 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:** Thirty high school seniors are selected each year on the basis of academic achievement and demonstrated leadership
abilities. Scholarship competition is held in conjunction with the fall High School Leadership Conference. Three students receive 80% of tuition; nine students receive 40% of tuition. This scholarship is renewable with a 3.0 gpa and continued involvement in specified leadership activities. The other 18 contestants receive a one-year 10% of tuition award.

**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 friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is shown below:

- 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 Endowed Scholarship
- 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
- Business, Accounting, Economics Achievement Award
- Robert V. Gortner Endowed Scholarship
- Business Incentive Endowed Scholarship
- Charlotte Knox Canida Award
- Charles W. Carter Award
- Religion and Philosophy Merit Scholarship
- Lena Chalfant Memorial Grant
- Chemistry Department Merit Scholarship
- Chi Alpha Omega 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
- John Baxter Coffey Memorial Scholarship
- Communication Arts Department Merit Scholarship
- Computer Science Merit Scholarship
- Raymond and Marjorie Cooper Endowed Scholarship
- Cox Family Scholarship
- Rose Stanley Cozzens Fund
- Marion L. Crawley Memorial Award
- Dillon-Long Memorial Endowed Scholarship
- John M. Ellis Memorial Scholarship
- G. Harlowe Evans Chemistry Scholarship
- Farmers Insurance Group of Companies Scholarship
- Frank and Nettie Flickinger Memorial Scholarship
- William R. Forgy Memorial Endowed Scholarship
- Rev. Jesse Fox Memorial Endowed Scholarship
- Robert J. Freese, Sr. Memorial Endowed Scholarship
- Friendship Guild Scholarship
- Howard M. and V. Anne Garver Scholarship
- Vickie George Scholarship
- George Glass Endowment Fund
- Irlene S. Glenn Memorial Scholarship
- Aileen Gortner Memorial Scholarship
- Grace Educational Assistance Grant
- Granitz-Nelson Award
- Grant County State Bank Scholarship
- Gladys Millard Greathouse Scholarship
- Jeanette Groff Music Scholarship
- Ron and Anita Habegger Endowed Scholarship
- Elaine Heath Memorial Music Scholarship Fund
- Jane and Gerald Hodson Scholarship
- J. Arthur Howard Scholarship
- Indianapolis Community Fellowship Ministries, Inc. Annual Award
- International Student Scholarship
- Alyce C. Isaaecn Award
- Ruth Warten Iten Memorial Endowed Scholarship
- B. Isely Memorial Scholarship
- Fern I. Jackson Memorial 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
- Keizer Endowed Scholarship
- Lange Scholarship
- Hazel R. Lamott Memorial Endowed Scholarship
- Herbert G. and Jennie E. Andrews Lee Memorial Scholarship
- Jack W. King Missionary Endowed Scholarship
- Jack W. King Student Mission Endowed Scholarship
- Macy Memorial Endowed Scholarship
- Mathematics Alumni Scholarship
- William C. McLennan Memorial Scholarship
- Rossellee McKinney Scholarship
- Willard McLaughlin Memorial Scholarship
- Paul and Evelyn Mendenhall Endowed Scholarship
- Robert and Coleen Midwood Scholarship
- Phillip J. Miller Memorial Scholarship
- Betty Mitchell Endowed Art Scholarship
- English Bonter Mitchell Grant
William A. Mitchell Memorial Endowed Scholarship
William Montgomery Memorial Endowed Scholarship
Grafton Moore Memorial 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 Scholarship
Margaret E. and Judy R. Neeley Memorial 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
Physics Alumni Foundation Merit Scholarship
Pikes Peak Christian Church Memorial Endowed Scholarship
Elisabeth Poe Endowed Scholarship
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 Scholarship
Milo A. Rediger Award/Marion Kiwanis Scholarship
Religion and Philosophy Merit Scholarship
Doris E. Reynolds and Edith Ross Reynolds Memorial Endowed Scholarship
Garnet I. Rice Alumni Dependent Scholarship
Isaac N. Ritenour Scholarship
Donald Leon Roye Memorial Scholarship
Jennafer T. Ruelhman Memorial Endowed Scholarship
Francis Schaeffer Memorial Scholarship
Science Faculty Merit Scholarship
Gerald J. Seagley and Waunetta B. Seagley Scholarship
Second Center Olson 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
Soderquist Family Annual Scholarship
Miriam Burton Squire Memorial Scholarship
Leon and Alma Stanley Memorial Scholarship
William J. Stapleton Memorial Scholarship
Steyer Memorial Endowed Scholarship
Robert L. Stoops Memorial Scholarship
Marvin and Mary Ella Stuart Scholarship
John F. Summers and Son Memorial Scholarship
Taylor-Alabama Scholarship Fund
Taylor Alumni/Lilly Employee Scholarship
Taylor Association of Business Students Scholarship
Taylor Football Donor Grant Endowed Fund
Taylor Student Organization Leadership Scholarship
Taylor University Alumni Dependent Scholarship
Taylor University Parents’ Association Endowed Scholarship
Wallace Family 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
Richard E. Whitenack Memorial Scholarship
Emil N. And Gertrude E. Winquist Memorial Endowed Scholarship
Joseph H. Yoder Memorial 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 $2,340/year (amount subject to change on yearly basis).
- Federal Supplemental Educational Opportunity Grant is based on 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.

- **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 $1,500 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, 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
500 W Reade Ave
Upland, IN 46989-1001
(317) 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.

Sports

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.

Affiliations

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 players compete in the Mid-State Football Association (MSFA). Taylor also holds membership in the national Association of Intercollegiate Athletics (NAIA), and the National Christian College Athletic Association (NCCAA).

Intramurals

The intramural sports program is coordinated by the Department of Health, Physical Education, and Recreation 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 are united in the pursuit of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of 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 the Life Together 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 the Life Together 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. Within our community, the greatest expression of fellowship and the highest principle for relationships is love.

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. (1 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. Let each of us 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 trial. 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 confirmer 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) has given us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.

Implementing the above expression 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) These fruits of the Spirit are 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 requires behavior that conflicts with the teaching of Scripture. On such occasions, each individual will submit voluntarily to the civil penalty for his 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 expected to observe the Lord's Day (Sunday) by attending worship services at a church of their choice. Sunday is 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 campus community goals. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to these 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. Because a significant number of evangelical Christians view social dancing as a morally questionable activity, social dancing is not permitted on or away from campus. However, acceptable forms of expression in the academic program may include sanctioned folk dance, ethnic games, 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 handicap 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 Handbook.

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 statement addresses relationships and behavior. These emphases are parallel and vital to the quality of our experience together. The behavioral portion of the statement 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).

Students are responsible for implementing the relational and behavioral expectations listed above when the university is in session, when they are part of a university program, 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, resident students who are home for vacation or the weekend are assumed to be a part of that family unit and under the direction of their parents. Students who commute from the homes of their parents are expected to abide by these policies except when university regulations conflict with the governance of the home.

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 create an environment which fosters the basic values of Christian community. The residence halls serve as living-learning centers where students are challenged to learn, 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 learning opportunities which go beyond the scope of their chosen courses; second, to
provide safe, comfortable, and attractive physical facilities and professional staff 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 interterm 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 head of 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 upperclassmen 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 Student 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/Leadership Development

The Career/Leadership 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 recuiters for campus visits and conducting interview days off campus in conjunction with other Indiana liberal arts colleges.

Counseling Center

The Counseling Center offers a wide range of counseling services to students on a nonfee basis. Services include stress management and interpersonal skills training, therapy and growth groups, and individual counseling. These services are coordinated by the director of the counseling center. The Counseling Center is located on the lower level of the Rediger Chapel-Auditorium in the Center for Student Development.

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 choral, 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.

Student Programs

The mission of Student Programs is to complement academic programs and other curricular 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.

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.

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 Welcome Weekend and a one-credit-hour course required for all freshman students. 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 each semester. Topics such as roommate relationships, stress management, time management, study skills, and career decision making 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.

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.
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.

ACADEMIC CALENDAR

Taylor University’s academic year follows a 4-1-4 calendar consisting of fall and spring semesters and a January interterm. Under this plan, 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, 1996-2000, see the back of the catalog.)

ADVISEMENT 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 assuring 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 2.0 grade point average (gpa) may take 17 hours. A 3.0 grade point average is necessary to carry 18 hours, 3.3 for 19 hours, and 3.6 for 20 hours. Freshmen are not permitted to carry more than the normal load except in the case of students participating in musical ensembles.

Registration for three or more hours during interterm constitutes full-time standing. A normal academic load is 4 hours; a 3.0 grade point average is necessary to carry 5 hours; and a 3.6 is necessary for 6 hours.

Registration for 3 or more hours during summer sessions constitutes full-time standing. A normal academic load during the first session is 3 to 4 hours; a 3.0 grade point average is necessary to carry 5 hours; a 3.6 average is necessary for 6 hours. A normal academic load during the second session is 3 to 6 hours; a 3.0 grade point average is necessary to carry 7 hours; a 3.6 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: 1-30 total cumulative credits
- Sophomores: 31-60 total cumulative credits
- Juniors: 61-94 cumulative credits
- Seniors: 95+ total cumulative credits

Guest students, who may earn no more than 24 credit hours with this status, are classified as:

- Unclassified
- Precollege
- Other College

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.

**Pass-Fail Registration**

Students may register for a course on a pass-fail basis subject to the following rules:

1. This option is open only to second-term sophomores or above with at least a 2.3 gpa, the exception being the practicum which is open to all qualified students.
2. 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.
3. No course needed for teacher certification may be taken pass-fail.
4. The choice to take a class pass-fail must be declared by the end of the first week of classes.
5. Pass-fail courses do not affect the gpa if passed but do affect the gpa if failed.
6. 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>
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<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Calculated in GPA</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Yes</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Yes</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Yes</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Yes</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Yes</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Yes</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Yes</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Yes</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Yes</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Yes</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Yes</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Yes</td>
<td>Failing</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>No</td>
<td>Pass</td>
</tr>
<tr>
<td>CR</td>
<td>0</td>
<td>No</td>
<td>Credit</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>No</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WP</td>
<td>0</td>
<td>No</td>
<td>Withdrawal/passing</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>No</td>
<td>Withdrawal/failing</td>
</tr>
<tr>
<td>INC</td>
<td>0</td>
<td>No</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NR</td>
<td>0</td>
<td>No</td>
<td>Grade not reported</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
<td>No</td>
<td>No credit</td>
</tr>
<tr>
<td>AUD</td>
<td>0</td>
<td>No</td>
<td>Audit</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 attempted hours. Credit hours earned and carrying no quality point value do not appear in hours attempted since they are excluded from the gpa. They are included in hours completed and total hours.

**Incomplete and Not Reported Grades**

An incomplete grade (INC) or a grade not yet reported (NR) may be used when a student is unable to complete work by the end of the term due to circumstances beyond control (INC) or due to the design of the course (NR). Such grade reporting must be authorized by the vice president for academic affairs. The grade should be 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. If the grade is not reported to the Registrar’s Office by that time, it is recorded as 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.
Midterm Reports

At the midpoint of each term the registrar sends a progress report to students whose level of work at that time is below C-. A copy of this report is also sent to each student’s parents. These grades are not recorded on the student’s record in any way.

Final Grade Reports

Final grade reports are sent to students and their parents at the end of each term.

Dean’s List

Full-time students are named to the Dean’s List when they have earned a 3.6 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>Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-12</td>
<td>1.6</td>
</tr>
<tr>
<td>13-30</td>
<td>1.7</td>
</tr>
<tr>
<td>31-44</td>
<td>1.8</td>
</tr>
<tr>
<td>45-60</td>
<td>1.9</td>
</tr>
<tr>
<td>61+</td>
<td>2.0</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 sophomores, juniors, and seniors, and after interim for first-time freshmen. At the end of the spring semester, all grade point averages 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 a 2.3 term grade point average is earned and the student is permitted to continue by the Academic Review Committee. In the latter situation these students may continue on “extended probation” but 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 requires the approval of several offices on campus and the Academic Review Committee.

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, NAIA standards do 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 Correspondence Studies. 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.

A copy of the detailed procedures concerning academic probation and suspension is available upon request from the Registrar’s Office.

DEGREE REQUIREMENTS

Taylor University awards three bachelors degrees and the associate of arts degree.

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 Degrees

The bachelor of arts degree is a liberal arts degree available from any major program to students who fulfill the general education and language requirements. The bachelor of science and bachelor of music degrees are awarded for the completion of the general education requirements and the major and curriculum requirements identified elsewhere in the curricular programs. Only one degree is awarded for each major.

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 2.0. (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 are 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 are to complete a minimum of 158 semester hours and meet requirements for two different majors.

The following requirements apply to the major:
1. A 2.3 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 following requirements apply to a minor:
1. A 2.3 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.

**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 Degree**

The associate degree is awarded to students who complete the following requirements in addition to departmental requirements:
1. Minimum of 64 semester hours.
2. Minimum cumulative grade point average of 2.0.
3. Thirty hours of general education courses: IAS 101, 110; ENG 110; CAS 110 or 120 or 201; HPR 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.

An associate degree cannot be awarded simultaneously with the baccalaureate degree if both are from the same department.

**Graduation and Commencement Information**

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 3.5. Magnus cum laude is awarded those students with a GPA of 3.7. Summa cum laude is awarded those with a GPA of 3.9.

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.

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.
## GENERAL EDUCATION REQUIREMENTS

### Usually taken Freshman Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>1 hour</td>
</tr>
<tr>
<td>Foundations of Christian Thought</td>
<td>3 hours</td>
</tr>
<tr>
<td>Expository Writing</td>
<td>4 hours</td>
</tr>
<tr>
<td>Communications</td>
<td>2 hours</td>
</tr>
<tr>
<td>Fitness for Life</td>
<td>1 hour</td>
</tr>
<tr>
<td>Biblical Literature I</td>
<td>3 hours</td>
</tr>
<tr>
<td>Computer Competency</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

### Usually taken Sophomore and Junior Years:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literature II</td>
<td>3 hours</td>
</tr>
<tr>
<td>Historic Christian Belief</td>
<td>3 hours</td>
</tr>
<tr>
<td>Literature</td>
<td>3 hours</td>
</tr>
<tr>
<td>Science (total of 8 hours)</td>
<td>8 hours total</td>
</tr>
</tbody>
</table>

Science courses must be selected from 2 different areas (I-IV).
At least one must be a lab course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Skills</td>
<td>1 hour</td>
</tr>
<tr>
<td>History</td>
<td>3 hours</td>
</tr>
<tr>
<td>Social Science</td>
<td>3 hours</td>
</tr>
<tr>
<td>Humanities</td>
<td>4 hours</td>
</tr>
<tr>
<td>Participation in the Arts</td>
<td>1 hour</td>
</tr>
<tr>
<td>Cross Cultural Course</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Usually taken Senior Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar</td>
<td>4 hours</td>
</tr>
<tr>
<td>Contemporary Christian Belief</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 students, including transfer students must take the mathematics proficiency test. Students who demonstrate a proficiency in mathematics by scoring an acceptable level on the examination will have met the general education math proficiency requirement. Students scoring below the acceptable level are required to take either MAT 100 or IAS 180 math. Retaking the examination is a component of either class. All students must successfully pass this examination to meet graduation requirements.

Reading Proficiency

All incoming students including transfer students must demonstrate a proficiency in reading by scoring an acceptable level on a standardized reading examination. Students scoring below the acceptable reading level must enroll and successfully complete IAS 180 verbal. Retaking the reading proficiency examination and scoring at the acceptable level is a component of IAS 180 and necessary for a passing grade. IAS 180 may be repeated only once. Considerations 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.

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 development/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 class(es) 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 feel 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

Student 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

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 courses completed through the Taylor University Institute for Correspondence Studies 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.

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.

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 made in writing. Two weeks should be allowed after the close of a term for the issuance of an up-to-date transcript.

Transfer of Credit

To receive credit for the work done at other accredited institutions, 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. 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. (In order to comply with the federal financial aid policy, course work is accepted and credit given for any passing grades from an
institution with whom Taylor has a consortium agreement.)
2. Grades do not transfer. Taylor grade point average is computed on work at Taylor University only.
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.

**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 18 hours of Honors Program courses and maintain an overall gpa of 3.3 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 3.5 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 (3.3 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 national honor society rewarding scholastic attainment in business subjects. Business and accounting students of good character are eligible for membership if they have completed half of their degree requirements, have gpa’s of 3.2 or higher, and rank in the top 20 percent of their college class.

**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 3.2 or higher is required.

**Phi Delta Pi**, 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 3.3 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. The bachelor of arts and bachelor of music degrees may be augmented with education, environmental science, and/or systems analysis. Most bachelor of science degree programs are only available when combined with education, environmental science, and/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 Arts Education
Communication Studies
Computer Graphic Arts
Computer Science
Economics
Elementary Education
Engineering/Physics
English
Environmental Biology
Environmental Economics
Environmental Management
French
History
Individual Goal Oriented
International Studies
Mass Communication
Mathematics
Mathematics-Computer Science
Mathematics-Environmental Science
Music
Natural Science (pre-engineering)
Natural Science (premedical technology)
Philosophy
Physical Education
Physics
Physics-Environmental Science
Political Science
Psychology
Recreational Leadership
Science (secondary education)
Social Studies
Social Work
Sociology
Spanish
Theatre Arts

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
Applied Music
Church Music
Keyboard Pedagogy
Philosophy
Physics
Political Science
Prelaw
Psychology
Public Relations
Sociology
Spanish
Theatre Arts
Writing
Science

BACCALAUREATE TEACHING MINORS

Art
Biology
Chemistry
Communication Arts
Mathematics
English
French
Music
General Science
Physical Education
Physics
Public Relations
Preventive Medicine
Prelaw
Psychology
Public Relations
Sociology
Spanish
Theatre Arts
Writing
Science

PREPROFESSIONAL PROGRAMS

Engineering
Law
Medicine
Medical Technology
Music
Physical Education
Physical Science
Physics
Preventive Medicine
Prelaw
Psychology
Public Relations
Sociology
Spanish
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. The cost of a practicum is the same as for a regular course and is based on the number of credit hours. Generally, one hour of credit is awarded for 40 hours of practicum experience. Registration for a practicum is offered primarily during the summer session and requires the consent of the instructor and the approval of the advisor and department chair.

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 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 B average in the major field.

493 4 hours
Senior Seminar
A senior-level course designed to provide an overview and integration of the major field with reference to its relationship to the Christian faith. It is offered interterm. Senior Seminar is described more fully under Interarea Studies.

Course Information

The text which follows provides the details of the courses of study. Listed alphabetically by department, the material includes faculty names, major requirements, 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 participation.

