INFORMATION DIRECTORY

The administration, faculty, and staff of Taylor University are available to assist anyone who has inquired on topics relative to the purposes and functions of the institution.

The President of the University administers the total program of the institution and receives inquiries on any matters which concern friends or students of the University.

You are invited to address your inquiries on the following subjects to the offices indicated at the address below.

*Academic Information*: academic grievances, advising, calendar, curriculum, faculty, and scheduling of classes — Vice President for Academic Affairs

*Admissions*: applications, campus visits, catalogs, and descriptive literature — Dean of Admissions & Institutional Research

*Alumni Affairs*: Taylor Clubs, alumni publications, homecoming activities — Director of Alumni Relations and Annual Programs

*Business Matters*: fees, insurance, payment procedures — Controller

*Counseling*: Counseling service of various types exist on the campus. Inquiries should be directed to the Dean of Students who will make the proper referral.

*Advancement*: bequests, estate planning, fund raising, public relations, University publications — Vice President for Institutional Advancement

*Records and Transcripts*: academic petitions, grade reports, faculty advising, transcripts, transfer credit — Director of Records

*Religious Life*: chapel, convocations, gospel teams, spiritual emphasis, Taylor World Outreach — Director of Student Ministries

*Student Life*: activities, clubs, counseling, housing, orientation — Dean of Students

*Summer Session*: summer classes, workshops, field station programs — Dean of Instruction

All correspondence should be addressed to:
Taylor University, Upland, Indiana 46989
The University telephone number is 317/998-2751.
Taylor University Catalog
1981-1983

a Christian liberal arts college
in Upland, Indiana 46989
phone: (317) 998-2751
# 1981-82 Calendar

## Summer Session 1981

<table>
<thead>
<tr>
<th>Start/End</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 26-June 18</td>
<td>Tuesday, Thursday</td>
<td>Pre-Session</td>
</tr>
<tr>
<td>June 22-July 24</td>
<td>Monday, Friday</td>
<td>Summer Session</td>
</tr>
</tbody>
</table>

## Fall Term 1981

<table>
<thead>
<tr>
<th>Start/End</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2-4</td>
<td>Wednesday-Friday</td>
<td>Faculty Study Conference</td>
</tr>
<tr>
<td>Sept. 5-7</td>
<td>Saturday-Monday</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Tuesday, 8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 20-25</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Oct. 2-4</td>
<td>Friday-Sunday</td>
<td>Parents' Weekend</td>
</tr>
<tr>
<td>Oct. 16-18</td>
<td>Friday-Sunday</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Nov. 25-30</td>
<td>Wednesday, 12:00 noon</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td></td>
<td>Monday, 12:00 noon</td>
<td></td>
</tr>
<tr>
<td>Dec. 12, 14-17</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
</tbody>
</table>

## Intermural 1982

<table>
<thead>
<tr>
<th>Start/End</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 5</td>
<td>Tuesday, 8:00 a.m.</td>
<td>Interterm Begins</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Thursday, 5:00 p.m.</td>
<td>Interterm Ends</td>
</tr>
</tbody>
</table>

## Spring Term 1982

<table>
<thead>
<tr>
<th>Start/End</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 1</td>
<td>Monday, 8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Feb. 7-12</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Friday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Mar. 26-28</td>
<td>Friday-Sunday</td>
<td>Youth Conference</td>
</tr>
<tr>
<td>April 2-</td>
<td>Friday, 5:00 p.m.</td>
<td>Spring Vacation</td>
</tr>
<tr>
<td>April 12</td>
<td>Monday, 12:00 noon</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>May 8, 10-13</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday, 9:30 a.m.</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday, 2:00 p.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
1982-83 CALENDAR

SUMMER SESSION 1982

May 25-June 17  Tuesday, Thursday  Pre-Session
June 21-July 23  Monday, Friday  Summer Session

FALL TERM 1982

Sept. 1-3  Wednesday-Friday  Faculty Study Conference
Sept. 4-6  Saturday-Monday  New Student Orientation
Sept. 7  Tuesday, 8:00 a.m.  Classes Begin
Sept. 19-24  Sunday-Friday  Spiritual Emphasis Week
Oct. 1-3  Friday-Sunday  Parents' Weekend
Oct. 15-17  Friday-Sunday  Homecoming Weekend
Oct. 27  Wednesday  Mid-Term Grades Due
Nov. 24-29  Wednesday, 12:00 noon  Thanksgiving Holiday
            Monday, 12:00 noon
Dec. 11, 13-16  Saturday, Mon.-Thurs.  Evaluation Week

INTERTERM 1983

Jan. 4  Tuesday, 8:00 a.m.  Interterm Begins
Jan. 27  Thursday, 5:00 p.m.  Interterm Ends

SPRING TERM 1983

Jan. 31  Monday, 8:00 a.m.  Classes Begin
Feb. 6-11  Sunday-Friday  Spiritual Emphasis Week
Mar. 18  Wednesday  Mid-Term Grades Due
Mar. 18-20  Friday-Sunday  Youth Conference
Mar. 25  Friday, 5:00 p.m.  Spring Vacation
   April 4  Monday, 12:00 noon  Classes Resume
May 7, 9-12  Saturday, Mon.-Thurs.  Evaluation Week
May 14  Saturday, 9:30 a.m.  Baccalaureate
May 14  Saturday, 2:00 p.m.  Commencement
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAYLOR UNIVERSITY TODAY</td>
<td>6</td>
</tr>
<tr>
<td>STUDENT LIFE</td>
<td>10</td>
</tr>
<tr>
<td>ADMISSIONS AND FINANCES</td>
<td>16</td>
</tr>
<tr>
<td>ACADEMIC REGULATIONS</td>
<td>28</td>
</tr>
<tr>
<td>COURSES OF INSTRUCTION</td>
<td>38</td>
</tr>
<tr>
<td>GENERAL INFORMATION &amp; REGISTERS</td>
<td>124</td>
</tr>
<tr>
<td>INDEX</td>
<td>139</td>
</tr>
</tbody>
</table>

**TAYLOR POLICY OF NONDISCRIMINATION:** Taylor University does not discriminate against any qualified individual on the basis of race, color, sex, handicap, or national or ethnic origin in access to, or participation in its educational programs, activities, or employment policies as required by Title VI, Civil Rights Act; Title IX, 1972 Education Amendments; and Sec. 503-504 of the Rehabilitation Act of 1973. Direct inquiries to Dr. Robert D. Pitts, Admin. Bldg., Taylor University, Upland, IN 46989, 317-998-2751, or to Director, Office of Civil Rights, D.H.E.W., Washington, D.C.
Taylor University Today

Taylor University is a Christian liberal arts college with a student body of approximately 1,500, divided almost equally between men and women.

Taylor is known for certain distinctives. In addition to a concerned, competent faculty and adequate facilities, the University cherishes an atmosphere of uncommon quality which inspires participation and growth spiritually and socially as well as intellectually. Students value highly the "whole-person" educational adventure for which Taylor has gained wide appreciation.

As a Christian institution, Taylor recognizes 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 setting including the fine arts, humanities, social and behavioral sciences, and the natural sciences. Academic pursuits at Taylor are intense and demand imagination, dedication, and integrity from the students and faculty.

Historical Setting

The distinctive heritage of Taylor University began in 1846 when the college was founded in Fort Wayne, Indiana. A firm commitment to academic excellence and Christian perspective grew from these early beginnings when the school was first known as the Fort Wayne Female College. A coeducational program was soon begun, and in 1893 the campus was relocated in Upland. The present name was chosen to honor a noted missionary of the Methodist Episcopal Church, Bishop William Taylor.

An independent, interdenominational liberal arts college, Taylor University is owned and operated by a board of trustees. An affiliated body, the William Taylor Foundation, exists to receive and hold funds, trusts, bequests, and other gifts for the college.
Christian Orientation

Taylor University is firmly committed to Evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, we 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 mankind 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; 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 mankind.

Academic Orientation

Taylor University has these academic objectives:

1. To provide liberating learning experiences, fused with a vitally Christian interpretation of truth and life. The liberal arts program introduces students to the basic fields of learning and the development of general culture, citizenship in a democracy, Christian ideals, and personal qualities.

2. To provide adequate pre-professional preparation in engineering, law, medicine, business, nursing, medical technology, and the ministry.

3. To prepare students for teaching in elementary and secondary schools.

4. To help students develop strong bodies and practice proper health habits.

5. To enrich the cultural experience of students and encourage wholesome social attitudes.

6. To insure maximum effectiveness of its entire program through constant study and improvement in curriculum, instruction, and personal services.

Accreditation

Taylor University is accredited by the North Central Association of Colleges and Secondary Schools, the State Department of Public Instruction of Indiana, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music.
Memberships include the American Council on Education, National Association of Independent Colleges and Universities, the Council for the Advancement of Small Colleges, the American Association of University Women, the Cincinnati Council on World Affairs, the American Association of Colleges for Teacher Education, and the Indiana Consortium of International Programs.

The University is accredited by the Commission on Teaching and Licensing of the Indiana State Department of Public Instruction.

**Christian College Consortium**

One of the significant relationships of Taylor is the membership it maintains in the Christian College Consortium. This organization, which includes thirteen Christian liberal arts colleges with programs similar to Taylor's, exists to provide a variety of professional and academic experiences for faculty and students. Of special interest to students are the American Studies Program in Washington, D.C., the visiting students options on the other campuses, and cooperative overseas programs. Inquiries about consortium programs may be addressed to the Office of Academic Affairs.

**The Taylor Program**

The academic calendar includes a fall and spring term, an interterm in January, and a summer session. All but the summer session are described in detail in the following pages.

The summer program involves a combination of early-, mid-, and late-summer activities on campus, at the biological field station, and abroad. The biological field station near Mancelona, Michigan, offers a variety of courses in biology, natural resources management, and physical education.

The *Credits-in-Escrow* program provides opportunity for outstanding high school students to enrich and expand their educational experiences through summer study at a Christian college.

In addition, a variety of both credit and non-credit institutes, workshops, and short term sessions are held. These are designed to meet the needs of teachers, church workers, and others with special interests.

For more information on the summer session program write to the Dean of Instruction, Taylor University.

Students of superior achievement, with approval, may spend the junior year studying in one of several foreign countries.

Students, with departmental approval, may also select overseas experiences from several opportunities such as: Practicum, Spanish in the Dominican Republic, Institute of Holy Land Studies, and cooperative programs with other colleges.

In many instances Taylor personnel plan and accompany students in the actual experience. Student proposals for overseas programs are to be submitted to department heads during the term prior to the experience.
The college program is designed not only to embrace a wide diversity of interests but 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 residence life programs specifically designed to enrich and support the classroom experience. Among those programs offered are a new-student program, living-learning seminars, residence hall activities, and a four-year-long career development program.

**College Community Life**

**Residence Life:**
Taylor University is a residential campus with strong emphasis on its residence hall program. These living-learning centers serve as focal points for many meaningful experiences and activities.

**Cultural Activities:**
An artist series features nationally-known performers in an artist series of concerts, drama, and lectures. The theater department presents frequent dramatic productions, and the music department offers chorale, oratorio, chorus, band, orchestra, jazz band, and senior recital concerts.

**Social Activities:**
The academic year at Taylor is punctuated by a variety of social functions including homecoming festivities, banquets, parents' weekend, professional entertainment, and films.
Student Publications: Students with writing ability and photographic or artistic skill 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 amusement; Parnassus, an annual literary magazine which features original work of students and faculty; Ilium, the yearbook, a student publication demanding the talents of an energetic and imaginative staff.

Worship Experiences: Students are encouraged to attend a local church or the Sunday morning and evening services which are held on campus. Convocations or chapels are scheduled three times each week for all students. Small group as well as campus-wide prayer meetings and Bible studies are a regular part of the weekly activities on campus.

Athletics: The athletic program provides a unique and valuable educational experience for the men and women of Taylor University. Athletics provide a model of life in which the participant may function as a whole person.

Intercollegiate sports for men include baseball, basketball, cross country, football, golf, tennis, track and field, and wrestling. On the intercollegiate level, women compete in basketball, field hockey, softball, tennis, track and field, and volleyball.
The men hold membership in the Hoosier-Buckeye Collegiate Conference (HBCC) and the National Association of Intercollegiate Athletics (NAIA). The women belong to the Indiana Association for Intercollegiate Athletics for Women (IAIAW), Midwest Association for Intercollegiate Athletics for Women (MAIAW), and the Association of Intercollegiate Athletics for Women (AIAW).

A strong intramural program offers additional recreational and competitive participation.

Student Organizations:
For students with specialized interests there are various clubs with social, practical, and academic benefits. They include organizations in the exact sciences, social sciences, music, languages, and pre-professional areas. There are also dramatic, athletic, cultural, and political groups as well as student organizations which exist to add vitality to the spiritual life of the University.

Counseling Center:
The University Counseling Center is available to all students on a non-fee basis. The psychological services provided by the Counseling Center are coordinated by a staff psychologist. Appointments may be made by contacting the Counseling Center receptionist Monday-Friday (9:00-5:00).

Health Service:
A nurse is on duty 24 hours a day in a modern new infirmary to take care of minor ailments and dispense non-prescription drugs. A physician is employed by the school and conducts three two-hour clinics per week on campus. In addition, a close working relationship is maintained with the Marion General Hospital. Several physicians there provide medical and surgical care for students needing hospitalization.

Campus Government:
Students participate in the affairs of Taylor University through the student government organization, student-faculty committees, and personal interaction with faculty and administrators.

Standards of Community Life
Community Focus:
Life at Taylor University is centered in the person of Jesus Christ and dedicated to the ideals and practices of life which honor Him.

Although the privilege of enrollment in Taylor University is extended to all who can qualify, regardless of creed or denomination, race, color, or nationality, it is understood that no belief or practice in conflict with the position of the University as expressed in the catalog is to be propagated within this community.

Behavioral Standards:
As a Christian university we are committed to an evangelical position doctrinally and are persuaded that there should be a direct relationship between belief and practice in the life of the Christian. We acknowledge that it is impossible to create a community with behavioral standards that are
acceptable to every member. We do, however, believe it is essential to specify certain behavioral patterns that will assist the community in obtaining its objectives. In addition to the biblical principles that establish essential guidelines for life, this community upholds the position that it is necessary to abstain from use of tobacco, alcoholic beverages, illegal drugs, profane language, and from dancing and gambling. It is important to stress that abstinence from these is not set forth as the index of Christian spirituality, but rather as the expectation of this community. Violations are considered a breach of integrity within this community in which each of us has voluntarily chosen to join.

Parental Authority:
Because the policies of the University are not intended to infringe upon the government of the home, resident students who are home for a vacation or weekend, or students who commute to campus from the home of their parents, are assumed to be a part of that family unit and under the direction of their parents. However, when students are not in the company of their parents or under parental supervision, they are expected to abide by University aims and standards.

Church/Chapel:
At Taylor it is felt that the practice of corporate worship is a basic principle of Christ’s teaching. Therefore, each member of the University community is expected to attend chapel as stated in the Spiritual Life section of the student handbook. Recognizing that the church provides the central position for communicating the Christian faith, each student is encouraged to select a church in the surrounding community and give it his/her loyal support.

Housing
Residence hall facilities at Taylor are designed as living-learning centers. In order to better achieve its objectives, Taylor tries to fulfill two goals: first, to provide a community living experience through which students will be exposed to a variety of learning opportunities which go beyond the scope of their chosen courses; second, to provide attractive physical facilities and qualified staff personnel to assist students in developing a high degree of self-direction and responsible citizenship. Each residence hall director presently employed by the University is a qualified educator and a member of the faculty.

Housing Deposit:
Students who have been admitted to Taylor University and have paid the $150 advance payment will receive — in May — residence hall application material from the Center for Student Development. This material is to be filled out and returned to the Center for Student Development on or before June 1 for the fall term. Students who have made an advance payment for interterm or spring term will automatically receive a housing assignment in the mail approximately three weeks prior to their arrival on campus. Of this
advance payment, $50 is a housing deposit and is returned to a student when he/she leaves college or cancels his/her acceptance (note refund policy). Charges for damage to residence hall property and other university administered facilities are deducted from this housing deposit.

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

**Residence Requirements:**
All single students not commuting from the homes of their parents are required to live in University-owned or approved housing. Exceptions will be considered by the student development staff upon application in writing to the Center for Student Development. Only cases of need such as unusual health problems certified by the University Health Service and 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 exhausted. Application for University-approved community 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 and are expected to observe the same regulations and have the same responsibilities which apply to all 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 the following items: window shades or drapes, beds, mattresses, desks, chairs, dressers, and study lamps. The University provides and laundered two sheets, a pillowcase, towels, and a washcloth. All but one sheet is exchanged for clean linen each week. Additional bedding not mentioned above must be furnished by the student.

**Career Planning and Placement**
The Career Planning and Placement Office is responsible for assisting students in ascertaining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. This office also assists students in securing employment upon graduation and maintains their credentials file.
Admissions & Finances

Through the Offices of Admissions and Research and Financial Aid, prospective students may obtain information about how they can become involved in the unique educational experience at Taylor, which weaves together for its students scholarship in the liberal arts tradition, Christian nurture and awareness, and concern for their career development. Students are invited to request particular information on any questions regarding admissions from the Dean of Admissions and Institutional Research and about financial aid from the Director of Financial Aid.

Admissions

Application to Taylor is made on forms available from the Office of Admissions and Research, Taylor University, Upland, Indiana 46989. Students are encouraged to submit the required credentials early in the year preceding the desired enrollment. Credentials include the application form, high school transcript, recommendations from a guidance counselor and a minister, a photograph, and aptitude test scores, both the SAT and ACT scores being acceptable. In some cases a personal interview may be requested by the Dean of Admissions and Institutional Research.

Transfer students must present the same credentials as high school seniors and, in addition, a transcript from each institution previously attended and a recommendation form from the last college attended. Generally a minimum B- average is required; test scores are not required if a full term of college work has been successfully completed.

International students desiring admission should write to the Office of Admissions and Research for special instructions.
An applicant to Taylor should have graduated in the upper half of his class from an accredited secondary school and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student’s high school record, the primary document in the evaluation of academic potential.

Recommendations from a guidance counselor and a minister are important as are a student’s achievements in extracurricular activities. But none of these is an acceptable substitute for academic achievement.

Applicants to Taylor should have four years of high school English, two years of mathematics (one of algebra, the other preferably geometry), a year of laboratory science, and two years of social studies. Two years of a foreign language are strongly recommended.

Aptitude tests may be taken as early as May of a student’s junior year or as late as January of the academic year preceding enrollment. Test scores must be sent to the Office of Admissions and Research, Taylor University, Upland, Indiana 46989, directly from the College Entrance Examination Board or the American College Testing service to be considered official.

Notification of Admission: Taylor uses a rolling admission procedure. Admission decisions are mailed to applicants approximately one week after all credentials, including test scores, have been received.

Advanced Standing

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 with a grade of 3 or better 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.

Advanced credit up to 16 hours may also be gained through the subject exams of the College-Level Examination Program (CLEP). Complete information may be secured from the Director of Testing.

Transfer Students: Taylor University accepts in transfer only those courses carrying grades of C or above from accredited institutions.

Transfer students from junior colleges may receive up to 66 term hours of transfer credit.

Correspondence credit: Correspondence study credit from approved institutions may be considered for transfer. A maximum of 6 term hours is permitted.

Advance Payment

An advance payment of $150 becomes due on April 15. Students accepted after April 1 make this
payment within 15 days of acceptance. Of this amount $100 is credited to the student’s first-term bill, and $50 is a refundable housing deposit. Payment of this fee reserves for the student a position in university housing. All returning students are required to remit an advance payment of $100 before June 1 as evidence of their intention to return for the fall term. Late payment will be accepted only if residence hall and class space is available.

Refunds of deposits are granted to new and readmitted students according to the following schedule:

<table>
<thead>
<tr>
<th>For Fall Term Admission</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>between April 15 and May 31</td>
<td>$145</td>
</tr>
<tr>
<td>between June 1 and July 14</td>
<td>$100</td>
</tr>
<tr>
<td>on July 15 or after</td>
<td>$50</td>
</tr>
</tbody>
</table>

For Interterm and Spring Term Admission
- between November 1 and Nov. 30: $145
- after December 1: $50

Refunds of deposits are granted to returning students according to the following schedule:

- between July 1 and July 14: $75
- on July 15 or after: none

---

**Student Expenses**

Students attending Taylor University pay only a part of the actual cost of education. Each student receives an educational subsidy to the extent that the amount he is billed is less than the
institution's cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offset 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 Viewbook for the current costs for an academic year.

**Other Charges**

Certain other charges are assessed for courses requiring private or special instruction and for administrative costs of special services and transportation. These charges are shown below:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Lessons*</td>
<td></td>
</tr>
<tr>
<td>organ, piano, instruments and voice</td>
<td>$80</td>
</tr>
<tr>
<td>voice and piano class</td>
<td>$30</td>
</tr>
</tbody>
</table>

*fees include one (½ hour) lesson and five practice periods per week.

**College Level Examination Program:**

$22 is charged as an examination fee for each test administered and a $15 recording fee is assessed for each course for which college credit is granted.

**Supervised Student Teaching:**

$150 includes orientation visits to student teaching centers, compensation to the supervising teacher, cost of applying for certification, first-time placement expenses, and the student-teacher banquet. In addition, those students majoring in elementary education and adding the early childhood endorsement are charged a $25 fee for the services of the supervising teacher.

**Special Materials:**

Certain classes may require the student to purchase materials for specific projects or may require a basic material charge. These costs will vary by course and cover only the materials used by the individual student.

**Graduation Fee:**

$25 is charged to all candidates for graduation and is included in the cost for the last term of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

**Special Examinations:**

$5 is charged for all special examinations and make-up tests unless written exemption is issued by the Dean of Instruction. The professor will require a receipt from the cashier showing that the fee has been paid.

**Student Insurance:**

Taylor University provides a student insurance program which is available to all but commuting students. The program is not mandatory although students are encouraged to participate in it. Coverage is available for single students, for husbands and wives and for families. Rates are available upon request at the Office of Business Affairs.
Change of Registration:
$3 is charged for each change made after the first week of classes.

Late Registration:
$10 per week or fractional week is charged after the designated registration day of any term.

Payment of Bills
The bill for the fall term is mailed to each pre-registered student at least one month prior to the beginning of the fall term. Charges for interterm will be included on the billing for spring term which is mailed at least three weeks prior to the beginning of spring term. Pre-registered students are required to make the minimum payment on or before the first day of classes. Students not pre-registered must make the minimum payment on registration day to be enrolled in classes.

Payment of the amount due for each term may be handled in one of the following ways:
(a) Payment in full: required of all students carrying less than 12 hours.
(b) Minimum payment: Including the $100 advance payment, resident students may pay a minimum payment of $1400 and commuting students may pay $900. The balance of the bill for first and second terms is due October 30 and March 31, respectively.
(c) Taylor Time Payment Plan: This method of payment provides for monthly payments beginning in June in anticipation of fall enrollment. Any amount between $1000 and total cost may be handled in this manner. The enrollment fees for this plan are as follows:

<table>
<thead>
<tr>
<th>Amount Placed on Time Payment Plan</th>
<th>Enrollment Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000-1999</td>
<td>$25</td>
</tr>
<tr>
<td>2000-2999</td>
<td>50</td>
</tr>
<tr>
<td>3000- up</td>
<td>75</td>
</tr>
</tbody>
</table>

Additional information is available from the Director of Financial Aid.

(d) Special arrangements: Hardship cases must be worked out in advance of registration day with the Office of Business Affairs.

Taylor University-administered financial assistance and approved federal and state awards (including state scholarships and vocational rehabilitation) will be credited to student accounts. Non-Taylor-administered assistance remaining unpaid on the first day of classes, but officially awarded, may be honored toward meeting the minimum payment required. However, depending upon the specific circumstances, a 1% per month carrying charge may be assessed if non-Taylor assistance is required to meet the minimum payment.

A charge will be made for collection of overdue bills. If permission has been granted for a delay in the completion of the final payment due each term, a 1% per month carrying charge will be added.

All accounts must be paid in full before academic credit is granted, and before a student can begin the next academic semester.
Withdrawal Procedures

Tuition charges for courses dropped are refundable in full during the first three weeks of classes. There is no refund of tuition if a course is dropped after the third week of classes.

Withdrawals from private instruction are refundable in accordance with the schedule for withdrawals from college.

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

Refunds of student charges for tuition and private instruction in cases of withdrawal from college are based on the following schedule:

<table>
<thead>
<tr>
<th>Withdrawals to the end of</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second week</td>
<td>90%</td>
</tr>
<tr>
<td>Third week</td>
<td>75%</td>
</tr>
<tr>
<td>Fourth week</td>
<td>60%</td>
</tr>
<tr>
<td>Fifth week</td>
<td>45%</td>
</tr>
<tr>
<td>Sixth week</td>
<td>20%</td>
</tr>
<tr>
<td>Withdrawals after end of</td>
<td></td>
</tr>
<tr>
<td>sixth week</td>
<td>none</td>
</tr>
<tr>
<td>Basic fees</td>
<td>non-refundable</td>
</tr>
<tr>
<td>Board</td>
<td>prorated</td>
</tr>
<tr>
<td>Room</td>
<td>non-refundable</td>
</tr>
</tbody>
</table>

Refunds are based on the total term’s bill and on the date the official withdrawal form is completed. Forfeiture of the advance payment and housing deposit is charged students who complete registration but must withdraw before attending classes. Any deviations from the refund policy are at the discretion of the Dean of Students.

Financial Aid

The financial aid program at Taylor University recognizes that it is the basic responsibility of the student and his family 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. Through financial aid, it is possible for nearly every qualified student who seriously desires to attend Taylor University to do so regardless of financial resources.

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 scholarships which require both academic achievement and 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 University (including all tuition, fees, room, board, books, supplies, personal expenses, and travel expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. The factors taken into consideration when evaluating financial need include parental income and assets, student assets and expected savings from summer employment, 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 University uses the Financial Aid Form of the College Scholarship Service. An analysis of this statement yields the amount that the family can be expected to contribute.

It should be noted that most aid programs require that a student be enrolled full-time (minimum of 12 credit hours per term). If a student plans to enroll on a part-time basis, he or she should consult the Director of Financial Aid about the availability of financial aid programs.

To continue to receive financial aid, a student must re-apply each year. To maintain eligibility for financial aid, a student must also meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request.

How to Apply

All new and returning students must:

1. Be accepted for admission to Taylor University (for incoming students).

2. Complete a Taylor University Financial Aid Application and submit it to the Office of Financial Aid.

3. Complete a Financial Aid Form (FAF) and submit it to the College Scholarship Service (CSS).

4. Submit a Financial Aid Transcript from each previously attended college to the Office of Financial Aid (for transfer students).

These forms should be received by the Office of Financial Aid by April 1, in order to receive preferential consideration in the awarding of financial aid. Students whose forms are received after this date, will be considered for financial aid only if funds are available. All of the above mentioned forms are available in the Office of Financial Aid.