**ACCOUNTING**

See Business, Accounting and Economics.

**ANCIENT LANGUAGE**


**ART**

Chair, Assistant Professor Kaufmann; Associate Professors Hodson, C. Moore

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, entertainment, 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 mission as the training of Christian professionals who are adept at reading this visual environment, 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, technically 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.

**Bachelor of Arts Degrees**

The initial educational goal of the art program, to establish fundamental skills, is achieved through core requirements in the studio arts and art history. These introduce the student to a historic overview of the visual arts, the primary elements of design composition, and the critical hand-eye skills. Through the foundation courses, the student masters the art fundamentals and then develops more focused skills in a selected area of concentration. Senior art majors are encouraged to complete their studies with practicums or internships. Students in this program must complete two years of foreign language.
Bachelor of Arts Degree in Art

Art majors pursuing a bachelor of arts degree must complete a minimum of 42 hours including ART 101, 151, 201, 251, 271, 321 or 322, 341, 355; IAS 493; and two of the following three art history courses: 213, 313, or 316. In addition there must be an established concentration area of at least three courses in one subject area. The possible concentration areas include: drawing, art history, painting, photography, ceramics, printmaking, three-dimensional design, and jewelry. A required solo senior art exhibit fulfills the senior comprehensive exam.

Bachelor of Arts Degree or Bachelor of Science/Systems in 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.

Bachelor of Science Degree in Visual Arts Education

The Art Department also offers a major and a minor to students desiring teacher certification for visual art education. Students pursuing this program must complete the appropriate Art Department requirements as well as 28-31 hours of professional education courses.

A curriculum guide is available for each of the following:

All Grade Visual Art Education (Grades K-12)

Students completing a bachelor of science degree in art education for all grades must complete a total of 52 hours in the Art Department. These include: ART 101, 151, 201, 271, 281, 300, 321 or 322, 331, 341, 355; IAS 493; HUM 230 or 330; and two of the following three: ART 213, 313, or 316. In addition, a minimum of eight hours must be taken from the following list of electives: ART 213, 251, 261, 275, 282, 313, 316, 321, 322, 351, 356, 360, 370, 393, CAT 341, PHI 342. A required solo senior art exhibit fulfills the senior comprehensive exam.

Senior High, Junior High, and Middle School Visual Arts Education (Grades 5-12)

Students completing a bachelor of science degree in art education for middle school, junior high, and senior high, must complete a total of 41 hours. These include: ART 101, 151, 271, 281, 300, 331, 355; IAS 493; HUM 230 or 330; one of the following three: ART 321, 322, or 341; and two of the following three: 213, 313, or 316. In addition at least three hours must be taken from the following list of electives: ART 251, 261, 275, 321, 322, 341, 351, 370, 393, CAT 341. A required solo senior art exhibit fulfills the senior comprehensive exam.
Secondary Visual Arts Education (Grades 7-12)

Students completing a bachelor of science degree in art education for the secondary level must complete a total of 38 hours. These include: ART 101, 151, 271, 281, 300, 331, 355; IAS 493; HUM 230 or 330; and two of the following three: ART 213, 313, or 316. In addition one of the following electives must be taken: ART 251, 261, 275, 321, 322, 341, 370, 393, or CAT 341. A required senior internship fulfills the senior comprehensive exam.

Visual Arts Education Minor

A teaching minor is available in conjunction with other teacher education programs. A total of 26-28 hours must be completed which include: ART 101, 151, 271, 281, 300, 331; one of the following: ART 251, 261, 275, 321, 322, 341, or 370; and two of the following three: ART 213, 313, or 316.

STUDIO COURSES

<table>
<thead>
<tr>
<th>ART 101</th>
<th>Drawing I</th>
<th>3 hours</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to the fundamentals of observation and rendering, perspective and composition, using a variety of drawing mediums. Offered fall and spring semesters.</td>
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<tr>
<th>ART 151</th>
<th>Fundamentals of Art and Design</th>
<th>3 hours</th>
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<tbody>
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<td></td>
<td>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.</td>
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<tr>
<th>ART 201, 301</th>
<th>Drawing II, III</th>
<th>3 hours</th>
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<td></td>
<td>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.</td>
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<tr>
<th>ART 251</th>
<th>Graphics I: Typography</th>
<th>3 hours</th>
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<tbody>
<tr>
<td></td>
<td>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.</td>
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<tr>
<th>ART 261</th>
<th>Photography I</th>
<th>3 hours</th>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<th>ART 271, 371, 471</th>
<th>Three Dimensional Design I, II, III</th>
<th>3 hours</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>ART 275, 375, 475</th>
<th>Jewelry I, II, III</th>
<th>3 hours</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>ART 281</th>
<th>Ceramics I: Handbuilt Forms</th>
<th>3 hours</th>
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</thead>
<tbody>
<tr>
<td>An introduction to basic clay formation techniques with an emphasis on the sculptural and asymmetrical potentials of hand constructed clay forms. The essential of the ceramic process are covered: forming, glazing, and transformation through firing. Prerequisite: ART 151. Offered fall semesters.</td>
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<tr>
<th>ART 282</th>
<th>Ceramics II: Wheel Throwing</th>
<th>3 hours</th>
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<tr>
<td>The use of the potter's wheel for throwing vessel and sculptural forms is introduced. Form and surface design are considered as well as alternate firing techniques. Prerequisite: ART 281. Offered spring semesters.</td>
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<tr>
<th>ART 321, 421</th>
<th>Painting: Oil/Acrylic I, II</th>
<th>3 hours</th>
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<tr>
<td>Basic elements of the materials, color theory, techniques, and composition as used in historical and contemporary styles of painting. Consideration of the work of individual painters introduces various conceptual approaches to painting. Advanced work includes the refining of technical skills and individual exploration. Prerequisites: ART 101, 151. For 421, the signed permission of the instructor and 321 are required. Offered fall semesters.</td>
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<tr>
<th>ART 322, 422</th>
<th>Painting: Watercolor I, II</th>
<th>3 hours</th>
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<tr>
<td>The essential tools, techniques, and processes for painting in the watercolor medium are presented. Advanced work includes the refining of technical skills and individual exploration. Prerequisites: ART 101, 151. For 422, the signed permission of the instructor and 322 are required. Offered spring semesters.</td>
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<tr>
<th>ART 341, 342, 441</th>
<th>Printmaking I, II, III</th>
<th>3 hours</th>
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<tr>
<td>The potential of hand-printing as an expressive medium is explored through image making in the relief, intaglio, and lithographic processes. Intermediate and advanced studies address the refining of skills and the individual exploration of one or two processes. Prerequisites: ART 101, 151. For 441, the previous course(s) in the sequence and the signed permission of the instructor are required. Offered fall semesters.</td>
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<tr>
<th>ART 351, 451</th>
<th>Graphics II, III</th>
<th>3 hours</th>
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</table>
| Advanced studio exercises address the issue of graphic design and public image in contemporary society. Students explore the impact of graphic communication and its influence in corporate identity, packaging and publication design. The ability to apply
both conceptual and technical skills to design problems is emphasized. Prerequisite: ART 251, previous course in sequence, and signed permission of the instructor are required. Offered spring semester of even years.

ART 355, 356 3 hours
Computer Assisted Design I: Graphics, II
An introduction to digital illustration and photographic image manipulation as fundamental techniques in computer graphic design. Directed lab projects introduce the basic skills of drawing, scanning, and graphics layout, using the computer as the primary design tool. Intermediate study pursues individual applications for photo-imaging or graphic design. Prerequisites: ART 101, 151, 251. For 356, the signed permission of the instructor and the previous course are required.

ART 361, 461 3 hours
Photography II, III
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 3 hours
Ceramics III
Individual projects explore a focused theme including handbuilding, 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 3 hours
Western Art History I
A survey of architecture, sculpture, and painting from prehistory to the Late Gothic in Europe and the Near East. Offered fall semesters.

ART 300 3 hours
Art for Teachers
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 3 hours
Western Art History II
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 3 hours
Asian Art History
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 3 hours
Introduction to Art Education
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 1-4 hours
Independent Study
ART 370 1-4 hours
Selected Topics
ART 393 1-4 hours
Practicum
IAS 493 4 hours
Senior Seminar

BIBLICAL STUDIES, CHRISTIAN EDUCATION, AND PHILOSOPHY

Chair, Professor House; Professors Corduan, Helyer, Heth, Pitts; Associate Professors Dorman, Lay; Assistant Professors Chechowich, Collymore, Meadors, Spiegel.

This department offers three majors: biblical literature, Christian education, and philosophy. These majors prepare students for positions in professional Christian ministry, graduate studies, and informed lay leadership roles. The senior seminar course (IAS 493) is required of all students in these majors. Credit toward a major will not be given for cross-referenced courses meeting general education requirements in other departments.

Bachelor of Arts

For a major in biblical literature, a minimum of 42 hours is required; a major in Christian education requires at least 46 hours, and the major in philosophy requires a minimum of 34 hours.

Bachelor of Science

This degree may be taken with a systems analysis or environmental science curriculum. Other requirements for the major are identical.

Certificate in Religious Studies

A 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.

Certificate in Missions

A Certificate in Missions is available to students in any major program as well as to students majoring in
the department. The student must complete the following courses: BIB 330, PHI 322, 323; REL 311, 391, and 432. In addition, the student must complete a 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, and 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.

Certificate in Youth Ministry

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 hrs.), BIB 272, and PSY 250 or PSY 340.

Minor Fields of Study

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Minors are helpful to students in all majors but especially to preseminary students majoring in other departments. Minors are offered in biblical languages, biblical literature, Christian education, and philosophy.

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 Taylor BA language requirements 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. 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. 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. Offered spring semesters.

GRK 401
Advanced Exegesis of the Greek New Testament
An extension of skills developed in GRK 301, 302. Offered fall semester of odd years.

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 fall semesters.

HEB 301
Hebrew Exegesis
Stresses exegesis of Old Testament Hebrew narrative and poetry. Texts from the law, prophets, and writings are translated. Textual criticism is considered. Offered spring semesters.

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*  
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 intersession.

BIB 110/310  
*Biblical Literature I*  
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*  
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 relevancy of Christ to modern life. Prerequisites: BIB 110/310.

BIB 272  
*Inductive Study of the Bible*  
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.

BIB 320  
*Pentateuch*  
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. Offered spring semesters.

BIB 330  
*Acts and the Early Church*  
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. Offered fall semesters.

BIB 331  
*Pauline Epistles*  
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. Offered fall semesters.

BIB 332  
*Hebrews and General Epistles*  
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. Offered spring semester of odd years.

BIB 340  
*Hebrew Prophets*  
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. Offered fall semesters.

BIB 341  
*The Gospels*  
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. Offered spring semesters.

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

BIB 362  
*Jewish Literature of the Second Temple Period*  
The development of Judaism beginning with the Ezra literature through the Bar Kochba revolt. Offered spring semester of even years.

BIB 420  
*Apocalyptic Literature of the Bible*  
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. Offered spring semester of even years.

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

BIB 462  
*Biblical Theology*  
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.

BIB 480  
*Seminar in Biblical Literature*  
Emphasizes research and writing in selected areas of biblical literature. Offered spring semesters.

### Christian Education

A major in Christian education consists of at least 46 hours. Besides general education requirements, the following courses are required: CED 100, 232, 242, 262, 351, 352, 371, 393 (3-4 hrs.), 421; two elective courses in biblical literature; BIB 272, 462; either PHI 262 or PHI 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: 3.0 in the major and 2.5 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. Prerequisite 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.
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. Prerequisite: 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. 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. 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 IAS 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.

**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
The psychology of the aesthetic experience and an interpretation of the philosophy of aesthetic values are studied. Offered spring semester of even years.

**PHI 371**
Principles of Ethics
A survey of the theoretical foundations of ethics such as the distinction between absolutist and relativist 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
The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. Required of all students. Prerequisite: REL 313.

**PHI 432**
Epistemology
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
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). These courses broaden students’ understanding of religion’s role in the world.

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

**REL 313**
Historic Christian Belief
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.

**REL 391** 3 hours  
**Preparation and Strategy for Christian World Mission**  
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 sometimes included. Offered spring semesters.

**REL 432** 2 hours  
**World Mission Area Studies**  
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 an 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** 1-4 hours  
**Independent Study**

**REL 370** 1-4 hours  
**Selected Topics**

**REL 393** 1-4 hours  
**Practicum**

**REL 490** 1-2 hours  
**Honors**

**IAS 493** 4 hours  
**Senior Seminar**

**BIOLOGY**

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

The mission of Taylor University’s Department of Biology is threefold: (1) commitment to offering the breadth and quality of critically relevant coursework 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 biology major consists of 36 hours including BIO 101, 103, 104, 203, and 204, which are required courses. The student’s academic advisor provides guidance in the selection of other courses leading to the bachelor of arts degree. A minimum of 32 hours in the major must be in courses other than BIO 360, 393, 450, or 490. Also required are two terms of chemistry (CHE 201, 202); however, four terms, including Organic Chemistry (CHE 311, 312), are strongly recommended.
PHY 211, 211L, 212, 212L, and NAS 480 are also strongly recommended.

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

All majors (except premedical students who are required to participate in a one to four hour junior practicum) are required to take at least six hours in the Taylor summer field program (or its equivalent). The specific program to fulfill this requirement is determined by the department.

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in biology. This major requires BIO 101, 103, 104, 203, 204, 244 or 245, 301 or 341, 371, and six hours of biology field experience; IAS 493; an additional core of general science requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

For premedical and premedical technology program requirements, see Preprofessional Studies. Premedical is interpreted to mean a student who follows the specified premedical program and takes the MCAT at the designated time.

A biology major with career goals involving ecosystem analysis, environmental planning and resource management, human ecology, outdoor education, forestry, fisheries and wildlife, parks and recreation, or resource development should see the environmental science catalog entry.

Taylor University is affiliated with the AuSable Institute of Environmental Studies in Marcellona, 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, algac, 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 roles 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 241, 242**

**Human Anatomy and Physiology**

A two-course sequence systematically covering the structure and function of the human body. Three-four hours lecture and two hours laboratory per week. BIO 241 fulfills the general education lab science requirement. Offered upon demand.

**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 systematics of vascular plants are studied. Laboratory emphasis is on local flora, plant family
characteristics, and modern systematic techniques. Two hours lecture and four hours 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 living 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 fall semester 1.

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 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 101 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 fauna. Field methods are stressed. Prerequisites: BIO 101, 104. Offered summers at AuSable Institute.

BIO 322
Ornithology
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 fresh-water 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
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
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
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
A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience is given 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

BIO 362
Molecular Genetics
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

BIO 371
Microbiology and Immunology
A study of micro-organisms. Major emphasis is placed on the fundamental principles underlying the activities of bacteria and on the preparation of slides and cultures. Some emphasis is placed on the study of virology as well as cellular and humoral immunology. Two hours lecture and four hours laboratory per week. Prerequisite: BIO 101. (BIO 203 and two courses in chemistry recommended.)
BIO 380
Systems Ecology
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; Assistant Professors Knudsen, H. Mitchell, Planki, Seaman

The mission of the Business, Accounting, and Economics Department is to prepare well-rounded, ethical, and competent Christians for a variety of careers in the competitive world of business and industry, service organizations, and government, and/or entrance to graduate studies.

As an expression of Taylor’s whole person educational philosophy, the department offers six major fields of study. Students may select a major in accounting, business administration, economics, environmental economics, environmental management, or international business. Students may earn a BS degree in systems, with a major in accounting, business administration or economics; or a BS degree in environmental economics, or environmental management; or a BA degree in one of these five majors, in addition to international business. An associate of arts degree in business administration is also offered as are minors 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 or 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 small business management and management consulting. Development of communication skills, both written and oral, is emphasized. Much attention is also given to problem solving, quantitative analysis, ethics, human relations, team building, quality international business issues, and coping with change.

Graduation requirements in the six 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. A passing grade must also be achieved on a senior comprehensive examination.

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, based on a combination of training, experience, and individual capabilities.

 Either bachelor’s degree with a major in accounting consists of 51-52 hours of accounting, business, and economics courses. A core of 14 courses (44 hours) is required, including ACC 241, 242, 301, 341, 342, 405, 416, and 442; BUA 311, 352, and 361; ECO 211 and 212 and COS 120 or SYS 300. Three additional hours of accounting courses are required from the following courses: ACC 302, 360, 370, 393, and 445. The senior seminar course, IAS 493, is required for all majors. The following cognate subjects, outside of the accounting, business, and economics areas, also are required of candidates for the BA degree: MAT 110 (or a higher level math), SYS 300, ENG 333, and NAS 240. Required cognate courses for BS degree candidates are MAT 151, ENG 333, and NAS 240.

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, enhance credentials for employability, and permit students to earn the 150 college credit hours which are now required by most states before a candidate is allowed to take the CPA examination.
A masters of business administration (MBA) degree can be earned in a fifth year (12 months) through an affiliation with Ball State University. (See Premaster of Business Administration Program listing under Preprofessional Studies)

The accounting minor recognizes attainment of a sound, working knowledge of accounting in addition to another major field of study. Required are ACC 241, 242, 301 or 302, 341, 342, 442; and COS 120 or SYS 300.

ACC 170
Selected Topics
1-4 hours

ACC 241
Accounting Principles I
3 hours
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
Accounting Principles II
3 hours
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 301
Cost Accounting I
3 hours
A study of the nature of costs and their importance in all types of organizations: manufacturing, service, and nonprofit. Topics include collection and allocation of costs to products and processes, planning, budgeting and control reports, responsibility accounting, and other management analyses and reports. Prerequisite: ACC 242. Offered fall semesters.

ACC 302
Cost Accounting II
3 hours
A continuation of Accounting 301. This course covers budgeting and control of operations, capital expenditures and cash flow, standard costs and variance analysis, direct costing, and profitability analysis. ACC 302 may be taken by business administration majors as a stand-alone cost accounting course. Prerequisites: ACC 301 or 242 and permission of instructor. Offered spring semesters.

ACC 341
Intermediate Accounting I
3 hours
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
Intermediate Accounting II
3 hours
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
Independent Study
1-4 hours
(Including opportunity to prepare for the uniform CPA examination.)
ACC 370
Selected Topics
1-4 hours

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

ACC 405
Auditing
3 hours
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
Advanced Accounting
3 hours
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
Federal Income Taxes
3 hours
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
Advanced Income Tax
3 hours
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
Senior Seminar
4 hours
Offered interterms.

Business Administration

The bachelor’s degree with a major in business administration consists of 48-49 hours of accounting, business, and economics courses. A core of the following nine courses is required: ACC 241 and 242; BUA 231, 311, 352, and 361; ECO 211, 212; and COS 120 or SYS 300. In addition to the core, 15 hours of concentration courses are required from the following fields as selected by the student and faculty advisor: accounting, economics, finance, human resources, management, marketing, or other selected departmental courses which will supplement the student's program. At least one 300 or 400 level ECO course must be included. Also, at least one course with a designated quantitative analysis content must be included among the electives. A final capstone course, IAS 493 (Senior Seminar), is required for all majors. The following cognate subjects outside of the accounting, business, and economics areas are also required of candidates for the BA degree: MAT 110 (or a higher level math) and NAS 240. Required cognate courses for BS degree candidates are MAT 151 and NAS 240.

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, international business, accounting, and environmental management. These minors provide basic knowledge in various facets of business and recognition for the effort to acquire such. All four minors require 20-22 hours.

The human resource management minor requires satisfactory completion of BUA 311, 352, 362, 442, and 370 (Organizational Behavior/Development); PSY 140; and CAS 201.

The finance minor requires the following core courses: ACC 170 (Survey of Accounting Principles); BUA 352, 361, and 430; and either ECO 190 or 211. In addition, students must take at least two of the following courses: BUA 312, 370 (Insurance and Real Estate), 428, 440, and 442.

The management minor is comprised of six core courses plus one elective course. Required core courses are BUA 231, 311, 352, and 420; ACC 170 (Survey of Accounting Principles); and either ECO 190 or 211. At least one elective must be chosen from BUA 362, 422, 442, or 452.

The marketing minor requires the following five core courses: BUA 231, 312, 410, 352, and 370 (Consumer Behavior). Students must also choose two electives from the following courses: BUA 313, 375, 412, and 452.

BUA 170
Selected Topics
1-4 hours

BUA 231
Principles of Marketing
3 hours
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 311
Business Law
3 hours
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 3 hours
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). Most 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. Offered fall semesters.

BUA 360 1-4 hours
Independent Study

BUA 361 3 hours
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 structures. Prerequisites: ACC 241, 242. Offered fall semesters.

BUA 362 3 hours
Human Resources Management
A study of the role and functions of the personnel department of an organization with an up-to-date examination of the principles, policies, and problems of modern human resources management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training/promotion/transfer/release, performance evaluation, discipline, and management-union relationships. Prerequisite: BUA 352. Offered spring semesters.
BUA 370  Selected Topics  1-4 hours

BUA 375  International Business  3 hours
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.

BUA 380  International Marketing  3 hours
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  4 hours
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. Offered interterm of odd years.

BUA 393  Practicum  4 hours
A summer internship in business. Prerequisites: lower division business core requirements (and SYS 200 for majors pursuing a systems concentration), and BUA 352.

BUA 410  Marketing Research  3 hours
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. Prerequisite: BUA 231. Offered fall semesters.

BUA 411  Advanced Business Law  3 hours
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  3 hours
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  3 hours
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. 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 332 and junior or senior standing. Offered spring semesters.

IAS 493 4 hours
Senior Seminar
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

The economics major develops skills in applied critical thinking relevant to the macro- and micro-world around us. Typically, graduates pursue careers in teaching, law, business planning, government service, and missions.

An economics major requires at least 45 credit hours including ECO 211, 212, 331, 332, and 333; four additional 300-400 level economics courses (three credits each); one calculus course (MAT 151 or MAT 140); two statistics courses (NAS 240 and MAT 382); one computer course (COS 120 or SYS 300); and one elective course in business, accounting, or political science. Many economics majors have a second major, e.g., business, political science, or mathematics. IAS 493 (Senior Seminar) is a general education requirement which is normally taken in the other major area.

A minor in economics may be earned by students wanting to supplement another major with a better understanding of the economic environment in which they will work and live. At least 21 credit hours are required as follows: ECO 211, 212, and three elective 300 or 400 level economics courses including at least one from ECO 331, 332, and 333. A statistics course (NAS 240) is also required.

ECO 190 3 hours
Issues in Economics
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 4 hours
Principles of Macroeconomics
An introduction to economics emphasizing how the U.S. economy works. Topics include opportunity costs, supply and demand, inflation and unemployment, fiscal and monetary policies, and international trade and finance. Offered fall semesters.

ECO 212 4 hours
Principles of Microeconomics
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 offered on alternating or other irregular schedules. Advisors should be consulted for current offerings.

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

ECO 331 3 hours
Managerial Economics
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 3 hours
Intermediate Macroeconomics
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 divergencies and policy implications of the various macro-economic schools are examined. Prerequisites: ECO 211, 212.

ECO 333 3 hours
History of Economic Thought
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 1-4 hours
Independent Study

ECO 370 1-4 hours
Selected Topics

ECO 393 4 hours
Practicum

ECO 411 3 hours
International Economics
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 3 hours
Natural Resource Economics
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. Prerequisite: ECO 211.

ECO 422 3 hours
Environmental Economics
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, and 421 or permission of instructor.

ECO 442 3 hours
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 socialistic 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.

Environmental Management and Environmental Economics
The majors in environmental management and environmental economics prepare students for graduate programs in environmental policy, business, economics, and law as well as for careers in business, government, and missions.

The environmental management major integrates business and environmental science requirements. While a total of 82-83 hours is required, overlaps among business, environmental science and general education requirements could reduce the total number of hours required to as few as 18 hours beyond the general education requirements and standard business major requirements. Because of these overlaps, environmental management majors may not also claim a second major in business administration.

The BS degree with an 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 [strongly recommended choices are BUA 370 (Environmental Management); 420 and 452]; at least seven ENS elective hours [including courses such as BUA 370 (Environmental Management), ENS 300, ENS 351, and either ENS 340 or ECO 442]; COS 120 or SYS 300; SYS 118; MAT 130 or 151; NAS 240; and POS 331. The general education requirement for IAS 493 is normally taken in business. The BA degree with an environmental management major includes all of the BS degree requirements plus the equivalent of two years of a foreign language.

The environmental economics major integrates economics and environmental science requirements. While a total of 72-74 hours is required, overlaps among economics, environmental science, and general education requirements could reduce the total number of hours required to as few as 19 beyond the general education requirements and standard economics major requirements. Because of these overlaps, environmental economics majors may not also claim a second major in economics.

The BS degree with an 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 (strongly recommended choices are ECO 321 and 442); at least seven ENS elective hours (including courses such as ENS 300, ENS 351, and either ENS 340 or ECO 442); COS 120 or SYS 300; SYS 118; MAT 151 and 382; NAS 240; and POS 331. The general education requirement for IAS 493 is normally taken in business. The BA degree with an environmental economics major includes all the BS degree requirements plus the equivalent of two years of a foreign language.

International Business
The bachelors degree with a major in international business consists of 48-51 hours of accounting, business and economics courses. A core of the following courses is required: ACC 241, 242; BUA 231, 311, 352, 361, 375, BUA 370 (Career Awareness Seminar), BUA 370 (International Finance) or BUA 380; ECO 211, 212, 411, 442 or 451; COS 120 or SYS 300; plus a foreign travel/study experience. A minimum of four international business electives (12 hours) must be taken. They must include one in-class BUA course and three other courses selected from at least three of the following disciplines: business (BUA 410, 393, 420, 422, 442, 452); political science (POS 211, 212, 301, 321, 332); sociology (SOC 200, 220); geography (GEO 210, 220, 230); history (HIS 100, 250, 311, 312, 313, 315, 332, 342, 391); environmental science (ENS 340); and philosophy (PHI 322, 323). A final capstone course, IAS 493 (Senior Seminar), is required for all majors. Ten hours in the following cognate subjects outside of the accounting, business, and economics areas are also required of candidates for the degree: MAT 110, NAS 240, and CAS 340.

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; HPR 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.
CHEMISTRY

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

A chemistry major (except chemistry/premedicine, chemistry/biochemistry, and chemistry/education) consists of 42 hours of chemistry and must include CHE 201, 202, 301, 301L, 302, 302L, 311, 312, 431, 431L, 432, 432L, and IAS 493. Required related courses are MAT 151 and 230, and PHY 211, 211L, 212, and 212L. It is strongly recommended that chemistry majors have MAT 240, 352, and 431, and at least one course in computer science. NAS 480 is recommended for all majors in their junior or senior year.

A chemistry student may follow any one of the following chemistry programs:

Bachelor of Arts in Chemistry

Requiring a regular 42-hour chemistry major, a foreign language, and a broad range of electives, this degree program is suitable for students wishing to enter either graduate school or the chemical industry. A reading knowledge of a modern foreign language (usually interpreted as two years of college instruction) is also required for a BA chemistry major.

Bachelor of Arts in Chemistry/Premedicine

This emphasis prepares a chemistry premedical major with 34 hours of chemistry, a foreign language, and an appropriate number of courses in biology. Chemistry/premedical courses must include CHE 201, 202, 301, 301L, 302, 302L, 311, 312, 431, 431L, and IAS 493. A list of requirements is provided under the heading Premedical Program in Preprofessional Studies.

Bachelor of Arts in Chemistry/Biochemistry

This chemistry major prepares students for a career in biochemistry, medicine, molecular biology and other related fields. The biochemistry curriculum requires a total of 45 hours of chemistry and must include CHE 201, 202, 301, 301L, 302, 311, 312, 411, 410, 412, 431, 431L, and IAS 493. Required related courses are MAT 151 and 230; PHY 211, 211L, 212, and 212L; BIO 101 and two other biology courses (Genetics is strongly recommended). A foreign language is also needed to complete the program.

Bachelor of Science in Chemistry/Education

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in chemistry. This major requires CHE 201, 202, 311, 301, 302, 431; IAS 493; a core of general requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

Bachelor of Science in Chemistry/Systems

Offering a chemistry major with 42 hours of chemistry accompanied by a core of systems and computer science courses, this emphasis is especially attractive to students planning to enter either graduate school or the chemical industry. PHY 331 and COS 330 are strongly recommended. See systems requirements.

Bachelor of Science in Chemistry-Environmental Science

This integrated major has a strong emphasis on the physical science aspects of environmental studies. It is appropriate for students planning careers in environmental research or industrial or municipal environmental monitoring and control. In addition to the 42 hours of chemistry, completion of this major requires BIO 204; CHE 320; ENS 231, 383, 402; 12 hours of upper-level electives from CHE 411, 422, COS 330, ENS 340, MAT 352, PHY 331; and a two to four hour practicum.
Bachelor of Science in Chemistry/Environmental Science

A chemistry major with 42 hours of chemistry accompanied by a core of environmental science courses, this is an appropriate emphasis for students planning to enter graduate school or pursue careers in environmental monitoring, planning, or policy making. See environmental science curriculum requirements.

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 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 Inorganic Chemistry I
This is a course designed to meet the needs of the student planning a science-oriented career. 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. Required for all chemistry majors; strongly recommended for all majors in the natural sciences. Four hours lecture and three hours lab per week.

CHE 202 5 hours
General Inorganic Chemistry II
A continuation of CHE 201. Emphasis on the application of thermodynamics, kinetics, bonding, and acid-base reactions and redox reactions to inorganic and bioinorganic chemistry. Laboratory work emphasizes qualitative and quantitative analysis skills. Four hours lecture and three hours lab per week. Prerequisite: CHE 201.

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 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 201, 202.

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 3 hours
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 1 or 2 hours
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 3 hours
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 1 or 2 hours
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 1-4 hours
Directed Research

IAS 493 4 hours
Senior Seminar
CHRISTIAN EDUCATION


COMMUNICATION ARTS

Chair, Professor Jackson; Professors Hubbard, C. Kirkpatrick, Rousselow; Associate Professor Walker; Assistant Professors Gnagey, Pletcher

The primary mission 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. Each of the first three majors listed below may be combined with a minor from within the department or with a second major or minor from a different department. A bachelor of arts degree or a bachelor of science degree in communication arts may also be combined with systems or environmental science. The fourth major is a BS in communication arts education designed for students who desire to teach in secondary schools. 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, public speaking, discussion, 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 493 (CAC), CAS 110, 120, 393 (or CAS 360), and CAS 441; a combined total of three courses selected from theatre arts and mass communication: and 21 additional hours of communication studies courses (CAS).

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 50 credit hours is required, including CAC 126, 226, 326, IAS 493 (CAM), CAS 110, 120; CAM 150, 250, 320, 393 or 492, and 451; a combined total of three courses selected from theatre arts and communication studies; three additional CAM elective 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 three 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 493 (CAC), CAS 110, 120, and 441; CAT 200, 212, 393 (or CAT 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, either CAT 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 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 312, 361, and 362. All education majors are encouraged to select a second teaching area (minor).

For the communication arts education minor the following courses are required, totaling 25 credit hours: CAS 110, 120 and 231, either CAS 331 or 372, CAT 200, two courses from CAT 212, 341, 362, or 432, CAM 250, and either CAM 282 or 292.

Public Relations Minor

The public relations minor requires CAM 150, 320, CAS 201, 261, 461 and two courses from CAM 332, 343, 350, 395, or ENG 333 for a minimum of 21 credit hours.

Communication Arts Core Courses

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
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.

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.

CAS 360
Independent Study
1-4 hours

CAS 370
Selected Topics
Courses offered on topics of special interest.

CAS 372
Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily on the skills, methods, and ethics of persuasion. Offered spring semesters.

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
A beginning course in covering beats, reporting and writing news through the use of an electronic journalism laboratory. Prerequisite: ENG 110.

**CAM 180**

Campus TV Studies
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
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
Examines the role of mass media in society and its impact upon education, religion, business, and politics. Prerequisite: ENG 110.

**CAM 282**

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

**CAM 292**

Radio Production
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
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 in the Communication Arts Department. Prerequisite: permission of the Communication Arts Department chair.

**CAM 320**

Newswriting
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, and CAM 250.

**CAM 331**

Advanced Television Production
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
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
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
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
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
Courses offered on topics of special interest.

**CAM 362**

Media Management
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
Courses offered on topics of special interest.

**CAM 393**

Practicum

**CAM 395**

Broadcast Scriptwriting
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
Theory and practice of advanced studio and remote directing in programs of varying complexity and length. Prerequisites: CAM 282 and CAM 331. Offered spring semester of odd years.

**CAM 442**

Applied Telecommunication Strategies
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  
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 semester, beginning fall 1997.**

CAM 471  
Mass Communication Law  
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

**Theatre Arts Courses (CAT)**

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

**CAT 212**  
Acting  
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**  
3 hours  
Advanced Oral Interpretation of Literature  
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**  
3 hours  
Stagecraft and Scene Design  
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  
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  
3 hours

**CAT 402**  
Contemporary American Theatre  
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

**CAT 490**  
Honors  
1-2 hours

**CAT 492**  
Internship  
8-16 hours

**Prerequisite: Completion of departmental core and major core courses and approval of the department faculty.**
COMPUTING AND SYSTEM SCIENCES

Chair, Professor W. Roth; Professors Adkison, Diller; Associate Professors Toll, A. White; Assistant Professors Davis, Wiley

The mission 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. The CSS computer hardware and software is state-of-the-art, regularly upgraded and includes three parallel processing machines.

Computer Science

The bachelor of arts degree and the bachelor of science/systems degree are offered in computer science.

A major in computer science includes a 41 hour core consisting of COS 120, 250, 252, 253, 311, 331, 340, 341, 381, 421, plus MAT 151, SYS 200, and NAS 240 or MAT 352. In addition, the major includes a 24 hour application field in one of five areas:

- Business Information Systems: COS 240, 272, 320 (two hours), 382, 280 or 350 or SYS 401; SYS 352; BUA 352; and ACC 170 (Survey of Accounting Principles) or 241.
- Graphics: COS 280 or MAT 372, COS 310, 320 (four hours), 350, 351, 382, 423, and 450 (three hours)
- Intelligent Systems: COS 280, 352, 380; SYS 352, 422; plus (1) PHY 311 and COS 330 or (2) PHI 201, PSY 441, and COS 310 or (3) COS 320 (4 hours) and MAT 230 or 412.
- Scientific Computing: MAT 230, 240, 372; COS 310, 320 (four hours), 350 and 382.
- Integrated: COS 240, 272, 280, 310, 320 (four hours), 350, 382; plus SYS 352.

All computer science majors are urged to complete the bachelor of science/systems program described in this catalog. Majors are also required to pass a comprehensive examination during their junior and senior years. This examination consists of three parts: a written examination during the fall of their junior year plus a programming project and an oral examination during January of their senior year.

A computer science minor consists of 31 hours: COS 120, 250, 252, 253, 341, 382; SYS 200, 390, 394; and one course from COS 240, 280, or 350.

Computer Graphics Arts

The bachelor of arts degree is offered in computer graphic arts and the bachelor of science degree is offered in computer graphic arts/systems.

The computer graphic arts degree is an interdisciplinary major offered jointly with the Art Department. The major is designed for students with both an artistic and a technical orientation. The major is distinct from the graphics track computer science major which is more technical and less artistic in nature.

The required course hours are divided evenly between the two disciplines.

- Specific requirements in addition to the specified courses are
  1. An exhibition is required during the senior year.
  2. The practicum is a work experience in a setting where artistic talent and technical skills are utilized and improved.
  3. The directed research course normally is taken during interterm of the junior year and explores image production techniques with an emphasis on technical aspects.

The major in computer graphic arts consists of ART 101, 151, 213, 251, 261, 271, 313, 351; COS 120, 250, 320 (two hours), 350, 351, 393, 450 (three hours); and SYS 200.

COS 104 2 hours
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. COS 106 is available for those with more experience. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

COS 106 2 hours
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. The material is covered in more depth and breadth than in COS 104. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

COS 120 4 hours
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 hours lecture and two laboratory hours per week.

COS 230 2 hours
Missions Technology
A survey and in-depth study of technology applied to Christian missions. Theory and issues in application are developed. Extensive 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 3 hours
Business Application Programming
Investigations of the file types and data structures typically found
in business information systems. Students are given the opportunity to implement various solutions using these concepts in business application programming exercises. Most commonly used features of the COBOL language are presented and practiced. A fourth-generation language is also introduced. Prerequisite: COS 120.

COS 250 3 hours
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 and C++ languages are used with the UNIX operating system. Prerequisite: COS 120.

COS 252 4 hours
Discrete Structures
Elements of discrete mathematics important as a foundation for computer science are studied. Topics include counting principles, infinity, sets, recursion, computability, combinatorics, Boolean algebra and logic, graphs, difference equations, number systems, and numeric representation. Prerequisite: COS 120 and MAT 151.

COS 253 2 hours
File Processing
File organization, batch and interactive file processing, and related algorithms are studied using the VAX VMS operating system. Prerequisite: COS 250.