Families should complete the Financial Aid Form (including the FAF Supplement) after January 1, and send it to the appropriate branch of the College Scholarship Service for processing. An allowance of 4 to 6 weeks should be made for processing and mailing time between the date the FAF is mailed and the date it is to arrive at Taylor. Although it may be helpful, it is not necessary for a family to complete their income tax return before completing the FAF. Be sure to indicate on the FAF that a copy should be sent to Taylor University (code 1802). Additionally, students desiring scholarships or grants from the State of Indiana, New Jersey, Pennsylvania, or Massachusetts should request that a copy of the FAF be sent to the appropriate state agency. All students should apply for a Pell Grant (formerly Basic Grant) by checking the appropriate box on the FAF.

Indiana residents: To be considered for state aid, your FAF must be received by CSS by March 1.
Special note: Due to legislation pending in Congress at the time of printing, some of the above-mentioned forms may change.

Scholarships

President’s Scholarship
Each year sixteen scholarships are awarded in the amount of 30% of tuition to incoming freshman who: 1) have combined SAT scores of at least 1200, with a minimum verbal score of 600; 2) graduate in the top 10% of their high school class; and 3) have financial need.

Dean’s Scholarship
Each year sixteen scholarships are awarded in the amount of 15% of tuition to incoming freshman who: 1) have combined SAT scores of 1100 with a minimum verbal score of 550; 2) graduate in the top 15% of their high school class; and 3) have financial need.

National Merit Scholarship
Taylor University sponsors two such scholarships each year to qualified applicants entering as freshmen. The amount of the award will vary from $250 to $2000 depending upon the applicant’s financial need.

If academic and financial need requirements are met, the above scholarships are automatically renewed each year.

Valedictorian/Salutatorian Scholarship
Students who graduate first or second in their high school class and demonstrate a financial need are eligible for an award for one year only in the amount of up to $500.

Miscellaneous Scholarships
There are a limited number of scholarships available to students that are made possible through the generous contributions of friends of Taylor. Since these awards are based on financial need, students applying for financial aid are automatically considered for them. A complete listing is shown below:

Alumni Scholarship
Ancient Language Scholarship
Mary Rose Apple Scholarship
Rev. Alfred H. Backus Memorial Scholarship
Robert A. Behnken Memorial Award
Evan Bergwall Scholarship
James M. Bragan Memorial Scholarship
Brodt Award
Chi Alpha Omega Scholarship
Coburn Award
Coughenour Scholarship
Rose Stanley Cozzens Award
Virginia H. Dillard Memorial Scholarship
Dillon-Long Scholarship
Eisenhower Memorial Scholarship
Faculty Scholarship
Friends of Music Scholarship
Lester C. Gerig Music Talent Scholarship
Grace Educational Assistance Grant
Granitz-Nelson Award
Gladys M. Greathouse Speech and Drama Scholarship
Ralph and Ida Herber Scholarship
Gregory R. Hittle Scholarship
Huffman Educational Assistance Grant
International Student Scholarship
Fern I. Jackson Memorial Scholarship
Charles H. and Wilma Dykeman Jennings Memorial Scholarship
Robert A. Johnson Scholarship
Dorothy Knight Scholarship
Lange Scholarship
Willard J. McLaughlin Scholarship
William C. McClennan Memorial Award
Dorothy Beatty Miller Memorial Scholarship
Phillip J. Miller Memorial Scholarship
Muncie District-United Methodist Church Scholarship
Grace D. Olson Memorial Scholarship
Physics Alumni Foundation Scholarship
Poplar Run Church Memorial Scholarship
Presser Foundation Scholarship
Reader's Digest Foundation Scholarship
I. N. Reitenour Scholarship
Donald Leon Roye Memorial Scholarship
Donald Ruegsegger Award
Gerald J. Seagley and Waunetta B. Seagley Scholarship
Shilling Scholarship for Excellence in Science and Mathematics
William J. Stapleton Memorial Scholarship
Robert L. Stoops Memorial Scholarship
Marvin and Mary Ella Stuart Scholarship
Taylor University Area Club Awards
Vayhinger Memorial Music Scholarship
R. R. Weed Memorial Scholarship
Joseph H. Yoder Memorial 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 Chairman of the Music Department.

**Indiana State Scholarship**
The State of Indiana offers scholarships to qualified residents...
on the basis of SAT scores, class rank, and financial need. Incoming freshmen must apply for the Indiana State Scholarship through their high school guidance counselor by December 1. Both initial and renewal applicants must have a copy of their Financial Aid Form sent to the State Student Assistance Commission of Indiana by March 1.

**State Scholarships**
In the past, the states of Connecticut, Massachusetts, Pennsylvania, Rhode Island, and Vermont have operated scholarship programs which permit the student to take a scholarship award to a college in another state. Interested students should contact their high school counselor or write the scholarship agency of their state for more information.

**Grants**

**Pell Grant (federal)**
This grant program, formerly called Basic Grant, is designed to be the floor upon which all other aid is built. A student may automatically apply for this grant by checking the appropriate box when submitting the Financial Aid Form.

**Supplemental Educational Opportunity Grant (federal)**
These grants are available to students who demonstrate an exceptional financial need.

**Taylor University Educational Assistance Grant**
These grants are awarded to students on the basis of financial need.

**Indiana State Educational Grant**
The State of Indiana offers grants to qualified residents on the basis of financial need. Both initial and renewal applicants must have a copy of their Financial Aid Form sent to the State Student Assistance Commission of Indiana by March 1.

**Indiana State Freedom of Choice Grant**
The State of Indiana offers grants to students receiving Indiana State Scholarships or Indiana State Educational Grants who are attending private colleges and have high financial need.

**Loans**

**National Direct Student Loan (federal)**
This long-term, low-interest loan program is designed to assist students who demonstrate financial need as determined by the Financial Aid Form. Repayment and interest on this loan do not begin until after the student ceases to be enrolled on at least a half-time basis.

**Guaranteed Student Loan**
This long-term, low-interest loan program available through many commercial lenders is designed to assist students and does not require a demonstration of financial need. Repayment and interest on this loan do not begin until after the student ceases to be enrolled on at least a half-time basis.

**Taylor University Student Loan**
A limited number of loans are available to students who are
unable to secure other aid funds. Repayment and interest on this loan begin after a student ceases to be enrolled on at least a half-time basis at Taylor University. These loans are made possible through the generous contributions of friends of Taylor and are listed below:

Danny Alford Memorial Loan Fund
Ray F. Barnes Student Loan Fund
Betts Loan Fund
Bourquard-Caffray Student Loan Fund
Rev. John Campbell Memorial Fund
Dr. W. T. Carver Loan Fund
Daniel and Nancy Dame Student Loan
Nelva Snider Dober Loan Fund
G. Harlowe Evans Student Loan Fund
T. Lewis Gerig Memorial Loan Fund
Indiana Federation of Clubs Fund
International Loan
Erwin and Eva King Fund
Frank Montgomery Fund
Peavy-Barnett Student Loan
Schleicher-Utley Student Loan Fund
Daniel Schwenk Student Loan Fund
Mrs. Beatrice Shepherd Student Loan Fund
Speicher Charitable Trust Fund
Robert M. and Arthur D. Stewart Memorial Loan Fund
Elmer H. Stockman Loan Fund
Doris Tobias Memorial Student Loan Fund
Linton A. Wood Student Loan Fund

*Taylor University Emergency Loan
Short-term loans are available which permit a student to borrow up to $100 for a period of 60 or 90 days.

Employment

College Work-Study Program (federal)
This program is designed to provide students with meaningful employment to assist in meeting their educational expenses. To participate, a student must demonstrate financial need as measured by the Financial Aid Form.

T.U. Regular Employment
Employment opportunities are available on campus for students who do not qualify for the College Work-Study Program but have a need for additional funds to meet educational expenses.

Student Temporary Employment Program (STEP)
STEP is designed to be a clearinghouse for off-campus employment opportunities provided throughout the local community.

*Indicates that a special application is required other than a Financial Aid Form.

**Indicates that application materials, in addition to a T. U. Financial Aid Application and Financial Aid Form, must be submitted.

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
Upland, IN 46989
(317) 998-2751 ext. 358
Academic Regulations

Academic policies and regulations are administered by the offices of the Vice President for Academic Affairs and the Director of Records.

Student Classification and Eligibility

Under normal circumstances a student may be admitted to a course of study leading to a degree at Taylor only after having met normal entrance requirements. However, a few students may be admitted to either special or guest status each term. Current students may attend institutions elsewhere and retain their status with the University through the continuing student classification.

Students with regular standing are classified as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>through 30</td>
</tr>
<tr>
<td>sophomore</td>
<td>31 through 60</td>
</tr>
<tr>
<td>junior</td>
<td>61 through 94</td>
</tr>
<tr>
<td>senior</td>
<td>95 hours to graduation</td>
</tr>
</tbody>
</table>

Special students are those admitted for study on the basis of demonstrated ability and maturity, not having met the normal entrance requirements. Degrees are not granted to special students. They may, however, qualify for regular standing by earning a grade point average of 1.7, and by completing at least 30 term hours at Taylor. Credits earned as a special student may apply toward a degree when regular standing is attained.

Guest status is considered for those individuals who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to a parent institution. No evaluation of credit is prepared and a statement of good standing from the parent institution is required. Guest status is also granted to those who wish to study for personal improvement only.

Continuing student status may be granted to students (1) who petition for such status one month prior to departure from campus, (2) who are enrolled as visiting students in bona fide academic programs in the United States or abroad, and (3) who present proposed programs of study for approval at the time they petition for this status. A fee of $25 per term is charged and a maximum of 38 hours of credit may be transferred.
Eligibility Requirements

The following table describes the minimum grade point averages students should expect to earn to be allowed to continue as students at Taylor University.

<table>
<thead>
<tr>
<th>Class</th>
<th>Cumulative hours</th>
<th>Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>senior</td>
<td>95-128</td>
<td>2.0</td>
</tr>
<tr>
<td>junior</td>
<td>61-94</td>
<td>1.9</td>
</tr>
<tr>
<td>sophomore</td>
<td>31-60</td>
<td>1.8</td>
</tr>
<tr>
<td>freshman</td>
<td>13-30</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>0-12</td>
<td>1.6</td>
</tr>
</tbody>
</table>

A student who falls below these minimums will be placed on academic probation and will lose his eligibility to participate in co-curricular activities and intercollegiate athletics for the next term. (For the purpose of determining probation, the fall and interterm combined are considered a single term.)

Each student who is on probation and fails to raise his cumulative GPA to the minimum listed above for his classification, will be suspended from the University, unless during the most recent semester he earned a 2.3 or better average. An exception to this is the student who just has been readmitted following a suspension; such a student must earn an average of 2.0 or better to continue for a second semester.
A student who is suspended for the first time is eligible to apply for readmission after one semester. A student who is suspended for a second time may not apply to return to the University before a lapse of one year.

Registration for 12 or more hours constitutes full-time standing. A normal academic load is 15 to 16 hours per term and 4 hours during interterm. Freshmen who are employed on campus are not permitted to carry more than the normal load, except in the case of students participating in musical ensembles. Students with at least a C average may take 17 hours. A 3.0 grade point average is necessary to carry 18 hours; 3.3, 19 hours; and 3.6, 20 hours. Approval to register for more than 17 hours must be secured from the Director of Records.

Co-Curricular Activities:
In order to maintain eligibility for co-curricular activities a student must enroll in a minimum of 12 term hours and may not be on either academic probation (failure to earn the required grade point average) or citizenship probation (unacceptable personal conduct).

Intercollegiate Athletics:
For participation in intercollegiate athletics a student must meet the requirements described above as well as those of the Hoosier Buckeye Collegiate Conference, the National Association of Intercollegiate Athletics, and the National Association of Intercollegiate Athletics for Women. Details may be obtained from the Director of Physical Education and Athletics.

Musical Organizations:
Incoming freshmen are eligible to enroll in musical organizations if they were admitted to the University on regular standing. Second-term freshmen may not participate in such groups if they have been placed on probation during their first term. Students may continue their participation in these organizations although they have been placed on probation only if they have demonstrated their ability to regain normal academic standing.

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>QPA Value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Better than Average</td>
</tr>
<tr>
<td>B−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>C−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.0</td>
<td>Passing</td>
</tr>
<tr>
<td>D−</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>Condition</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>Pass</td>
</tr>
<tr>
<td>Cr</td>
<td>0</td>
<td>Credit</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawal from course</td>
</tr>
<tr>
<td>WP</td>
<td>0</td>
<td>Withdrawal passing</td>
</tr>
<tr>
<td>WF</td>
<td>0</td>
<td>Withdrawal failing</td>
</tr>
<tr>
<td>Inc.</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NR</td>
<td>0</td>
<td>Grade not reported</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
<td>No credit (limited to music ensembles)</td>
</tr>
<tr>
<td>Aud</td>
<td>0</td>
<td>Audit (registration without credit)</td>
</tr>
</tbody>
</table>

The Dean of Instruction may authorize an incomplete mark when a student, because of circumstances beyond his control occurring during the last month of a term, is unable to complete his work by the end of the term.
In the case of a withdrawal from a course, the quality of the student’s work will be indicated as either passing or failing, when the withdrawal occurs after the period during which changes of registration are permitted.

A condition or an incomplete mark lapses into a failure if it is not removed during the following term. When a condition is removed, the mark attained may not be higher than C.

All requests for change-of-grade (except for Inc., NR, and E) must be approved by the Dean of Instruction. Such a change can occur only before the end of the next term the student is in attendance after the original grade was awarded.

Quality points are given with the grades as follows: 4 per credit hour of A, 3 for B, 2 for C, 1 for D, 0 for F. 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.

In order to maintain the minimum graduation standard of the college, a student is required to earn a scholarship rating equivalent to at least two quality points for each credit hour for which he is registered. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example, 15 scheduled hours and 30 quality points indicate a scholarship rating of 2.0, i.e., an average of C.

Pass-Fail and Credit courses are exceptions to the above.

Pass-Fail courses are:
1. 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 in good standing.
2. No course in the major field except the Practicum and no general education course may be taken until all requirements in those areas are met.
3. The choice must be declared by the end of the first week of classes.
4. The courses do not affect the GPA if passed.
5. Pass-Fail courses are limited to one course per term and a total of 13 term hours including the Practicum if taken for Pass-Fail, except that courses offered only on a pass-fail basis are not included in this total.

At the midpoint of each term the Director of Records sends a progress report to students whose level of work up to that time is below C. These grades are not recorded in any way on the student’s record. Final grade reports as well as midterm progress information are sent to students and their parents at the end of each term.

Repeated Courses:
For various reasons students request permission to repeat courses. By action of the faculty, a student may repeat any course at Taylor, all attempts in a course will
be reflected on the student’s transcript, and the GPA will reflect the most recent grade in the repeated course.

Duplicate credit hours are not given for two or more passing efforts.

Registration

Each student is assigned a faculty academic adviser in the department of the student’s expressed interest. Although students are expected to take initiative in choosing their courses with a view toward meeting departmental and university graduation requirements, faculty advisers are available to students for consultation regarding course selection and registration.

Advance Registration provides an opportunity for both new and returning students to register in advance for their courses and pay their fees either in person or by mail before the opening of each term. Students not registered in advance may register and pay their fees at the beginning of the term.

Changes of registration must be made within the first week of the term on the official form provided for that purpose. Courses dropped during the second and third weeks of the term will appear on the student’s permanent record with a W. Any course dropped after this period and up to two weeks after mid-term, which is the last date any course may be dropped, will receive either a WP or a WF. When a course is dropped later than two weeks beyond mid-term, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade. All of the above procedures begin in the Records Office and require the approval of the adviser and the Director of Records.

Late registration is possible only by consent of the Dean and only through the third week of classes. Students registering after two weeks are limited to 12 class hours. The late registration fee is $10 per week or fractional week.

Degree Requirements

Taylor University awards three baccalaureate degrees and the associate of arts degree. The bachelor of arts degree is a liberal arts degree available to students from any major program who fulfill the general education and language requirements specified below; and the bachelor of science and bachelor of music degrees are awarded for the completion of the general education requirements listed below and the career patterns identified elsewhere in the curricular programs. Every baccalaureate degree candidate must complete the degree requirements outlined below and in the appropriate major field of study. Only one degree will be awarded for the same major. The associate degree will be awarded to students who complete the courses of study outlined in the catalog.

Students may elect to meet the graduation requirements which are in effect at the time they enter Taylor University, provided they complete their work within seven years.
General Education Requirements*

<table>
<thead>
<tr>
<th>Courses Required</th>
<th>Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ENGLISH COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>1 Literature from English, Modern Language, CTA 200</td>
<td></td>
</tr>
<tr>
<td>1 FINE ARTS</td>
<td></td>
</tr>
<tr>
<td>1 BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>1 from among Physical Sciences, Computer Science, Mathematics (MAT. 201, 202, and 210 may not be used.)</td>
<td></td>
</tr>
<tr>
<td>1 HISTORY</td>
<td></td>
</tr>
<tr>
<td>2 from areas of Economics, Geography, Political Science, Psychology, Sociology</td>
<td></td>
</tr>
<tr>
<td>2 Bible Literature I and Bible Literature II (any substitution for either of these two courses must have prior approval by the head of the Religion Department.)</td>
<td></td>
</tr>
<tr>
<td>1 PHILOSOPHY AND CHRISTIAN THOUGHT</td>
<td></td>
</tr>
<tr>
<td>1 Senior Capstone in major area</td>
<td></td>
</tr>
<tr>
<td>1 NEW STUDENT ORIENTATION</td>
<td></td>
</tr>
<tr>
<td>2 GENERAL PHYSICAL EDUCATION (PEH 100)</td>
<td></td>
</tr>
<tr>
<td>2 Elective courses (minimum of 6 hours)</td>
<td></td>
</tr>
</tbody>
</table>

Practicum courses and courses of less than 3 hours (except for Orientation and Physical Education) will not meet general education requirements.

A degree candidate must spend at least his senior year in residence study at Taylor University. Exceptions to this rule include students majoring in natural science, or any special cases where the Educational Policies Committee has granted advance permission.

A minimum of 128 term hours is required for graduation. Candidates for two degrees to be awarded simultaneously must submit a minimum of 158 term hours. No grade below D— is counted toward fulfillment of these hours, and no student may graduate with an overall grade point average below C (2.0).

In his major field a student must earn a 2.3 grade point average. Courses above the 100 level will not be counted toward a major if a grade of D is earned. Grades below C— will not be used in computing the grade point average of a student’s major but will be included in his overall grade point average. One-half of the hours in the major field must have been earned at Taylor University.

A minimum of 42 term hours of upper-division (300-400 level) courses must be satisfactorily completed to meet graduation requirements.

Demonstrated proficiency in the use of English is required. All in-coming students with fewer than 31 hours of undergraduate credit are required to take an English proficiency examination. Students showing deficiencies in English must enroll in ENG 100 during their first semester of study. Upon satisfactory performance in ENG 100, students will then be enrolled in ENG 110.

*The general education program of the University is currently under review and may be changed in part or entirely prior to September 1983.
All associate degree programs must include a minimum of 64 hours for graduation with a minimum overall GPA of 2.0. Any additional point requirements will be specified in the individual program. Graduates of any associate degree program must have spent the last two semesters in the program in residence at Taylor University, and must have met the English proficiency requirement.

**Language Requirement**

Students pursuing the bachelor of arts degree must present the equivalent of two years of a foreign language for graduation. Those who enter with a year or more of high school foreign language study and who desire to continue in that language must take the designated proficiency tests and will be placed in language classes at the level indicated by these tests. Students who place out of the intermediate language level will be considered to have fulfilled the language requirement and may be eligible to receive six hours of credit by further testing.

**Comprehensive Examinations**

A candidate for a degree must pass a comprehensive examination in his major field of study. This examination is given during the senior year. A candidate for the bachelor of science degree in secondary education must pass a comprehensive examination in his major teaching field. The examinations are to be marked superior, pass, or fail, and the superior grade will be used only for work at the honors level.

**Graduation**

A student may complete his requirements for graduation at midyear, in the spring, or in August. Commencement exercises are held only at the end of the spring term at which time formal announcement of graduation is made and all degrees are conferred.

Attendance at graduation exercises is required. Petitions for the *in absentia* granting of degrees should be directed to the Director of Records.

**Graduation Honors**

In recognition of superior scholarship, the college awards three grades of honors at graduation, namely, *cum laude*, *magna cum laude*, and *summa cum laude*. *Cum laude* is awarded those students with a GPA of at least 3.5. *Magna cum laude* is awarded those students with a GPA of 3.7. *Summa cum laude* is awarded those students 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. The GPA will be figured according to all hours which are applicable toward graduation from all institutions attended.
3. Honors will not be granted for a cumulative grade point higher than that earned at Taylor University.

*Chi Alpha Omega* is a scholastic honor society, election to which is limited to not more than 10% of the seniors and 5% of the juniors.
General Academic Information

Class Attendance
At the beginning of each term professors will announce their policies for handling unexcused absences. Unexcused absences equal to the number of credit hours will be allowed in every case without penalty, except for the denial of make-up privileges.

Class Cuts Before and After Vacation
The length and timing of vacation periods have been carefully evaluated by the faculty with the intention of giving maximum consideration to the convenience and safety of travel for students, yet with proper concern for academic creditability. Unexcused absences for the last class session before vacation and/or the first session following vacation will be penalized by double cuts.

Chapel Attendance
All students are expected to attend chapel and convocation services which meet three days per week.

Academic Grievance Procedure
Students who feel that unfair treatment may be taking place in their academic experiences may raise questions with the Vice President for Academic Affairs who will provide them with information, without judgment, regarding the procedure for filing an academic grievance.

Transcript of Academic Record
A transcript of the student’s academic record includes a list of all courses attempted at Taylor, grades and quality points earned, and credit received. The transcript also includes other information such as the high school graduation date and transfer credits.

Each student is entitled to one free transcript. Additional copies cost $1 each. The fee must accompany the transcript order. Delivery will be delayed until payment is received. No transcript will be issued unless all bills to Taylor University have been paid or are current according to an agreement with the Office of Business Affairs.

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.

Practicum Courses
Most major programs offer a practicum course. A practicum is a course which involves both a significant applied experience and a meaningful supporting component (e.g., reading, interaction with professor) to provide background information and interpretive skills relative to the experience. For further information, consult the practicum course description on page 39.

The Honors Program
The Honors Program is designed to provide challenging and interesting options for the superior student to acquire a Christian liberal arts
education. In addition to all of the options available to other students, there are courses specifically designed for honors students, special opportunities within regular classes, independent study, and advanced placement.

Normally, an entering freshman wishing to enter the program should have earned at least a 3.5 high school average, rank in the top 10% of his class, have combined SAT scores of at least 1200 — or comparable ACT scores — and the desire to pursue a liberal arts education with more individual freedom and with a higher level of challenge than the usual college program would provide. Students may also apply at any time during their freshman or sophomore years. Further information, including application procedures, may be obtained by writing to the Director of the Honors Program, Taylor University.

**Individual Goal-Oriented Major**

The individualized, goal-oriented major program recognizes that the departmental majors may not always 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, which meets his personal and/or professional goals, and which results in an A.B. degree. The intent for the program is that it be at least as demanding as the traditional majors. This liberal arts major rests upon the broad base of general education courses required of all Taylor graduates.

A student may plan an independent major any time before the beginning of the junior year. He secures the consent of a faculty member willing to serve as his adviser and a second member, both of whom represent areas related to the student's proposed major; together they plan a combination of courses which will fulfill his educational objectives. These courses should be selected from a minimum of two different departments and should total a minimum of 36 hours. The student must write a detailed explanation of the purpose of his curricular plan, and must be able to defend its educational soundness to the independent majors committee, a subcommittee of the Educational Policies Committee. If the committee approves of his plan, a descriptive title is assigned to the major for his permanent record. The student, with his adviser, may make minor adjustments in the program during the junior year.

In lieu of the traditional senior capstone, the student will work with his adviser during his senior year in an independent study course in which he will write a paper that integrates the several components of his major.

A student contemplating the independent major should begin early to complete the general requirements of the college so that in his last two years he may primarily pursue his major interests. Inquiries about this program may be directed to the Office of Academic Affairs.
Courses of Instruction

As a contemporary liberal arts college Taylor University offers a variety of fields of study (majors) which provides students both breadth and depth in their degree programs. For each degree, in addition to the major course of study a student pursues, there is a liberal arts foundation on which that degree is based. In addition to the combination of general studies and major requirements, students also have a number of elective options from which they may choose in fulfilling the credit-hour requirements for their degrees.

The text which follows provides the details of the course of study offered at Taylor. Listed alphabetically by departments, the material contains course descriptions, faculty names, frequency of offerings, and prerequisites which apply to certain of the courses.

A course description generally tells (1) what the course content is, (2) the level of difficulty of the course, and (3) any prerequisites which apply. Courses not offered annually are identified by dates when the course is expected to be taught. However, Taylor University reserves the right to withdraw a course or to limit its enrollment when for any reason it becomes impracticable to offer it as previously scheduled.

Course Numbers and Levels

Course numbers tell the reader, in general terms, the level of difficulty of a course. As a general rule courses numbered from 100 to 199 are primarily for freshmen, from 200 to 299 are primarily for sophomores, from 300 to 399 are designated for juniors, and from 400 to 499 are intended for seniors.

Freshmen are not permitted to take courses above the 200 level. Seniors who may be permitted to register for 100-level courses must present one additional hour for each three toward the total for graduation.

Hyphenated numbers represent sequence courses, both parts of which must be taken in order to receive credit at Taylor.
The following courses are offered in several departments. The course descriptions for these courses are the same for all departments. For this reason course descriptions are listed here only. These courses are:

**Independent Study 360 1-4 hours**
An individualized, directed study involving a specified topic. It is open to students with the consent of a supervising professor and the approval of the department head.

**Selected Topics 370 1-4 hours**
A course offered on a subject of particular interest but unlisted as a regular course offering. It is open to upperclassmen and offered at the discretion of the department.

**Practicum 393 1-4 hours**
Supervised learning involving a first-hand 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 head.

**Directed Research 450 1-4 hours**
Investigative learning involving closely-directed research and the use of such facilities as the library or laboratory. It is open to upperclassmen with the consent of a supervising professor and the approval of the department head.

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

**Honors 490 1-2 hours**
Individualized study or research of an advanced topic within a student’s major. It is open to upperclassmen with at least a B average in the major field and with the consent of a supervising professor and the department head.

**Senior Capstone 493 4 hours**
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.

---

**ANCIENT LANGUAGE**

*Heath*

Students who expect to major in religion or to prepare for seminary will find it advisable to take Greek as the language requirement for graduation.

**201, 202 Elementary New Testament Greek. 4 hours**
Emphasis on fundamental principles of Greek grammar, with mastery of forms and vocabulary. Some readings in the Greek New Testament are included.
301, 302 Synoptic Gospels in Greek. 4 hours
A careful study of the synoptic gospels with special attention to the gospel of Mark and those portions of Matthew and Luke not found in Mark. Syntax and grammatical and exegetical principles of Greek are stressed. Prerequisites: Greek 201, 202.

311, 312 The Epistles in Greek. 4 hours
Readings of passages selected from the epistles according to the needs and background of the class. Special attention will be given to the exegesis of certain passages of literary importance. Prerequisites: Greek 201, 202.