COS 272 3 hours
Applications Software Management
Examination of the post-implementation management of application software and the dynamics of the business environment as an agent of change. Transaction processing systems, management information systems, decision support systems, executive information systems, and knowledge-based systems along with their role in the overall corporate strategy are studied. Prerequisites: COS 240 and 253.

COS 280 3 hours
Introduction to Artificial Intelligence
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 1 hour
Current Literature Survey
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. Internet access for technical information is investigated.

COS 311 1 hour
Ethics in Computer Science
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, power, 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 320 2 or 4 hours
Algorithm Design
Algorithms and related data structures from a variety of areas are examined and analyzed. The first half of the course deals with standard types of algorithms (such as recursion, divide and conquer, greedy, and heuristic algorithms); a survey of classical
algorithms (from areas such as sorting, searching, tree manipulation, graphs, and geometric algorithms); and an introduction to distributed processing. The second half of the course covers more theoretical topics such as program complexity and correctness as well as parallel algorithms. Prerequisite: COS 253.

COS 330  4 hours
Microcomputer Interfacing
Software and hardware considerations involved in interfacing and using minicomputers and microcomputers for on-line applications and as a part of larger systems are studied. Prerequisite: PHY 331 or permission of instructor.

COS 331  3 hours
Data Communications
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. Prerequisite: COS 253.

COS 340  4 hours
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 253.

COS 341  3 hours
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 dBASE IV, FOCUS, C. or PASCAL in projects requiring the writing of programs. Prerequisite: COS 253.

COS 350  3 hours
Computer Graphics
A first course in computer graphics with an emphasis both on the development of images and an introduction to the algorithms and data structures of computer graphics. GUI design, graphics primitives, geometric transforms, ray tracing, and illumination and shading are covered. Commercial graphics development packages, Visual Basic, and the C programming language are used. Prerequisite: COS 250.

COS 351  3 hours
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  1-4 hours
Independent Study

COS 370  1-4 hours
Selected Topics
Prerequisites: Two courses in Computer Science.
SYSTEMS

Program Director, Professor Adkison

Bachelor of arts and bachelor of science degrees with systems are provided in any major. Students may choose to augment any liberal arts program with a career thrust in systems analysis. To do so, students should register for the BA or the BS degree in the systems curriculum and continue to pursue the liberal arts major. 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, 392, 401 or 402; 393 (three to four hours in the major); nine additional hours from the following: COS 310, 320, 382; MAT 230, 240, 372, 392, 412, 431; SYS 118, 390, 394, 401, 402 (choice depends on major). Courses selected for the nine additional hours must be in addition to those required elsewhere by the major.

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.

Associate of Arts Degree in Systems

An associate of arts degree in management information systems has been developed for people 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; HPR 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 3 hours
Problem Solving Methodologies
A variety of problem solving techniques are explored. Tools and techniques are emphasized, but 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 3 hours
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 general field.

SYS 300 3 hours
Computer Systems Applications
Presents and works with a broad range of applications of computers in profit and nonprofit organizations. These topics come from the manufacturing area, financial institutions, and service organizations. Example applications to be studied from these areas might include CIM, OLTP, and donor giving. Laboratory activities focus on computer-based problem solving and include a variety of other skills such as presentation graphics and advanced spreadsheet work. Other topics highlighted are file management issues, business information access from networks, and future hardware, software, and applications trends plus implications. Prerequisites: COS 104 or 106, ACC 170 (Survey of Accounting Principles) or 241, ECO 211, and MAT 110.

SYS 352 3 hours
Knowledge Based Systems
Prominent knowledge-based system approaches are introduced including production rule systems and neural networks. Principles of knowledge acquisition are taught and applied. Various forms of knowledge representation are experienced including rules, net, frames, and predicate logic. Various connectionist paradigms are surveyed. Programming is primarily in CLIPS and ECLIPSE. Prerequisites: COS 280 and SYS 200. Suggested: COS 382.

SYS 360 1-4 hours
Independent Study

SYS 370 1-4 hours
Selected Topics

SYS 390 3 hours
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 structured methodology are emphasized along with project management techniques. Prerequisites: COS 120 and SYS 200.

SYS 392 1 hour
Systems Seminar
The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional group discussions provide the format. May be taken twice.

SYS 394 3 hours
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 structured methodology. Internal and external system controls are defined to assure system
reliability. Management and end-user involvement and design documentation are emphasized. 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 II 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, fuzzy logic, 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, Associate Professor Kittelman, Professor Burnworth; Associate Professors Hess, J. Hodson; Assistant Professor Jones, Rogers

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.

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 timeline 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 II, 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 full 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
(36-38 core major hours)—ENG 210, EDU 270, 342 or
343, MAT 201-202, PHY 121, ART 300, MUS 300,
HPR 250, 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 interterm), EDU 280, 290, 300, 320, ENG 110, HPR 100, 200, HUM 230 or ENG 230, HUM 250, IAS 101, 110, MUS 300, 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 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 30 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 260 3 hours
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 270 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. Literature dealing with diversity and disabilities is included. Includes a field experience lab.

EDU 280 4 hours
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 spring semester of even years.

EDU 290 4 hours
Social Studies, Science, and Mathematics in the Preschool and Kindergarten
The many areas of the child’s immediate world including development of positive self-concepts, which are then broadened to a world view, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this world view. Weekly observation of and participation with children in preschool, kindergarten, and Headstart help students become aware of meaningful teaching modes and methods of the areas covered in this course. Prerequisite: EDU 150 for those seeking the BS or BA degree. Offered spring semester of odd years.

EDU 300 4 hours
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 spring semesters.

EDU 310 Discipline and Classroom Management 2 hours

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 freshmen only by permission of instructor. Prerequisite: EDU 150.

EDU 312 Teaching in Secondary, Junior High/Middle Schools--Special Methods 2 hours

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 completed spring term prior to student teaching.

EDU 320 The Exceptional Child 3 hours

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed 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.

EDU 322 Reading for Junior High/Middle School and Secondary Teachers 3 hours

This course is designed to provide practical procedures for developing 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 The Junior High/Middle School 3 hours

A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. Prerequisites: EDU 150, 260. Must be completed prior to student teaching.

EDU 342 Microcomputers in Educational Settings 3 hours

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 343 Computer Applications in Elementary Education 1 hour

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 343 fulfills the one hour of computer application general education requirement for elementary education majors. Prerequisite: COS 104 or 106.

EDU 350 Teaching Developmental Reading in the Elementary Classroom 3 hours

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. Offered fall semesters.

EDU 351 Methods and Materials for Elementary Teachers 3 hours

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Includes a field experience lab. Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered spring semesters.

EDU 353 Diagnostic and Corrective Reading for the Elementary Classroom 3 hours

This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess reading 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 Independent Study 1-4 hours

EDU 370 Selected Topics 1-4 hours
EDU 382 3 hours
Teaching in a Christian School
Examines through readings, seminars, field experiences, guest lecturers, and classroom investigations the theological, historical, philosophical, organizational, curricular, and instructional principles for teaching in a Christian school. Prerequisite: EDU 150. Offered spring semesters.

EDU 393 1-4 hours
Practicum

EDU 411 2 hours
The Teacher in the Secondary Schools
A seminar/general methods course 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 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 education 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 Teacher Education Committee; (b) EDU 150, 260, 350, 351, 353; ENG 210. Corequisite: EDU 441. Credit only.

EDU 431 14 hours
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 411. Credit only.

EDU 441 2 hours
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

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 Fry; Professors Baker, Swan; Associate Professors Heavin, Hill; Assistant Professors Dayton, 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 masterworks.

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.

For the bachelor of arts degree, 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, 240, 362, IAS 493; two courses concentrating on literature before 1900 (ENG 330, 340, 361, 412, 422, 426, 431, 441); and one course from literature after 1900 (ENG 371, 373, 442, 444).

With a concentration in writing, the major consists of at least 39 hours in addition to ENG 110. Required courses are ENG 212 and IAS 493; ENG 230 or 240 or 250 or 370 (when applicable); a total of 19 hours are to be chosen from ENG 211, 302, 320, 321, 333, 360, 393, 410, 472, CAM 320, 343, 350; and eight hours in upper-level WR literature. (Courses designated WR are those approved for fulfillment of the required general education writing component.)

For the bachelor of science degree leading toward certification to teach English in the secondary school, the major consists of at least 44 hours in addition to ENG 110. The required courses are ENG 212, 211 or 320 or 321, 230, 240, 302, 362, CAM 250, IAS 493; two courses from literature before 1900 (ENG 330, 340, 361, 412, 422, 426, 431, 441); and one course from literature after 1900 (ENG 371, 373, 442, 444).

Both English and writing minors are offered in BA or BS programs excluding education. The English minor consists of at least 17 hours in addition to ENG 110. Required courses are ENG 212; ENG 230 or 240 or 250 or 370 (when applicable); and nine to twelve hours in writing or literature. The writing minor consists of at least 17 hours in addition to ENG 110. Required courses are ENG 212; ENG 211 or 320 or 321 or 333 or 472; two courses featuring miscellaneous writing (ENG 360, 393, 410, CAM 320, 343, 350); and one additional writing elective or one WR course of at least three credit hours in English writing or literature.

In education programs, the English minor consists of at least 26 hours in addition to ENG 110. Required courses are ENG 212, 211 or 320 or 321, 230, 240, 302; CAM 250; ENG 370 (when taught as literature of minorities) or 373 or 442 or 444.

**Writing and Language**

**ENG 100** Basic English

Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. **Offered fall semesters.**

**ENG 110** Expository Writing

Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. **To be taken during the freshman year. ENG 110 is prerequisite to all other English courses except ENG 100, 112, 230, 233, 240, and 250.**

**ENG 112** American English for International Students

Intensive practice in written 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

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 by permission. 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 by permission. 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. Prerequisite: one of the following: ENG 211, 320 or 321. 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

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 interterm, occasionally during a regular fall or spring term.

ENG 371 4 hours
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 4 hours
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 4 hours
Practicum

ENG 412 4 hours
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 fall semester of odd years.

ENG 422 4 hours
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 4 hours
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 4 hours
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 4 hours
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 4 hours
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 4 hours
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 1-4 hours
Directed Research

ENG 480 1-4 hours
Seminar

ENG 490 1-2 hours
Honors

IAS 493 4 hours
Senior Seminar

ENVIRONMENTAL SCIENCE

Chair, Professor Squiers; Professor Rothrock; Associate Professor Grizzle; Instructor 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). In addition, an environmental science curriculum may be added to the BA or BS degree in any major offered by the university. The required courses for this curriculum are ENS 231, 383, 402, and two elective upper-level ENS courses; SYS 200 or NAS 240: ECO 190 or ECO 211; GEO 220; POS 331; and two to four hours of practicum. Appropriate course substitutions may be made for these requirements depending on the student’s major and career goals. The
department chair may be contacted for additional details.

The bachelor of science 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, 304), 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). A senior seminar is completed with the cooperating department. Further coursework 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.

Other departmental courses which may count for the environmental science integrated majors include BIO 341 (Environmental Physiology), BIO 380 (Systems Ecology), BUA 370 (Environmental Management); CHE 320 (Environmental Chemistry); ECO 421 (Natural Resource Economics), and ECO 422 (Environmental Economics).

ENS 200 Environment and Society 4 hours
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 4 hours
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 4 hours
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 interims.

ENS 340 Global Ecology/Global Issues 4 hours
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 4 hours
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 4 hours
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, air 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 1-4 hours

ENS 361 Environmental Impact Assessment 4 hours
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 1-4 hours

ENS 383 Environmental Ethics 4 hours
An in-depth discussion of the ethical implications of major environmental problems such as world population and food supply, inequities in land and resource distribution, materialism and personal lifestyles, and exploitation vs. stewardship of the environment. Prerequisite: junior/senior ENS majors or permission from the instructor. Offered spring semesters.

ENS 402 Problem Solving in Environmental Science 4 hours
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.
HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chair, Professor Taylor; Professor Romine; Associate Professors Law, Patterson, Winterholter; Assistant Professors Brooks, Fincannon, Krause, Marsee, Talley, and Wilt

The mission of the Health, Physical Education and Recreation 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 recreation and (2) to help students acquire the skills and attitudes for lifetime wellness as well as wholesome and active use of their leisure time.

Programs

The bachelor of science and the bachelor of arts degrees are offered in physical education with teacher certification. The bachelor of arts degree is also offered in physical education for those who do not want to pursue a career in teacher education. 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. Information about certification requirements for all states is available in the education department. The bachelor of science and the bachelor of arts degrees are offered in recreational leadership and the bachelor of science degree is offered in athletic training. Minors are offered in health and safety, physical education, and athletic training.

Secondary Physical Education (Grades 7-12)

Students may choose to complete the requirements for certification in physical education at the secondary level (grades 7-12). A bachelor of science degree and a bachelor of arts degree for this level require 44 hours in physical education, and the following courses are required: HPR 111, BIO 244, 245, HPR 210, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, and two coaching courses. Twenty-eight hours in professional education must be completed: EDU 150, 260, 312, 322, 411, and 431. Candidates for the bachelor of arts degree must also complete 14 hours of a foreign language.
Senior High, Junior High, and Middle School Physical Education (Grades 5-12)

The student may choose to complete the requirements for certification to teach at the middle school, junior high, and senior high school level. A bachelor of science degree and a bachelor of arts degree for this level require a total of 44 hours in physical education, and the following courses are required: HPR 111, BIO 244, 245, HPR 210, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, and two coaching courses. Thirty-one hours in professional education courses must be completed: EDU 150, 260, 312, 322, 332, 411, and 431. Candidates for the bachelor of arts degree must also complete 14 hours of a foreign language.

All Grade Physical Education (Grades K-12)

The student may choose to complete the requirements for certification for teaching at all grade levels. A bachelor of science degree and a bachelor of arts for this level require 52 hours in physical education, and the following courses are required: HPR 111, 210, BIO 244, 245, HPR 252, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 381, 382, 392, 402, 472, IAS 493, and electives. Thirty-one hours in professional education courses must be completed: EDU 150, 260, 312, 322, 411, 431, and PSY 240. Candidates for the bachelor of arts degree must also complete 14 hours of a foreign language.

B.A. in Physical Education (non-teaching)

A bachelor of arts degree is offered for those students who want to go on to graduate studies or work in a non-school setting. All students in this program must complete 23 hours of core courses: HPR 111, 210, BIO 244, 245, HPR 310, 381, 382, 402, and 495. A four credit supervised internship at an external organization is part of the core requirements. In addition, students must choose, depending upon their interests, one of the following cognates and complete the 34 hours required in that cognate: exercise physiology, sports psychology, sport management, coaching, wellness, and athletic training. Students in this program must also complete 14 hours of a foreign language.

Physical Education Minor

Students with an education major may earn a teaching minor in physical education by completing 25 hours in physical education including HPR 111, 302 or 333 (or another basic swimming course), 310, 313, 314, 321, 342, 380, 382, 392, and 402.

Health and Safety Minor

Students who are majoring in education may earn a minor in health and safety by completing 24 hours. Specific requirements are BIO 244, 245, PSY 240, 340, SOC 210, HPR 301, 310, and 382.

Coaching Endorsement

Students with an education major may earn a coaching endorsement by completing 16 hours in physical education: HPR 310, 381, 382, 402, 472, and two coaching courses.

Coaching Certificate

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 14 hours in physical education: HPR 310, 381 or 382, 402, 472, and five hours of coaching courses.

Athletic Training Major

A bachelor of science degree in athletic training requires 58 hours in the major: HPR 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, IAS 493, 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.

Athletic Training Minor

A student in any discipline may earn an athletic training minor by completing 21 hours of athletic training coursework: BIO 244, 245, HPR 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.)

Recreational Leadership Major

A bachelor of science degree or a bachelor of arts degree in recreational leadership may be earned by
completes 56 hours in the major. This major is designed to prepare students for leadership positions in the YMCA, YWCA, Boy Scouts, Girl Scouts, municipal recreation, camps, commercial recreation, outdoor and adventure organizations, fitness clubs, and church recreational positions. All students in this major must complete 30 hours of core courses: HPR 121, 210, 212, 271, 272, 302, 333, 393, 422, 492, 494, IAS 493, and BUA 352. In addition each student must select at least one cognate as a specialization and complete 19 hours of required courses and seven hours of directed electives in that cognate. These specific cognates are offered: church and community recreation cognate -- EDU 312, HPR 301, 311, 314, 342, and SOC 410; outdoor/adventure recreation cognate -- EDU 312, HPR 230, 314, 340, 341, and 342; physical fitness and wellness cognate -- BIO 244, 245, HPR 301, 305, 381, and 382. Students in the outdoor/adventure cognate may choose to fulfill some of their degree requirements by successfully completing outdoor courses at nationally recognized programs such as the National Outdoor Leadership School (NOLS), Outward Bound, and “Study in the Northwoods” at Wheaton College’s Honey Rock Camp. Students who elect the bachelor of arts degree must also complete 14 hours in a foreign language.

General Education
The three hour HPR requirement in general education must be met by taking HPR 100 and two hours of HPR 200 (one hour of HPR 200 credit may be met by taking HPR 300, 302, 333, or 334).

**HPR 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 HPR.

**HPR 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.**

**HPR 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. **Offered fall semesters.**

**HPR 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 do not apply toward a major in physical education, but they satisfy two of the three general education requirements in HPR. **Prerequisite: HPR 100**

**HPR 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: HPR 100 and HPR 200 (1 credit)**

**HPR 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 HPR 200 course; 2) the student would like to do an activity that is not offered as an HPR 200 course; and 3) the student is near graduation and cannot schedule another HPR 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 HPR department chair in order to register for the course. **Prerequisites: HPR 100 and HPR 200 (1 credit).**

**HPR 210**  
**Microcomputer Applications in Exercise Science**  
Students are introduced to a variety of general and specialized applications of microcomputers and related technologies available to the HPR 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.**

**HPR 212**  
**Program Development-Recreation and Camping**  
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: HPR 121. Offered spring semester of odd years.**

**HPR 230**  
**Introduction to Outdoor Recreation**  
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: HPR 121. Offered fall semester of even years.**

**HPR 231**  
**Officiating of Men’s and Women’s Sports**  
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.**

**HPR 250**  
**Elementary School Health and Physical Education**  
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.

**HPR 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: HPR 111. Offered fall semester of even years.**

**HPR 252**  
Physical Education in Elementary Schools  
4 hours  
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: HPR 111.**

**HPR 261**  
Coaching of Basketball  
2 hours  
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: HPR 111. Offered fall semester of odd years.**

**HPR 271**  
Cardiopulmonary Resuscitation (CPR)  
1 hour  
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 recreational leadership and athletic training majors. **Offered spring semesters.**

**HPR 272**  
First Aid  
1 hour  
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 recreational leadership and athletic training majors. **Offered spring semesters.**

**HPR 300**  
Basic Swimming Skills  
1 hour  
Basic proficiency in swimming skills and water safety. Presently, this course is not taught by Taylor University, but HPR majors are allowed one hour of credit if they satisfactorily complete the basic swimming, intermediate swimming, or emergency water safety courses at another institution.

**HPR 301**  
School Health Education and Safety  
4 hours  
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. **Prerequisites: EDU 312 and HPR 111. Offered fall semester of even years.**

**HPR 302**  
Lifeguard Training  
1 hour  
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.**

**HPR 303**  
Evaluation of Athletic Injuries  
2 hours  
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: HPR 330. Offered spring semester of odd years.**

**HPR 304**  
Therapeutic Modalities and Rehabilitation  
2 hours  
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: HPR 310. Offered fall semester of even years.**

**HPR 305**  
Physical Fitness Prescription and Assessment  
4 hours  
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: HPR 100. Offered fall semester of odd years.**

**HPR 310**  
First Aid and Athletic Injury Care  
2 hours  
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.**
HPR 311  
Church and Community Recreation  
3 hours  
Planning, implementing, and supervising recreation programs in the church and community. Guest lectures by area pastors, and recreation professionals. Prerequisite: HPR 121. Offered fall semester of even years.

HPR 312  
Coaching of Baseball and Softball  
2 hours  
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: HPR 111. Offered spring semester of odd years.

HPR 313  
Skills and Teaching Methods of Racquet Sports  
2 hours  
Coverage of the rules, terminology, skills, progressions, and methods of teaching various racquet sports. Sports included are tennis, badminton, and racquetball. Prerequisites: HPR 111 and EDU 312. Offered fall semesters.

HPR 314  
Skills and Teaching Methods of Individual Sports  
3 hours  
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, folk dance, 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: HPR 111 and EDU 312. Offered spring semesters.

HPR 321  
Skills and Teaching Methods of Gymnastics  
2 hours  
Instruction in the skills, progressions, spotting and safety, terminology, and teaching methods for floor exercise and various pieces of apparatus for men's and women's gymnastics. Students are required to do peer teaching of selected skills. Prerequisites: HPR 111 and EDU 312. Offered fall semesters.

HPR 330  
Advanced Athletic Training  
2 hours  
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: HPR 310. Offered spring semester of even years.

HPR 333  
Water Safety Instructor  
1 hour  
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: HPR 302 or Red Cross Emergency Water Safety. Offered spring semesters.

HPR 334  
Lifeguard Training Instructor  
1 hour  
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 LGL.
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.

**HPR 382 3 hours**

**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.

**HPR 392 2 hours**

**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:** HPR 111. Offered spring semester of even years.

**HPR 393 1-4 hours**

**Practicum**

**HPR 402 3 hours**

**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:** HPR 111. Offered spring semesters.

**HPR 422 3 hours**

**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:** HPR 121. Offered spring semesters.

**HPR 472 2 hours**

**Psychology of Coaching**

A study of the nature of the coaching profession. The course emphasizes philosophy of sport, sports psychology, and coaching methods. 

**Prerequisites:** HPR 111 and a psychology course. Offered spring semesters.

**HPR 490 1-2 hours**

**Honors**

**HPR 492 4 hours**

**Recreation Internship I**

This experience is designed to have the students apply what they have learned in their courses and to extend that learning by working in a recreation agency. Students will be at the site on a full-time basis and work in a leadership position for that organization under the supervision of an approved supervisor. Students will also be under the supervision of a member of the Taylor University HPR Department. Each participant must submit a proposal for the internship and have it approved by the Taylor University supervisor and the recreation organization prior to beginning the internship. 

**Prerequisites:** designated core courses and all designated cognate courses.

**IAS 493 4 hours**

**Senior Seminar**

**HPR 494 4 hours**

**Recreation Internship II**

This is a second opportunity for students to apply what they have learned in their courses and to extend that learning by working in a recreation organization. Students will be at the site on a full-time basis and work in a leadership position for that organization under the supervision of an approved supervisor. Students will also be under the supervision of a member of the Taylor University HPR Department. Each participant must submit a proposal for the internship and have it approved by the Taylor University supervisor and the recreation organization prior to beginning the internship. 

**Prerequisites:** designated core courses, designated cognate courses, and HPR 492.

**HPR 495 4 hours**

**Internship—Physical Education**

This course provides the opportunity for students to apply what they have learned in their courses and to extend their learning beyond the classroom by working in a physical education, athletic, or exercise science agency. Students must successfully complete at least 200 hours of practical work during their experience. Supervision of the experience will be done by both the agency and college personnel. 

**Prerequisites:** all core and designated cognate courses.
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.

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 1AS 493, are required for a major in the bachelor of arts degree program. These 36 hours should include a minimum of 18 hours in American history or world history, and a minimum of 12 hours in the other of these two areas. 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 POS 321. American Constitutional Development (POS 372) and the Modern Middle East (POS 321) also count as major courses in history. 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.

Students interested in obtaining the bachelor of science in education degree to teach history and other social sciences in the secondary schools are requested to consult the department chair. This social science education degree requires a minimum of 52 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. 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 5 hours
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 5 hours
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 2 hours
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 1-4 hours

HIS 211/311 History and Geography of Latin America 4 hours
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 4 hours
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 4 hours
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.

HIS 215/315 History and Geography of South Asia 3 hours
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.
HIS 222  4 hours
Ancient History
An examination of ancient civilizations with special attention to twentieth century debts to the past.

HIS 230  3 hours
American Religious History
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.

HIS 240  4 hours
European Religious History
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.

HIS 250  1 hour
The Contemporary World
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.

HIS 321  4 hours
The Modern Middle East
See POS 321

HIS 322  3 hours
Women in History
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.

HIS 331  4 hours
Europe 1517-1789
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.

HIS 332  4 hours
Modern Europe 1789-Present
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. Offered spring semesters.

HIS 341  3 hours
Colonial History
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. Offered spring semesters.

HIS 342  4 hours
History of England
A study of English political, constitutional, cultural, and intellectual developments, the growth of the British Empire, and international relations.

HIS 351  4 hours
American Diplomatic History
A survey of the diplomatic relations of the United States from the period of the American Revolution to the present. Offered in alternate years.

HIS 352  3 hours
African-American History
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.

HIS 360  1-4 hours
Independent Study

HIS 361  4 hours
Russian Civilization
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.

HIS 371  3 hours
Civil War Era
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.

HIS 372  5 hours
American Constitutional Development
See POS 372

HIS 391  4 hours
The World since 1945
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.

HIS 392  4 hours
Twentieth Century U.S. History
A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. Offered spring semesters.

HIS 393  1-4 hours
Practicum

HIS 450  1-4 hours
Directed Research

HIS 490  1-2 hours
Honors

IAS 493  4 hours
Senior Seminar

Interarea Studies
See Final Entry of Departmental Listings.
INTERNATIONAL STUDIES

Program Director, Professor Winquist

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. The major requires the completion of the following core curriculum: CAS 340, HIS 100, POS 211, GEO 220; three courses from ECO 211, ENS 340, SOC 352, PHI 322 or 323, BIB 330, MUS 343, ENG 302, and a choice of modern literature classes (ENG 363, ENG 364, ENG 444, FRE 332, SPA 332, SPA 422); two years of modern foreign language; and an international travel-study experience. The second component in the major is a minimum of 15 hours (beyond the courses chosen to meet the core requirements) from specified courses in one of the following concentration areas: Spanish language and literature, French language and literature, world literature, the Christian world mission, international and comparative politics, international economics, comparative systems, the Non-Western world, the Western world, and Middle East studies. The minor requires only the completion of the core curriculum.

MANAGEMENT INFORMATION SYSTEMS

See Computing and System Sciences.

MASS COMMUNICATIONS

See Communication Arts.

MATHEMATICS

Chair, Professor Klinger; Professor Neuhouse; Associate Professors Colgan, Harms; Assistant Professors Benbow, Case

The major objectives 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.

A bachelor of arts degree consists of at least 40 hours including MAT 250, 340, 352, 361, 392, 412, and 461.

A bachelor of arts degree with a special area concentration in computer science consists of at least 36 hours of mathematics including MAT 250, 340, 352, 372, 392, and either 361 or 412, and an additional 20 hours of computer science including COS 120, 250, 381, 382, and SYS 402.

A bachelor of science degree in mathematics leading to teacher certification consists of at least 43 hours including MAT 250, 312, 340, 352, 361 or 412, 392, IAS 493, and one course in applied mathematics.

A bachelor of science degree in mathematics/systems consists of 40 hours of mathematics including courses MAT 250, 340, 352, 382, 392, 393, and either 361 or 412 plus the systems requirements.

A bachelor of science degree in mathematics-environmental science consists of at least 36 hours in mathematics including MAT 250, 352, 392, and 393 with electives from MAT 340, 372, 382, 412, 431, and 461; an additional 23 hours of environmental science including BIO 204, ENS 231, 383, and 402 with electives from ENS 300, 340, 351, and BIO 380; and courses from ECO 190 or 211 and POS 312 or 331.

One course in chemistry or physics is required for all majors.

A mathematics minor consists of a minimum of 23 hours of mathematics including MAT 151 and 230. Any MAT course 220 or higher will count toward a minor except MAT 201 and 202. NAS 240 may also count towards a minor.

A mathematics teaching minor may be earned by students wanting to supplement another secondary teaching major. This minor consists of 28 hours in mathematics including MAT 151, 230, 240, 250, 352, 312, and either MAT 361 or 412.

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, differentials, the definite integral, and special techniques of integration. Offered spring semesters.

MAT 240 Calculus with Analytic Geometry III
4 hours
Examination of sequences, series, Taylor’s formula, further applications of calculus, vectors, and an introduction to the calculus of several variables. Offered fall semesters.
MAT 250
Transitional Mathematics
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 mathematical induction and epsilon-delta proofs of limits are introduced. Offered fall semesters.

MAT 261, 262
Special Problems
Selected topics in mathematics. Prerequisite: Consent of the department chair.

MAT 312
College Geometry
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 340
Advanced Calculus
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
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. Offeredfall semesters.

MAT 360
Independent Study

MAT 361
Abstract Algebra
Emphasis on set theory; development of the postulates ofgroup theory, rings, integral domains, and fields. 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
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 odd 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; Professor Dixon; Associate Professors Barrick, 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.

The department offers
1. courses in French, German and Spanish to meet the two year language requirement.
2. a minor in French or Spanish for students in a bachelor of arts degree program.
3. a minor in French or Spanish for teacher certification.
4. the bachelor of arts degree in French or Spanish.
5. the bachelor of science degree for teacher certification in French or Spanish.

For the bachelor of arts program, the minor in French requires 17 hours; the minor in Spanish requires 16 hours. The major 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 SPA 212 is required for the Spanish major.

For the bachelor of science program, the minor in French or Spanish requires 24 hours. The major requires 40 hours of courses. Curriculum guides for the BS programs are available from the offices of modern languages or teacher education.

Elementary courses (101 and 102) do not count toward the hours required for a minor or major.

Majors in modern languages and teacher candidates may be required to take courses abroad in order to complete the departmental requirements. Other language 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** 4 hours

**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** 3 hours

**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** 4 hours

**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** 4 hours

**Contemporary France**

Study of contemporary French culture. *Prerequisite: FRE 202 or equivalent. Offered fall semester of odd years.*

FRE 221, FRE 222, or instructor's permission is prerequisite to upper division courses.

**FRE 300** 12-18 hours

**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** 4 hours

**Classicism**

A survey of French classical literature with emphasis on the dramas of Corneille, Racine, and Moliere.
FRE 322
Rationalism and Romanticism
4 hours
Consideration of selected works from these periods in French literature.

FRE 332
Realism, Symbolism, and Existentialism
4 hours
Study of representative works from each of these periods in the literature of France.

FRE 342
French Linguistics
4 hours
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
1-4 hours

FRE 370
Selected Topics
1-4 hours

FRE 393
Practicum
1-4 hours

IAS 493
Senior Seminar
4 hours

German

GER 101, 102
Elementary German
4 hours
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
3 hours
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
4 hours
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
3 hours
Emphasis is placed on the conversational approach with additional reading and writing. SPA 201 is prerequisite to SPA 202.

SPA 211
Communication in Spanish
2 hours
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
2 hours
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
12-18 hours
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
3 hours
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
3 hours
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 semesters.

SPA 331
Introductory Spanish American Literature
4 hours
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
4 hours
Post-romantic readings of Spanish America dating from 1880 to the present day. Selections are for critical analysis and interpretation as well as enjoyment. Offered spring semester of even years.

SPA 342
Spanish Phonology
3 hours
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
1-4 hours

SPA 370
Selected Topics
1-4 hours

SPA 393
Practicum
1-4 hours

SPA 421
Spanish Medieval and Renaissance Literature
4 hours
A study of Peninsular Spanish literature from its origin to 1700, the course includes selections from El Cid to Calderon. Historical, political, and cultural perspectives are considered. Offered fall semester of even years.

SPA 422
Spanish Literature from 1700-to present
4 hours
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, Sloan; Associate Professors Collins, L. White; Assistant Professor Rediger  

Philosophy  
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 his 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. The primary reason-for-being, then, of a Christian music department is to produce graduates who are equipped to assume leadership roles in the fine arts. 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 which lead to certification in the field of public school teaching, performance, and music composition. 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 (for elementary education majors), 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).

Bachelor of Arts Degree  
The bachelor of arts degree with a major in music is designed for the student who is primarily interested in a liberal arts degree with a focus in music. This broadly based degree program has as its foundation the study of music history, theory, and literature. This program prepares students for diverse career opportunities in keeping with the liberal arts tradition of Taylor University. The bachelor of arts degree consists of 55 hours in music courses. Required courses include MUS 100-400 (major and minor instruments), ensembles, MUS 118, 131-132, 120, 123, 223, 201, 241, 341 or 342, 361, 343, 371, 372, 472, and IAS 493.

Bachelor of Science Degree  
The bachelor of science degree in music is a liberal arts degree designed to provide for the student a broad-based musical foundation which, combined with designated tracks in management, marketing, or theatre
arts, prepares the student for possible vocational opportunities in the music industry or music theatre. The bachelor of science degree consists of 55 hours in music courses. Required courses (44 hours) include MUS 100-400 (major and minor instruments), ensembles, MUS 120, 123, 131-132, 201, 223 or 472, 241, 361, 372, and IAS 493. Concentration electives (minimum of 8 hours) may be selected from MUS 221, 223 or 472, 341, 342, 242, 243, 293, 351, 352, or 362, 371. In addition, the major includes an application field in one of three areas:

Management (25 hours): BUA 231, 311, 352, 420, ACC 170, ECO 190 or 211, MUS 392, 393, MAT 110 (or higher) or NAS 240 and one elective from BUA 362, 422, 442 or 452.

Marketing (25 hours): BUA 231, 312, 352, 370 (Consumer Behavior), 410, MUS 392, 393, MAT 110 (or higher) or NAS 240 and two electives from BUA 313, 375, 412, 452.

Theatre Arts (24 hours): CAS 120, CAT 200, 212, 432, 301 or 341, CAM 352 or CAT 362 or 402, free electives (4 hours), and participation in MUS 310 (opera workshop) and HUM 250 (musical/theatre productions).

**Bachelor of Music Degree**

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 may select the bachelor of music degree, majoring in either performance, music education, or music composition.

The performance major consisting of 85 hours is offered to students in organ, piano, voice, brass, percussion, strings, and woodwinds. Required courses are MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 201, 241-242, 243, 293, 341-342, 351 or 352, 361-362, 371-372, 472 and IAS 493, plus pedagogy in the major instrument and electives. This program 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.

The composition major (84 hours) consists of MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, 120, 123-223, 201, 293, 221-222, 231-232, 331-332, 241-242, 321-322, 341-342, 351-352, 361-362, 370, 371-372, 421-422, 472 and IAS 493 plus electives. This major 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 and other related fields.

**Bachelor of Music Degree in Music Education**

The bachelor of music in music education degree consists of 64-67 hours of music course work. This degree, leading to teacher certification, prepares and certifies the student to teach in the public schools on the elementary, junior high, and senior high school levels. 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, 241-242, 311-312, 341 or 342, 351, 361-362, 371-372, 440, 472, and IAS 493 plus electives.

**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, MUS 131-132, 120, 123-223, 201, 231-232, 241-242, 311-312, 331-332, 341 or 342, 352, 361-362, 371-372, 472, and IAS 493 plus electives.

**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 131-132, 120, 123-223, 241-242, 311-312, 341 or 342, 352, 361-362, 371-372, 472, and IAS 493 plus electives.

**Music Minor**

The core requirements for the minor are MUS 100, MUS 131-132, MUS 120, 123-223, and MUS 241. The minor degree programs are available to nonmusic majors only. The minors consist of 18 hours plus the area emphasis courses.

**Church Music Emphasis:** The minor with an emphasis in church music has been designed to prepare the graduate for work in the music programs in the local church. In addition to core requirements, the student is encouraged to participate in ensembles. Specialty courses include MUS 200, 320, 350, 361.

**Applied Music Emphasis:** The applied music emphasis minor is designed for a liberal arts music minor program. In addition to core requirements, the student is encouraged to participate in ensembles. Specialty courses include MUS 200, 381 or 440 or 452 plus ensembles.

**Keyboard Pedagogy Emphasis:** The keyboard pedagogy emphasis minor is designed to prepare
students to teach private piano. The 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. In addition to core requirements the student must take MUS 100-200 (applied piano), MUS 381-382, and 470.

Minor for Elementary Education Majors
This music minor program, designed for art, elementary education, and physical education majors leads to certification for teaching music K-6. 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 IBM computers), the electronic TAP master, electronic piano laboratory, music synthesizers, and various software packages (Music Printer Plus, Cakewalk Professional, and Guido).

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, Carillon Choir, 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.

Audition and Registration Information for Ensembles
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.

Registration: Students should consult the Taylor University Schedule of Classes during registration for the correct ensemble name and number. Most 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 during spring break.

MUS 210, 310
Carillon Choir
The Carillon Choir is a women’s chorus open by audition to all women at Taylor University. The choir sings a variety of literature and performs on campus for special 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.

**Audition and Registration Information for Private Lessons**

Auditions: 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.

Registration: 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.

**Requirements for Majors**

All music majors are required to attend performance class, 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.
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.

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  1 hour  
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. Admission to any applied class requires the approval of the instructor.

MUS 118  1 hour  
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  1 hour  
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.

MUS 232  1 hour  
Instrumental Methods II-Woodwinds  
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.