321, 322 Greco-Roman Literature. 3 hours
Selected portions translated from Greek or Latin literature after systematic review of classical grammar. Choice of readings is based on the interests and backgrounds of class personnel.

450 Guided Research in Hellenistic Language. 1-4 hours
Investigation of a project area selected individually by each student in consultation with the department. Work is carried on by the student in some adequate library of ancient literature, or in a manuscript museum. Results of the study are formalized in a paper of the student’s own planning.

ART

Bullock, A. Jones, Moore

Art majors pursuing the bachelor of arts degree must take 30 hours in art including Art 101, 102, 322, 412, and 493. The following program is offered which leads to the Bachelor of Science degree in secondary education with a major in art. This major includes: Art 101, 102, 211, 300, 331, 412, 493, HUM 230, PHI 342, and EDU 312. A total of 36 hours of art courses completes the program. The Art Department also offers the area major for students desiring certification in elementary and secondary education with a major in art. Students pursuing this program must complete 52 hours in art including those courses listed for the 36-hour teaching major. A 24-hour teaching minor is available in conjunction with the teacher education program.

Art majors are required to give an art exhibition during the last term before graduation.

HUM 230, Fine Arts, is required of all students and also counts toward the major.

101 Beginning Drawing. 3 hours
Basic drawing which directs the student in mechanical/visual methods of observation utilizing pencil, charcoal, pen and ink, and felt pen.
102 Advanced Drawing. 2 hours
Advanced drawing problems dealing with a variety of figural and object themes exploring a wide range of media. Prerequisite: Art 101.

201 Art Fundamentals/Design. 3 hours
An introduction to the basic elements and principles of design in relationship to image formation through projects focusing on two-dimensional visual ideas utilizing a variety of media.

202 Three-dimensional Design. 3 hours
Three-dimensional design explored through structure and volume problems with emphasis on the understanding of form and space. Elements of plastic form are approached through the various media: clay, plaster, wood, glass, stone, and metal. Prerequisite: Art 201.

211 Ceramics: Handbuilt Forms. 3 hours
An introduction to basic clay formation techniques with emphasis on acquiring knowledge for the basic ceramic process: forming, glazing, and transformation through firing.

212 Ceramics: Wheel Throwing. 2 hours
An introduction to the potter’s wheel, including emphasis on throwing, design, glazing, and firing. Prerequisite: Art 211.

230 Fine Arts. 4 hours  See HUM 230

300 Art For Teachers. 3 hours
Opportunities for the development of skills and experiences appropriate for use in the elementary school provided. Easily available materials are utilized in art activities.

301 Printmaking. 3 hours
Exploration of most major aspects of the graphic arts workshop including: woodcut, linocut, intaglio, and serigraphy.

311 Jewelry. 3 hours
An examination and practice of enameling and study and construction of the simplest wood and metalworking processes with emphasis on construction of silver jewelry. Casting is introduced.

312 Teaching in Secondary Schools. 2 hours  See EDU 312.

321 Painting: Oil/Acrylic. 3 hours
A studio course with still life, landscape, and original concepts as subject matter.

322 Lettering/Commercial Design. 3 hours
An introduction to graphic design and visual communication; includes experience in typography, layout, and fundamentals of advertising art.

331 Introduction to Art Education. 3 hours
A survey of the history and philosophy of art education in western civilization with
emphasis on structure of curriculum and the relationship of art to the total school program. Offered 1981-82.

332 Painting: Water Color. 3 hours
Emphasis is on increasing watercolor skills. A variety of tools, techniques, approaches and ideas lead to larger finished works.

341 Stagecraft and Design. 3 hours  See CTA 341.

342 Aesthetics. 2 hours  See PHI 342. Offered 1981-82.

370 Selected Topics. 1-4 hours  (for course description see p. 39)

393 Practicum. 1-4 hours  (for course description see p. 39)

401 Photography. 3 hours
Exploration of major aspects of photographic art including: history, design, developing, enlarging, kodalith, superimposing, solarization, and other artistic techniques.

412 History of Art. 4 hours
Survey and cultural analysis of the interrelated fields of architecture, sculpture, and painting. Offered 1982-83.

493 Senior Capstone. 4 hours  (for course description see p. 39)

**BIOLOGY**

_G. Harrison, Burkholder, Poe, Snyder, Squiers_

The biology major consists of 40 hours, including B10 102, 201, 202, and 493. In addition to these specific course requirements, a minimum of one course must be selected from each of the following areas: molecular/cellular, morphological/organismal, physiological, and environmental/ecological. The student’s academic adviser shall provide guidance in the selection of these courses. (Deviation from the above requirement is permitted in the combined biology/environmental science major described below.) A minimum of 36 hours in the major must be in courses other than 360, 393, 450, 490. Also required are two terms of chemistry (CHE 201, 202); however, four terms are strongly recommended. PHY 211, 212 and NAS 480 also are strongly recommended.

All majors (except pre-medical) are required to take at least 6 hours at the Taylor field station (or its equivalent). “Pre-medical” is interpreted to mean a student who follows the specified pre-medical program and takes the MCAT examination at the designated time.

The department, in cooperation with other science departments and the education department, offers a science teaching major with a primary emphasis in biology.
For pre-nursing program and pre-medical technology program requirements see Pre-Professional Studies.

A biology major may be combined with a concentration in environmental science. (See Environmental Science program described elsewhere in this catalog.) This combination is particularly valuable for students with career goals involving ecosystem analysis, environmental planning and resource management, human ecology, or outdoor education. A biology track may be chosen which is supportive of the environmental science emphases.

Individuals who are interested in the more technical aspects of natural resources management, such as forestry, fisheries and wildlife, parks and recreation, and resource development, may elect to take their first two years of basic courses at Taylor University. They may then transfer to another college or university offering the complete professional programs in natural resources.

100 General Biology. 5 hours
Introduction to the biological sciences emphasizing the important concepts and principles which tend to unify the study of life at various levels of organization. Recommended for non-science majors.

102 Introductory Biology. 5 hours
Introduction to the biological sciences emphasizing the important concepts and principles which tend to unify the study of life at various levels of organization. Recommended for majors in the natural sciences. Prerequisite to upper division courses in biology (except 322).

201 The Plant Kingdom. 3 hours
A taxonomic survey of the divisions of algae, fungi, and plants. Classification, characteristics, representative forms. Structure, growth, and development of the vascular plant body, with emphasis on the angiosperms. May be taken to satisfy biology general education requirement with permission of department head.

202 The Animal Kingdom. 3 hours
A taxonomic survey of the major phyla in the animal kingdom from Protozoa through Chordata. Classification, characteristics, representative forms, relations to man. May be taken to satisfy biology general education requirement with permission of department head.

231 Environment and Man. 4 hours
Introduction to ecological principles and the impact of man on his environment. Issues studied include population dynamics, resource status, pollution problems, and environmental ethics. Field methods in conservation and conservation education are stressed during a required weekend trip to the field station.

241, 242 Human Anatomy and Physiology. 3 or 4 hours
A two-course sequence systematically covering the structure and functions of the human body. Three hours lecture and two hours laboratory per week. Without
laboratory, three hours per term. Three-hour option does not fulfill general education requirement. Biology majors must take four-hour option.

243 Human Anatomy and Physiology. 5 hours
A survey study of the structure and function of the human organism. **Summers only.**

301 Taxonomy of Vascular Plants. 4 hours
Identification, classification, and systematics of vascular plants. Laboratory emphasis on local flora and plant family characteristics. Two hours lecture and four hours laboratory per week. **Prerequisites:** BIO 102, 201. **Offered** 1982-83.

302 Plant and Animal Ecology. 4 hours
A study of environmental factors as they relate to plants and animals. Interrelationships of organisms within various habitats are examined. Three hours lecture and three hours laboratory per week. **Prerequisites:** BIO 102, 201, and 202.

303 Natural Resources Administration and Management. 4 hours
A survey of natural resource management principles and techniques. The course includes a series of visits to local and state agencies for the purpose of understanding their function in resource management. Practical experience in resource management is provided. Offered at field station in conjunction with BIO 393. **Open to biology majors with permission of head of the department. Does not fulfill major field station requirement.**

312 Cell Biology 4 hours
Study of generalized subcellular structures and metabolism emphasizing dependence of function on structure, principles of organization and biosynthesis, and capture and utilization of energy. Techniques used in the study of the organization and function of living matter at the cellular level will be employed in the laboratory. **Prerequisites:** BIO 102 and CHE 201, 202. **Offered** 1982-83.

313 Entomology. 3 hours
Insects are collected in the field and classified. Taxonomic skills are developed. Life histories, economic importance, and principles of ecology are illustrated. **Prerequisite:** BIO 102, 202. **Offered** at field station, summers only.

322 Ornithology. 3 hours
Identification, classification, anatomy, life history, and migration of birds. Biological principles are illustrated. One hour lecture and two 2-hour field or laboratory sessions. **May be taken to satisfy biology general education requirement with permission of department head.**

323 Aquatic Biology. 3 hours
Collection, identification, and ecological position of fresh-water organisms. Taxonomic skills are developed. **Prerequisites:** Biology 102, 201 and 202. **Offered at field station, summers only.**

331 Comparative Anatomy. 4 hours
Classification, characteristics, and comparison of typical chordate animals, with emphasis on the vertebrates. Two hours lecture and four hours laboratory per week. **Prerequisite:** BIO 102.
BUSINESS AND ECONOMICS  45

332 Embryology. 4 hours
A study of the development of the chordate embryo, the principal basis being frog, chick, and pig. Both prepared slides and living embryos are used. Two hours lecture and four hours laboratory per week. Prerequisite: BIO 102.

341 Plant Physiology. 4 hours
An introduction to the interrelationships between physiological processes and plant growth and morphogenesis. Plant metabolism, water relations, mineral nutrition, photosynthesis, and hormone systems are studied. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 102 and CHE 201, 202. Offered 1981-82.

352 Animal Physiology. 4 hours
A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience in working with live animals and instrumentation used to examine the functional processes of various systems. Prerequisites: BIO 102 and CHE 201, 202. Offered 1981-82.

360 Independent Study. 1-4 hours  (for course description see p. 39)

362 Genetics. 4 hours
The principles which govern heredity and variation in plants, animals, and man are examined. Sufficient cytology is included to explain the physical basis of heredity. Laboratory time arranged. Prerequisite: BIO 102 or permission of instructor.

370 Selected Topics. 1-4 hours  (for course description see p. 39)

371 Microbiology. 4 hours
A study of micro-organisms. Major emphasis is placed on the fundamental principles underlying the activities of bacteria and on the preparation of slides and cultures. Two hours lecture and four hours laboratory per week. Prerequisite: BIO 102.

393 Practicum. 1-4 hours  (for course description see p. 39)

450 Directed Research. 1-4 hours  (for course description see p. 39)

490 Honors. 1-2 hours  (for course description see p. 39)

493 Senior Capstone. 4 hours  (for course description see p. 39)

BUSINESS AND ECONOMICS
Gortner, Benjamin, Craig, Erickson, Rotruck

The mission of the Business & Economics Department is to prepare well-rounded, ethical, competent Christian people for a variety of careers in the competitive world of business and/or for graduate studies leading to a MBA degree.
As a segment of Taylor’s “whole person” educational program, the Business & Economics Department offers opportunities to earn a B.S. degree in systems, coupled with a major in accounting, business administration, or economics; or a B.A. degree in one of the three majors. Candidates for the B.A. degree are encouraged to study a modern language beyond the required level so as to gain a more marketable proficiency in combination with their skills in accounting, business or economics. The systems requirements for the B.S. degree, in addition to requirements of the major and general education requirements, are described on page 75.

All business, accounting, and economics courses combine theory, principles, techniques, and practical applications in a manner aimed at enhancing graduates’ employment opportunities or serving a solid groundwork for graduate studies. Relevancy to current, real-world situations is emphasized and, toward that end, students are asked to subscribe to The Wall Street Journal during their sophomore, junior, and senior years. Field trips and expert guest lecturers are used as appropriate.

The bachelor’s degree with a major in business administration consists of 43 hours of accounting, business, and economics courses. A core of 8 courses is required, including the following: ACC 241 and 242; BUA 231, 311, 352, and 361; ECO 211 and 212. In addition to the core, 15 hours of concentration courses are required from among the following fields as determined by the department for the individual student: accounting, economics, finance, management, marketing, or other selected campus courses which will supplement the student’s program. At least one 300 or 400 level ECO course must be included. A final capstone course, BUA 493, is required for all majors. The following cognate subjects, outside of the accounting, business, and economics areas, are also required of candidates for the B.A. degree: MAT 110 (or a higher level math), COS 210, or if in systems, COS 220, and NAS 240. Candidates for the B.S. degree will take these cognate courses, or higher levels thereof, as part of the systems requirements described on page 75.

The accounting major is designed to prepare students for accounting and financial careers in business, government, education, and non-profit 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 manners. 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.

The bachelor’s degree with a major in accounting consists of 46 hours of accounting, business, and economics courses. A core of 12 courses (36 hours) is required, including: ACC 241, 242, 301, 341, 342, 405 and 416; BUA 311, 352, and 361; and ECO 211 and 212. Six additional hours of accounting
courses are required from the following courses: ACC 302, 360, 370, 393, 442, and 458, with no more than 3 hours of these courses from ACC 360 and 393. The course ACC 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 B.A. degree: MAT 110 (or a higher level math), COS 210, and NAS 240. Candidates for the B.S. degree will take these cognate courses, or higher levels thereof, as part of the systems requirements described on page 75.

The bachelor's degree with a major in economics consists of 45 hours of economics, mathematics, natural science, and business or social science-related courses including the following: 28 hours of economics courses including ECO 211, 212, 331, 332, and 493 and 12 additional hours of 300 or 400 level economics courses: MAT 110 and 140, or MAT 151 and MAT 111; two statistics courses (NAS 240 or MAT 352, and MAT 382); one computer science or systems course, and one business, accounting or political science course.

**Associate Degree in Business Administration**

An Associate of Arts degree in Business Administration is offered for students who want some post-high school training in business administration in order to prepare themselves for entry level management positions in the business world. This program also allows students to proceed on to a bachelor's degree in Business Administration in a normal sequence. This degree includes a minimum of 69 hours as follows:

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td><strong>Term One</strong></td>
</tr>
<tr>
<td>ENG 110 English Comp ................. 4</td>
<td>ECO 211 Prin of Macroecon ........ 3</td>
</tr>
<tr>
<td>MAT 110 Finite Math ................. 3</td>
<td>ACC 241 Fund of Acctg I ............ 3</td>
</tr>
<tr>
<td>REL 110 Bib Lit I ................. 3</td>
<td>BUA 311 Business Law ............ 3</td>
</tr>
<tr>
<td>POS 100 American Politics ............ 3</td>
<td>BUA 352 Prin of Management ........ 3</td>
</tr>
<tr>
<td>IAS 101 New Student Orien ............ 1</td>
<td>SYS 200 Basic Systems ............ 4</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td><strong>Interterm</strong></td>
<td><strong>Interterm</strong></td>
</tr>
<tr>
<td>REL 213 Bib Lit II ................. 4</td>
<td>HUM 230 Fine Arts ................. 4</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td><strong>Term Two</strong></td>
</tr>
<tr>
<td>BUA 231 Prin of Marketing ............ 3</td>
<td>ECO 212 Prin of Microecon ........ 3</td>
</tr>
<tr>
<td>COS 220 Intro to Computing ............ 3</td>
<td>ACC 242 Fund of Acctg II ............ 3</td>
</tr>
<tr>
<td>NAS 240 Intro to Statistics ............ 4</td>
<td>PEH 100 Gen Phys Ed ............... 1</td>
</tr>
<tr>
<td>XXX XXX Elective ................. 4</td>
<td>XXX XXX Elective ............... 3</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>
Accounting

241 Fundamentals of Accounting 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.

242 Fundamentals of Accounting 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.

301 Cost Accounting I. 3 hours
An in-depth study of how accountants assist management with the planning and controlling functions. Special emphasis is placed on studying the nature of costs and cost behavior in a manufacturing setting, and the effect on profits related to changes in volume. Prerequisite: ACC 242.

302 Cost Accounting II. 3 hours
A continuation of Accounting 301. Budgeting and control for profit planning and capital expenditures are studied, along with the problems of allocating costs to products and operating units of a business. Includes product and process costing, standard costs, and variance analysis in a variety of business situations. Prerequisites: ACC 301 or permission of the instructor.

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.

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. Prerequisites: ACC 341 or permission of the instructor.

360 Independent Study. 1-4 hours (for course description see p. 39)

370 Selected Topics. 1-4 hours (for course description see p. 39)

393 Practicum. 1-4 hours (for course description see p. 39)
Prerequisites: 15 accounting hours (and SYS 200 for majors pursuing a systems concentration).

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, and the nature of the audit evidence. Prerequisites: ACC 342 or the permission of the instructor.

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

**442 Federal Income Taxes. 3 hours**
A study of the effect of federal income tax laws and regulations on individuals, businesses, and other taxable entities. This course includes discussion of current issues and various legal methods of tax reduction and savings. Prerequisite: ACC 242.

**458 CPA Problems. 3 hours**
A rigorous review of the topics covered by the Uniform CPA Examination, supplemented with practice in answering previous examination problems and questions. Prerequisites: BUA 311 and 21 hours of accounting, or the permission of the instructor.

**493 Capstone. 4 hours** (for course description see p. 39)

**Business Administration**

**231 Principles of Marketing. 3 hours**
A study of the different business fields involved in understanding the modern marketing system in today's business environment. Topics include: the nature of the market itself, types of products and services, product planning, life cycles, branding/labeling, pricing, and promotion. Special emphasis is given to distribution.

**311 Business Law. 3 hours**
A course designed to assist the student in acquiring knowledge of business law. It includes discussion of the nature, origin, and kinds of law as they have evolved into the area of commercial transactions concerning personal property (Uniform Commercial Code). This knowledge is then integrated with training in the discernment of important legal points involved in various business situations and application of pertinent principles of the law thereunto. Topics include contracts, agencies, commercial paper, partnerships, corporations, and real property.

**312 Sales. 3 hours**
A study of the psychological steps involved in making a sale in both industrial and consumer markets, the techniques and philosophies of personal selling, and the social and economic impact of the salesperson's role in the dynamic field of business enterprise. The course concludes with the student presenting an actual sales demonstration in class. Prerequisite: BUA 231.

**313 Retailing. 3 hours**
To interest the student in the creative and challenging area of retailing as a
profession either as the owner of one's business or as a potential manager for large retailing concerns. Subject matters to be covered are kinds of stores, franchising, consumer behavior, selecting the proper building, merchandise planning and buying, pricing, physical handling of goods, and retail promotion. **Prerequisite:** BUA 231.

**352 Principles of Management. 3 hours**
A course designed to thoroughly acquaint students 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. Relevancy of course material to current, real-life situations is emphasized.

**360 Independent Study. 1-4 hours** *(for course description see p. 39)*

**361 Corporate Finance. 3 hours**
A study of methods used in the evaluation of 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. **Prerequisite:** ACC 241, 242.

**362 Personnel Administration. 3 hours**
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.

**370 Selected Topics. 1-4 hours** *(for course description see p. 39)*

**393 Practicum. 1-4 hours** *(for course description see p. 39)*
**NOTE:** Offered pass/fail during interterm and pass/fail or for a regular grade during the summer. **Prerequisite:** lower division business core requirements (and SYS 200 for majors pursuing a systems concentration), and BUA 352.

**412 Advertising. 3 hours**
A study of the role of advertising in today's business environment. Course covers how advertising affects our lives as potential buyers, pre-advertising research, advertising agencies, selection of proper media and communication systems, and the creation of an over-all advertising campaign. Instruction includes in-class group presentations of each of the six major media forms used by most organizations. **Prerequisite:** BUA 231.

**420 Production 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, project management, and quality assurance. Current issues such as energy and productivity are discussed. Basic quantitative methods are introduced. **Prerequisites:** BUA 352.
422 Materials Management. 3 hours
A study of the theories and techniques of all aspects of materials management. Topics include: forecasting, purchasing, legal considerations, inventory management, quality assurance, warehousing and handling, and distribution and transportation. Prerequisites: BUA 231, 352.

428 Money and Banking. 3 hours
A variety of practical banking topics covered including, among others: a review of the development of the banking system and the corresponding evolution of money and demand deposit system, an overview of non-bank financial intermediaries and their role in the present economy. Prerequisite: BUA 361, ECO 211, 212.

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.

493 Capstone. 4 hours (for course description see p. 39)

Economics

200 Consumer Economics. 3 hours
A study of the basics of economics required to function as an intelligent citizen and consumer in the U.S. today. Not for Business, Accounting, or Economics majors.

211 Principles of Macroeconomics. 3 hours
Introduction to economics emphasizing an understanding of how the U.S. economy works. Topics studied include: how private markets work, how banks create money, determination of gross national product and income, economic indicators, and federal monetary and fiscal policies for influencing employment and price levels.

212 Principles of Microeconomics. 3 hours
A continuation of the introduction to economics started in ECO 211 emphasizing decision-making by individual consumers and producers. Prerequisite: ECO 211 or permission of instructor.

302 Labor Economics. 3 hours
An in-depth look at the theory of wages and employment under various market conditions; factors affecting the demand for and supply of labor; human capital, discrimination, and other causes of wage differentials among people and locations; history, impact and future of the collective bargaining process; labor problems and legislation. Prerequisites: ECO 211, 212.

321 Government Finance. 3 hours
An analysis of public expenditure and taxation at the federal, state, and local levels with emphasis on the U.S. government. The course includes benefit-cost analysis and its application to current and/or proposed public programs; tax incidence and equity in theory and practice; study of specific taxes emphasizing the Federal
personal income tax; economic analysis of the political process. Prerequisites: ECO 211, 212.

**331 Intermediate Microeconomics. 3 hours**

An intermediate analysis of decision-making by individual consumers and producers. Topics studied include: indifference curves and their use in analyzing consumer choice; production functions and cost curves; theory of business output and pricing decisions under various market conditions; theory of business input use decisions under various market conditions; private market failures, public goods and pollution; general equilibrium. Prerequisites: ECO 211, 212. Offered 1981-82.

**332 Intermediate Macroeconomics. 3 hours**

An intermediate analysis of how the U.S. economy works. Classical, Keynesian, and competing current theories of income and employment determination are studied and compared. The roles of monetary and fiscal policies in the various models are studied. Current problems such as that posed by simultaneous unemployment and inflation are discussed. Prerequisite: ECO 211, 212. Offered 1981-82.

**360 Independent Study. 1-4 hours** (for course description see p. 39)

**370 Selected Topics. 1-4 hours** (for course description see p. 39)

**393 Practicum. 1-4 hours** (for course description see p. 39)

**442 Economic Development. 3 hours**

A study of the economic growth and growth potential of less-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are studied. Policies for encouraging growth are discussed in the context of social and political factors. Prerequisites: ECO 211, 212.

**452 Private Enterprise & Public Policy. 3 hours**

Emphasis on imperfectly competitive product markets and government policies toward them. Use of anti-trust laws, direct government regulations of public utilities, and public enterprise alternatives to improve resource allocation are studied. Implications of the trend toward deregulation in the communications and transportation industries are considered. Other government regulations affecting business such as health, safety, and environmental rules are included as time permits. Prerequisites: ECO 211, 212.

**493 Capstone. 4 hours** (for course description see p. 39)

---

## CHEMISTRY

*Burden, Anglin, Kroll, V. Hess*

A chemistry major (without a pre-medical emphasis) consists of 44 hours of chemistry and must include CHE 201, 202, 301, 302, 311, 312, 422, 431, 432, 431L, 432L, and 493. Required related courses are MAT 151 and 230, and PHY 211, 212. It is strongly recommended that chemistry majors have MAT 240, 261 (Matrices), and 431, and at least one course in computer science. A
reading knowledge of German or French (usually interpreted as two years of college instruction) is also recommended for a chemistry major. Physics 331 and Sys 300 are strongly recommended.

A pre-medical major consists of 36 hours and must include CHE 201, 202, 301, 302, 311, 312, 431, and 493. See the Pre-Professional Courses section for a suggested schedule of courses.

NAS 490 is recommended for all majors in their junior or senior year.

201, 202 General Inorganic Chemistry. 5 hours
A course designed to meet the needs of both the non-science major and the student planning a science-oriented career. Two sections are taught. Section A presents an introduction to the modern concepts of atomic structure, chemical bonding, and the structure and properties of matter. Elementary treatments of thermochemistry, thermodynamics, and chemical kinetics are included. Introductory experiences in qualitative and quantitative analysis are provided in the second term. A satisfactory score on a placement examination is recommended for admission to this section. Information concerning this examination, which is given during the first class meeting, should be obtained from the chemistry department. Section B attempts to integrate theoretical concepts with applications relevant to modern society. Attention is given to surveying chemistry as a whole with emphasis on the fields of inorganic and organic chemistry. Section A is strongly recommended for all chemistry majors and for majors in any of the natural sciences. Each section meets for four hours lecture and three hours of laboratory per week.

301 Quantitative Analysis I. 4 hours
An introduction to modern theories and methods used in chemical separations and quantitative determinations. The laboratory includes gravimetric, volumetric (acid-base, precipitation, redox, complex forming) titrations. Lecture three hours per week and laboratory three hours per week. Prerequisite: CHE 202.

302 Quantitative Analysis II. 4 hours
A continuation of Chemistry 301 in various advanced types of analytical procedures. Also studied are the general principles underlying instrumental methods with introductory laboratory experience in colorimetry, spectrophotometry, electrochemistry and gas chromatography. Lecture three hours per week and laboratory three hours per week. Prerequisite: CHE 301.

311, 312 Organic Chemistry. 5 hours
A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first term. In the second term a similar study is made of the aromatic compounds with an introduction to special classes of compounds, such as the proteins, terpenes, alkaloids, and dyes. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions, and an introduction to qualitative organic analysis using both conventional wet analyses and instrumental techniques. Four hours recitation and three hours laboratory a week. Prerequisites: CHE 201, 202.
360 Independent Study. 1-4 hours  (for course description see p. 39)

393 Practicum. 1-4 hours  (for course description see p. 39)

411 Advanced Organic Chemistry. 4 hours
A course in which properties and reactions of organic compounds are correlated with chemical structure. Specific subject matter is varied to meet current needs, with a central theme, such as biochemistry or industrial organic chemistry. Two hours lecture and six hours laboratory or three hours lecture and three hours laboratory per week. Prerequisite: CHE 312.

422 Scientific Instrumentation. 4 hours
A study of the theory and techniques involved in the operation and application of modern scientific instrumentation. The approach varies on alternate years. One year analytical applications are emphasized. The following year functional aspects of system components are stressed. Three hours lecture and three hours laboratory per week. Admission by consent of instructor only. Offered 1982-83 with analytical approach.

431 Physical Chemistry. 3 hours
A course which emphasizes elementary principles of chemical thermodynamics and chemical kinetics from a macroscopic point of view. Special attention is given to enzyme kinetics and the utilization of biochemical systems as example problems. The course is designed for chemistry, physics, biology, pre-med biology, and pre-med chemistry majors. Three hours lecture per week. Prerequisites: CHE 201, 202, PHY 211, 212, and MAT 151, 230. Offered annually.