MUS 300  4 hours  
Music in the Elementary Classroom  
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, 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.

MUS 311  3 hours  
Elementary School Music  
A study of the role of the music specialist in planning musical experiences for children with emphasis on child development, music literature for children, teaching aids, and appropriate teaching practices. Curriculum development and organization of the elementary school are included. Special consideration is given to the materials and techniques associated with the Orff, Kodaly, E.T.M., and Dalcroze methods of instruction. Offered fall semester of even years.

MUS 312  3 hours  
Secondary School Music  
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 odd years.

MUS 331  1 hour  
Instrumental Methods III-Percussion  
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.

MUS 332  1 hour  
Instrumental Methods IV-Strings  
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.

MUS 361  2 hours  
Conducting I  
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed. Offered fall semesters.

MUS 362  2 hours  
Conducting II  
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.

MUS 381 Piano Pedagogy I
A study of the methods and materials of teaching beginning piano students. Supervised teaching experience is included. Offered fall semesters.

MUS 382 Piano Pedagogy II
A study of the methods and materials of teaching intermediate keyboard students. Supervised teaching experience is included. Offered spring semester of odd years.

MUS 392 Music and Business
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.

MUS 440 Vocal Pedagogy
Techniques, practices, and materials related to teaching voice. Offered fall semester of even years.

MUS 462 Instrumental Pedagogy and Literature
Techniques, materials, literature and performance practices related to teaching instruments. A supervised teaching experience is included. Offered fall semester of odd years.

Church Music

MUS 320 Internship
In-depth experience with a minister of music involving responsibilities in various phases of the church music program including administration, organization, rehearsal, and worship.

MUS 350 Music and the Church
A study of the organization, administration, and operation of the overall church music program. Areas of study include the multiple church choir program (preschool - grade 9), handbells, Orff instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. Offered fall semester of odd years.

Music Theory, History, and Literature

MUS 120 Music Theory
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 and interterms.

MUS 123 Harmony I
A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic

rhythmic 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.

MUS 131 Introduction to Music I
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.

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 desk-top publishing. Dominant use is on IBM systems with introduction to Macintosh use. 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 included is 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 electronic TAPmaster and IBM computers with Guido software. 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 (intervalllic, 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 293**
**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 a view to actually 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 spring semesters.

**MUS 341**
**Counterpoint**
A 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 even 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 odd years.

**MUS 351**
**Choral Arranging**
A course on the ranges, tonal possibilities, and technical limitations of the different voices; the analysis of scores of standard 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 selected 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 semesters.

**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**
1-2 hours

**MUS 490**
**Honors**
4 hours

**IAS 493**
**Senior Seminar**
An exploration of the art of music and its connection to contemporary culture and the Christian faith. Offered interterms.
PHILOSOPHY

PHYSICAL EDUCATION
See Health, Physical Education, and Recreation.

PHYSICS
Chair, Associate Professor R. Roth; Professor of Research Voss; Assistant Professors Hedin, Smith

The mission 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 and apply and relate it to society and career interests. The Physics Department offers instruction in physics, astronomy, engineering, and physical science. Space physics provides the major research interest in the department.

Bachelor of Arts in 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. Required cognate courses are CHE 201, 202, ENP 352 or CHE 431, COS 120, NAS 480, and MAT 431. Additional courses in computer science, systems, engineering, and mathematics are strongly recommended.

Bachelor of Science in Physics/Engineering Physics
This major in physics with a track 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 55 hours including PHY 211, 211L, 212, 212L, 301, 321, 330 (2 hours), 331, 341; ENP 252, 332, 351, 352; nine hours of technical electives from PHY 312, 322, 342, 370, 412, COS 330, and IAS 330; 12 additional technical electives from business, biology, chemistry, computer science, environmental science, math, physics, and systems. Required cognate courses are COS 120, CHE 201, 202, MAT 431, and NAS 480.

Bachelor of Science in Physics-Environmental Science
An integrated major in physics and environmental science which requires PHY 211, 211L, 212, 212L, 341, 312, and 15 hours of upper-level courses in physics; CHE 201, 202; MAT 352, 431; ENS 231, 383, and 402; three upper-level electives from CHE 320, ENS 300, 340, 351, or 380; a two to four hour practicum; IAS 493; COS 120 and POS 311 or 312.

Bachelor of Science in Physics/Systems
A 35 hour physics major with an additional core of systems and computer science courses. See systems requirements.
Bachelor of Science in Physics/Education

The department, in cooperation with other science departments and the Education Department, offers a science teaching major with a primary emphasis in physics. This major requires PHY 211, 211L, 212, 212L, 311, 312: 13 hours of upper-level physics electives; MAT 230, 240, 431; IAS 493; a core of general science requirements; and a supporting area in science. For additional information, consult the curriculum guide published by the Education Department.

Physics Minor

A minor in physics consists of 18 hours including PHY 211, 211L, 212, 212L and at least 10 hours of upper-level physics courses.

PHY 211 5 hours
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 4 hours
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.

PHY 203, 204 3 hours each
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 3 hours each
University Physics

PHY 211L, 212L 1 hour each
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 3 hours
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 4 hours
Modern Physics
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 4 hours
Nuclear Radiation Physics
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. Prerequisite: PHY 211, 212. Offered spring semester of odd years.

PHY 321 3 hours
Electricity and Magnetism
The vector field approach to electromagnetic theory. Includes electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwell’s equations. Corequisite: PHY 341. Prerequisite: PHY 211, 212. Offered fall semester of odd years.

PHY 322 3 hours
Waves and Physical Optics
Applications of Maxwell’s equations including electromagnetic waves, wave guides, diffraction, and Fourier optics. Prerequisites: PHY 211, 212, and 321. Offered spring semester of even years.

PHY 330 1-2 hours
Advanced Laboratory
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 4 hours
Introduction to Electronics
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 students. Three hours lecture and one three-hour laboratory per week. Prerequisite: PHY 211, 212. Offered fall semesters.

PHY 341 3 hours
Math Methods in Physics and Engineering
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 complex analysis. Use of a computer application such as Mathematica, Maple, or Matlab is required. Prerequisite: PHY 212. Corequisite: MAT 431. Offered spring semesters.

PHY 342 3 hours
Analytical Mechanics
The Lagrangian formation of mechanics is developed and used for most of the course. It is applied initially to some simple problems such as simple harmonic motion and translation and rotation 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 mechanics and its connection with quantum mechanics. **Prerequisites:** PHY 211, 212, 341. **Offered spring semester of even years.**

**PHY 370**
Selected Topics

**1-4 hours**

**PHY 393**
Practicum

**1-4 hours**

**PHY 412**
Quantum Mechanics
A quantum mechanical treatment of the free particle, the harmonic oscillator, and the hydrogen atom. Includes approximation methods, creation and annihilation operators, and an introduction 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
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, electrical systems, and electronics. The laboratory is designed to introduce engineering software and hardware tools with some creative design projects. Three lecture periods and one three-hour laboratory session each week. **Prerequisites:** SAT 230, PHY 211 or permission of instructor. **Offered spring semesters.**

**ENP 332**
Engineering Systems
Linear and nonlinear systems with analytical methods, modeling, forcing functions, response analysis, feedback, stability, control systems, mechanical and fluid systems, electrical systems, three phase circuits and machines, transmission lines, communications, and engineering law. **Prerequisites:** ENP 252, MAT 431 or permission of instructor. **Offered spring semester of even years.**

**ENP 351**
Thermodynamics
The fundamental equations and laws of thermodynamics and kinetic theory applied to physics and engineering. Includes applications 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**
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 352. **Offered spring semester of even years.**

**POLITICAL SCIENCE**

**Chair, Professor P. Loy; Professor Hoffmann**

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.

A bachelor of arts degree with a major in political science consists of 32 hours. All majors must include POS 211, 232, 301, 361, and 362 and one of the following: POS 312, 331, or 342. An internship 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. Students wishing to pursue a bachelor of science in political science/systems or political science/environmental science must meet the requirements of those programs.

A minor in political science consists of 20 hours including POS 361 (3 hours).

**POS 100**
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**
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**
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**
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**
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  Political Behavior  4 hours
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  The Modern Middle East  4 hours
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 322  Modern Russia  4 hours
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 331  Development of Public Policy  4 hours
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  Public Administration  4 hours
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  Independent Study  1-4 hours

POS 361  Political Philosophy I  3 hours
An examination of Western political thought from classical Greece through the 18th century. The course includes a study of fundamental political concepts and perennial issues in political philosophy.  Offered fall semesters.

POS 362  Political Philosophy II  3 hours
A study of the philosophical basis of contemporary political thought and political ideologies.  Offered spring semesters.

POS 372  American Constitutional Development  5 hours
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  Practicum  1-4 hours

POS 460  Political Science Seminar  1 hour
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  Senior Seminar  4 hours
Offered interterms.

PREPROFESSIONAL STUDIES
See final entry of Departmental Listings.

PSYCHOLOGY
Chair, Professor Lund; Professor Cosgrove; Associate Professors Maloney, Snyder; Assistant Professor Rich

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 department offers both a BS and BA degree program. Environmental science or systems analysis must augment the BS degree; two years of foreign language are required for the BA degree. A BS degree may also be taken in social studies education with psychology as a second teaching area.

A major in psychology consists of 45-46 semester hours. In order to insure a breadth of exposure to the discipline of psychology, the following courses must be taken: PSY 110, 125, 140, 210, 250, 272, 310, 321, 393 or 450, and IAS 493. A student may choose a minor in psychology by taking PSY 200 and 15 additional hours in psychology.

Applied and preprofessional tracks are outlined in curriculum guides available in the department offices.

PSY 110  Foundations of Psychology  3 hours
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  Intrapersonal Psychology  2 hours
The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 140  Applied Psychology  2 hours
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  Selected Topics  1-4 hours

PSY 200  Introduction to Psychology  3 hours
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  
2 hours
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  
3 hours
This course deals not 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  
4 hours
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  
3 hours
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  
4 hours
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  
3 hours
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  
3 hours
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  
3 hours
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  
3 hours
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  
3 hours
This course deals with the problems of adolescence including peer pressure and conformity, 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.
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<th>Course Code</th>
<th>Title</th>
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<tr>
<td>PSY 360</td>
<td>Independent Study</td>
<td>1-4</td>
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<td>PSY 370</td>
<td>Selected Topics</td>
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<tr>
<td>PSY 390</td>
<td>Christian Marriage</td>
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<td>PSY 393</td>
<td>Practicum</td>
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<td>PSY 400</td>
<td>Theories of Personality</td>
<td>3</td>
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<td>PSY 410</td>
<td>Motivation</td>
<td>3</td>
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<td>PSY 411</td>
<td>Learning: Theory and Application</td>
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<td>PSY 420</td>
<td>Cognition</td>
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<td>PSY 422</td>
<td>Psychological Testing</td>
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<td>PSY 441</td>
<td>Physiological Psychology</td>
<td>3</td>
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<td>PSY 450</td>
<td>Directed Research</td>
<td>1-4</td>
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<tr>
<td>PSY 461</td>
<td>Fundamentals of Counseling</td>
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**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.

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<tr>
<td>PSY 480</td>
<td>Seminar</td>
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<td>PSY 490</td>
<td>Honors</td>
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<td>IAS 493</td>
<td>Senior Seminar</td>
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<td>IAS 499</td>
<td>Special Study</td>
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**RECREATIONAL LEADERSHIP**

See Health, Physical Education and Recreation.

**SOCIAL WORK**

Chair, Assistant Professor Lee; Associate Professor Harner

Social work is the professional application of the knowledge of human behavior in the social environment and the use of intervention skills in working with individuals, families, groups, and communities regarding problems of living in modern society.

Social work involves service to all peoples: from young to old, individuals, families, groups, neighborhoods, and especially the disadvantaged in our society, such as people of color, women, the physically and mentally handicapped, and the poor. A variety of practice settings are utilized to reach these people, such as hospitals, child care facilities, public and private social agencies, public schools, and industries.

The department offers a bachelor of science degree in social work (bachelor of arts degree if language requirements are met). The social work program, which is accredited by the Council on Social Work Education, is designed to prepare students for beginning professional generalist social work practice at the baccalaureate level and for entry into graduate school in social work.

**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 70 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.
   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**  
   **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 skills 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**  
   **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**  
   **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. *Offered fall semester of even years.*

   **SWK 340**  
   **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. *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 clienthood. *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 life span approach to human behavior and development. Explores the interrelatedness of the biological, psychological, social, cultural, and environmental factors in human behavior and their relevance and application to social work practice. *Prerequisites: BIO 244, 245; SWK 362, 354. Offered fall semesters.*
SWK 451  3 hours
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  3 hours
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  1-4 hours
Seminar

SWK 490  1-2 hours
Honors

SWK 492  12 hours
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  4 hours
Senior Seminar

SOCIOLOGY

Chair, Assistant Professor Bird; Associate Professor M. Jessup

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 in sociology consists of 33 course hours. SOC 100, 350, 355, 361 and IAS 493 are required. 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 communications, political science, history, and biblical studies.

A minor in sociology consists of 18 hours. SOC 100 or 210, SOC 361, and 12 hours of electives are required.

SOC 100  3 hours
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  3 hours
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-scale societies.

SOC 210  3 hours
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  3 hours
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  4 hours
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  4 hours
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  1-4 hours
Independent Study

SOC 361  3 hours
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  1-4 hours
Selected Topics

SOC 381  3 hours
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 of 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
1-4 hours

SOC 410
Community and Urban Affairs
3 hours
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
1-4 hours

SOC 490
Honors
1-2 hours

IAS 493
Senior Seminar
4 hours

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 (Interarea 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), as preprofessional studies, as geographical area programs (America, Holy Land, Latin America, Middle East, Russia), or as special focus programs (Los Angeles Film Studies, Daystar University in Kenya). The other programs are the Individual Goal-Oriented Major and the Liberal Arts Associate Degree.

IAS 101
New Student Orientation
1 hour
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 110
Foundations of Christian Thought
3 hours
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 Society (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, more compassionate toward all of God's creatures, 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
Introduction to International Ministry
1 hour
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.

Students may register for no more than two hours credit from the following courses: IAS 180/280 (Verbal), IAS 180/280 (Math), IAS 290, and IAS 440. Consult the director of the Learning Support Center.

IAS 180/280
Applied Learning Techniques-Verbal
1 hour
Emphasis on techniques for the improvement of study skills, listening and notetaking, reading and comprehension, and test taking skills. Drill and practice in English grammar and composition is written into the individualized student course work upon request of the English department. May be repeated one time. Pass-fail only.

IAS 180/280
Applied Learning Techniques-Math
1 hour
Emphasis on basic math (fractions, decimals, percents) and algebra. The course includes techniques of solving word problems in these areas. IAS 280 is individualized for the areas of math with which a student particularly needs help. May be repeated one time with a more individualistic approach. Pass-fail only.

IAS 220
Honors
1-4 hours
Lower level seminars available to students in the honors program and others by permission of the instructor.

IAS 252
Developmental Processes in Leadership
1 hour
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
Speed Reading
1 hour
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. Pass-fail only.
IAS 320  
Cross-Cultural Outreach  
3 hours  
IAS 120 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 church music during the field experience. Offered interterms.

IAS 330  
Human Relations in Organizations  
3 hours  
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 instructors. 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  
General, subject, and individualized instruction of analytical, quantitative, and verbal advanced test materials such as the GRE, LSAT, GMAT, and MCAT.

General: The contents of the general GRE exam (verbal, quantitative, and analytical components) are reviewed. Six practice tests, each three hours long, are taken. Graduate school materials are obtained and applications are completed. May be taken concurrently with subject section. Grade only. Offered fall semesters.

Subject: The contents of the subject GRE exam for the discipline of interest are reviewed. Six practice tests, each three hours long, are taken. Graduate school materials are obtained and applications are completed. May be taken concurrently with general section. Grade only. Offered fall semesters.

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. Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the vice president for academic affairs.

HUMANITIES  
The Humanities Area (HUM) includes curricular offerings in ancient languages, visual arts, communication arts, English, modern languages, music, religion, and philosophy.
HUM 230 4 hours
Art as Experience
Four one-hour lecture sessions are scheduled per week which occasionally include special presentations by visiting artists, performers, or lecturers. Written critiques on selected events are part of the course curriculum. 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. The interterm version of this course requires permission of instructor and early registration through the Music Department.

HUM 250 1 hour
Participation in the Arts
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 1 hour
Folk Dances
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 4 hours
Arts and Ideas
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 is designed for students participating in three-year preprofessional programs. Such programs include pre-engineering, premedicine, predentistry, and premedical technology. 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, including a minimum of 96 hours, in the first three preprofessional years. A minimum of 40 hours must be taken in courses offered in the natural science area. These courses must be selected in accordance with the unique requirements of each preprofessional program. Schedules of specific course requirements should be obtained from the appropriate advisor designated in this catalog under the heading of the Preprofessional Studies.

Upon the satisfactory completion of one year of professional requirements at an approved accredited school, the student is granted the baccalaureate degree by Taylor University.

NAS 220 4 hours
Natural Science Research Methods
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 4 hours
Introductory Statistics
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 1 hour
Natural Science Seminar
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 2.8 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 two years of foreign language and a minimum of 46 hours in the major. The bachelor of science degree program with the environmental science or systems analysis
curriculum requires a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major (without environment science or systems analysis) requires a minimum of 60 hours in the major including a minimum three-hour practicum. 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 that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

Liberal Arts — Associate Arts Degree

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 awarded with a BA or BS degree.

A 43-47 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student’s choice of area of concentration and three to seven elective hours to total 64 credit hours. Core requirements include BIB 110, 210; ENG 110; HPR 100, 200; HUM 230, IAS 101, 110, 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 areas that offer separate AA degrees (business administration, education, and computing and system sciences) 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 Smith, advisor

A student desiring both a baccalaureate level engineering degree and a Taylor degree may complete the designated on-campus requirements for the Taylor degree in three years. Engineering 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 bachelor of science degree with a major in natural science/systems by Taylor University. Alternatively, a pre-engineering student may elect to earn the bachelor of arts degree with a natural science major by substituting a foreign language requirement for the core of courses in systems analysis.

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 17-hour prelaw minor consists of the following courses: 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 441
Legal Studies

Designed for those who expect to attend law school. Students gain experience with the writing, reading, and critical thought levels expected of all law students. The course is taught by an attorney.

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

The following advisement program allows Taylor University students to use electives and required courses which lead to a bachelor’s degree (in nearly any field offered by Taylor) as preparation for completing the master business administration in one further year at Ball State 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 the courses below, an overall GPA of at least 2.6, and GMAT scores high enough to produce a
score of 1,000 when added to the product of the gpa multiplied by 200.

Required courses include COS 120 or SYS 300; MAT 140 or 151; ECO 211 and 212; NAS 240; ACC 241 and 242; BUA 231, 311, 352, 361, and 420.

Premedical Program

Professor Burkholder, advisor (biology);
Professor Kroll, advisor (chemistry)

Students interested in the premedical curriculum should ask their advisor for 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 a B+ 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.

Medical college admissions committees today are not specific about the choice of undergraduate major (most prefer a major in the arts or sciences) as long as the entrance requirements for their particular medical school have been met.

A biology premedical major requires BIO 101, 103, 104, 203, and 204; four courses from BIO 312, 331, 332, 352, 362, and CHE 411; one to four hours of BIO 393; CHE 201, 202, 311, and 312; PHY 211, 211L, 212 and 212L; and at least one semester of mathematics (MAT 130 or a higher level).

A chemistry premedical major requires 34 hours of chemistry including CHE 201, 202, 301, 301L, 302, 302L, 311, 312, and 431, 431L, and IAS 493.

Premedical Technology Program

Associate 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 medical technology: 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. The student must complete a minimum of 96 credit hours at Taylor including all general education requirements except PHI 413 and IAS 493. Following a student’s completion of this program at Taylor University and after satisfactory performance of preparatory courses specified by the hospital program of choice (usually an additional year or more), a bachelor of science degree will be granted. 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.

Electives should be selected in the natural sciences to enhance acceptance into a medical technology program.

Pretheological Program

Department of Biblical Studies, Christian Education, and Philosophy faculty, advisors

Students who plan theological seminary study should correspond at the very earliest opportunity with the school or schools to which they intend to apply and also with the appropriate church authorities to determine the best preparation for the specific program to which entrance is desired.

Taylor University seeks to provide pretheological students with the cultural and intellectual foundations essential to their graduate study and ministry. Significant emphasis is placed upon these tools of the educated person:

1. The ability to write and speak English clearly and correctly. The cultivation of writing and speaking skills should be evident throughout the undergraduate program.

2. The ability to think clearly. This ability is built through courses in philosophy and logic, by use of the scientific method, and by dealing with critical problems as revealed in history and literature.

3. The ability to read at least one foreign language.

Men and women anticipating seminary study should choose an undergraduate course of study that encompasses the world of ideas, the world of nature, and the world of human affairs. A significant foundation in biblical studies often enables the bypassing of some introductory courses in seminary. The really significant principle underlying the pattern of courses is not that of earning so many hours and meeting minimum requirements but that of making the most of opportunities for acquiring the breadth of knowledge resulting in a sense of achievement and enhanced skill in human relationships.

GEOGRAPHICAL AREA (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.
American Studies Program (ASP)

Professor P. Loy, advisor

This semester program in Washington D.C. is offered through the Coalition for Christian Colleges and Universities.

**ASP 300**
8 hours
American Studies Seminar in Washington, D.C.
A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participants 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**
8 hours
American Studies Internship in Washington, D.C.
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.

Jerusalem University College Studies (JUC)

Professor Helyer, advisor

This semester program in Jerusalem is available to Taylor students through Jerusalem University College (formerly Institute of Holy Land Studies).

**JUC 300**
1-17 hours
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 1-17 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)

Professor Dixon, advisor

This semester program based in San Jose, Costa Rica, is offered through the Coalition for Christian Colleges and Universities. In addition to the language and seminars indicated by course listings, the Latin American Studies Program offers an international business and marketing concentration and a tropical science and sustainability concentration.

**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 or tropical science concentration).
Middle East Studies (MES)

Assistant Professor Kleist, advisor

This semester program is available in Cairo, Egypt, through the Coalition for Christian Colleges and Universities.

MES 100  
Introduction to Modern Standard Arabic  
4 hours  
A course designed to help students gain an appreciation for the richness of Arabic and a desire to master the intricacies of the language. Emphasis is placed upon acquisition of a basic facility in one of the spoken Arabic dialects. Opportunities for application are included.

MES 310  
Peoples and Cultures of the Middle East  
4 hours  
This course seeks to acquaint students with the enormous variety of peoples and cultures found in this area of the world. The Ancient Mesopotamian, Egyptian, Hebrew, and Arab cultures are explored as are the three monotheistic world religions.

MES 312  
Conflict and Change in the Middle East Today  
4 hours  
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. The last two weeks are spent in the Holy Land to gain firsthand Jewish and Palestinian perspectives.

MES 322  
Islam in the Modern World  
4 hours  
This course introduces students to the challenges and difficulties experienced by Muslims seeking to relate to and participate in the modern world. Also dealt with is the role of women in society and the enforcement of moral and ethical codes of conduct upon all resident populations.

Russian Studies Program (RSP)

Professor Hoffmann, advisor

This semester program in Russia is offered through the Coalition for Christian Colleges and Universities.

RSP 100  
Introduction to the Russian Language  
6 hours  
Designed for beginning and intermediate students in the Russian language, this course has as a starting requirement familiarity with the Cyrillic alphabet which may be achieved through study materials provided by the program. While the primary focus of the course is on conversational Russian, other goals include the equipping of students to be comfortable with basic reading and writing in Russian. Times of total immersion in the language equip students to converse in Russian both in and out of the classroom. Contact with Russian students, particularly in Nizhni Novgorod, 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 five-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 during weeks 13-15 of the semester after the students have developed sufficient facility in the Russian language. Students are required to spend eight hours per day working as interns in various community projects, church organizations, business enterprises, or schools in St. Petersburg.

SPECIAL FOCUS (OFF-CAMPUS) PROGRAMS

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.

CUS 200/300  
The Chicago Experience  
3 hours  
An introduction to city neighborhoods, public transportation, urban issues and Christian responses. A project will be developed to explore topics related to the student's interest and field of study. Offered semesters.

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 is used to aid students in developing a biblical theology and Christian response to the city. Satisfies 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. Satisfies cross-cultural requirement. Offered June session.
CUS 230  
Chicago Arts Seminar  
4 hours  
A survey of art experiences and expressions in Chicago, including the formulation of a Christian response to the arts. Offered semesters.

CUS 310  
Urban Anthropology and Mission  
3 hours  
An application of anthropological insights to ministry with people in modern cities. Issues of human behavior are examined through participant-observation, quantitative research, and field trips. Offered semesters.

CUS 320  
Community, Culture, and Christian Leadership  
3 hours  
An integration of the principles and practice of Christian leadership for cross-cultural ministry in a Chicago setting. Major issues of leadership are examined to develop personal skills and organizational strategies for leadership and community development. Offered semesters.

CUS 393  
Internship  
4 hours  
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.

Daystar University, Kenya  
The Christian College Consortium offers selected Consortium students the opportunity to spend a semester at Daystar University in Nairobi, Kenya. Up to sixteen hours of transfer credit may be earned while immersed in the radically different culture of East Africa. Applicability to a major must be determined by the department.

Los Angeles Film Studies Center (LAFSC)  
The Los Angeles Film Studies Center is a semester program of the Coalition for Christian Colleges and Universities.

FSC 310  
Introduction to Filmmaking  
3 hours  
An introduction to the theory and practice of motion picture filmmaking. Topics to include filmmaking equipment; converting ideas into images; the filmmaking process; and the use of lighting, editing, and sound in film. Students make several short Super 8 mm films.

FSC 311  
Inside Hollywood: The Work and Workings of the Film Industry  
3 hours  
An examination of the creative and operational aspects of the film business. Class discussion provides a Christian perspective on issues raised by guest presenters and probes the common personal, professional, and public ethical issues that function within the entertainment business.

FSC 320  
Film in Culture: Exploring A Christian Perspective on the Nature and Influence of Film  
4 hours  
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 492  
Internship  
6 hours  
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.
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Division of Business

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Associate Dean and Chair, Business, Accounting, and
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Division of Education

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Chair, Education Department

Donald Taylor
Chair, Department of Health, Physical Education, and
Recreation

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Albert D. Harrison
Chair, Music Department

Dale Jackson
Chair, Communication Arts Department

Lon Kaufmann
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Director of Library

James Kleist
Director of Educational Technology Center

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Director of Learning Support Center

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Director of Academic Support Services

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Chair, English Department

Paul House
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

William Klinger
Chair, Mathematics Department

Timothy Diller
Chair, Computing and System Sciences Department

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Chair, Physics Department

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Chair, Environmental Science Department

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Timothy A. Nace
Director of Financial Aid

FACULTY

Faculty of Instruction
The year appearing immediately after each name indicates the first year of full-time service at Taylor.


Professor of English. BA, Spring Arbor College, 1967; MA, Michigan State University, 1969; PhD, Michigan State University, 1976.

Eleanor A. Barrick. 1990.
Associate Professor of Modern Languages. BA, Texas Tech University, 1961; MA, Texas Tech University, 1966; PhD, University of Illinois, 1971.

Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction and Professor of Education. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

Assistant Professor of Mathematics. BA, Marion College, 1973; MAE, Ball State University, 1977; additional graduate studies, Indiana University.

Associate Professor of Accounting. BSBA, Bowling Green State University, 1962; MBA, University of Michigan, 1964; MAcc, Florida State University, 1974.

Associate Professor of Business. BS, University of Oregon, 1971; MBA, University of California at Los Angeles, 1974; additional graduate studies, United States International University and Union Institute.
Assistant Professor of Sociology. BS, Boise State, 1986; MA, University of Washington, 1990; PhD, Purdue University, 1993.

Assistant Professor of Health, Physical Education, and Recreation. 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 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.

Mark D. Colgan, 1992.
Assistant Professor of Mathematics. BA, Anderson University, 1985; MA, Indiana University, 1988; PhD, Indiana University, 1991.

Assistant Professor of Music. BM, University of Toronto, 1976; MM, California State, 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.

Registrar and Instructor. BA, Taylor University, 1988; MA, Ball State University, 1989.

Assistant Professor of Computing and System Sciences. BS, Illinois State, 1976; MS, Purdue University, 1982; PhD, Purdue University, 1988.

Assistant Professor of English. BA, Indiana Wesleyan University, 1985; MA, Indiana University, 1987; additional graduate studies, Miami University, Ohio.

Professor of Music. BA, Ashbury College, 1957; MM, University of Michigan, 1961; DME, Indiana University, 1978.

David C. Dickey, 1972.
Associate Professor of Library. BA, Taylor University, 1965; MS, 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 Seminary, 1973; PhD, Fuller Seminary, 1983.

Lee E. Erickson, 1979.
Professor of Economics. BA, University of Washington, 1968; MA, University of Washington, 1970; PhD, University of Michigan, 1974.
Assistant Professor of Health, Physical Education, and Recreation. BS, Ball State University, 1983; MA, Ball State University, 1989.


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.

Associate Professor of Chemistry. BA, Bethel College (IN), 1973; PhD, Wayne State University, 1981.

Associate Professor of Mathematics. BA, Bethel College (KS), 1956; MS, Iowa State University, 1958; PhD, University of Missouri at Rolla, 1971.

Assistant 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.

Associate Professor of English. BA, Marion College, 1954; MA, Virginia Polytechnic Institute and State University, 1970; PhD, Ball State University, 1984.

Assistant Professor of Physics. BS, Seattle Pacific University, 1980; MS, University of Washington, 1982; PhD, University of Washington, 1986.

Professor of Biblical Studies. BA, Biola College, 1965; MDiv, Western Conservative Baptist Seminary, 1968; PhD, Fuller Theological Seminary, 1979.

Associate Professor of Education. BS, Taylor University, 1959; MA, Ball State University, 1965; additional graduate studies, Indiana University.

Associate Professor of Biblical Studies. BA, University of Michigan, 1974; ThM, Dallas Theological Seminary, 1982; ThD, Dallas Theological Seminary, 1986.

Assistant Professor of English. BA, University of California. 1987; MFA, University of Iowa Writers Workshop, 1989; PhD, University of Southwestern Louisiana, 1994.

Gerald L. Hodson, 1967.
Associate Professor of Art. BS, Ball State University, 1959; MA, Ball State University, 1962.

M. Jane Hodson, 1966.
Associate Professor of Education. BS, Taylor University, 1958; MS, University of Cincinnati, 1963; additional graduate studies, Ball State University.

Professor of Political Science. BA, Rutgers University, 1968; PhD, Princeton University, 1976.

Associate Professor of Biblical Studies. BA, Southwest Baptist University, 1979; MA, University of Missouri, 1980; MDiv, Southern Baptist Theological Seminary, 1983; PhD, Southern Baptist Theological Seminary, 1986.

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. BA, 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 Education and History. BA, Taylor University, 1971; MA, Notre Dame, 1976; additional graduate studies, Ball State University.

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.

Associate 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.

Associate Professor of Education. BS, Ball State University, 1973; MAE, 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; MSc, The Ohio State University, 1967; PhD, The Ohio State University, 1973.

Assistant Professor of Marketing. BA, Taylor University, 1964; MBA, Rutgers University, 1972.

Instructor of Spanish. BA, Grace College, 1966; MA, Ball State University, 1992; additional graduate studies, Purdue University.

Assistant Professor of Health, Physical Education, and Recreation. BS, Greenville College, 1980; MS, Eastern Illinois University, 1988; additional graduate studies, Eastern Illinois University and Ball State University.

Professor of Chemistry. BA, Lafayette College, 1969; PhD, Michigan State University, 1974.

Associate Professor of Health, Physical Education, and Recreation. BA, Indiana University, 1959; MA, Ball State University, 1967.

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.

Assistant Professor of Social Work. BA, Bethel College (MN), 1974; MSW, Washington University, 1976.

Librarian for Public Services and Instructor. BA, Houghton College, 1993; MLS, University at Albany, 1994.

Associate Professor of Modern Languages. BA, Indiana University, 1965; MAT, Indiana University, 1969; additional graduate studies, Indiana University and Universit de Qu bec, 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.
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 Health, Physical Education and Recreation. 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.

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.

Assistant Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster Theological Seminary, 1980; MA, Villanova University, 1984; 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 Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

Assistant 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 Health, Physical Education, and Recreation. 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 Business. BS, University of Connecticut, 1976; MS, University of Arizona, 1979; Executive MBA, Pepperdine University, 1990.

Professor of Biblical Studies. BA, Greenville College, 1955; MDiv, Northern Baptist Theological Seminary, 1958; MA, University of Michigan, 1964; EdD, Indiana University, 1969.

Assistant Professor of Communication Arts. BS, Ball State University, 1974; MA, Ball State University, 1976; additional graduate studies, Ball State University.

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.
Assistant Professor of Psychology. BA, Taylor University, 1991; MA, Ball State University, 1992; PhD, Ball State University, 1996.

Professor of History. BS, Taylor University, 1961; MAT, Indiana University, 1964; PhD, Michigan State University, 1970.

Helen E. Rogers, 1976.
Assistant Professor of Education. BS, Ball State University, 1969; MA, Ball State University, 1975.

Professor of Health, Physical Education, and Recreation. 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.

Roger W. Roth, 1965.
Associate Professor of Physics. BA, Taylor University, 1962; MS, Cornell University, 1966.

Paul E. Rothrock, 1981.
Professor of Biology and Environmental Science. BA, Rutgers University, 1970; MA, 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.

Assistant Professor of Business. BS, Taylor University, 1978; MBA, Ball State University, 1988.

Frederick B. Shulze, 1970.
Professor of Music. BMus, Wheaton College, 1957; MMus, Northwestern University, 1963; DMA, University of Washington, 1970.

Ronald M. Sloan, 1981.
Professor of Music. BM, University of Toledo, 1976; MM, University of Louisville, 1978; DMA, University of Arizona, 1980.

Assistant Professor/Director of Laboratories. BA, Taylor University, 1964; MAT, Washington University, 1969; additional graduate studies, Washington University.

Stephen J. Snyder, 1982.
Associate Professor of Psychology. BA, Cedarville College, 1980; MA, Trinity Evangelical Divinity School, 1982; PhD, Indiana University, 1991.

Assistant Professor of Philosophy and Religion. BS, Belhaven College, 1985; MA, 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.

Kenneth D. Swan, 1968.
Professor of English. BA, Olivet Nazarene University, 1960; MA, Ball State University, 1962; PhD, Ball State University, 1974.

Assistant Professor of Health, Physical Education, and Recreation. BA, Pacific Lutheran, 1983; MA, Miami University (OH), 1987.

Associate Professor of Health, Physical Education, and Recreation. 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.

Professor of Research. BS, Illinois Institute of Technology, 1972; MS, University of Illinois at Urbana, 1974; PhD, University of Illinois at Urbana, 1977.

Assistant Professor of English. BA, Olivet Nazarene University, 1981; MA, University of Florida, 1987; PhD, University of Florida, 1992.
Coordinator of Academic Support Services and Assistant Professor. BS, Marion College, 1985; MS, Indiana University, 1991: additional graduate studies, Indiana University.

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.

Associate 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, 1984.

Associate Professor of Music. BM, University of Michigan, 1982; MM, Eastern Michigan University, 1985; DMA, University of Kentucky, 1992.

Assistant Professor of Computing and System Sciences. BA, Taylor University, 1964; MEd, Wayne State University, 1967.

Assistant Professor of Health, Physical Education, and Recreation. 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 Health, Physical Education, and Recreation. 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. Yost, 1983.
Provost/Executive Vice President and Professor of Education. BS, Manchester College, 1958; MA, Ball State University, 1962; EdD, Ball State University, 1969.

Other Faculty

Associate Dean of Students/Director of Housing and Assistant Professor. BS, Houghton College, 1983; MS, Buffalo State University, 1986.

Director of Enrichment Services and Instructor. BS, Northern Michigan University, 1985. MA, Northern Michigan University, 1992.

Director of Evangelism and Instructor. BA, Taylor University, 1982; ASP, Moody Bible Institute, 1984; MS, Wright State University, 1986.

Residence Hall Director and Instructor. BA, Gordon College, 1992; MA, Ball State University, 1994.

Walter E. Campbell, 1969.
Associate Vice President for Student Development. 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.

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.

Residence Hall Director and Instructor. BS, Huntington College, 1986; ASP, Moody Bible Institute, 1987; MA, Ball State University, 1991.
Wynn A. Lembright, 1983.
Vice President for Student Development and Services and Assistant Professor. BS, Toledo University, 1964; MDiv, Asbury Seminary, 1970; ThM, Princeton Theological Seminary, 1972.

Associate Dean of Students, Director of Career/Leadership 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 Mott, 1994.
Director of Counseling Center and Instructor. BA, Wheaton College, 1971; MA, Ball State University, 1987.

Residence Hall Director and Instructor. BS, Taylor University, 1989; MA, Ball State University, 1994.