431L Physical Chemistry Laboratory. 1 or 2 hours
An introduction to modern laboratory techniques in physical chemistry. The work stresses the use of vacuum techniques, bomb calorimetry, and UV-visible enzyme kinetic studies. Three to six hours of laboratory per week. Offered annually.

432 Physical Chemistry. 3 hours
Emphasis on elementary principles of kinetic theory of gases, quantum mechanics, molecular structure, and statistical mechanics. 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, 261, and 431 strongly recommended. Offered annually.

432L Physical Chemistry Laboratory. 1 or 2 hours
A course in which the laboratories stress the use of X-ray diffraction, X-ray fluorescence, and other instrumentation and spectroscopic methods. Three to six hours of laboratory per week. Offered annually.

450 Directed Research. 1-4 hours (for course description see p. 39)

493 Senior Capstone. 4 hours (for course description see p. 39)
The Communication and Theatre Arts Department believes that human communication, at its best, is a personal, supportive response to the uniqueness and worth of persons. The tendency in our society to view effective communication as a tool for manipulation or exploitation is seen as an erosion of the dignity and worth of persons and a violation of Christian ethics. Students are encouraged to approach communication processes and skills as agencies of growth and service rather than exploitation. We view theatre as one of man's most effective efforts to understand himself and his world. Our participation in this artistic effort increases our understanding of the human condition, expands our awareness of human need, offers creative activity for the development of expressive gifts, and provides a means of articulating our Christian world and life view. Religious Drama Company, University Theatre, and laboratory theatre experiences are open to all students of the University.

With the almost universal concern in our society for communication problems, courses are designed to help students develop skills which are particularly important in such professions as law, government, business, public relations, teaching, Christian service ministries, mass communications, and dramatic arts.

The major leading to a Bachelor of Arts degree is flexible enough to allow a student to design a curriculum which meets his own personal and occupational goals or which can be combined with Systems (see catalog description) or a second major. Two courses are required: 100 and 493; the remaining courses selected may concentrate in the areas of communication theory, mass communication, theatre, or combinations of all three until at least 34 hours are completed.

The following program offered leads to the Bachelor of Science degree for teachers of Communication and Theatre Arts in secondary schools. This major includes: 100, 200, 231, 250, 312, 342, 493, two of the following communication courses (321, 322, or 371), three of the following theatre courses (212, 341, 362, or 432) and two electives chosen from the CTA department or ENG 312, 351, 361, or 362. The minimum number of hours required for this secondary teaching degree is 42. CTA may also be used as a second teaching area with a 24 hour requirement.

100 Introduction to Communication. 3 hours

Communication theory and problems are studied. Emphasis is given to the characteristics of relationships which influence interpersonal communication. The structure and presentation of oral discourse are also stressed.
200 Oral Interpretation of Literature. 3 hours
Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading.

201 Corporate Communications. 3 hours
An examination of the communication process and information systems in a corporation setting. The acquisition and application of the specific communication skills frequently used in business and industry are emphasized.

212 Acting. 3 hours
Study of the theories and principles of acting as an art, approached through a Christian perspective of life and the human situation. Practical application of performance techniques and character development are provided through laboratory theatre experiences. Students are required to be concurrently enrolled in PEH 100 for Actors.

231 Voice and Articulation. 3 hours
A study of functional speech problems with emphasis on diagnostic and remedial methods for improvement. The International Phonetic Alphabet is taught as an aid to improving speech skills. Offered 1982-83.

241 Introduction to Radio and T.V. 3 hours
A survey of broadcasting including social aspects, growth of American radio and television, networks and stations, advertisers and agencies, and other broadcasting areas. Exposure to live radio microphone and television camera situations and basic studio equipment and production techniques is incorporated.

250 Mass Media. 4 hours See ENG 250.

301 Advanced Oral Interpretation of Literature. 3 hours
Advanced study and application of the techniques of literary analysis and oral reading. Readers theatre is emphasized with laboratory experience provided. Prerequisite: CTA 200 or consent of the instructor. Offered 1981-82.

312 Radio and Television Production. 3 hours
Theory and production aspects of radio and television, including application of production principles and techniques in actual directing situations. Prerequisite: CTA 200 or consent of the instructor. Offered 1981-82.

321 Argumentation and Debate. 3 hours
A study of the principles and procedures of debate and advocacy, including rational decision making, the use of evidence in support of logical arguments, case building, and refutation. Offered 1981-82.

322 Oral Persuasion. 3 hours
Analysis of persuasion as a method of social influence, including ethical responsibilities and practical instruction in the preparation and delivery of persuasive discourse. Offered 1981-82.
341 Stagecraft and Design. 3 hours
Emphasis given to the technical phases of play production including design theory and practice with projects in set construction, lighting, and makeup. Work on theatre productions provides practical experience. Offered 1982-83.

342 Speech Pathology for the Classroom. 2 hours
The etiology and treatment of pathological and functional speech and hearing disorders studied. 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 1981-82.

352 History and Criticism of Film. 3 hours
A survey of film history, artistic growth, and early influences and techniques of film-making. This course includes the study of various films with emphasis upon their contributions to the development of the art of film-making. Offered 1982-83.

360 Independent Study. 1-4 hours (for course description see p. 39)

362 Religious Drama. 3 hours
A study of the historical, theological, and aesthetic dimensions of religious drama with attention also given to production. Offered 1981-82.

370 Selected Topics. 1-4 hours (for course description see p. 39)

372 Dynamics of Group Discussion. 3 hours
An analysis of the functions of group process in public and private discussion. Practical experience in discussion leadership and participation is provided. Offered 1982-83.

393 Practicum. 1-4 hours (for course description see p. 39)

402 Contemporary American Theatre. 3 hours
A study of selected twentieth century American theatre movements, people, and dramatic literature from 1950 to the present. Offered 1981-82.

431 Advanced Television Production. 3 hours
Advanced study and practice of television production and directing, including electronic editing and remote production techniques. Prerequisite: CTA 312 or permission of the instructor.

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

490 Honors. 1-2 hours (for course description see p. 39)

493 Senior Capstone. 4 hours (for course description see p. 39)
The Division of Education cooperates with other departments to prepare teachers for positions in private and public schools. The division is in a unique position to educate persons for leadership positions with Christian day schools, public and private nursery schools, public elementary and secondary schools, and for leadership positions related to youth work. Admission to, retention in, and completion of an approved teacher education program at Taylor University is administered 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.

Admission to and continuation in the teacher education program, with a fully approved status, is subject to the approval of the Teacher Education Committee, departmental recommendations, and a cumulative GPA of 2.5 or above. The committee acts upon each student's application for admission to the teacher education program during his fourth term; however, his status may be reviewed at any time. A major review of all applications is made prior to placement for student teaching.

Students preparing for teaching should follow the steps described below:
1. Enroll in EDU 150, Education in America, during the freshman year.
2. Begin participation experiences in the public schools and other community agencies during the freshman year.
3. Submit an application for admission to the teacher education program during the fourth term. Transfer students must complete at least one term at Taylor University prior to the consideration of an application.
4. Upon approval of the application for admission to the teacher education program, the student preparing to teach in the secondary schools will select a teaching field — an area major of at least 52 term hours or a teaching major of at least 36 term hours. A student is urged to select a second teaching area (minor or endorsement.) The students preparing to teach in elementary schools follow the program as outlined by Taylor University for prospective elementary teachers.

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. The Director of Teacher Education will accept
transfer credit where the courses taken are comparable to the education courses offered by Taylor University.

**Certification**

Curricula which meet the licensing standards of the Indiana State Board of Education have been planned, and listed course requirements may be obtained from the office of the Director of Teacher Education. Preparation for standard teaching licenses in the following fields is provided at Taylor University:

**All Grade Education** (kindergarten through 12th grade)

Majors in Art, Music (Instrumental, Choral, and General), and Physical Education.

**Early Childhood Education** (for teachers of pre-kindergarten classes)

Early Childhood Education Major. The kindergarten endorsement and/or special education minor may be added to this license.

**Elementary Education** (first through sixth grades)

The following minors and endorsements may be added to the elementary license:
- Kindergarten Endorsement
- Coaching Endorsement Minor
- Physical Education Minor
- Music Minor
- Special Education Minor (Educable Mentally Retarded)

**Secondary Education** (ninth through 12th grades) in the following areas:

- Art — major and minor
  Communication and Theatre Arts — major and minor
- English — major and minor
- French — major and minor
- Mathematics — major and minor
- Physical Education — major and minor
- Science — major and minor. Primary and supporting areas in:
  - Biology, Chemistry, General Science, Mathematics, and Physics.
- Social Studies — major and minor. Primary and supporting areas in:

In addition to the secondary minors listed, the following minors and endorsements may be added to the secondary license:
- Coaching Endorsement minor
Special Education Endorsement (Educable mentally retarded)
Health and Safety Minor
Spanish Minor
Junior High/Middle School Endorsement (fifth through ninth grades)
Certification may be added to the Elementary and Secondary Certification.

Curriculum guides for the programs listed above are available from the office of the Director of Teacher Education.

Field Experiences
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 fall term of one’s 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.

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

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td><strong>Term Two</strong></td>
</tr>
<tr>
<td>ENG 110</td>
<td>SOC 241</td>
</tr>
<tr>
<td>REL 110</td>
<td>Marriage &amp; Home Bldg.</td>
</tr>
<tr>
<td>HUM 230</td>
<td>MUS 300</td>
</tr>
<tr>
<td>EDU 281</td>
<td>Mus. in El. Classroom</td>
</tr>
<tr>
<td>IAS 101</td>
<td>PSY 240</td>
</tr>
<tr>
<td></td>
<td>Child Psych</td>
</tr>
<tr>
<td>Interterm</td>
<td>EDU 371</td>
</tr>
<tr>
<td></td>
<td>Org.&amp;Op. of Nurs. Sc.</td>
</tr>
<tr>
<td>EDU 291</td>
<td>EDU 223</td>
</tr>
<tr>
<td></td>
<td>Curr. Workshop</td>
</tr>
<tr>
<td></td>
<td>Supv. Field Exper.</td>
</tr>
</tbody>
</table>

Number of Interterm Hours

4
Term One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTA 100</td>
<td>Intro. to Comm.</td>
<td>3</td>
</tr>
<tr>
<td>SOC 222</td>
<td>The Community</td>
<td>4</td>
</tr>
<tr>
<td>EDU 372</td>
<td>Tchg. the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDU 282</td>
<td>Curr. Workshop</td>
<td>2</td>
</tr>
<tr>
<td>EDU 150</td>
<td>Educ. in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificate in Religious Studies**

A student who wishes to be prepared to teach in a Christian day school should consider completing the 26-hour Certificate in Religious Studies. In addition to the 11 hours of general education requirements in this area, students electing this option will complete a minimum of 15 term hours, including a specialized course “Teaching in Christian Schools” and courses in Christian education, philosophy and/or religion. Application forms are available in the teacher education office.

**EDU 141 The Exceptional Child. 3 hours**

An introduction to the field of special education. The course includes studies in history, trends, and current issues. Activities and reading which will lead to a greater sensitivity to all handicapped people will be engaged in.

**EDU 150 Education in America. 3 hours**

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 is 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. With field experience lab.

**EDU 223 Supervised Field Experience in Early Childhood Education. 4 hours**

A full-time, four-week participation experience in a nursery school or a day care center/home. The student will assume a position of leadership with children under the supervision of qualified early childhood teachers. Students completing the A.A. degree complete this interterm course two times, once in a day care center and once in a nursery school. **Prerequisites: EDU 281 or EDU 291.**

**EDU 232 The Mildly Mentally Handicapped: A Psycho-social and Educational Study.**

A course which deals exclusively with the mildly mentally handicapped. Emphases are on the social, psychological, and educational considerations. The students are encouraged to develop their own philosophy of teaching in special education. **Prerequisite: EDU 141.**

**EDU 242 Curriculum and Methods for Teaching the Mildly Mentally Handicapped. 3 hours**

A course which discusses and practices educational programs for optimum growth and development of mildly mentally handicapped. Curriculum content, organization of special schools and classes as well as teaching methods and materials are included. **Prerequisite: EDU 141.**

Term Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEH 112</td>
<td>El. Sch. Health &amp; Saf.</td>
<td>3</td>
</tr>
<tr>
<td>PEH 240</td>
<td>El. Sch. Games &amp; Rhy.</td>
<td>2</td>
</tr>
<tr>
<td>ART 300</td>
<td>Art for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDU 260</td>
<td>Educ. Psych.</td>
<td>4</td>
</tr>
<tr>
<td>EDU 292</td>
<td>Curr. Workshop</td>
<td>2</td>
</tr>
<tr>
<td>REL</td>
<td>Rel. (New Testament)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificate in Religious Studies**

A student who wishes to be prepared to teach in a Christian day school should consider completing the 26-hour Certificate in Religious Studies. In addition to the 11 hours of general education requirements in this area, students electing this option will complete a minimum of 15 term hours, including a specialized course “Teaching in Christian Schools” and courses in Christian education, philosophy and/or religion. Application forms are available in the teacher education office.

**EDU 141 The Exceptional Child. 3 hours**

An introduction to the field of special education. The course includes studies in history, trends, and current issues. Activities and reading which will lead to a greater sensitivity to all handicapped people will be engaged in.

**EDU 150 Education in America. 3 hours**

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 is 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. With field experience lab.

**EDU 223 Supervised Field Experience in Early Childhood Education. 4 hours**

A full-time, four-week participation experience in a nursery school or a day care center/home. The student will assume a position of leadership with children under the supervision of qualified early childhood teachers. Students completing the A.A. degree complete this interterm course two times, once in a day care center and once in a nursery school. **Prerequisites: EDU 281 or EDU 291.**

**EDU 232 The Mildly Mentally Handicapped: A Psycho-social and Educational Study.**

A course which deals exclusively with the mildly mentally handicapped. Emphases are on the social, psychological, and educational considerations. The students are encouraged to develop their own philosophy of teaching in special education. **Prerequisite: EDU 141.**

**EDU 242 Curriculum and Methods for Teaching the Mildly Mentally Handicapped. 3 hours**

A course which discusses and practices educational programs for optimum growth and development of mildly mentally handicapped. Curriculum content, organization of special schools and classes as well as teaching methods and materials are included. **Prerequisite: EDU 141.**
EDU 260 Educational Psychology. 3 hours
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. With field experience lab. Prerequisite: EDU 150.

EDU 281, 282, 291, 292 Curriculum Workshop in Early Childhood Education. 3 hours
A study in four different curricular areas as these subjects relate to the role of the early childhood teacher. These areas are 1) communications and the environment of the child, 2) language arts, including reading readiness and children’s literature, 3) social studies and religious education, and 4) mathematics and science. Accompanying each workshop is a 3-hour weekly field experience in a nursery school, day care center, or kindergarten. One curricular area will be offered each term. Will be taken four times for a total of 12 credit hours.

EDU 312 Teaching in Secondary Schools — Special Methods. 2-4 hours
A special 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. Prerequisites: EDU 150, EDU 260.

EDU 322 Reading for Middle & Secondary Teachers. 3 hours
Practical procedures for developing effective reading skills at the middle and secondary school levels. Attention will center on understanding the relationships between the process of reading and learning of content, planning to meet total range of student reading needs, methods, and materials to enhance advanced comprehension and study skills in a multicultural society; with field experience lab.

EDU 333 Teaching the Exceptional Child: Field Experience in Mildly Mentally Handicapped. 4 hours
For students completing the minor in Special Education. Taught in the public schools under the guidance of the SPECIAL EDUCATION COUNCIL (made up of public school special education teachers and Taylor faculty). In-depth observation/participation experiences with exceptional children are completed. Seminars are conducted to discuss materials, class organization, curriculum practices, procedures, and teaching techniques used in teaching special education children. Appraisal and evaluation are included. Prerequisites: EDU 141 or 242 and permission of the instructor.

EDU 341 Advanced Methods and Materials for Teaching the Mildly Mentally Handicapped.
Methods and media for teaching the mildly mentally handicapped are studied, discussed, and collected. The course also includes study of student assessment, I.E.P. implementation, multi-categorical and resource room models. Prerequisite: EDU 242.

EDU 352 Teaching Language Arts and Developmental Reading in Elementary Schools. 4 hours
An examination of methods and teaching media used in teaching the language arts in a multicultural society. The foundations of reading skills instruction and the
development of reading skills in the subject content areas are surveyed. Reading readiness is a major topic of consideration. Resources for teaching language arts and reading located in the Learning Resources Center are studied, demonstrated, and evaluated. Prerequisites: EDU 150, EDU 260. Taught concurrently with EDU 362.

**EDU 360 Independent Study.** 1-4 hours  (for course description see p. 39)

**EDU 362 Teaching Science and Social Studies in Elementary Schools.** 4 hours
An exploration of the method and materials of teaching science and the social studies. Development of units for teaching, construction of devices to be utilized in teaching, demonstration teaching, and work in the Learning Resources Center are emphasized. A specialist in audio-visual aids works with the students in creatively developing teaching media. An intensive four-day field experience in outdoor environmental education is completed by all elementary education majors. Public school and college personnel cooperate in providing, supervising, and evaluating teaching experiences used with elementary school children in the out-of-doors. Prerequisites: EDU 150, EDU 260. Taught concurrently with EDU 352.

**EDU 371 Organization and Operation of Nursery Schools and Kindergartens.** 3 hours
A study of the factors involved in organizing and operating nursery schools and kindergartens, including parent education. Differing philosophies in the teaching of young children are explored. Observation and evaluation of actual early childhood learning centers and kindergarten classes are obtained through site visitations.

**EDU 372 Teaching the Young Child.** 3 hours
Study of the physical, mental, social, and emotional development of children, birth thru kindergarten. Curriculum, including health, nutrition, and reading readiness, will be emphasized giving special attention to skills and materials needed in the teaching of young children.

**EDU 383 The Middle School.** 3 hours
A study of the development, philosophy, and organization of middle schools and junior high schools.

**EDU 392 Teaching in Middle Schools.** 4 hours
Examines through reading, seminars, field experiences, and classroom investigations the purpose, curriculum, and the instructional strategies for effective teaching in middle schools. This course provides prospective teachers with knowledge and understanding of the child, the school, and practical teaching activities. Prerequisites: EDU 150, EDU 260.

**EDU 393 Practicum.** 1-4 hours  (for course description see p. 39)

**EDU 411 The Teacher in the Secondary Schools.** 3 hours
A seminar/general methods course taught in public schools. Topics investigated are general teaching methods, individual and group processes of teaching, professional relations, measurement, media, curriculum development, interdisciplinary learning, values clarification, legal implications, classroom management, and technical skills of teaching. How all of these factors are promoted within the school structure, K-12, is considered. Taken concurrently with EDU 431.
EDU 421 Supervised Internship (Early Childhood Education and/or Elementary). 12 hours

A complete fall term spent in the student teaching center in full-time supervised teaching in two different educational settings. Approximately 10 weeks is spent in the first assignment — an elementary grade or in an early childhood center. Students completing a minor in special education, a middle school certification, or a kindergarten endorsement are then involved in an additional eight weeks of practical experience with these children. This course may be repeated once for those persons wishing to complete majors in both early childhood and elementary education. Prerequisite: (a) Approval by the Teacher Education Committee; (b) EDU 150, EDU 260; (c) for elementary EDU 352, EDU 362. Taken concurrently with EDU 441.

EDU 431 Supervised Internship in Secondary Schools. 12 hours

Full-time teaching experiences for the intern at two grade levels or in two subject areas during the fall term under the supervision of public school and college personnel. Prerequisites: (a) Approval of the Teacher Education Committee; (b) EDU 150, EDU 260, EDU 312. Taken concurrently with EDU 441.

EDU 441 The Child and the Teacher. 3 hours

A seminar course—taught in student teaching centers—which investigates such topics as professional relations, strategies for remedial reading, legal implications, classroom management, career planning, pupil testing and evaluation, and multicultural/multiethnic differences. This course may be repeated once for those students wishing to complete majors in both early childhood and elementary education. Taken concurrently with EDU 421.

EDU 480 Seminar. 1-4 hours (for course description see p. 39)

EDU 493 Capstone: The Early Childhood Center. 4 hours

A course in which the student utilizes general education concepts, professional education background, and previous field experiences to formulate a total concept of an effective and functional early childhood center of learning. A senior level seminar course is taught in the student teaching center.

EDU 493 Capstone: Corrective Reading in Elementary Schools. 4 hours

A senior capstone course in elementary education. The student's preparation in general education, subject matter concentration and professional education becomes a basis for a critical analysis of elementary classroom reading problems. The course is designed for one-to-one and small group working relationships with elementary school pupils in a multicultural/multiethnic society. Included are methods and instruments for helping children with reading problems, classroom diagnosis and techniques, and methods of aiding children with reading problems in the subject content areas. The entire experience is completed in the public schools.

Participation in the Teacher Education Program at Taylor University

A student is admitted to the teacher education program upon completion of an official application form (available in the office of the Director of Teacher Education) and favorable action by the Teacher Education Committee. The
application should be completed immediately following 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 University.

The Teacher Education Committee has established six standards which students must meet in order to be admitted to the program and to remain in it. Official action is taken twice by this committee on applying these standards to each student: (1) when acting on the application for admission to the teacher education program, and (2) when acting on the application for the professional term (including student teaching). The qualities encompassed by these standards are scholastic performance, communication skills, character, personality, health, and supportive faculty recommendations. Detailed explanations of these standards may be obtained from the Teacher Education Office.

ENGLISH

Fry, Baker, Chapman, Davis, Dinse, F. Ewbank, Swan, Walker

All students are required to take ENG 110 (unless they are granted advanced placement or selected for 111). ENG 230, 241, or 242 are recommended for students meeting general education requirements.

For the bachelor of arts degree the major in English consists of at least 40 hours in addition to 110 or 111. The following courses are required: 230 or 241 or 242, 362, 493; one genre course (351, 361, 371); two period courses (412, 422, 431, 441).

For the bachelor of science degree the major in English consists of at least 45 hours in addition to 110 or 111. The following courses are required of the student qualifying to teach English in the secondary school: 230, 241 or 242, 250, 302, 312, 322, 362, 493, CTA 200; one genre course (351, 361, 371); two period courses (412, 422, 431, 441).

Students who major in English are urged to take HIS 342 (History of England). It is also suggested that they elect courses in communications, philosophy, and foreign language.

Composition and Language

To qualify for graduation, all students must demonstrate the ability to read and write the English language acceptably. Beyond the Freshman-level writing courses, students may expect close monitoring of their English proficiency skills in all courses taken at Taylor University. Any student who shows a persistent, severe deficiency in English expression will be required to correct the deficiency under the direction of the English Proficiency Committee.
100 English Fundamentals. 2 hours
Intensive review of basic grammar and mechanics. This course involves practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment.

110 Freshman Composition. 4 hours
Designed to develop clarity and effectiveness in expository prose, including information, definition, analysis, evaluation, persuasion, and formal research paper. A brief review of grammar and mechanics is involved.

111 Advanced Freshman Composition. 4 hours
A seminar, subject-oriented approach to expository writing. Enrollment by assignment.

ENG 110 or ENG 111 are prerequisite to all other English courses, except for ENG 230 and ENG 241.

210 Writing for Teachers. 2 hours
Designed for elementary and secondary majors seeking certification. Communications skills for prospective educators are developed. Not required of English majors. No freshmen admitted.

250 Mass Media. 4 hours
Examines the role of the mass media in society today and their impact upon such areas as education, religion, business, and politics. This course includes print media, radio, television, and film.

302 Linguistics. 4 hours
Exploration of the nature and structure of language with attention to dialects, semantics, and the history of the English language.

312 Expository and Creative Writing. 4 hours
The study and writing of expository and critical essays, as well as creative writing growing from the examination of models of fiction, poetry, and creative essays.

322 Newswriting. 4 hours
Emphasis on reporting and coverage of meetings, speeches, government, religion, and sports. Practice in the interview technique and in interpretative reporting is provided. Prerequisites: ENG 110 or 111; 250.

332 Editing and Design. 3 hours
Basic news editing of wire service and local copy, pictures, and headlines. Practice in news make-up and in the editing and design of special magazine sections is provided. Prerequisite: ENG 322.

333 Business and Technical Writing. 3 hours
Practice in the writing of letters, reports, memos, and other forms required in business and industry. Prerequisite: ENG 110 or 111.
343 Feature Writing. 3 hours
The writing of news, background, human interest, and historical features for the print media. Prerequisite: ENG 322.

Literature

133 Studies in Literature. 4 hours
Various literature courses with special emphases designed to meet general education requirements. Offered during interterm or summer.

230 World Masterpieces. 4 hours
A survey of selected masterpieces of western world literature, 800 B.C. to the 20th century.

241, 242 American Literature. 4 hours
A survey of important works from colonial times to Whitman during the fall term; from Whitman to the present in the spring term.

ENG 133, ENG 230, ENG 241, or ENG 242 are prerequisite to all other literature courses.

270 Children’s Literature. 2 hours
A study of the reading interests of children, pre-school through adolescence, in a multicultural society. Criteria for selection of materials, story telling, and evaluating various types of children’s books are stressed. With story hour lab.

351 Poetry. 3 hours
The techniques of reading, understanding, and appreciating poetry. Emphasis is on American and British examples from the beginnings to the present. Creative writing assignments given with the instructor’s permission.

352 Modern Literature. 4 hours
The development of modern literature, late nineteenth century to the present. Attention is given to American minority writers.

360 Independent Study. 1-4 hours (for course description see p. 39)

361 Drama. 3 hours
A study of selected plays representative of European, British, and American drama from Greek to contemporary times. Shakespeare is excluded.

362 Shakespeare. 3 hours
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater.

370 Selected Topics. 1-4 hours (for course description see p. 39)

371 Development of the English Novel. 4 hours
A study of novels selected from the 18th, 19th, and 20th centuries demonstrating the origin, development, and variety of fiction.
393 Practicum. 1-4 hours  (for course description see p. 39)

412 Early English Literature. 4 hours
A study of English literature from Beowulf through Chaucer and Malory’s Le Morte d’Arthur.

422 Renaissance Authors. 4 hours
A study of the prose writers and non-dramatic poets of the English Renaissance, including More, Spenser, Donne, Herbert, and Milton.

431 Romantic Authors. 4 hours
A study of writers from 1798-1832 with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Lamb, with some attention to representative novelists.

441 Victorian Authors. 4 hours
English authors from 1832-1901 with special emphasis on Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin, with some attention to representative novelists.

450 Directed Research. 1-4 hours  (for course description see p. 39)

480 Seminar. 1-4 hours  (for course description see p. 39)

490 Honors. 1-2 hours  (for course description see p. 39)

493 Capstone. 4 hours  (for course description see p. 39)

ENVIRONMENTAL SCIENCE

Squiers, Adkison, P. Loy, Snyder, Yutzy

Bachelor of Arts Degree in Major/Environmental Science.

Students may elect to augment their liberal arts program with a career emphasis in environmental science in one of five areas of concentration: ecosystem analysis, environmental planning and resource management, human ecology, outdoor education, or environmental ethics. Students should register for a B.A. in the environmental science curriculum as well as their liberal arts major.