Timothy A. Nace, 1987.
Director of Financial Aid and Assistant Professor. BA, Houghton College, 1979; MS, State University of New York College at Buffalo, 1981.

Director of Student Ministries and Instructor. BA, Furman University, 1982; MDiv, Southern Baptist Theological Seminary, 1986.

Director of the Health Center and Assistant Professor. BS, Indiana University, 1974; MA, 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

Richard W. Gates
Associate Professor of Health, Physical Education and Recreation, 1969-1991

Carl E. Gongwer
Associate Professor of Spanish, 1966-1988

George W. Harrison
Professor of Biology, 1978-1994

Dale E. Heath
Professor of Ancient Language and History, 1961-1988

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

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. Neuhouser
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

Elisabeth Poe
Professor of Biology, 1953-1983

Carl W. Rice
Professor of Education, 1969-1985
Frank W. Roye  
Professor of Sociology, 1955-1982

Harold Z. Snyder  
Professor of Biology, 1962-1985

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

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

Heidi Clark  
Admissions Counselor

Jennifer Collins  
Special Projects Coordinator

Jerry Cramer  
Capital Campaign Director

Robert Craton  
Information Resources Coordinator

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Residence Hall Director

Janet Deavers  
Payroll Supervisor

Rod Eib  
MIS System Leader

Tom Essenbug  
Associate Director of Development/Annual Giving

Marilyn Evans  
Assistant to the Registrar

Joyce Fox  
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Jim Garringer  
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Joyce Helyer  
Director of the Taylor Fund/Associate Director of Development

Mary Ann Hill  
Administrative Assistant to Vice President University Relations

Gregg Holloway  
Financial Aid Counselor

Contract Personnel

LaGatha Adkison  
Assistant Registrar

Douglas Anderson  
Data Base Administrator/Analyst/Programmer

Jackie Armstrong  
Computer Support Specialist

Stephen Austin  
Residence Hall Director

Jay Bagley  
Programmer/Analyst

Rich Bailey  
Manager of Network Services

David Bireline  
Associate Director of Admissions

Ian Blair  
Information Center Specialist

Jane Breedlove  
Operations Manager
Nancy Howard
Administrative Assistant to Vice President for Business and Finance

Laura Hutson
Director of Office Services

Kim Johnson
Administrative Assistant to Vice President for Planning and Information Resources

Sandy Johnson
Customer Service Support

Helen Jones
Director of Donor Services/Resource Coordinator

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

Ron Korfpmacher
Admissions Athletic Recruiter/Assistant Coach

William Lee
Programmer/Analyst

Jessie Lennertz
Information Center Manager

Jack Letarte
Institutional Researcher

Paul Lightfoot
Campus Landscaper

Arthur Mahan
Network Systems Manager

Brenda Mantha
Administrative Assistant/Office of the President

Linda Mealy
Administrative Assistant to Vice President for Academic Affairs

Alberta Miller
Administrative Assistant/Office of the President

Steve Mortland
Director of Admissions

Robert Neideck
Bookstore Manager

Toni Newlin
Information Resource Coordinator

Dan Newman
System Installation Specialist

Jon Ochs
Media Technician

Steve Olsen
Telephone System Manager

Alan Ours
Assistant Information Center Manager

Jane Oyler
Residence Hall Director

Gregory Phillipe
Superintendent of Housekeeping

Amy Phillips
Admissions Counselor

David Pridemore
Computer Lab Coordinator

Jeff Raymond
Sports Information Director

Nelson Rediger
Associate Executive Director of William Taylor Foundation

Ruth Rickner
Nurse

Lou Roth
Nurse

Mike Row
Director of Campus Safety

Mike Schadler
Telephone System Technician
Christa Siegelin
Campus Visit Coordinator

Gaylene Smith
Administrative Assistant to Vice President for Student Development and Services

Ken Smith
Executive Director, William Taylor Foundation

Matt Smith
Admissions Counselor

Linda Solms
Nurse

Marty Songer
Director of Alumni Programs/Special Events

Charles Stevens
Director of Alumni Programs

Jean St. John
Manager of System Purchasing and Contracts

Kay Stouse
Assistant Director of Financial Aid

Joyce Taylor
Administrative Assistant to Vice President for Development

Ken Taylor
Associate Director Prospective Student Services/Associate Director Prospective Student Systems

Jere Truex
Assistant for University Relations

Priscilla Wynkoop
Coordinator of Research and Grants/Director of Parent Programs

Tim Yates
Service Manager

Alumni Association
National Alumni Council 1995-96

Timothy S. Himmelwright, '83, President
Allentown, Pennsylvania

E. Lewis Luttrel '63, President Elect
Naperville, Illinois

ST Williams, Jr. '86, Past President
Fort Wayne, Indiana

Linda Cummins, '74, Recording Secretary
Anderson, Indiana

Lois Jackson Austin '63
Marion, Indiana

Christopher A. Balkema '93
West Lafayette, Indiana

Mary Baker Campbell '65
Upland, Indiana

Sherry Perkins Gormanous, '59
Kenilworth, Illinois

James M. Hill, '89
Fort Wayne, Indiana

Thomas G. Jones, '71
Fairmount, Indiana

Amy Pletcher '94
Wakarusa, Indiana

Donna Lee Jacobson Poe '79
Danville, Indiana

Jayanne Housholder Roggenbaum, '87
White Lake, Michigan

Ryan Smith, '96
Perrysburg, Ohio

William L. Stone, '48
Oscoda, Michigan

Kristin Theard Raikes, '95
Lewis Center, Ohio

Jonnine McKinley Rumney, '60
Marquette, Michigan

David Ruths, '87
Charlotte, North Carolina

Karen Muselman Thomas, '87
Hodgenville, Kentucky
Parents' Cabinet 1995-96

Robert Larsen, President
Keith Brown, Vice President
Jack Loose, Past President
Donna Hager, Secretary
Gary Sobol, Member-at-Large

Mr. and Mrs. Dennis Beck
Grabill, Indiana

Mr. and Mrs. R. Randolph Behnken
Leitchfield, Kentucky

Mr. and Mrs. Gary Boring
Fountaintown, Indiana

Mr. and Mrs. Keith Brown
Lincoln, Nebraska

Mr. and Mrs. Hassan Dallal
Wheaton, Illinois

Rev. and Mrs. Dayle Dickey
Dansville, New York

Mr. and Mrs. Michael Hager
Upper Arlington, Ohio

Mr. and Mrs. Gary Haluska
Peoria, Illinois

Mr. and Mrs. Paul Hamlin
Beverly Hills, Michigan

Mr. and Mrs. Philip Hartzler
Minonk, Illinois

Mr. and Mrs. Robert Larsen
Zeeland, Michigan

Mr. and Mrs. Ed Lugbill
Elkhart, Indiana

Dr. and Mrs. Dennis Morrow
Plymouth, Minnesota

Dr. and Mrs. Scott Rieger
Elmhurst, Illinois

Mr. and Mrs. Philip Ritchie
Shippensburg, Pennsylvania

Rev. and Mrs. Gary Sobol
Carmel, Indiana

Mr. and Mrs. Mark Taylor
Wheaton Illinois

Mr. and Mrs. Paul Von Tobel
Valparaiso, Indiana

Mr. and Mrs. Norman Wolfe
Grosse Pointe Park, Michigan
CELEBRATING 150 YEARS: THE SPIRIT

Just who was Sammy Morris? Sammy (or Kaboo, his native name) was born in 1873, the son of a chieftain of the Kru nation in the village of Po River in southern Liberia. An enemy army, probably of the Grebo clans, took him captive in a tribal war when he was a child. After a period of captivity, the young lad escaped into the woods and traveled a great distance by foot until he came to a plantation on the Liberian coast. During the period of his employment on this plantation, he experienced Christian conversion under the influence of a Miss Knolls, a former student at Fort Wayne College. While this missionary lady was tutoring Sammy in his new faith, he expressed a desire to become a preacher to his own people.

Meanwhile, Sammy met another missionary, Miss Lizzie MacNeil, who had recently come from New York. She had come to Africa under the sponsorship of Bishop Taylor’s African Mission, and had gained much of her religious philosophy from the secretary of Taylor’s mission, Rev. Stephen Merritt of New York City. She had absorbed Merritt’s teaching on the Holy Spirit and in turn passed it on to her young African pupil. When Sammy sailed for America, he expressed as much interest in learning more about the Holy Spirit as he did in finding a school that would better prepare him to preach to his people.

After Sammy arrived in New York and stayed with Stephen Merritt, Merritt began to look for a school that Sammy could attend. Merritt conferred with Ross Taylor, one of the Bishop’s four sons, and they decided to write to the school in Fort Wayne to see whether the officials there would admit Sammy, President Reade agreed to accept Sammy, and he enrolled in the middle of the 1891-92 school year. The student roster for that year listed Sammy Morris as an “irregular student,” and later as a “Biblical student.”

Sammy’s illness and death came during the last semester of classes held in Fort Wayne. Death, apparently from pneumonia, came in May, 1893, and his funeral was in the First Methodist Church, the place where he had regularly worshipped. Reade described the funeral as “one of the largest... I have ever witnessed in the city of Fort Wayne.” Mourners completely filled the church, and hundreds more congregated just outside the doors.

Sammy’s spiritual influence became even greater in death than it had been in life. Reade’s biography of the life of Sammy Morris sold over 200,000 copies by 1924. Reade wrote the Morris story primarily to inspire Christians and convert sinners; however, the book also brought many students to the school, which had transferred from Ft. Wayne to Upland. The profits from the sale of the book largely paid for the original Sammy Morris dormitory on the Taylor University Upland campus. The proceeds from the book also went into a student aid fund to assist children of ministers, ministerial candidates, and foreign students (William Ringenberg).

So who was Sammy Morris? He was more than a student and more than a symbol. He was an expression of what Taylor University was and is today.
COLLEGE CALENDAR 1996-97 ACADEMIC YEAR

FALL TERM 1996

August 28-30, Wednesday-Friday
August 30 - September 2, Friday-Monday
September 3, Tuesday
September 9-13, Monday-Friday
September 27, Friday
October 11-13, Friday-Sunday
October 18, Friday
October 25-27, Friday-Sunday
October 25, Friday
November 1, Friday
November 4-8, Monday-Friday
November 27, Wednesday, 12:00 p.m.
December 2, Monday, 12:00 p.m.
December 16-19, Monday-Thursday

Colleges’ College (Faculty)
Welcome Weekend (New Student Orientation)
Classes begin
Spiritual Renewal Week
Campus Visitation Day
Parents’ Weekend
Fall break
Homecoming Weekend
Midterm grades due
Campus Visitation Day
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

INTERTERM 1997

January 6, Monday
January 20, Monday
January 29, Wednesday

Interterm begins
Martin Luther King, Jr. Day
Interterm ends after last class

SPRING TERM 1997

February 3, Monday
February 10-14, Monday-Friday
March 10-14, Monday-Friday
March 14, Friday
March 21, Friday
March 21, Friday
April 1, Tuesday
April 18-20, Friday-Sunday
May 2, Friday
May 19-22, Monday-Thursday
May 24, Saturday, 10:00 a.m.

Classes begin
Spiritual Renewal Week
Relational Enrichment Week
Campus Visitation Day
Midterm grades due
Spring vacation begins after last class
Classes resume
Youth Conference
Campus Visitation Day
Evaluation Week
Commencement Ceremony

SUMMER SESSION I, 1997

May 28 - June 20
May 28, Wednesday
June 20, Friday
June 20-21, Friday-Saturday

Summer Session I
Classes begin
Classes end
Summer Orientation/Fall Registration

SUMMER SESSION II, 1997

June 23 - July 25
June 23, Monday
July 4, Friday, Independence Day
July 11-12, Friday-Saturday
July 25, Friday

Summer Session II
Classes begin
No classes
Summer Orientation/Fall Registration
Summer Session ends
FALL TERM 1997
August 27-29, Wednesday-Friday
August 29 - September 1, Friday-Monday
September 2, Tuesday
September 8-12, Monday-Friday
September 26, Friday
October 10-12, Friday-Sunday
October 17, Friday
October 24, Friday
October 24-26, Friday-Sunday
October 31, Friday
November 3-7, Monday-Friday
November 26, Wednesday, 12:00 p.m.
December 1, Monday, 12:00 p.m.
December 15-18, Monday-Thursday

INTERTERM 1998
January 5, Monday
January 19, Monday
January 28, Wednesday

SPRING TERM 1998
February 2, Monday
February 9-13, Monday-Friday
March 9-13, Monday-Friday
March 13, Friday
March 20, Friday
March 30, Monday
April 9, Thursday
April 14, Tuesday
April 24-26, Friday-Sunday
May 1, Friday
May 18-21, Monday-Thursday
May 23, Saturday, 10:00 a.m.

SUMMER SESSION I, 1998
May 27 - June 19
May 27, Wednesday
June 19, Friday
June 19-20, Friday-Saturday

SUMMER SESSION II, 1998
June 22 - July 24
June 22, Monday
July 3, Friday, Independence Day
July 10-11, Friday-Saturday
July 24, Friday

Colleagues’ College (Faculty)
Welcome Weekend (New Student Orientation)
Classes begin
Spiritual Renewal Week
Campus Visitation Day
Homecoming Weekend
Fall break
Midterm grades due
Parents’ Weekend
Campus Visitation Day
World Opportunities Week
Thanksgiving holiday
Classes resume
Evaluation Week

Interterm begins
Martin Luther King, Jr. Day
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 Ceremonies

Summer Session I
Classes begin
Classes end
Summer Orientation/Fall Registration

Summer Session II
Classes begin
No classes
Summer Orientation/Fall Registration
Classes end
## COLLEGE CALENDAR 1998-99 ACADEMIC YEAR

### FALL TERM 1998
- **August 26-28, Wednesday-Friday**: Colleagues' College (Faculty)
- **August 28-31, Friday-Monday**: Welcome Weekend (New Student Orientation)
- **September 1, Tuesday**: Classes begin
- **September 7, Monday, Labor Day**: No day classes; classes resume at 5:00 p.m.
- **September 14-18, Monday-Friday**: Spiritual Renewal Week
- **September 25, Friday**: Campus Visitation Day
- **October 9-11, Friday-Sunday**: Parents' Weekend
- **October 23, Friday**: Midterm grades due
- **October 23, Friday**: Fall break
- **October 30 - November 1, Friday-Sunday**: Homecoming Weekend
- **November 25, Wednesday, 12:00 p.m.**: World Opportunities Week
- **November 30, Monday, 12:00 p.m.**: Thanksgiving holiday
- **December 14-17, Monday-Thursday**: Classes resume

### INTERTERM 1999
- **January 4, Monday**: Evaluation Week
- **January 18, Monday**: Interterm begins
- **January 27, Wednesday**: Martin Luther King, Jr. Day
- **January 27, Wednesday**: Interterm ends after last class

### SPRING TERM 1999
- **February 1, Monday**: Classes begin
- **February 8-12, Monday-Friday**: Spiritual Renewal Week
- **March 8-12, Monday-Friday**: Relational Enrichment Week
- **March 19, Friday**: Campus Visitation Day
- **March 26, Friday**: Midterm grades due
- **March 26, Friday**: Spring vacation begins after last class
- **April 6, Tuesday**: Classes resume
- **April 23-25, Friday-Sunday**: Youth Conference
- **April 30, Friday**: Campus Visitation Day
- **May 17-20, Monday-Thursday**: Evaluation Week
- **May 22, Saturday, 10:00 a.m.**: Commencement Ceremony

### SUMMER SESSION I, 1999
- **May 25 - June 18**: Summer Session I
- **May 25, Tuesday**: Classes begin
- **May 31, Monday, Memorial Day**: No classes
- **June 18, Friday**: Classes end
- **June 18-19, Friday-Saturday**: Summer Orientation/Fall Registration

### SUMMER SESSION II, 1999
- **June 21 - July 23**: Summer Session II
- **June 21, Monday**: Classes begin
- **July 5, Monday, Independence Day**: No classes
- **July 9-10, Friday-Saturday**: Summer Orientation/Fall Registration
- **July 23, Friday**: Classes end
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 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.

INFORMATION DIRECTORY
The Office of the President of the University administers the
total program of the institution and will receive inquiries. In
addition, the administration, faculty, and staff of Taylor
University are available to assist with questions relevant to
particular areas of responsibility.
Inquiries on the following subjects may be addressed to the
offices indicated:
Academic Information: academic programming, calendar,
curriculum, faculty, off-campus programs, summer sessions—
Office of Academic Affairs
Admissions: applications, campus visits, catalogs, and
descriptive literature—dean of admissions
Business Matters: fees, payment procedures—Controller’s
Office/supervisor of student accounts
Christian Life: chapel, spiritual emphasis weeks, Taylor World
Outreach—campus pastor/associate dean of students
Conferences and Visitors: retreats, band camps, conferences,
meetings—conference coordinator/Office of University
Relations
Counseling: interpersonal and group counseling—Counseling
Center, Student Development and Services Office
Development: alumni relations (Taylor Clubs, alumni
publications, homecoming activities), capital campaigns, church
matching grants, estate planning, fund raising, parents’
association, research—vice president for development
Registration and Transcripts: academic petitions, grade reports,
faculty advising, scheduling of classes, transcripts, transfer
credit—registrar
Student Insurance: —director of office services
Student Life: activities, campus safety, clubs, counseling, health
services, housing, orientation, leadership opportunities and career
development—associate vice president for student development
and dean of students
Summer Sessions: summer classes, workshops, field station
programs—director of summer school/Office of Academic Affairs
University Relations: conferences and events, marketing media,
public relations, university publications, WBCL/WBCY—vice
president for university relations
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Taylor Community Plunge 1995

They will be called oaks of righteousness, a planting of the Lord for the display of His splendor. (Isaiah 61:3)

Planting Our Mark
### TAYLOR INFORMATION CARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthdate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>Area Code/Home Phone</td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Zip</td>
<td>H.S. Graduation Year</td>
</tr>
<tr>
<td>High School</td>
<td>Average Grade: A A- B+ B- C+ C- (please circle)</td>
</tr>
<tr>
<td></td>
<td>College Transfer Yes No</td>
</tr>
<tr>
<td></td>
<td>Proposed major:</td>
</tr>
</tbody>
</table>

**Circle Activity Interest:**
- Music
- Football
- Baseball
- Softball
- Track
- Cross Country
- Golf
- Basketball
- Volleyball
- Soccer
- Tennis

**AN INTERESTED FRIEND?**

Perhaps you have a friend that you would like to have receive Taylor information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Area Code/Home Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Zip</td>
<td>High School</td>
</tr>
<tr>
<td></td>
<td>H.S. Graduation Year</td>
</tr>
</tbody>
</table>