The environmental science curriculum requirements are: BIO 231*, SYS 200, SOC 222*, COS 220*, POS 331*, ENG 333, ENS 383, ENS 392, ENS 402, a major 393† (a practicum in the students major), and two 300 level elective courses in environmental science.

Depending on the student’s major, area of concentration, and career goals, other courses may be substituted for those listed above. Permission to make

*May count as a general education requirement.
†May count as part of department major.
appropriate course substitutions should be obtained from the director of the Environmental Science Program.

340 Topics in Environmental Science. 4 hours
A variety of interdisciplinary courses dealing with specialized problem areas in environmental science. Typical offerings include: Global Ecology, Alternate Energy Technology, Water Resources, and Environmental Pollution. Individual topics reflect student need and the relevance of the problem area to current local, regional, and/or global issues. Prerequisite: BIO 231.

350 Energy Systems Ecology. 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.

351 Environmental Survey Techniques. 4 hours
Basic environmental survey techniques discussed and applied in field situations. Topics include: mapping and surveying, air photo interpretation, remote sensing, field data collection, statistical design, and data analysis.

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 will consist of an integrated class project designed to provide practical experience. Prerequisites: BIO 231, SYS 200.

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 life styles, and exploitation vs. stewardship of the environment. Interterm only. Prerequisite: BIO 231.

392 Systems Seminar. 1 hour  See SYS 392.

402 Problem Solving in Environmental Science. 4 hours
A study of environmental problem-solving methodology integrating ecological concepts in a social-physical-biological context. Prerequisites: BIO 231, SYS 200, COS 220.

GEOGRAPHY

Jenkinson

210 Physical Geography. 4 hours
The study of the basic physical characteristics of the earth, and the effect of the natural environment upon the activities of mankind.
220 Regional Geography. 3 hours
Assists students in acquiring certain basic ideas and supporting facts about contemporary world geography. The eight world regions are studied. They are: Europe, the Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa.

230 Political Geography. 3 hours
The geographic interpretation of world relations. The relationships of geographic elements to the development of nations both past and present are examined.

240 Introduction to Geology. 4 hours
A basic course dealing with the fundamental concepts of physical and historical geology.

310 History and Geography of Africa. 4 hours  See HIS 310.
311 History and Geography of Latin America. 4 hours  See HIS 311.
312 History and Geography of Asia. 4 hours  See HIS 312.

HISTORY
Winquist, Heath, Jenkinson, Mikkelsen, Ringenberg

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 courses 100 and 220 as early in their program as possible. At least 34 hours are required for a major in the bachelor of arts degree program.

Students interested in obtaining requirements for teaching social sciences in the secondary schools are requested to consult the department head.

100 World History. 5 hours
Survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

103 Studies in History. 4 hours
The investigation of various special topics, including travel courses.

220 History of the United States. 5 hours
Treats the progressive social, political, and cultural development of the people of the United States from the colonization period to the present.

230 American Religious History. 3 hours
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.
310 History and Geography of Africa. 4 hours
A course designed to enable the student to acquire a systematic body of knowledge concerning the physical and cultural environments of Africa, both past and present, and to study the significant role which Africa plays in the modern world.

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.

312 History and Geography of Asia. 4 hours
A study of the Far East with emphasis on China, Japan, and contiguous geographical areas. Attention is given to cultural, political, and international relations in modern times.

321 Middle East History. 3 hours
Ethnic and geographical problems of the ancient Middle East are examined as background of the medieval and modern cultures.

322 Greek and Roman History. 4 hours
An examination of the Greeks from their beginnings through the Hellenistic period as well as the Romans to the death of Justinian. Much attention is given to the influence of both on modern civilization.

331 Europe 1517-1789. 4 hours
Historical study of Europe from Luther to the Bastille including the Ages of the Reformation, Absolutism, and the Enlightenment.

332 Modern Europe 1789-Present. 4 hours
A study of Europe from the French Revolution to the Common Market. Emphasis is placed on the political, social, economic, and intellectual aspects of this period.

341 Colonial History. 3 hours
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.

342 History of England. 4 hours
A course in which, along with the history of England itself, a study is made of the growth of the empire, international problems, and British achievements in cultural and intellectual areas.

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

352 History of the Middle Ages, 300-1500. 4 hours
A study of the development of western civilization from the fall of the Roman Empire in the West to the Reformation.
360 Independent Study. 1-4 hours  (for course description see p. 39)
A research-oriented course.

361 Russian Civilization. 4 hours
A study of the development of the Russian nation, its people and culture from Varangian beginnings through czarist rule, and into the Soviet Union of the twentieth century. 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.

370 Selected Topics. 1-4 hours  (for course description see p. 39)

371 American Frontier History. 3 hours
A study of the settlement and development of this nation from the Appalachians to the Pacific, and the effect of the frontier upon national and international affairs.

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 220 and POS 100, or consent of the instructor.

381 History of Early Christian Thought. 4 hours  See REL 381.

382 Renaissance and Reformation, 1300-1560. 4 hours
A study of the movements and leaders as vital factors in the transformation from medieval to modern times.
391 American Social and Intellectual Development. 3 hours
A course which includes topics such as political, religious, and educational thought, cultural life, popular movements, immigration patterns, and minority groups.

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

393 Practicum. 1-4 hours (for course description see p. 39)
A research-oriented course.

490 Honors. 1-2 hours (for course description see p. 39)
A research-oriented course.

493 Senior Capstone. 4 hours (for course description see p. 39)

INFORMATION SCIENCES

W. Roth, Adkison, Burden, Kastelein, R. Roth

Computer Science
A major in computer science includes:

A 21 hour core consisting of COS 220, 230, 231, 402, 410, and 493
10 hours of electives from among COS 321, 341, 360, 370, 393, 490, PHY 332, and CHE 422
12 hours of required courses from other disciplines: SYS 200, ECO 211, MAT 151, and MAT 111, 261, or 262

A 23 hour application area in one of two areas; business data processing including NAS 240, BUA 241, 242, 282, 352, 422, and SYS 390, 392, or, scientific/mathematical programming including MAT 230, 240, 352, 372, COS 330, SYS 390, and NAS 490

All computer science majors are strongly urged to complete the Systems program described in this catalog. Majors are also required to pass a comprehensive examination during their junior or senior year.

200 Computing in the Modern World. 3 hours
An introduction to the computation tools and skills needed in today's world with an emphasis on social concerns. This course emphasizes applications in environmental sciences, the humanities, and the social sciences. Students will develop and use programs which are designed to give an understanding of the role of the computer in our society, along with a discussion of the social problems and concerns brought on by this technology. An extended BASIC is used as the programming language. (Not for computer science majors or systems students.)
210 Business Data Processing. 3 hours
A study of the use of computers as they are employed in the modern business organization. An overview of the hardware, programming language, and the supporting industry is stressed. Programming problems in business applications are solved using an extended BASIC and/or COBOL as the programming language. (Business majors not in Systems only.)

220 Introduction to Computer Science. 3 hours
This course designed for computer science, mathematics, other science majors, and systems students. Mathematical algorithms are stressed, although other important topics such as text processing, information retrieval, sorting, file handling, and introductory data structures are presented. Good algorithm design, stylistics, program documentation, and effective debugging and testing are emphasized. An extended BASIC (BASIC-PLUS) and PASCAL are the primary programming languages. Corequisite: Math 151.

230 Data Structures. 3 hours
The internal and external representation of data used with digital computers, utilizing the COBOL and PASCAL languages. Sequential and other file structures, arrays, lists, sets, graphs, trees, sorting and searching techniques are all discussed with a number of programming projects throughout. An attempt is made to provide special assignments related to the students' goals and career objectives. Majors are encouraged to take COS 370 (1 hour), advanced data structures, concurrently. Prerequisite: COS 220.

231 Machine Structures. 3 hours
Use of assembly and machine language, microprogramming, and microcomputer concepts to study hardware organization, structure, and operation, addressing techniques and digital representation of both instructions and data. An emphasis on operating systems and virtual machines is included. Prerequisite: COS 220. Offered 1982-83.

321 Data Communications. 2 hours
A study of the basic nature and applications of data communications in use today. Fundamental concepts on types, modes, and media of transmission are studied. The type of equipment used in data communications is discussed. Network configuration and correction procedures, and data communication software are examined. Prerequisite: COS 231. Offered 1981-82.

330 Mini/Microcomputer Systems. 4 hours See SYS 330.

341 Database System Concepts. 3 hours
A study of the nature and application of database processing. The physical representation of databases, the primary structured models used in organizing a database, commercially available database management systems, and the factors involved in implementing and using a database are covered. Students will design and work with a database using one of the database management systems on the Taylor University computer system. BASIC-PLUS or PASCAL is used in projects requiring students to write programs. Prerequisite: COS 230. Offered 1982-83.
350 Computer Graphics. 3 hours
A programming course dealing with the current technology in interactive computer graphics. Softcopy, raster-scan, and color technologies are used. In addition, matrix transformations, clipping and perspective, algorithms, and hidden line solutions are discussed and programmed. The aesthetics of computer art and individual projects are emphasized also. Prerequisite: two courses in computer science and MAT 261 or 262. Offered at the discretion of the department when warranted by anticipated enrollment. Interterm only.

360 Independent Study. 1-4 hours (for course description see p. 39)

370 Selected Topics. 1-4 hours (for course description see p. 39)

393 Practicum. 4 hours (for course description see p. 39)

402 Modeling and Simulation. 4 hours See SYS 402.

410 Language Structures. 4 hours
A survey of the significant features of existing and experimental programming languages with particular emphasis on grammars, syntax, semantics, notation, parsing, and storage arrangements. Selected examples of general purpose and special purpose languages are studied. Prerequisite: COS 230. Offered 1982-83.

490 Honors. 1-2 hours (for course description see p. 39)

493 Senior Capstone. 4 hours (for course description see p. 39)

Systems

Bachelor of Arts and Bachelor of Science Degrees in Major/Systems
Students may wish to augment their liberal arts program with a career thrust in systems analysis. To do so, they register for the B.A. or the B.S. degree in the systems curriculum and continue to pursue their liberal arts major. The systems curriculum requirements are: SYS 200, SYS 392, SYS 401, SYS 402, COS 220*, COS 230*, CTA 201, SOC 320*, MAT 151*, NAS 240, MAT 382, a major 393† (a practicum course in the student’s major), and 3 hours electives in a systems or computer science course.

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 will take a different sequence of mathematics courses, as may any major, and may elect to take a different computer science course than COS 230. Business majors are not required to take SOC 320.

Permission to enroll in the Systems curriculum, and to make appropriate course substitutions, if necessary, may be obtained from the chairman of the systems program.

*May count as a general education requirement.
†May count as part of departmental major.
Associate 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. They study a combination of business and communications courses built around a core of liberal arts studies. In the three-course sequence of SYS 200, SYS 390, and COS 393 the student studies systems in general, analyzes management information systems in particular, and finally designs and utilizes a system of his own in an environment outside of Taylor University.

YEAR ONE

<table>
<thead>
<tr>
<th>Term One</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 Eng. Comp</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>MAT 110 Finite Math</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>COS 210 Bus. Data Process</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>BUA 241 Fund. of Accounting</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>IAS 101 New Stu. Orientation</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 hours</td>
<td></td>
</tr>
</tbody>
</table>

YEAR TWO

<table>
<thead>
<tr>
<th>Term Two</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 211 Prin. of Macroeconomics</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>CTA 201 Corp. Communications</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>SYS 390 Info. Systems Analysis</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>PEH Elective</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>BUA 352 Prin. of Management</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 hours</td>
<td></td>
</tr>
</tbody>
</table>

Interterm

| REL 213 Bib. Lit. II | 4 hours |

Interterm

| COS 393 Practicum     | 4 hours |

TERM TWO

<table>
<thead>
<tr>
<th>Term Two</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 232 Date Structures</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>(with COBOL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYS 200 Basic Systems</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>BUA 242 Fund. of Accounting</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>NAS 240 Intro. to Statistics</td>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>SYS 392 Systems Seminar</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 hours</td>
<td></td>
</tr>
</tbody>
</table>

200 Basic Systems. 4 hours

An introduction to systems, systems concepts, and the basic tools of systems analysis. Topics include human decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques including simulation in the student's general field.

294 Survey of Management Information Systems. 4 hours

An examination of the conceptual foundations, structure, development, and control of management information systems. Various components of a computer system and their use in an information system are discussed. Particular attention is paid to
information-oriented, data base applications. After an investigation of the textual material, the class observes many operative management information systems in educational, financial, business, and government settings in various metropolitan centers.

330 Mini/Microcomputer Systems. 4 hours
Software and hardware considerations involved in interfacing and using minicomputers and microcomputers for on-line applications and as a part of larger systems studied.

390 Information Systems Analysis. 3 hours
Analysis of information gathering and processing systems intended to facilitate management in decision making, planning and control of an organization. The course includes presentation and utilization of the tools of structured systems analysis and design. Prerequisites: SYS 200, COS 220.

392 Systems Seminar. 1 hour
The integration of systems topics with an emphasis on current development in many disciplines. Guests, faculty, and student presentations plus group discussions provide the format. May be repeated once for credit.

401 Operations Research. 4 hours
Mathematical techniques used in systems analysis including mathematical programming, probability models, game theory, optimization and statistical techniques with an emphasis on applications. Prerequisite: the following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 220, COS 220, MAT 151, NAS 240, and NAS 260.

402 Modeling & Simulation. 4 hours
A study of mathematical modeling and simulation methods, techniques, and languages for applications. Laboratory work will be emphasized. Prerequisite: the following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 200, COS 220, MAT 151, NAS 240, and NAS 260.

The bachelor of arts degree in Mass Communication is an interdepartmental program designed to prepare students for media-related work in journalism, radio and television, Christian service ministries, and public relations. Required courses include ENG 250 Mass Media, ENG 322 Newswriting, CTA 100 Introduction to Communication, CTA 241 Introduction to Radio and TV Production, MAC 393 Practicum, and MAC 493 Senior Capstone, and other related courses chosen from core and support areas for a total of 46 hours. Other course selections include ENG 332 Editing and Design, ENG 343 Feature Writing, ENG 333 Business & Technical Writing, CTA 312 Radio and
TV Production, CTA 352 History and Criticism of Film, CTA 431 Advanced Television Production and electives in Communications, Business, Psychology, Sociology, History, and Political Science.

MAC 393 Practicum. 1-4 hours  (for course description see p. 39)
MAC 493 Senior Capstone. 4 hours  (for course description see p. 39)

MATHEMATICS

Neuhouser, W. Ewbank, Harms, Stanley, Wenger

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 major consists of at least 43 hours. Courses 261, 340, 361, 412, 461, and 493 are required.

A bachelor of arts major with a special area concentration in computer science consists of at least 39 hours of mathematics, including MAT 261, 340, 361, 372, and 493; and an additional 20 hours of computer science, including COS 220, 230, 231, 410, and SYS 402.

A bachelor of science degree in mathematics leading to teacher certification consists of at least 43 hours, including courses 261, 312, 340, 352, 361, 412, 493, and one course in applied mathematics.

A bachelor of science degree in Mathematics/Systems includes 43 hours of mathematics, including courses 261, 340, 352, 361, 393, 412, 493, and either 431 or 461.

One course in chemistry or physics is required for all majors. PHY 341, 342 have been designated as the courses that may be used in the 43-hour teaching major as applied mathematics. Natural Science Seminar, NAS 480, is recommended for all majors.

110 Finite Mathematics. 3 hours
A study of logic, set theory, functions, matrices, systems of linear equations and inequalities, linear programming, periodic functions, sequences and series. Prerequisite: A good understanding of second year high school algebra. Does not count toward a mathematics major.

111 Mathematics for Systems Analysis. 1 hour
Selected topics required for systems majors including matrices, linear programming,
exponential and logarithmic, functions, and infinite series. This course should be taken concurrently with MAT 151. Does not count toward a mathematics major.

130 Algebra and Trigonometry. 4 hours
Topics from algebra and trigonometry including equations, algebraic, exponential, logarithmic, and trigonometric functions, identities, and graphs. Does not count toward a mathematics major.

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 the consent of the instructor. Does not count toward a major in mathematics.

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.

201 General Mathematics 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. Each student is encouraged to team up with a student of MAT 202 in a teaching team in the Taylor-Eastbrook Mathematics Project (TEMP). Does not count toward a mathematics major. Open to majors in early childhood, elementary education, and special education only.

202 General Mathematics II. 5 hours
Second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry and problem-solving. Each student attends a 3-hour seminar in the Computing Center, and is responsible each week for a mathematics class in local schools, grades 1-6 (TEMP). Does not count toward a mathematics major. Open to majors in early childhood, elementary education, and special education only.

210 General Mathematics. 1 or 2 hours
A tutorial course covering the syllabus of both MAT 201 and 202, designed for elementary education students only, who require 1 or 2 hours to complete state requirements for teacher certification, or 1 or 2 hours to prepare them for MAT 202. May not be taken concurrently with MAT 202. Does not count toward a mathematics major.

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 are studied.

240 Calculus with Analytic Geometry III. 4 hours
Analytic geometry, polar coordinates, Taylor’s formula, infinite series, improper
integrals, further applications of the calculus, and an introduction to calculus of several variables are studied.

261, 262 Special Problems. 1 hour each
Selected topics in mathematics. Prerequisite: Consent of the department head.

312 College Geometry. 4 hours
Advanced Euclidean plane geometry, with a brief survey of some of the non-Euclidean geometries and projective geometry are studied. Prerequisite: MAT 230. Offered 1982-83.

340 Advanced Calculus. 4 hours
Emphasis on three dimensional analytic geometry, matrices, vectors, partial differentiation, multiple integration, and a more rigorous development of the fundamental concepts of calculus.

352 Probability and Statistics. 4 hours
Basic concepts of probability, distributions of one and several variables, sampling theory, correlation, analysis of variance, and testing of statistical hypotheses are studied. Prerequisite: MAT 340.

360 Independent Study. 1-4 hours  (for course description see p. 39)

361 Modern Algebra. 4 hours
Emphasis on set theory; development of the postulates of group theory, rings, integral domains, and fields. Prerequisite or corequisite: MAT 240.

370 Selected Topics. 1-4 hours  (for course description see p. 39)

372 Numerical Analysis. 4 hours
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 220, MAT 240. Offered 1982-83.

382 Advanced Statistics.
Analysis of variance, non-parametric statistics, non-linear regression, multiple regression, and multiple correlation are studied.

393 Practicum. 1-4 hours  (for course description see p. 39)

412 Linear Algebra. 4 hours
A course on matrix theory, determinants, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, and quadratic forms. Prerequisite: MAT 240. Offered 1981-82.

431 Differential Equations. 4 hours
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.
461 Real Analysis. 4 hours
Real number system, topology, functions, sequences, limits, continuity, theory of differentiation and integration included in this course. Prerequisite: MAT 340. Offered 1981-82.

493 Senior Capstone. 4 hours (for course description see p. 39)

MODERN LANGUAGES
P. Jones, Gongwer, J. Loy, T. Davis, So

Bachelor of arts degree candidates must present the equivalent of intermediate proficiency in an accepted foreign language for graduation. Those who do not meet this requirement may fulfill it by taking the appropriate courses in French, German, Greek, or Spanish.

Students who enter with a year or more of high school foreign language study and who desire to continue in that language must take the Modern Language Association proficiency tests and will be placed in language classes at the level indicated by these tests. Those who place beyond the intermediate level of the language will be considered to have fulfilled the language requirement and may be eligible to receive six hours of credit by further testing.

The modern language bachelor of arts major is offered in both French and Spanish. This major consists of 30 hours of courses above the elementary level. The Bachelor of Science teaching major, offered in French, requires 40 hours above elementary. Spanish or French may be taken to meet the 24-hour requirement for a second teaching area.

Neither FRE 101, 102 nor SPA 101, 102 count toward meeting the requirements of the majors or of the secondary and elementary endorsements.

Modern language majors and teacher candidates may be required to take courses abroad in order to complete their 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

101, 102 Elementary French. 4 hours
Stresses the use of spoken language, including the essentials of grammar, and reading with an introduction to French culture. Coordinated laboratory activities. FRE 101 is prerequisite to FRE 102.
201, 202 Intermediate French. 3 hours
Continues the above through reading and studying various themes of general interest. FRE 201 is prerequisite to FRE 202.

221 French Conversation and Composition. 4 hours
Emphasizes the development of facility in oral and written communication in French. Laboratory activities. Prerequisite: French 202 or equivalent.

222 Contemporary France. 4 hours
Study of contemporary French culture. Prerequisite: French 202 or equivalent.
Either FRE 221, 222 or instructor's permission is prerequisite to upper division courses.

312 Classicism. 4 hours
A survey of French classical literature, with emphasis on the dramas of Corneille, Racine, and Moliere.

322 Rationalism and Romanticism. 4 hours
Selected works from these periods in French literature are studied.

332 Realism, Symbolism, and Existentialism. 4 hours
Representative works from each of these periods in the literature of France are studied.

342 French Phonology, Morphology, and Syntax. 4 hours
Examines the phonology of the French language, its word and sentence structure. Contrasts between French and English are stressed.
360 Independent Study. 1-4 hours (for course description see p. 39)
370 Selected Topics. 1-4 hours (for course description see p. 39)
393 Practicum. 1-4 hours (for course description see p. 39)
493 Senior Capstone. 4 hours (for course description see p. 39)

German

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. Offered 1982-83.

201, 202 Intermediate German. 3 hours
Intensive reading and grammar review. Laboratory activities and independent prose reading involved each term. GER 201 is prerequisite to GER 202. Offered 1981-82.

Spanish

101, 102 Elementary Spanish. 4 hours
The four skills of hearing, speaking, reading, and writing are taught in this prescribed sequence. The essentials of grammar are studied. Laboratory activities. SPA 101 is prerequisite to SPA 102.

201, 202 Intermediate Spanish. 3 hours
Emphasis placed on the conversational approach with more reading and writing. SPA 201 is prerequisite to SPA 202.

331 Introductory Spanish American Literature. 4 hours
A study of representative new world Spanish literature to 1880. Selections from pre-Columbian, conquest, colonial and romantic periods are discussed. Prerequisite: SPA 202 or instructor's permission.

332 Contemporary Spanish American Literature. 4 hours
Post-romantic readings of Spanish America dating from 1880 to the present day are studied. Selections are for critical analysis as well as enjoyment. Prerequisite: SPA 202 or instructor's permission.

360 Independent Study. 1-4 hours (for course description see p. 39)
370 Selected Topics. 1-4 hours (for course description see p. 39)
393 Practicum. 1-4 hours (for course description see p. 39)
421 Spanish Medieval and Renaissance Literature. 4 hours
A study of peninsular Spanish literature from its origin to 1700 includes selections from El Cid to Calderon. The historical perspective is considered. Prerequisite: SPA 202 or instructor's permission.
422 Spanish Literature from 1700 to the Present. 4 hours
Selected readings from the neoclassic, regional, romantic and other periods of Spanish literature to the present. Prerequisite: SPA 202 or instructor's permission.

493 Senior Capstone. 4 hours  (for course description see p. 39)

Spanish Abroad

Intermediate and advanced Spanish language workshops provided by the University for Taylor students in the Dominican Republic with anticipated visits to other Caribbean countries. 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.

203s Applied Aural-Oral Spanish. 6 hours
303s Advanced Composition and Conversation II. 2 hours
313s Latin American Literature Survey I. 2 hours
323s Latin American Literature Survey II. 2 hours
333s Sintesis de cultura Dominicana. 2 hours
403s Advanced Composition and Conversation III. 2 hours
433s Sintesis de cultura Dominicana II. 2 hours

MUSIC

Kroeker, Beck, B. Dickey, Dolak, Doty, A. Harrison, Kellogg, Mollison, Nordquist, Parker, Parr, Schulze, Severs, Steyer, Town

Taylor University endeavors to make music an integral part of the overall program, serving the needs of the liberal arts student within the context of Christian higher education. The department of music is accredited by the North Central Association of Colleges and Secondary Schools, the State Department of Public Instruction of Indiana, the National Association of Schools of Music (NASM), and the National Council for Accreditation of Teacher Education (NCATE).

The music department provides:
1. numerous ensemble opportunities open to both music majors and non-majors
2. private lessons on all instruments
3. concerts, faculty recitals, student recitals, and other cultural opportunities
4. an endorsement program for elementary education majors
5. certificate in church music
*For the music major, the department provides bachelor of arts degree programs in performance and music theory/composition, bachelor of science degree programs which lead to certification in the field of public school teaching, and the bachelor of music degree in church music.

**Bachelor of Arts Degree:**
Students may select the bachelor of arts degree, majoring in either performance (applied music) or in music theory/composition. To achieve its vocational purposes, the bachelor of arts degree provides, at conservatory level, the courses necessary for certain careers in music. This pre-professional degree is designed for students who plan to continue in graduate school.

The *Applied Major* is offered to students in organ, piano, voice, brass, percussion, strings, and woodwinds. Required courses are: MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, MUS 141-142, MUS 241-242, MUS 321-322, MUS 341-342, MUS 361-362, MUS 371-372, MUS 472 and 493, plus electives. This program prepares students for careers as solo performers in concert or church music, as accompanists, as private teachers, as professional ensemble members or conductors, or as college teachers.

The *Music Theory/Composition* major consists of MUS 100-400 (major and minor instruments), ensembles, MUS 131-132, MUS 141-142, MUS 241-242, MUS 321-322, MUS 341-342, MUS 351-352, MUS 361-362, MUS 371-372, MUS 421-422, MUS 472 and 493, plus electives. This major prepares for teaching theory/composition in college, for composing and/or arranging sacred or secular music, as well as numerous opportunities in radio, television, and other related fields.

**Bachelor of Science Degree:**
The bachelor of science degree, with a major in music, consists of 62 hours of music course work. This degree, leading to teacher certification, prepares 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 131-132, MUS 141-142, MUS 241-242, MUS 311-312, MUS 341-342, MUS 351, MUS 361-362, MUS 371-372, MUS 442, and MUS 493, plus electives.

*A Music Handbook, outlining five areas of concentration, is available from the music department and will be sent to all applicants who indicate music as their major.*
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. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, MUS 141-142, MUS 231-232, MUS 241-242, MUS 311-312, MUS 331-332, MUS 341-342, MUS 352, MUS 361-362, MUS 472 and 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 degree program. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, MUS 141-142, MUS 241-242, MUS 311-312, MUS 341-342, MUS 361, MUS 472 and 493, plus electives.

Bachelor of Music Degree: (Four years)
This is a sacred music major which prepares the student for a professional career in a church music ministry. Areas of speciality include the administration and direction of a graded choral program with elective courses in Christian Education. Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, MUS 141-142, MUS 231, MUS 241-242, MUS 311, MUS 341-342, MUS 351-352, MUS 361-362, MUS 371-372, MUS 393, MUS 440, MUS 472, MUS 493. Church music courses include MUS 301-302, MUS 320, MUS 401-402, plus six hours electives in Christian Education.

Bachelor of Music with Teaching Certification: (Five years)
The major in sacred music with Teacher Certification prepares the student for both the church music ministry and public school teaching. Areas of speciality in teacher education are provided, depending on the interests and background of the student. (See Bachelor of Science Degree: Choral Area/Instrumental Area)

Courses include MUS 100-400 (applied major), MUS 100-200 (applied minor), ensembles, MUS 131-132, MUS 141-142, MUS 241-242, MUS 311-312, MUS 341-342, MUS 351-352, MUS 361-362, MUS 371-372, MUS 472, MUS 493. Church music courses include MUS 301-302, MUS 320, MUS 401-402, plus 11-12 hours electives in Christian Education. (Instrumental majors must also take MUS 231-232 and 331-332).

Certificate in Church Music:
The certificate in Church Music, consisting of 25 hours of music coursework, is designed to prepare students to assist in church music programs. Courses include MUS 100-200 (applied major and minor instruments), MUS 131-132, MUS 141-142, MUS 241, MUS 361, 301, 401, and 402.

Music Endorsement:
The Music Endorsement program, designed for elementary education majors, leads to certification for teaching music K-6. Courses include MUS
100-200 (applied major and minor instruments), MUS 131-132, MUS 141-142, MUS 241, MUS 311, MUS 361, and 472. The student is encouraged to participate in ensembles and other elective courses.

**Admission Information:**
All prospective music majors should make application well in advance of the term in which they plan to enroll. Both freshmen and transfer students majoring in music must audition either in person or via tape recording (three-inch reel). The student should present standard representative works of the major composers in his major applied area. A personal interview with the chairperson of the department is highly advisable, especially for students desiring to apply for music scholarships. Prospective students should contact the music department for audition dates and other pertinent information.

Freshmen and transfer students are given a required music theory placement examination immediately preceding fall semester. The "Aliferis-Stecklein Music Achievement Tests" are also given.

**Academic Information:**
All music majors are required to attend student and faculty recitals, concerts, and artist series. Bachelor of science music majors attend a minimum of 70 concerts during their academic tenure; bachelor of arts majors attend 80 concerts. Membership in Music Club is also required of all music majors and regular attendance at meetings is mandatory.

At the end of each term, an examining committee hears each music major on his major instrument.

Each music major gives a Junior Proficiency Recital — 20 minutes in length for B.A. candidates and 15 minutes in length for B.S. candidates. This recital is presented at the end of a student’s sophomore year, or fourth term, in his 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 recitals twice per term. Public recital performance is determined by the instructor. Bachelor of arts students are required to give a full graduation recital in their senior year. Bachelor of science majors are required to give at least a half recital (public) in their junior or senior year. In a few instances, the bachelor of science major may pursue a project, to be decided upon by the faculty, in lieu of the half recital requirement.

Each music major must participate in at least one of the campus ensembles each term while on campus. Instrumental majors enroll in an instrumental ensemble, and voice majors enroll in a vocal ensemble. Exceptions are determined by the program the student follows. A maximum of eight hours of ensemble credit counts toward graduation. Members of vocal ensembles
are required to participate in the Oratorio Chorus or an alternate approved instrumental ensemble. In a few instances, piano accompanying may be substituted as part of the ensemble requirement.

**General Information**
Non-music majors are encouraged to elect music courses and to join choral and instrumental ensembles. Those vitally interested in music may become associate members of the Music Club.

**Ensembles for Non-Music Majors.** 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. By special permission of the conductor, a student may participate in a musical organization for non-credit. Small ensembles are formed according to demand, either with or without academic credit.

**Musical Organizations:**
- Symphonic Band
- Oratorio Chorus
- Brass Ensembles
- Resident Faculty Ensembles
- Piano Trio
- Pep Band
- Concert Chorale
- Jazz Ensemble
- Opera Workshop/Theatre
- String Quartet
- Woodwind Ensembles
- Chamber Orchestra
- Taylor Singers
- Trombone Ensemble
- Marion Philharmonic Orchestra
- Flute Choir

See Course Descriptions listed under ENSEMBLES later in this section.

Music majors may receive instructional experience through the Center for Musical Development (C.M.D.), 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, the electronic TAPmaster, electronic piano laboratory, and music synthesizer.

**Applied Music** (Performance):
Private lessons are required of all music majors, but are available for non-majors. All students taking applied music for the first time register for the 100 Level. (Exception is determined by examination.) Advancement from one level to another will be on the basis of proficiency, examination, or consent of the instructor.
MUS 100 (b.o.p.c.s.v.w.)* 1, 2, 3, or 4 hours. May be taken a maximum of four terms, a minimum of one term.

MUS 200 (b.o.p.c.s.v.w.)* 1, 2, 3, or 4 hours. Same as 100.

MUS 300 (b.o.p.c.s.v.w.)* 1, 2, 3, or 4 hours. Same as 100.

MUS 400 (b.o.p.c.s.v.w.)* 1, 2, 3, or 4 hours. Same as 100.

Work will include the learning of proper practice methods, building good technique, acquiring sufficient repertoire, and gaining a broad knowledge of literature and the composers. Students not majoring in music may enroll for applied lessons suited to their backgrounds and needs. No previous training is required. Music majors should consult the Handbook for Music Majors for specific requirements for each level.

Ensembles:

210, 310 Chamber Class Ensembles. 1 hour
A choice of small groups, instrumental and vocal, including opera workshop and jazz ensemble. Opportunity is offered for competent instrumentalists and vocalists to develop their skills. These meet separately under the direction of specialists in these fields. Weekly rehearsal times are arranged according to individual membership needs. Chamber Class Ensembles do not satisfy the ensemble requirement for music majors.

240, 340 Chorale. 1 hour
A group of approximately 45 students, chosen by audition. The repertoire includes a varied program of literature selected from early centuries through contemporary periods, including hymns and spirituals. The choral tours annually. Members are required to participate in the Oratorio Chorus. Freshmen and sophomores register for MUS 240, juniors and seniors register for MUS 340.

250, 350 Taylor Singers. 1 hour
A highly select group of 12-20 mixed voices, chosen by audition. The repertoire includes madrigals, motets, cantatas, 20th century compositions, and other works especially suited to small group performances. Members are required to participate in the Oratorio Chorus.

270 Oratorio Chorus. 1 hour
An organization which presents master choral works. It is open by audition to all students enrolled in the University. Audition for placement into sections.

280, 380 Symphonic Band. 1 hour
An organization open to all wind and percussion performers of high school level competence and above. Two concerts are scheduled each semester. A broad range of

* b - brass; o - organ; p - piano; c - percussion; s - string; v - voice; w - woodwind.
repertoire is performed. Freshmen and sophomores register for MUS 280; juniors and seniors register for MUS 380.

290, 390 Chamber Orchestra. 1 hour
A Chamber Orchestra open to all string players of high school level competence and above. Wind players participating in this ensemble are usually principal players from the Symphonic Band. Chamber concerts and performances with choral groups highlight each season. Freshmen and sophomores register for MUS 290; juniors and seniors register for MUS 390.

Music Education:

111, 112 Voice, Piano, String Class (including guitar). 1 hour
Applied class instruction for students with little or no previous training. Development of techniques with repertory appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

231 Instrumental Methods I — Brass Instruments. 1 hour
Class instruction in various brass instruments. Designed to acquaint music education specialists with basic problems and teaching techniques of the brasses. Includes study on at least three brass instruments.

232 Instrumental Methods II — Woodwind Instruments. 1 hour
Class instruction in various woodwind instruments. This course is designed to acquaint music education specialists with basic techniques for teaching and playing woodwind instruments. Study on at least three woodwind instruments is included.

260 Applied Methods and Materials. 1 hour
An investigation of the teaching-learning process as it relates to the area of applied study. Emphasis is placed on psychological factors, sociological factors, and Christian principles as they relate to the selection and utilization of materials and methods for teaching different age groups at various stages of advancement. Offered on a pass/fail basis.

300 Music in the Elementary Classroom. 4 hours
Notation, tonal and rhythmic aspects of music for the purpose of developing in the non-music major the ability to conduct music activities at an elementary level. Methods of teaching and correlating music and rhythmic activities in the programs of the elementary school are examined.

311 Elementary School Music. 3 hours
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.

312 Secondary School Music. 2 hours
An investigation of secondary music curricula, organizational structures, and
materials. Emphasis is on both non-performance areas (general music, theory, appreciation, and related art courses) and performance-oriented areas (band, orchestra, and choir development).

331 Instrumental Methods III — String and Percussion Instruments. 1 hour
Class instruction in string and percussion instruments. This course is designed to acquaint music education specialists with basic techniques for performing and teaching string and percussion instruments.

332 Instrumental Methods IV — String and Percussion Instruments. 1 hour
Continuation of Instrumental Methods III.

361 Conducting I. 2 hours
An introduction to the psychological, technical, and musical elements of conducting. Score study (choral, band and orchestral) is also stressed.

362 Conducting II. 2 hours
Advanced score studies, conducting, and rehearsal techniques of choral and instrumental works. Laboratory experience with various ensembles is included. Prerequisite: MUS 361 or the equivalent.

440 Vocal Pedagogy. 1 hour
Techniques, practices, and materials related to teaching voice.

460 Keyboard Pedagogy. 1 hour
For students preparing to teach applied music. Emphasis is placed on the teaching of interpretation and style, memorization, sight-reading, techniques, lesson procedures for individual and group instruction; survey, analysis, and evaluation of teaching materials.

462 Instrumental Pedagogy. 1 hour
A study of advanced band and orchestra techniques and materials for junior and senior high school. Instrumental pedagogy, organization, and recruitment are studied.

Church Music:

220 Church Piano Class. 1 hour
Techniques, sight reading, keyboard harmony, transposition, and modulation adapted to the needs of church services, formal and informal, with emphasis on hymn playing and accompaniments for choir and congregational singing. Included in this course is the evaluation of sacred transcriptions of various types and ranges of difficulty. The course is basically designed for non-music majors. Prerequisites: Ability to play hymns as written, and permission of instructor.

230 Fundamentals of Conducting. 1 hour
Fundamental conducting techniques and training in song leadership for church and school groups studied as well as basic procedures in choir leading. Practical conducting experience provided. In most cases, song leaders will be required to
enroll in this course before being permitted to direct church music off-campus. Credit does not count toward graduation if student is majoring in music.

301 Music in the Church I. 2 hours
A study of the function and organization of a multiple church choir program (K-9). Practical analysis of teaching methods for each group is included. Sacred literature suitable for graded choirs and Handbell choir techniques is examined. Included in this course is an opportunity for observation and/or participation in musical organization of area churches.

302 Music in the Church II. 2 hours
Continuation of MUS 301 with an emphasis on rehearsal techniques for high school and adult choirs.

320 Internship. 2 hours (1 + 1)
Opportunities provided for students to observe and participate in musical organization of area churches.

401 Choral Literature. 2 hours
Choral literature for high school and adult choirs studied with emphasis on music for the church.

402 Hymnology and Church Liturgy. 2 hours
Historical study of worship with an emphasis on contemporary practices. Hymns and hymn tunes are studied from the viewpoint of history and liturgical development from the music of ancient chant through the twentieth century.

Music Theory, History, and Literature:

131, 132 Introduction to Music. 3 hours
An introductory course exploring the elements of music, basic musical forms, styles, and an overview of the history of western music. This course is designed for the music major, those interested in music as an endorsement in elementary education, and the general student. No prerequisite.

131 — 1 hour (fall term)

132 — 2 hours (spring term)

141, 142 Basic Music Theory. 3 hours each
A study of basic fundamentals and structural elements of tonal music. Melodic, harmonic, rhythmic, and textural concepts are learned through written, analytic, and keyboard experience. Likewise, non-harmonic tones, seventh chords, and the chromatic harmonies progress through the final expansion of the tonal system into newer perspectives of early twentieth-century music are studied. Placement by test and/or permission of instructor.

241 Sight Singing and Ear Training. 2 hours
Skill development stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic
responsiveness (rhythmic sight-reading in a performance context). Prerequisite: MUS 141.

242 Sight Singing and Ear Training. 2 hours
Continuation of MUS 241. Intermediate and advanced level work is in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). Prerequisite: MUS 241.

293 Introduction to Electronic Music. 3 hours
An introduction to the aesthetics, materials, and techniques of the several types of electronic music. Emphasis is placed on working with the synthesizer, tape recorders, 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 during interterm.

321, 322 Composition I and II. 2 hours each
Original composition in advanced forms. Emphasis is on development of individual style of expression.

341 Counterpoint. 2 hours
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 this harmonic-contrapuntal concept of music.

342 Form and Analysis. 2 hours
Analysis of representative works of the eighteenth and nineteenth centuries, with emphasis on the structural and stylistic aspects of music.

351 Choral Arranging. 2 hours
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 is included.
351 Instrumental Arranging. 2 hours
Band and orchestral instruments studied with a view to practical and effective writing. Arranging of compositions for various instrumental combinations is included. Students will be expected to arrange a composition for full orchestra at the close of the term.

371 History-Literature I. 2 hours
A study of the development of music from the pre-Christian through the Baroque eras. Stylistic cognizance is acquired through aural experience.

372 History-Literature II. 2 hours
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 audio-visual and aural experience.

421, 422 Composition III and IV. 2 hours each
Continuation of the projects begun in 321-322 in preparation for the senior recital, (for music theory/composition majors), and the scoring of at least one original composition for full orchestra or band. There is an introduction to the techniques of electronic music and the composition of several pieces in this medium using the music synthesizer and related equipment.

442 Vocal Literature. 2 hours
A study of Italian, French, and German literature since the Renaissance style, interpretation, materials for all voice classifications. Music is performed by class members and by recordings.

470 Piano Literature. 2 hours
A study of piano works chosen from a given era or composer. Lecture, performance, and recorded examples are used. Open to piano majors, and others by permission of instructor.

472 History-Literature III. 4 hours
A study of the development of music from the year 1900 to the present. Representative music and concimitant phases of political history and art are correlated with aural and analytical techniques of this period of history.

Special Topic Courses:
360 Independent Study. 1-4 hours  (for course description see p. 39)
370 Selected Topics. 1-4 hours  (for course description see p. 39)
393 Practicum. 1-4 hours  (for course description see p. 39)
450 Directed Research. 1-4 hours  (for course description see p. 39)
480 Seminar. 1-4 hours  (for course description see p. 39)
490 Honors. 1-2 hours  (for course description see p. 39)
493 Senior Capstone. 4 hours  (for course description see p. 39)
PHYSICAL EDUCATION and HEALTH

Winterholter, Gates, Glass, Glover, Herber, D. Jones, Patterson, Sample, Sorenson

The Department of Physical Education and Health seeks to provide broad programs for all students. Program offerings include activity courses to meet the general education requirements, courses leading to teacher certification under the Bachelor of Science degree, courses leading to a Bachelor of Arts degree, and intramural and intercollegiate athletics for men and women.

Students expecting to complete a teaching major in physical education leading to a B.S. degree must have 37 hours in physical education including the following courses: 101, 102, 111, 201, 202, 221, 222, 241-242, 300, 310, 331, 381, 382, 402, 432, and 493. In addition, men will take 352 and women will take 342.

A second teaching area in physical education includes 24 hours of physical education credit: 101, 102, 111, 201, 202, 221, 222, 300, 310, 331, 382, 402, and 432. Men also take 352 and women take 342.

Men and women may complete a 52-hour teaching major in physical education leading to a B.S. degree. This major will qualify the student to teach in kindergarten through twelfth grade. In addition to the 37-hour major required courses, the student needs PEH 232, 252, and enough physical education elective hours to meet the requirement of 52 hours.

Students of other academic disciplines contemplating a teaching major leading to a B.S. degree may complete the following requirements for a coaching endorsement: 232, 310, 381, 382, 402, and 4 hours from 211, 231, 261, 281, 312, 361, 372. The holder of the Coaching Endorsement is eligible to coach any sport except swimming. A swimming coach must hold a Water Safety Instructors License.

The bachelor of arts degree with a major in Physical Education consists of 41 hours. The following courses are required: 101, 102, 111, 201, 202, 212, 221, 222, 241-242, 300, 310, 331, 381, 382, 402, 432, and 493. Additionally, women need 342 and men need 352.

The bachelor of arts degree in Physical Education is designed to meet the needs of those who do not wish to teach in the public schools. Areas of major interest include professional work in athletic training, physical therapy, Boy Scouts, YMCA, YWCA, camping, and church recreation.

It is strongly recommended for students in the A.B. program that a minimum of 18 hours in both psychology and sociology be taken.

100 General Physical Education. 1 hour

Seeks to provide the appreciation, understanding, and skill development enabling the student to enjoy a variety of activities that should improve one physically,
mentally, socially, emotionally, and spiritually. Required of all students to meet their 2 hour general education requirement. Elementary education and physical education majors fulfill this requirement with a different course. Does not apply toward a major.

**101, 102 Skills and Teaching Methods of Individual Sports. 1 hour each**
A study of the individual sports with an emphasis on teaching methods. A wide variety of individual and dual sports are considered. Students are expected to develop skill levels appropriate to the teaching of these activities. *Men and women majors and second teaching area only.*

**111 Foundations of Physical Education and Health. 2 hours**
Designed to give the student an understanding of the scope and purpose of physical education in the world today. Included is the study of the history, philosophy, and contemporary issues of physical education.

**112 Elementary School Health, Safety, and First Aid. 3 hours**
Provides the elementary education student a basic understanding of what should be taught to the elementary school students concerning health and safety. This course also deals with the basic knowledge of the field of first aid, and includes both content and methods. *Open to elementary education majors only.*

**201, 202 Skills and Teaching Methods of Individual Sports. 1 hour each**
A continuation of the study of individual and dual sports begun in 101, 102. The emphasis is on developing performance skills and teaching skills. *Men and women majors and second teaching area only.*

**211 Officiating of Women’s Sports. 1 hour**
A study of the officiating skills and techniques needed for various women’s sports. Opportunity to earn officials ratings is provided. *Offered 1982-83.*

**212 Recreation and Camping. 4 hours**
A study of the place of recreation and camping in our American society. This course deals with the planning, promotion, and supervision of all types of recreation programs. It may be taken at the summer camp with a greater camping emphasis. *AuSable: 3 hours.*

**221 Beginning Gymnastics. 1 hour**
An introductory course with emphasis on the basic fundamentals and movements of gymnastics. *This course does not meet the general physical education requirement. Open to men and women physical education majors and secondary teaching area only.*

**222 Intermediate Gymnastics. 2 hours**
A presentation of the advanced and intermediate skills for competitive gymnastics. *Prerequisite: PEH 221. This course does not meet the general physical education requirement. Open to men and women physical education majors and secondary teaching area only.*

**231 Officiating of Men’s Sports. 1 hour**
A study of the officiating skills and techniques needed for various men’s sports. Opportunity to earn officials ratings is provided. *Offered 1981-82.*
232 Psychology of Coaching. 2 hours
A study of the nature of the coaching profession. The course emphasizes philosophy of sport, sports psychology, and coaching methods.

240 Elementary Games and Rhythmics. 2 hours
A study of games and rhythmic activities that can be taught in the public elementary school as well as church elementary and youth departments.

241, 242 Human Anatomy and Physiology. 3 hours each  See BIO 241, 242.

252 Physical Education in Elementary Schools. 4 hours
A study of elementary physical education programs, an understanding of children's needs at different stages, and a study of games, units and rhythmic activities that can be used to set up a program in the public school. Basic training for a physical education specialist is included.

261 Coaching of Basketball. 2 hours
Offensive and defensive play studied, with emphasis on modern trends in basketball. Rules, fundamentals, schedule making, scouting, care and choice of equipment, and techniques of team selection are included. Offered 1981-82.

281 Coaching of Wrestling. 2 hours
A study of the rules, skills, principles, and strategy of the sport of wrestling. Special attention is given to the problems of training, diet, and weight control. Coaching techniques are also considered. Offered 1981-82.

300 Basic Swimming Skills 1 hour
Stresses the development of personal swimming skills and knowledge of water safety. Red Cross Basic Rescue Certification. First semester only. Current Advanced Life Saving Certification or Water Safety Instructor may test out for credit.

301 School Health Education and Safety. 4 hours
Proper health and safety practices studied, with emphasis on the materials that should be taught in a high school health class.

302 Advanced Life Saving. 1 hour
Stresses the development of skills for personal safety and life saving situations. A study in water safety, the Red Cross Basic Rescue and Water Safety Certification and Advanced Life Saving Certification can be earned. Second semester only. Current Advanced Life Saving Certification or Water Safety Instructor may test out for credit.

310 First Aid and Athletic Injury Care. 2 hours
A study of the principles and teachings of a first aid program. In the area of athletic injuries, emphasis is placed upon common injuries, dealing with prevention, recognition, and care.

312 Coaching of Baseball. 2 hours
A course aimed at providing the student with an understanding of the general fundamentals of the game as well as a position breakdown of the important coaching
points. The strategy of complete offensive and defensive performance is covered as well as problems and challenges common to the baseball coach. Offered 1982-83.

331 Skills and Teaching Methods of Team Sports. 3 hours
A study of team sports with emphasis on skill development and teaching methods. Various team sports played by both men and women are considered.

332 Water Safety Instructor. 1 hour
A study of all Red Cross swimming classes for the purpose of becoming an instructor in the Red Cross Swimming Program. Prerequisite: Current Advanced Senior Lifesaving Certification or Swimmer Certification.

342 Skills and Teaching Methods of Women's Sports. 2 hours
Designed to give women an understanding of team sports. Team sports studies include soccer, speedball, touch and flag football, field hockey, volleyball, basketball, and mass team games.

352 Skills and Teaching Methods of Men's Team Sports. 2 hours
A study of team sports with emphasis on skill development and teaching methods. Various team sports played by men are considered.

360 Independent Study. 1-4 hours (for course description see p. 39)

361 Coaching of Football. 2 hours
A presentation of the different offensive and defensive theories of modern football including the strengths and weaknesses of each. A brief review of fundamentals is presented. Time is also given to such areas as purchase and care of equipment, practice and program organization, and problems and challenges of the overall football program. Offered 1982-83.

370 Selected Topics. 1-4 hours (for course description see p. 39)

372 Coaching of Track and Field. 2 hours
Discusses all track and field events with emphasis given to teaching/coaching techniques for each. Demonstrations as well as form study are only part of the teaching methods used. Study is also made of track and field meet management, scheduling advantages, and use and care of various equipment. Offered 1981-82.

381 Kinesiology. 3 hours
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: PEH 241, 242.

382 Physiology of Exercise. 2 hours
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.

392 Corrective and Adaptive Physical Education. 2 hours
A study of anatomical and mechanical principles. The student is provided an opportunity to develop the ability to analyze activity, identify injury and
malformation, and understand proper conditioning and corrective exercise for the
human body.

393 Practicum. 1-4 hours  (for course description see p. 39)

402 Organization and Administration of Physical Education. 3 hours
An examination of the methods of organizing and administering a physical education
intramural and athletic program. Considerable time is spent studying budgeting,
purchasing, and care of athletic equipment.

432 Evaluation of Physical Education. 2 hours
A thorough study of how to properly analyze test results. Attention is given to the
construction of and proper administration of written and performance tests. Correct
evaluation of existing tests is included as well as laboratory experience in testing and
measuring techniques in physical education.

490 Honors. 1-2 hours  (for course description see p. 39)

493 Senior Capstone. 4 hours  (for course description see p. 39)

PHYSICS

Nussbaum, Burden, R. Roth, Wolfe

The Physics Department offers instruction in physics, astronomy, and
physical science. A major consists of 32 hours, including 22 hours of upper
division courses. MAT 431, CHE 431, 432, and NAS 480 are required.

120 Experiences in Physical Science and Mathematics. 5 hours
Intended for non-science majors. Selected topics from mathematics and physical
science are studied to afford insight into man’s current understanding of natural
phenomena, the models used to represent nature, and methods used in the quest to
fathom the physical universe. Four lecture periods and one recitation period each
week. One two-hour laboratory session bi-weekly. Offered spring, summer, and
interterm.

121 Survey of Physical Science for Elementary Teachers. 5 hours
Intended for elementary education majors. Selected topics from astronomy, physics,
chemistry, meteorology, and geology are studied with special emphasis on their
application in the elementary classroom. Student projects include an actual teaching
experience in the elementary school. Four lecture periods and one 2 hour laboratory
session each week. Offered in fall term only.

201 Introductory Astronomy. 3 hours
A descriptive course about the solar system, stars and stellar evolution, galaxies and
the universe. Recent findings of space exploration and radio astronomy are included.
Telescopes are provided for viewing sessions.
211, 212 General College Physics. 5 hours each
A study of mechanics, heat, and sound in the first term; magnetism, electricity, and light in the second term. Offered annually for physical science majors and during alternate years (1981-82) for life science majors.

311, 312 Modern and Nuclear Physics. 4 hours each
Studies of atomic and nuclear structure, natural and induced radioactivity, nuclear radiation detection, charged particle interactions, neutron physics, relativity and quantum properties of photons and particles. Three lectures and two hours laboratory per week.

321, 322 Electricity, Magnetism, and Waves. 4 hours each
A unified study of electric charge, forces, field and potential; capacitance and dielectrics; moving charges and magnetic fields; Maxwell’s equations and electromagnetic waves, propagation of waves and waveguides. Three lectures and two hours laboratory per week. Laboratory experiments in the first term emphasize electrical measurements. Optics experiments are performed in the second term. Prerequisite or corequisite: PHY 341 or permission of the instructor.

331 Introduction to Electronics. 4 hours
Introductory concepts and experiments designed to acquaint students with the operation and application of modern electronic devices and components. The implications of this rapidly changing technology on society are discussed. Experiments dealing with elementary concepts of electricity, electrical measurements, diodes, transistors, integrated circuits, and a variety of solid state devices as well as digital electronics are provided. Separate instruction modules are available for science and non-science students. Three hours lecture and one three-hour laboratory per week. No prerequisites.

341, 342 Analytical Mechanics. 3 hours each
A vector treatment of mechanics. Statics, including equilibrium, virtual work, elasticity and gravitational potential followed by an introduction to dynamics, including systems of many particles are studied. Three lectures per week. Prerequisite: PHY 212. Corequisite: MAT 431.

370 Selected Topics. 1-4 hours  (for course description see p. 39)
393 Practicum. 1-4 hours  (for course description see p. 39)
490 Honors. 1-2 hours  (for course description see p. 39)
493 Senior Capstone. 4 hours  (for course description see p. 39)

POLITICAL SCIENCE

P. Loy, Hruska

A bachelor of arts degree with a major in political science consists of 32 hours. All majors must include POS 211, 232, 312, 361, and 493. Political science students are also encouraged to take NAS 240.
100 American Politics. 3 hours
Primary emphasis given to the democratic character of American government. The course will consider the constitutional system and civil liberties as well as the institutions of American government.

211 World Politics. 4 hours
A study of political relations of nation-states. Problems of nationalism, colonialism, power-politics, and world organizations are discussed.

232 Methods of Political Analysis. 3 hours
Designed for political science majors. This course explores the nature of politics and introduces the student to the major theoretical approaches of the discipline.

301 European Governments. 4 hours
A study of the political culture, political parties and institutions of government of the principal European powers. Offered 1982-83.

312 Foundations of Public Policy. 4 hours
Describes and examines the political process including the voting behavior of the people and the functions and interactions of political parties, interest groups, and public opinion in a democratic policy.

331 Development of Public Policy. 4 hours
An extensive examination of the interaction between Congress, Presidency, and the bureaucracy in making public policy. The course focuses on major theories of public policy and examine governmental policy-making from these perspectives.

342 Public Administration.
An examination of structure, function, organization, and personnel of public administration. Emphasis is on American bureaucracy and the problems of public control and bureaucratic responsibility. Offered 1981-82.

351 Political Sociology. 3 hours  See SOC 351.

352 American Foreign Policy.
A study of the institutions concerned with the making of American foreign policy. Special attention is given to the operation of these institutions since World War II. Current issues in American foreign policy are also considered. Offered 1982-83.

360 Independent Study. 1-4 hours  (for course description see p. 39)

361 Political Philosophy. 4 hours
An examination of the development of political thought in the western world. Major political concepts and theories are explored as well as their relationship to the growth of western social and political institutions.

372 American Constitutional Development. 5 hours  See HIS 372.

393 Practicum. 1-4 hours  (for course description see p. 39)
402 Communist World. 4 hours
A comparative study of the governments and politics of the major communist powers. Major emphasis is given to the Soviet Union and to Communist China, with some consideration of other communist countries. Significant attention is given to foreign policy and to Marxist ideology. Offered 1981-82.

412 Urban Politics.
A study of the institutions governing urban America. Attention is given to contemporary urban problems and the governmental response to those problems. Some attention is given to the relationship existing between urban and state governments. Offered 1982-83.

493 Senior Capstone. 4 hours (for course description see p. 39)

PSYCHOLOGY

Nies, Cosgrove, Haubold, Lund, Meyer

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 students in the field of psychology who, upon graduation, are prepared for further academic studies and/or professional responsibilities.

A major in psychology consists of 38 semester hours. In order to insure a breadth of exposure to the discipline of psychology, courses must be included from several areas as indicated below.

Experimental/Quantitative: 2 courses from PSY 372, 411, 422, 441, NAS 240
Developmental: 1 course from PSY 240, 340, 352
Clinical/Social: 1 course from PSY 300, 321, 400
Integration: 1 course from PSY 431, 450

NAS 240 counts toward the major when taken within the department.

Those students anticipating graduate study are encouraged to take NAS 240, BIO 241, COS 200, PSY 330, 372, 400, 411, and 441.

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.

240 Child Psychology. 4 hours
The content of this course comprised of the physical, cognitive, social, emotional and moral development of the child from conception to adolescence. Special developmental problems (e.g., mental retardation, childhood schizophrenia, etc.) are also considered.
300 Psychology and Mental Health. 4 hours
A study of the nature, causes, and treatment of maladaptive behavior, with special consideration being given to the symptoms and dynamics of psychological disorders. Prerequisite: 3 hours in PSY.

321 Social Psychology. 4 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, along with others.

340 Adolescent Psychology. 4 hours
A continued study of developmental changes as they occur in adolescence. Included are the physical, social, cognitive, and psychological changes that accompany age.

352 Adolescence, Adulthood and Aging. 4 hours
A survey of human development, ranging from adolescence through death. Half of the course deals with developments after adolescence. Potential topics include: physiological, cognitive, and social development, changes in self-concept, parenting, career influences, myths about the aged, death and dying.

360 Independent Study. 1-4 hours (for course description see p. 39)

370 Selected Topics. 1-4 hours (for course description see p. 39)

372 Experimental Methodology and Design. 4 hours
Methodology and design of experimentation in psychology are studied and specific areas of psychological research surveyed. Students are involved in laboratory research projects. Prerequisite: NAS 240.

393 Practicum. 1-4 hours (for course description see p. 39)

400 Theories of Personality. 4 hours
A study of the major current systematic psychological theories of personality. Consideration is given to their usefulness for research and therapeutic practice. Prerequisite: 11 hours in PSY.

411 Learning and Motivation. 4 hours
A study of the fundamental principles of human learning, memory, and cognition and their relation to motivation. Several key theorists representing a broad range of perspectives are considered. Prerequisite: 11 hours in PSY.

422 Psychological Testing. 4 hours
A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. Prerequisite: NAS 240.

431 Biblical Psychology. 3 hours
A survey of Biblical teaching on the nature of man, emotional problems, and solutions to emotional problems.
441 Physiological Psychology. 4 hours
A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate processes, consciousness, learning, motivation, and emotional behavior. Prerequisite: BIO 241.

450 The Integration of Psychology and Christianity. 4 hours
An examination of the relationship between psychology and Christian beliefs about human nature. Topic areas include the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. Prerequisite: 11 hours in PSY.

490 Honors. 1-2 hours (for course description see p. 39)

493 Senior Capstone. 4 hours (for course description see p. 39)

RELIGION and PHILOSOPHY

Nygren, Corduan, Heath, Luthy, Pitts, Rediger, Wilson, Zielke

The Department of Religion and Philosophy offers five areas of concentration toward the completion of a major: Biblical literature, religious studies, Christian education, philosophy, and philosophy of religion. Each student, at the time he indicates his intention to major in the department, will be given a guide. This will help him to prepare his program of study leading to the satisfactory completion of a comprehensive examination covering his major requirements as listed below, the student’s personal interests, and his professional needs. The senior capstone course (PHI or REL 493) is required of all students. The course REL 342 is required of all student pastors regardless of their major fields of study. Credit toward a major will not be given for cross referenced courses meeting general education requirements.

Certificate in Religious Studies
A “Certificate in Religious Studies” is available to students who are majoring in other departments. This certificate is given to students who complete courses totalling at least 15 credit hours beyond the general education requirements. Specific details and approval for the program may be secured in conference with the head of the department.

Biblical Literature
A concentration in Biblical Literature consists of 40 hours of credit, at least 30 of which must be in that area of concentration, including REL 462. REL 242, 462, 480, PHI 262, 371, REL 242, REL 480 and PHI 262 or PHI 371 are also required as part of the 40 hour major.
110/310 Biblical Literature I. 3 hours
A course which has as its primary content the Old Testament, with special attention given to the law, the prophets, and the Messianic hope which is fulfilled in Jesus Christ and the New Testament. Lower/upper division credit, with additional requirements for upper division credit.

213 Biblical Literature II. 4 hours
A course which includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life.

232 Book of Acts. 2 hours
An inductive study with particular attention given to the work of the Holy Spirit and the missionary methods of the apostolic church.

301, 302 The Synoptic Gospels. 4 hours  See ANL 301, 302.

311, 312 The Epistles. 4 hours  See ANL 311, 312.

320 Pentateuch. 3 hours
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered.

331 Pauline Epistles. 3 hours
Attention 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.

332 Hebrews, General Epistles, Revelation. 3 hours
Attention given to the problems of the authorship of Hebrews and its relation to the ceremonies of the Old Testament. The authorship, time, and background of each of the General Epistles are studied. The contribution of each book to the New Testament doctrine is evaluated. A study is made of the place of Revelation in the New Testament canon and its relation to the Bible as a whole.

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

341 The Gospels. 3 hours
A course in which the life and teaching of Jesus as set forth in the four Gospels are examined. Attention is given to the geography, politics, sociology, and religion of the first century A.D.

350 Poetic and Wisdom Literature. 3 hours
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon.
360 Independent Study. 1-4 hours  (for course description see p. 39)

362 Jewish History, Culture, and Geography. 4 hours
The development of Mishnaic Judaism traced beginning with the Ezra literature through the Talmudic period. Offered 1982-83.

451 Old Testament Historical Literature. 3 hours
The story of Israel from Joshua to Nehemiah as given in the Old Testament books from Joshua through Esther. Attention is given to relevant archaeological discoveries and the significance of the Kingdom. Special sensitivity to the historical consciousness of the ancient Hebrews is cultivated.

462 Biblical Theology. 3 hours
A study of the Bible and its central message and meaning. The Bible records a special kind of history revealing God's will and purpose. This special history gives essential meaning to all human life and destiny.

Practicum, Seminar, and Capstone Courses

370 Selected Topics. 1-4 hours  (for course description see p. 39)

393 Practicum. 1-4 hours  (for course description see p. 39)

480 Senior Seminar. 1-4 hours  (for course description see p. 39)

490 Honors. 1-2 hours  (for course description see p. 39)

493 Senior Capstone. 4 hours  (for course description see p. 39)

Religious Studies
A concentration in Religious Studies requires a total of 40 hours, at least 30 of which must be in that area of concentration. Religion 480 is required as part of the 40 hour major.

252 Cultural Anthropology. 3 hours  See SOC 252.

262 Contemporary Issues. 3 hours  See PHI 262.

311 The Christian World Mission. 3 hours
A correlated study of the history of Christian missions in relation to the methods employed in the cultural context of the various periods from the Apostolic inception, through the Middle Ages, the modern era, and the contemporary period of the young churches in the various areas of the world. Offered 1982-83.

321 Religions of the World. 4 hours  See PHI 321.

350 Philosophy and Christian Thought. 4 hours  See PHI 350.

352 History of the Middle Ages. 4 hours  See HIS 352.

353 American Religious and Social History. 3 hours  See HIS 353.
381 History of Early Christian Thought. 4 hours
An examination of the changing philosophical, educational, and religious climate of
Christian thought during the early centuries of Christianity. Offered 1982-83.

382 Renaissance and Reformation. 4 hours  See HIS 382.

391 Philosophy and Methods of Missions. 2 hours
The principles and methods of Christian missions from Christ to the present time
studied. The biblical basis and the prime motivating factors, direct evangelistic,
educational, medical, industrial, literary, radio, and occupational missionary methods
are given special attention. The preparation of the missionary for his task also is
considered. Offered 1981-82.

420 Hymnology. 2 hours  See MUS 420.

432 Mission Area Studies. 2 hours
A specialized study of one of the several mission fields, such as Latin America,
Africa, India, Japan, or China. The geography, people, history, economics,
sociology, government, language, religion, and the history and methods of Christian
missions are considered.

452 Philosophy of Religion. 3 hours  See PHI 452.

Christian Education
A concentration in Christian Education requires at least 40 hours. Included
in these hours must be the following courses: REL 100, 221, 242, 262, 351,
352, 371, and 480. In addition to Bib. Lit. I and II, REL 462, plus two other
courses in Biblical Literature as well as PHI 262 or 371 are required as part of
the 40 hour major.

100 Introduction to Christian Education. 3 hours
A course which focuses on the purpose and scope of Christian education and the
types of ministries available to majors.

221 Instruction Media Techniques and Materials. 2 hours
A practical course which attempts to aid in the development and employment of
educational programs, curriculum units, lesson plans, and teaching methods.

242 Theoretical Foundations for Christian Education. 3 hours
A course in which the student is assisted to understand how Christian education is
grounded in Biblical principles and to see the interrelationship with certain of the
behavioral sciences.

262 Personal Development. 3 hours
Helps the student gain a perspective of himself/herself. It focuses on the person as a
holistic being in the process of “becoming.”

342 Pastoral Care. 1 hour
A practical approach to the concerns of an effective pastoral ministry. This is a
required course for all student pastors, but it is open to others as well.
351 Teaching and Learning Strategies. 3 hours
A course aimed at developing an understanding of how learning patterns affect teaching. Instructional games and simulations are utilized.

352 Program and Curriculum Development. 3 hours
A course in which students learn to develop educational programs for aiding others in the growth process. Short term ministries are integral to the course.

371 Leadership Development. 3 hours
A course in which an understanding of effective leadership is sought for students to help them identify their natural leadership styles and develop their abilities to the fullest.

Philosophy
A major in philosophy requires a total of at least 36 hours in that area of concentration.

201 Logic. 4 hours
A study of the principles of correct thinking. This course examines the laws of deductive and inductive reasoning, takes note of their essential interrelationships, and treats them in relation to scientific, symbolic, and other areas of contemporary thought. A treatment of the related discipline of epistemology, which investigates the origin, structure, methods, and validity of knowledge is included.

211 History of Philosophy I. 3 hours
A survey of the development of philosophy from the Greeks to the Middle Ages. This course includes readings in Plato, Aristotle, Augustine, Aquinas, and Ockham.

212 History of Philosophy II. 3 hours
A survey of the development of philosophy from the renaissance through the enlightenment eras. Readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant are included.

262 Contemporary Issues. 3 hours
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia.

311 History of Philosophy III. 3 hours
A survey of nineteenth century philosophy beginning with the post-Kantians. Readings from Hegel, Feuerbach, Marx, Kierkegaard, Schopenhauer, Nietzsche, and Comte are included.

312 History of Philosophy IV. 3 hours
An examination of the trends in recent and contemporary philosophy. This course includes the study of pragmatism, existentialism, language philosophy, and process thought.
321 Religions of the World. 4 hours
World living religions studied historically and systematically; emphasis on Oriental ethnic philosophies; comparison of structure and world views.

342 Aesthetics. 2 hours
The psychology of the aesthetic experience and an interpretation of the philosophy of aesthetic values studied. This is an excellent course for the philosophy major and is of special cultural value for the general student. Required of all art majors. Offered in 1980-81 and alternating years.

350 Philosophy and Christian Thought. 4 hours
An introduction to the basic problems of philosophy and their relation to classical Protestant Christian thought. This course is designed to acquaint the student with the terminology and concepts of philosophy and their relationship to the basic Christian teachings. The aim is the integration of all knowledge and the development of a Christian philosophy of life. Prerequisite: junior standing, except by special permission. Required of all students. Offered each term.

360 Independent Study. 1-4 hours (for course description see p. 39)

361 Political Philosophy. 4 hours  See POS 361.

370 Selected Topics. 1-4 hours (for course description see p. 39)

371 Principles of Ethics. 3 hours
A survey of the theoretical foundations of ethics, such as the distinction between absolutist and relativistic views, the nature of justice, or the need for rules. Readings from classical and modern authors are included.

393 Practicum. 1-4 hours  (for course description see p. 39)

441 Metaphysics. 2 hours
The exposition and critical examination of the principle hypotheses concerning the nature of reality. Some of the more general features of being are viewed, both as existing and causing, in order to determine their significance for the human person and society. Offered 1982-83.

452 Philosophy of Religion. 3 hours
A study of the problems and conceptions of religion together with their implications for Theism and Christianity. Offered in 1981-82 and alternating years.

490 Honors. 1-2 hours (for course description see p. 39)

493 Senior Capstone. 4 hours  (for course description see p. 39)

Philosophy of Religion.
A major in Philosophy of Religion consists of 40 hours of credit at least 16 of which must be in each of Philosophy and Religion. Courses listed under Christian Education are not applicable to this major. Philosophy 452 is required of all majors.
SOCIOLOGY and SOCIAL WORK

Yutzy, Adkison, P. Loy, McQueen, Roye, Wallace

Sociology is that discipline which seeks to differentiate and to define the fundamental processes of social interaction resulting in human personality and social organization. It seeks to formulate principles, laws, and generalizations with regard to human nature and society which may have universal validity and applicability. It is concerned with the behavior of humans in group relationships and with organized systems of practices and social rules as these are expressed in social institutions developed to regulate and to standardize behavior toward recognized group values.

The major in sociology consists of 30 term hours including SOC 100, 260, 361, and 493. Social work courses may not be counted toward the major in sociology.

Social work is the professional application of the knowledge of human behavior/social environment and the use of interventive skills in working with individuals, groups, and communities regarding problems of living in modern society.
The Department of Sociology and Social Work offers a B.S. degree in social work (B.A. degree if language requirements are met) in cooperation with the departments of psychology, political science, and business and economics. The social work program, which is based upon criteria established by the Council on Social Work Education for undergraduates, is designed to prepare students for beginning professional social work practice at the baccalaureate level and for entry into graduate school in social work.

Entry into Taylor's formalized social work education program begins in the junior year and is determined by the following criteria: (1) satisfactory completion of the pre-entry course SOW 200; (2) a minimum of 30 hours of volunteer experience, preferably at a social welfare agency; (3) interview with and the approval of the Social Work Education Committee.

Students in the social work program will be expected to complete all of the general education requirements in addition to the 72-74 required hours from the social work program of the department. These hours include a practicum (field lab) and a professional semester of internship. Required courses from other curricula include: SOC 100, 210, 260, 312, 381; PSY 240, 300, 352, 400; CTA 100; ECO 200; NAS 240; and POS 331. Students considering work in areas that are bilingual are strongly encouraged to take appropriate language courses.

**Sociology**

100 **Introduction to Sociology.** 3 hours
A study of the principles and concepts of sociology. This is done in the context of present day social systems. Attention is given to various contemporary analyses of social events, processes, and institutions.

210 **Contemporary Social Problems.** 3 hours
An introduction to the study of social problems from various perspectives. Problems in areas such as social engineering, social control, and personal and family relationships are examined in light of basic principles of sociology.

222 **Community and Urban Affairs.** 4 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.

241 **Marriage and Home Building.** 3 hours
A study of marriage and the family from the approach of practical preparation for family living and home building. The customs, mores, and practices of contemporary social relationships, between the sexes, as in dating, courtship, and marriage; the foundations of successful marriage; the prediction of success or failure in marriage are included.
252 Cultural Anthropology. 3 hours
An introduction to some present-day representative preliterate and literate cultures of the world. Social and cultural origins, primitive social control, the background of modern folkways, mores and community, and institutional life are studied. Designed for sociology majors and as an orientation course for those interested in missions.

260 Introduction to Social Research Principles and Methods. 3 hours
Study of the various research methods focusing on various explanations of principles and processes inherent in the social system. Emphasis is upon the main social research methods used in studying our social system.

302 Labor Economics. 3 hours See ECO 302.

311 Introduction to Demography. 3 hours
A study of the many and diverse relations of man’s numbers to his social welfare, with particular attention being given to early theories and policies of population, the growth of populations, vital statistics as social factors, and the socio-economic and biological significance of birth and growth differentials. (Probably offered every other year.)

312 Ethnic and Minority Issues. 3 hours
A study of the impact of ethnic and minority groups on the American culture with some comparison of the problems of ethnic and minority groups in cultures around the world.

320 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.

321 Social Psychology. 4 hours See PSY 321.

342 Crime and Juvenile Delinquency. 3 hours
An examination of schools of criminology, theories of crime and punishment, causes and costs of juvenile and adult delinquency, police detention, penal institutions, and modern treatment of juvenile and adult delinquents.

351 Political Sociology. 3 hours
An examination of the sociological and social-psychological basis of politics and political behavior. Particular emphasis is given to politics as an expression of class conflict, the relationship of social power to political power, and the role of social norms as limitations on the political power of the state.

360 Independent Study. 1-4 hours (for course description see p. 39)

361 History of Social Thought. 3 hours
Main emphasis placed upon the contributions of sociologists since the time of Comte. This will be done by a study of the writings and concepts of leading sociologists both in Europe and America. Offered 1981-82.

370 Selected Topics. 1-4 hours (for course description see p. 39)
381 Human Sexuality and Family Systems. 3 hours
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, internal and external sources of strain, and change over the family life cycle are studied.

393 Practicum. 1-4 hours (for course description see p. 39)
490 Honors. 1-2 hours (for course description see p. 39)
493 Senior Capstone. 4 hours (for course description see p. 39)

Social Work

200 Exploring Social Work. 3 hours
An initial exposure to social work as a profession. Field trips, agency evaluations, and guest speakers introduce the student to opportunities in social work and beginning counseling techniques. Open to all majors.

231 Social Welfare: Historical Perspectives and Development. 3 hours
A basic introductory course to the wide field of social welfare. Drawing upon historical developments, with special focus on England and America, this course examines the evolution of welfare services and policies.

260 Introduction to Social Research Principles and Methods. 3 hours See SOC 260.

351 Social Work Process and Practice I. 4 hours
A course which introduces the student to the common base of social work practice and the human systems theory as it applies to the planned-change process. The second phase of the course focuses on the basics of the helping relationship and communication skills and beginning counseling techniques. Prerequisites: CTA 100, SOW 200.

354 Social Work Process and Practice II. 4 hours
A course which concentrates on integration of theories, principles, skills, and processes of various modalities of intervention. The generic approach which holds that the type of problem or situation determines mode of intervention will build understanding of work with individuals, families and groups is studied. Prerequisites: SOW 351 preferred, SOW 343 required.

360 Independent Study. 1-4 hours (for course description see p. 39)
362 Social Policy. 3 hours
Emphasis on how social workers function, directly or indirectly, under the mandates of social policies be these on a national, state, or local level. This course helps the student understand and critically analyze how policies are changed, modified, and implemented at the agency level — both public and private. Prerequisite: SOW 33

370 Selected Topics. 1-4 hours (for course description see p. 39)
INTER-AREA STUDIES

393 Practicum (Field Lab). 1-4 hours (for course description see p. 39)
Prerequisites: SOW 200, 231.

480 Seminar. 1-4 hours (for course description see p. 39)

490 Honors. 1-2 hours (for course description see p. 39)

492 Field Internship. 12 hours
Professional semester of supervised internship in a social work setting. Second term of senior year. Prerequisite: Completion of all required courses in the SOW program.

493 Senior Capstone. 4 hours (for course description see p. 39)

SYSTEMS See Information Sciences.

INTER-AREA STUDIES

Courses in this section are grouped in two ways. First, those courses which are totally non-departmental are identified. In academic schedules and on transcripts they will be identified with the prefix IAS.

Following those non-departmental courses are the more truly inter-area courses which are related to more than a single department in an academic area. Such courses, and in some cases majors, frequently deal with subject matter which is not purely assignable to any given department. For the purpose of establishing an identity for these courses, the departments of the University have been grouped along traditional lines, and the inter-area courses related to these areas are listed under these headings in this section of the catalog:

The Education-Physical Education Area includes the departments of Education and Physical Education and Health. (EPE)

The Humanities Area includes the departments of Ancient Language, Art, English, Modern Languages, Music, Religion and Philosophy, and Communication and Theatre Arts. (HUM)

The Natural Science Area includes the departments of Biology, Chemistry, Information Sciences, Mathematics, and Physics. (NAS)

The Social Science Area includes the departments of Business and Economics, Geography, History, Political Science, Psychology, and Sociology and Social Work. (SOS)
A student majoring in any department within the humanities and social science areas is encouraged to consider a special concentration in such groupings as American Studies, Ancient Studies, European Studies, and Fine Arts in conjunction with his major. Any interested student should consult with the head of his major department.

**Non-Departmental Courses (IAS)**

**101 New Student Orientation. 1 hour**

Introduction of Christian higher education philosophy of Taylor by word and practice. This course includes large group instructional meetings and small groups discussing study skills, personal growth and development, and academic advising. Working through practical problems of adjustment to Taylor community life in areas of standards, time management, girl-guy relationships, and spiritual growth are included. *Required of all new students and transfer students with 11 or fewer hours.*

**200 Library Orientation. 1 hour**

A course designed to give college students adequate knowledge of library resources and research methods so that they can make the best use of libraries in educational pursuits in college, graduate school, and throughout life.
220 IAS Honors. 1-4 hours
Enrollment in this class is restricted to students in the honors program.

360 IAS Honors-Independent Study. 1-4 hours
Enrollment in this experience is restricted to students in the honors program.

390 Media Laboratory. 1-3 hours
Credit is given to students filling highest leadership positions on the Echo and the Ilium, and the WTUC campus radio station. Appointment to positions is made by Media Board and/or editor. Total maximum credit six hours. Prerequisite: permission of the faculty adviser.

492 Integrative Seminar. 1 to 4 hours
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. Prerequisite: Permission of instructors and the Vice President for Academic Affairs.

499 Special Study. 1 hour
Upon recommendation of the major department head, a student may petition for permission to serve as an instructional assistant in his 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 Records Office at the time of registration. Prerequisites: junior standing; overall GPA of at least 2.6 and major GPA of at least 3.0; and permission of the Dean of Instruction.

Area of Humanities (HUM)

230 Fine Arts.
Deals with aesthetic problems and principles applied to the evaluation of music, the visual arts, and theatre. Students choose to do deeper study in one of the above areas for a portion of the term. During the interterm the course consists of two weeks of intensive on-campus pre-study, one week in an off-campus cultural center, and a final week of post-study and evaluation. Special fee required. See instructor by November 15. Alternate European course offered on irregular basis. Enrollment limited.

Area of Natural Science (NAS)

Major in Natural Science:
This area major is designed for students participating in three-year pre-professional programs. Such programs include pre-engineering, pre-medicine, pre-dentistry, and pre-medical technology. All Taylor graduation requirements are applicable, excepting the senior comprehensive examination, the Senior Capstone, and the minimum of 42 hours of upper-division credit. Normally, students will complete all applicable requirements, including a minimum of 96 hours, in the first three pre-professional 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 pre-professional program. Schedules of specific course
requirements appear in the catalog under the heading of the pre-professional courses.
Upon the satisfactory completion of one year of professional requirements at an
approved accredited school, the student will be granted the baccalaureate degree by
Taylor University.

120 Experiences in Physical Science. 5 hours  See PHY 120.

240 Introductory Statistics. 4 hours
A study of basic statistical methods for describing and analyzing data. Topics on
central tendency, dispersion, probability, correlation, sampling theory, hypothesis
testing, analysis of variance, and use of computers and calculators are considered.

260 Quantitative Methods. 2 hours
Review of the fundamentals of finite mathematics, differential and integral calculus,
statistics, and computer science. Prerequisites: MAT 110, MAT 140, NAS 240, and COS
220 or their approved substitutes.

480 Natural Science Seminar. 1 hour
The integration of topics from contemporary science with an emphasis on recent
research reports of inter-disciplinary interest. Guest lecturers and faculty and student
reports serve as the method of presentation.

Area of Social Sciences (SOS)

280 Applied Learning Techniques. 1 hour
Emphasized techniques for the improvement of study skills, listening and
note-taking, and reading and comprehension. The course meets for three hours per
week for seven weeks. Pass-Fail basis only. May be repeated one time.

300 American Studies Seminar in Washington. 2-8 hours
A series of short seminars for students participating in the American Studies
Program in Washington, D.C. Credit is variable depending on the duration of
residence. Applicability to a major must be determined in advance by a petition
submitted to the department.

310 American Studies Internship in Washington. 2-8 hours
An internship experience for students participating in the American Studies Program
in Washington, D.C. Credit is variable depending on the duration of residence.
Applicability to a major must be determined by a petition submitted to the
department.

352 Student Development Seminar. 3 hours
Designed to provide instruction and study in the area of interpersonal relationships
and communication within the context of residence hall living. Individual study and
group interaction assist the student in his own development and provide him with
the skills-training necessary for helping others through relationships. This course is
required of all students who have been selected to be personnel assistants.
PRE-PROFESSIONAL STUDIES

Liberal arts education emphasizes the learning which is desirable for all students who would grow into mature persons and citizens of a democratic society. However, this is also basic preparation for the various professions and vocations. Taylor University offers pre-professional programs in several areas; some of them are affiliation programs with other universities.

Pre-Engineering Program

A student desiring both an engineering career and a Taylor degree can complete the designated on-campus requirements for the Taylor degree in three years. He should then be able to complete the engineering requirements in two-and-one-half years after transfer to any approved accredited engineering school. (Taylor participates in a “3-2 affiliation program” with Purdue University.) On satisfactory completion of the first year of study at the engineering school, the student will be granted the bachelor of arts degree with a major in Natural Science by Taylor University.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 101</td>
<td>1</td>
</tr>
<tr>
<td>ENG 110</td>
<td>4</td>
</tr>
<tr>
<td>CHE 201, 202</td>
<td>10</td>
</tr>
<tr>
<td>MAT 151, 230</td>
<td>8</td>
</tr>
<tr>
<td>REL 110 (or other Old Testament course)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 211</td>
<td>3</td>
</tr>
<tr>
<td>PEH 100</td>
<td>1</td>
</tr>
<tr>
<td>COS 220</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 (Interterm)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PHY 211, 212</td>
<td>10</td>
</tr>
<tr>
<td>MAT 240, 412</td>
<td>8</td>
</tr>
<tr>
<td>HUM 230</td>
<td>4</td>
</tr>
<tr>
<td>PSY 200 (or SOC or POS)</td>
<td>3</td>
</tr>
<tr>
<td>PEH 100</td>
<td>1</td>
</tr>
<tr>
<td>REL 213 (Interterm)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>6</td>
</tr>
<tr>
<td>PHY or CHE (intermediate level)</td>
<td>6-10</td>
</tr>
<tr>
<td>MAT 431</td>
<td>4</td>
</tr>
<tr>
<td>BIO 231</td>
<td>4</td>
</tr>
<tr>
<td>PHI 350</td>
<td>4</td>
</tr>
<tr>
<td>LIT (Interterm)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>3-5</td>
</tr>
</tbody>
</table>
Alternatively, a pre-engineering student may elect to earn a B.S. degree with a Natural Science/Systems major in which a core of courses in systems analysis is substituted for the foreign language required for the B.A. degree.

**Pre-Law Program**

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 should be chosen in consultation with the pre-law adviser.

Graduates who have followed this course of study, who have earned above-average grades, and who have scored well on the Law School Admissions Test generally will be accepted for admission to a nationally-recognized law school.

**Pre-Medical Program**

Students interested in the Pre-Med curriculum should ask their adviser for the catalog on Medical School Admissions Requirements sometime during their sophomore year. It is important to make sure you meet the specific entrance requirements of the medical school(s) of your choice. Maintaining 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.

Medical College Admissions Committees today are not concerned with the choice of undergraduate major (most do prefer a major in the arts or sciences) as long as the entrance requirements for their particular medical school have been met. A suggested course schedule is shown below for the two most common majors chosen by Pre-Medical students at Taylor.

### Freshman Year

<table>
<thead>
<tr>
<th>Biology Major</th>
<th>Hours</th>
<th>Chemistry Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>4</td>
<td>ENG 110</td>
<td>4</td>
</tr>
<tr>
<td>MAT 151, 230</td>
<td>8</td>
<td>MAT 151, 230</td>
<td>8</td>
</tr>
<tr>
<td>BIO 102, 201</td>
<td>8</td>
<td>CHE 201, 202</td>
<td>10</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>8</td>
<td>LANGUAGE OR SOC. SCI.</td>
<td>6-8</td>
</tr>
<tr>
<td>REL 110</td>
<td>3</td>
<td>REL 110</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE (INTERTERM)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Biology Major</th>
<th>Hours</th>
<th>Chemistry Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 200</td>
<td>3</td>
<td>CHE 311, 312</td>
<td>10</td>
</tr>
<tr>
<td>SOC 100</td>
<td>3</td>
<td>BIO 102</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202, 312, or 352</td>
<td>7</td>
<td>PHY 211, 212</td>
<td>10</td>
</tr>
<tr>
<td>REL 213</td>
<td>4</td>
<td>REL 213</td>
<td>4</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>6</td>
<td>PEH 100</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 201, 202</td>
<td>10</td>
<td>LANGUAGE OR HISTORY</td>
<td>3-6</td>
</tr>
<tr>
<td>ELECTIVE (INTERTERM)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Junior Year

<table>
<thead>
<tr>
<th>Biology Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 211, 212</td>
<td>10</td>
</tr>
<tr>
<td>BIO 332, 362, 312, or 352</td>
<td>12</td>
</tr>
<tr>
<td>CHEM 311, 312</td>
<td>10</td>
</tr>
<tr>
<td>PEH 100</td>
<td>2</td>
</tr>
<tr>
<td>PRACTICUM (INTERTERM OR SUMMER)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 301, 302</td>
<td>8</td>
</tr>
<tr>
<td>BIO 312, 362</td>
<td>8</td>
</tr>
<tr>
<td>PHI 350</td>
<td>4</td>
</tr>
<tr>
<td>HUM 230</td>
<td>4</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Biology Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 230</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>BIO 241, 242, 331</td>
<td>12</td>
</tr>
<tr>
<td>PHI 350</td>
<td>4</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>4-6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry Major</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 431</td>
<td>4-5</td>
</tr>
<tr>
<td>CHE 493</td>
<td>4</td>
</tr>
<tr>
<td>NAS 490</td>
<td>1</td>
</tr>
<tr>
<td>BIO 331, 332, and/or 352</td>
<td>8-12</td>
</tr>
<tr>
<td>COS 220</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6-12</td>
</tr>
</tbody>
</table>

Pre-Medical Technology Program

The registry of medical technologists requires three years of college work as minimum pre-professional preparation. Following a student's completion of this program at Taylor University (96 credit hours) and after satisfactory performance in the medical technology program at an approved hospital, the bachelor of arts degree will be granted. The student will receive a
Certificate of Medical Technology after taking the registry examination given by The American Society of Clinical Pathologists.

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

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>4</td>
</tr>
<tr>
<td>CHE 201, 202</td>
<td>10</td>
</tr>
<tr>
<td>Language</td>
<td>6-8</td>
</tr>
<tr>
<td>REL 110</td>
<td>3</td>
</tr>
<tr>
<td>PEH 100</td>
<td>2</td>
</tr>
<tr>
<td>MAT</td>
<td>3-4</td>
</tr>
<tr>
<td>HIS</td>
<td>4</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 200</td>
<td>3</td>
</tr>
<tr>
<td>REL 213</td>
<td>4</td>
</tr>
<tr>
<td>Language</td>
<td>6</td>
</tr>
<tr>
<td>BIO 102</td>
<td>5</td>
</tr>
<tr>
<td>CHE</td>
<td>8-10</td>
</tr>
<tr>
<td>SOC</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>4</td>
</tr>
<tr>
<td>PHI 350</td>
<td>4</td>
</tr>
<tr>
<td>BIO 371</td>
<td>4</td>
</tr>
<tr>
<td>CHE</td>
<td>8-10</td>
</tr>
<tr>
<td>HUM 230</td>
<td>4</td>
</tr>
<tr>
<td>BIO 241-242</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

### Pre-Nursing Program

Taylor University has a cooperative program in nursing with Ball State University. This arrangement allows the student to take a prescribed two-year program at Taylor University and then transfer to Ball State for the completion of a bachelor of science degree in Nursing. Because of timing difficulties, it may be necessary for the student to delay his/her clinical training and to attend both summer sessions while at Ball State. It should be possible, however, for the student to receive both the R.N. license and B.S. degree in approximately four calendar years.

The pre-nursing curriculum at Taylor University includes the following sequence of courses:
Pre-Theological Program

The *Statement on Pre-Seminary Studies* from the American Association of Theological Schools gives the following important counsel: “In every case, the student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter.”

The following normative pattern of pre-seminary education is offered in the *Statement*: English language and literature; history; philosophy, particularly its history and its methods; natural science; social science; the fine arts; Biblical and modern languages; religion, both the Judaeo-Christian and the Near and Far Eastern traditions. A seminary may modify this normative pattern, if it chooses.

The really significant principle underlying this pattern is not that of earning so many hours and meeting minimum requirements, but that of making the most of the opportunities for acquiring knowledge in the fields listed.

The *Statement* advises students to consider that “many religion departments now represent the best possibility an undergraduate may have on his campus for the integrating values of a liberal education.” In addition to this, there is the realization that “strong religion departments may prepare students in such depth that they are ready to bypass the introductory courses of the traditional seminary curriculum.”
Buildings and Educational Equipment

The campus property of Taylor University consists of approximately 250 acres, located on the south side of the town of Upland, Indiana. The main campus is developed on 170 acres and contains major campus buildings and the recreational and athletic fields. An additional 80 acres adjacent to the main campus is utilized for the headquarters of the service facilities and for future campus development. Eleven major buildings have been added to the campus since 1965. Major remodeling of two additional buildings was accomplished during 1972. A brief description of the major campus buildings is as follows:

The Liberal Arts Building is a 35,000 square foot, air-conditioned facility containing classrooms, faculty offices, and the Learning Resources Center.

The Science Building, an air-conditioned, 45,000 square foot structure, contains biology, chemistry, and physics laboratories, classrooms, and faculty offices. The Computing Center houses a DEC PDP 11/70 computer plus a mini-computer and peripheral equipment.

The Ayres-Alumni Memorial Library offers a book collection of 128,000 volumes, an excellent reference collection, and 700 periodicals received on a current basis.

As a member of EIALSA, a regional library cooperative, the Library has ready access to the 80 libraries of the ALSA members from which inter-library loan material can be obtained. In addition inter-library loan material can be located far beyond the regional area through use of the library’s computer terminal of the OCLC network of 2,000 member libraries.

The library building contains reading areas, book stacks, study carrels, microfilm and microfiche readers, and other modern equipment. The university Archives and Special Collections are also presently housed in this building.

The Art/Little Theatre Building is a 10,000 square foot structure, completely remodeled in 1972, which contains classrooms, studio facilities, an art gallery, and faculty offices on the first two floors of the building. The third floor is utilized as an experimental little theatre and as a classroom and includes costume making and storage areas.

Sickler Hall, the major Communication and Theatre Arts Building, con-
tains classrooms and faculty offices, and includes a prayer chapel which is appropriately furnished for individual and small group devotional experiences.

Ferdinand Freimuth Administration Building is a 14,000 square foot structure, remodeled during 1972. This facility houses the executive offices of academic and business affairs, and the advancement office. The major remodeling of this building was made possible by the gift of Mr. Ferdinand Freimuth, a Fort Wayne stockbroker and philanthropist.

The Music Facilities consist of two air-conditioned modular classroom units for teaching studios, classroom, practice modules, and faculty offices. Music annexes #1 and #2 provide group and individual listening and practice rooms, faculty offices, and rehearsal facilities for band and orchestra.

The Don J. Odle Physical Education Facility was completed early in 1975. This 45,000 square foot facility contains two handball courts, a wrestling room, a weight room, classrooms, faculty offices, and a varsity basketball court with three cross courts. This building was constructed with generous gifts of alumni and friends. It replaced the nearly fifty-year-old Maytag Gymnasium.

The Field House is a newly-remodeled steel-paneled building providing additional opportunities for physical education and athletics. The football team room and Natilus weight lighting equipment are also contained in this facility.

The Biological Field Station of Taylor University operates at Big Twin Lake in northern Michigan. The campsite is located on a 130-acre tract of land on the shores of Big Twin Lake and is surrounded by the AuSable State Forest. The modern, new facilities consist of a large dining lodge and lounge, an interpretive center, a biology laboratory, staff and student cabins, a utility building, and waterfront facilities.

The Milo A. Rediger Chapel/Auditorium was completed in the spring of 1976. This 1600-seat facility, formerly Maytag Gymnasium, was totally remodeled into a new building through the generosity of many alumni and friends of the University. In addition to its spacious and beautiful auditorium, this building contains the offices of the Director of Student Ministries and the Center for Student Development.

Samuel Morris Hall is a men's residence with eighty-eight double rooms, 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, who is featured in the film, "Angel in Ebony."

Swallow-Robin Hall, a three-story brick building, is an additional residence for men. This building was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Methodist Conference, and was named Swallow-Robin in honor of Dr. Swallow and his wife, whose maiden name was Robin. The rooms in this hall are named for those who contributed.
Grace Olson Hall, a residence hall for 293 women, was constructed and ready for use in 1966. It is beautifully decorated with lounges, a fireplace, and carpeted hallways.

South Hall, constructed in 1971, is a four-story residence hall for 96 women. This structure, consisting of living-study suites, represents a new concept in residence hall living and provides the intimacy of apartment-style accommodations with the group dynamics of a larger group of students.

Mary Tower English Hall is a women’s residence hall housing 226 girls. It was opened in 1975. English Hall is designed in much the same manner as South Hall, providing private living room areas for each eight girls. This residence is located on the south end of campus among several other residences and the health center.

Arthur L. Hodson Dining Commons is a $1,300,000 air-conditioned facility completed in 1972. It is located on the southwest corner of the campus overlooking the campus lake. This structure, which seats approximately 950 persons in the main dining hall, also contains a banquet room and private dining area. A four-way fireplace is a central focal point for this facility.

Student Union — This 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 the student government organization, student union board, the campus newspaper, and the yearbook.

Haakonsen Health Center is a 4,000 square foot facility located on the south end of campus. This structure was completed early in the summer of 1975 and contains six two-bed rooms in addition to examining rooms and doctor's offices.

Wengatz Hall is a one hundred thirty-three room residence hall for men. It was constructed in 1965 and includes several lounges and a recreation room.

President's Home — The home of the Taylor University President graces a rustic wooded area west of the tennis courts and practice field. In this spacious two-story brick residence the presidential family hosts numerous social functions.

The Lake — A picturesque 8-acre lake on the Taylor property provides swimming opportunity in summer and excellent ice skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area.
BOARD OF TRUSTEES

DR. LESTER C. GERIG, Chairman ........................................... Fort Wayne, Indiana
MR. GRAFTON MOORE, Vice Chairman ................................. Flint, Michigan
MRS. LELAND BOREN, Secretary ........................................... Upland, Indiana
MR. PAUL W. WILLS, Treasurer ........................................... Cleveland, Ohio
DR. MILO A. REDIGER ......................................................... President of the University
MR. JAMES H. BARNES, JR. ................................................... Tampa, Florida
DR. NORMAN A. BAXTER ...................................................... Wilmington, Massachusetts
MR. JOHN L. BELL, JR. ......................................................... Marion, Indiana
MR. DAVID BOYER ............................................................... Fort Wayne, Indiana
DR. J. ROBERT COUGHENOUR .............................................. Indianapolis, Indiana
DR. J. PAUL GENTILE ............................................................ Fort Wayne, Indiana
MR. ROBERT C. GILKISON .................................................... Washington, D.C.
DR. EARL HARTMAN ............................................................. Tampa, Florida
DR. CARL W. HASSEL ............................................................ Southfield, Michigan
DR. EDWARD HERMANSON .................................................... Upland, Indiana
DR. JOHN O. HERSHEY ............................................................ Hershey, Pennsylvania
MR. V. DONALD JACOBSEN ................................................. Greensboro, North Carolina
MR. LEROY KING ................................................................. Hesston, Kansas
MR. JOHN MCDougALL .......................................................... Dearborn, Michigan
MR. ROBERT PIESchKE ........................................................... Saginaw, Michigan
DR. WALTER C. RANDALL .................................................... Park Ridge, Illinois
MR. RICHARD RUSSELL ....................................................... Grosse Pointe Shores, Michigan
DR. FRED STOCKINGER ........................................................ Grand Rapids, Michigan
DR. L. MARSHALL WELCH ..................................................... Houston, Texas
DR. SAMUEL F. WOLGEMUTH ................................................. Wheaton, Illinois

HONORARY TRUSTEES

DR. THEODORE W. ENGSTROM .............................................. Monrovia, California
DR. G. HARLOWE EVANS ..................................................... Bloomington, Illinois
THE REV. HERBERT M. FRAZER ............................................. Cincinnati, Ohio
DR. RICHARD HALFAST ....................................................... Kokomo, Indiana
DR. M. C. PATTERSON .......................................................... Grosse Pointe Park, Michigan
DR. CHARLES W. SHILLING ................................................... Arlington, Virginia
MR. HOWARD M. SKINNER ................................................... Colorado Springs, Colorado
MR. LINTON A. WOOD ........................................................... Hendersonville, North Carolina
The Taylor University Alumni Association engages alumni, former students, parents, and other friends in a meaningful, continuing relationship with the University. The Association, which is directed by a sixteen-member National Alumni Council, accomplishes its objectives by means of campus events and various projects in regional Taylor University Clubs.

Each year the Taylor University Alumni Association nominates an alumnus and recommends him or her to the Trustee Nominating Committee for election to a five-year term on the Board of Trustees.

On campus, the Alumni Association participates in both alumni- and student-oriented programs such as Homecoming and Senior Recognition Banquet. Through regional clubs, members are involved in projects such as the National Affairs Institute and the Contemporary Christian Series which support the Taylor University program. Club members encourage prospective students and otherwise contribute to the general development of the University.

The Alumni Association supports the important role of Taylor University in whole-person preparation for life.

NATIONAL ALUMNI COUNCIL 1980-81

MARY ELLEN MATTHEWS DUPREE '64
Kendall Park, NJ
President

JAMES L. TERHUNE '62
Gainesville, FL
President-elect

MARTIN L. HESS '58
Upland, IN
Past President

LOIS E. WYGANT x'61
Little Rock, AR
Recording Secretary

GEORGE BENNETT '78
Albion, IN

PHILIP J. DUNCAN '79
Wheaton, IL

JOSEPH L. FRITZSCHE '69
Fort Wayne, IN

BRENT A. DAWES '80
Lafontaine, IN
ADMINISTRATION

MILO A. REDIGER
President of the University

LARRY WINTERHOLTER
Director of Physical Education and Athletics

GREGG O. LEHMAN
Executive Vice President

CARMEN L. TAYLOR
Director of Records

Academic Affairs

ROBERT D. PITTS
Vice President for Academic Affairs

RONALD L. KELLER
Dean of Admissions and Institutional Research

A. J. ANGLIN
Dean of Instruction

RANDALL L. GERMANN
Associate Dean of Admissions

DANIEL JERAN
Director of Teacher Education

MELANIE A. TAYLOR
Director of Admissions Communications

DELMAR H. SCHWANKE ’57
Painesville, OH

MARK COY
Director of Admissions Mobilization

MAXINE SMITH WILLMAN x’60
Acworth, GA

ADMINISTRATION

DENNIS A. YOUNG ’73
Westland, MI

Ex-officio members:

HOWARD E. TAYLOR
Director of Alumni Relations & Annual Programs

BETTY G. FREESE
Administrative Assistant for Alumni Relations & Annual Programs

MILO A. REDIGER
President of the University

JERRY L. ROBERTS
Vice President for University Advancement

WILBUR M. CLEVELAND
University Editor

RUTH BROSE ROGERS ’48
Greenfield, IN

ROBERT R. SCHENCK ’51
Chicago, IL

DELMAR H. SCHWANKE ’57
Painesville, OH

MAXINE SMITH WILLMAN x’60
Acworth, GA

DENNIS A. YOUNG ’73
Westland, MI
**Student Development**

CHARLES R. JAGGERS  
Dean of Students

NANCY J. CICERO  
Associate Dean of Students and Director of Housing

WALTER E. CAMPBELL  
Associate Dean of Students and Director of Student Development

THOMAS A. DAVIS  
Director of Career Planning and Placement

LOWELL HAINES  
Director of Student Activities

ROBERT L. HAUBOLD  
Director of the Counseling Center

FRENITA B. GUEVARA  
University Physician

LOU J. ROTH  
Director of the Health Center

**Student Ministries**

WILLIAM J. HILL  
Director of Student Ministries

STEVEN D. DOLES  
Assistant to the Director of Student Ministries

**Business Affairs and Development**

GREGG O. LEHMAN  
Vice President for Business Affairs

ALLAN J. SMITH  
Controller

CHARLES R. NEWMAN  
Director of Service Operations

JOHN E. KASTELEIN  
Director of Computing Center

THOMAS AYERS  
Director of Financial Aid
The register of officers and teachers is for the academic year 1980-81.

MILO A. REDIGER,
President of the University and Professor of Philosophy and Religion (1943); Taylor University, A.B.; New York University, M.A., Ph.D.; Asbury Theological Seminary, D.D.; Greenville College, L.H.D.; graduate study at the Biblical Seminary in New York.

H. LEON ADKISON,
Professor of Systems (1974); Texas Christian University, B.S., M.S., Ph.D.

A. J. ANGLIN,
Dean of Instruction and Associate Professor of Chemistry (1969); John Brown University, B.A.; University of Arkansas, Ph.D.

BEULAH P. BAKER,
Associate Professor of English (1979); Spring Arbor College, B.A.; Michigan State University, M.A., Ph.D.

ROBERT P. BENJAMIN,
Associate Professor of Business and Economics (1979); Bowling Green State University, B.S., B.A.; University of Michigan, M.B.A.; Florida State University, M.Acc.; C.P.A.

RAY E. BULLOCK,
Professor of Art (1966); Ball State University, B.S., M.A.Ed.; Ed.D.

STANLEY L. BURDEN,
Professor of Chemistry and Physics (1966); Taylor University, B.S.Ed.; Indiana University, Ph.D.
TIMOTHY J. BURKHOLDER,  
Professor of Biology (1970); Taylor  
University, A.B.; Ohio State University,  
M.S., Ph.D.

JOE BURNWORTH,  
Assistant Professor of Education (1969);  
Ball State University, B.S.Ed., M.A.Ed.,  
Ed.D.

WALTER E. CAMPBELL,  
Associate Dean of Students and Assistant  
Professor (1969); Taylor University,  
B.S.Ed.; Ball State University, M.A.

MILDRED S. CHAPMAN,  
Associate Professor of Education (1956,  
1975); Asbury College, A.B.; University  
of Kentucky, M.A., Ed.D.

BRIAN G. CHRISTY,  
Director of Off-Campus Housing and  
Instructor (1978); Taylor University, A.B.;  
Ball State University, M.A.

NANCY J. CICERO,  
Associate Dean of Students and Assistant  
Professor (1976); Wheaton College, B.A.;  
Gordon-Conwell Theological Seminary,  
M.T.S.

WINFRIED CORDUAN,  
Assistant Professor of Philosophy and  
Religion (1977); University of Maryland,  
B.S.; Trinity Evangelical Divinity School,  
M.A.; Rice University, Ph.D.

MARK P. COSGROVE,  
Associate Professor of Psychology (1976);  
Creighton University, B.A.; Purdue  
University, M.S., Ph.D.

DANIEL B. CRAIG,  
Instructor of Business Administration  
(1980); Taylor University, B.A.; Indiana  
University, M.B.A.

ROBERT W. DAVENPORT,  
Director of University-Church Leadership  
Training Programs and Assistant Professor  
of Physical Education and Health (1958);  
University of California at Los Angeles,  
B.S.; Ball State University, M.A.

TARA E. DAVIS,  
Director of Writing Programs,  
Multi-cultural Education Coordinator and  
Assistant Professor of English (1980); Hope  
College, B.A.; Multnomah School of  
Bible, Grad. Certificate of Biblical  
Studies; Ball State University, M.A.,  
Ed.D.

THOMAS A. DAVIS,  
Director of Career Planning and Placement  
and Assistant Professor (1976); Taylor  
University, B.A.; Ball State University,  
M.A.

BARBARA C. Dickey,  
Associate Professor of Music (1961);  
Asbury College, A.B.; University of  
Michigan, M.M.; Indiana University,  
D.M.E.

DAVID C. Dickey,  
Assistant Librarian and Assistant Professor  
(1972); Taylor University, A.B.; Western  
Michigan University, M.S.; graduate  
study at Indiana University.

EDWARD E. DINSE,  
Associate Professor of English (1970);  
University of Wisconsin-Milwaukee,  
B.A., M.A.; graduate study at Southern  
Illinois University.

LEE E. ERICKSON,  
Assistant Professor of Economics (1979);  
University of Washington, B.A., M.A.;  
Univ. of Michigan, Ph.D.

FRANCES W. EW BANK,  
Professor of English (1964); Wayne State  
University, B.A., M.A.; University of  
Colorado, Ph.D.

WILLIAM A. Ew BANK,  
Associate Professor of Mathematics (1964);  
Royal Military College of Science;  
University of London, B.Sc.; Ball State  
University, M.A.Ed.

ROBERT J. FReese,  
Assistant Professor of Education (1971);  
Taylor University, A.B.; Xavier
University, M.Ed.; graduate study at Northern Illinois University.

WILLIAM A. FRY,
Professor of English (1978); Nyack College, Dipl.; Wheaton College, B.A.; Columbia University, M.A., Ph.D.

RICHARD W. GATES,
Associate Professor of Physical Education and Health (1963); Wheaton College, B.S.; University of Buffalo, Ed.M.; State University of New York at Albany, Syracuse University, Director’s Certificate (H.P.E.R.).

GEORGE A. GLASS,
Track and Cross Country Coach and Associate Professor of Physical Education and Health (1960); Taylor University, B.S.Ed.; Ball State University, M.A.; graduate study at Ball State University.

MARY EDNA GLOVER,
Volleyball and Track & Field Coach and Assistant Professor of Physical Education and Health (1961); Carson Newman College, B.S.; University of Tennessee, M.S.

CARL E. GONGWER,
Associate Professor of Spanish (1966); Taylor University, A.B.; Indiana University, M.A.

ROBERT V. GORTNER,
Associate Professor of Business and Economics (1980); Drexel University, B.S.; Drexel University, M.B.A.

PAUL M. HARMS,
Associate Professor of Mathematics (1971); Bethel College, A.B.; Iowa State University, M.S.; University of Missouri at Rolla, Ph.D.

ALBERT D. HARRISON,
Instructor of Music (1977); Virginia Commonwealth University, B.M.Ed.; University of Illinois, M.S.; doctoral candidate, University of Illinois.

GEORGE W. HARRISON,
Professor of Biology (1963); West Virginia University, B.S.; Marshall University, M.S.; Michigan State University, Ph.D.

PAUL LOWELL HAINES,
Director of Student Programs and Assistant Professor (1977); Taylor University, B.A.; Ball State University, M.A.

ROBERT L. HAUBOLD,
Associate Professor of Psychology (1971); North Park College, B.A.; Roosevelt University, M.A.; doctoral candidate, Ball State University.

DALE E. HEATH,
Professor of Ancient Language and History (1961); Greenville College, A.B.; Asbury Theological Seminary, B.D.; Michigan State University, Ph.D.

LARRY R. HELYER,
Assistant Professor of Religion (1979); Biola College, B.A.; Western Conservative Baptist Seminary, M.Div.; Fuller Theological Seminary, Ph.D.

JAMES C. HENDRIX,
Residence Hall Director and Instructor (1980); Indiana State University, B.S.; Indiana State University, M.S.

SUE ANN HERBSTER,
Tennis and Basketball Coach and Instructor of Physical Education and Health (1980); Taylor University, B.S.; George Williams College, M.A.

TIMOTHY W. HERRMANN,
Residence Hall Director and Instructor (1978); Taylor University, A.B.; Ohio State University, M.A.

DAVID D. HESS,
Associate Professor of Education (1967); North Park Jr. College, A.A.; Taylor University, B.S.Ed.; Ball State University, M.A.Ed.; graduate study at Indiana University, University of North Carolina, and Ball State University.
VICKIE L. HESS,
Assistant Professor of Chemistry (1980); Mt. Holyoke College, B.A.; Indiana University, Ph.D.

WILLIAM J. HILL,
Director of Student Ministries and Assistant Professor (1970); Free Will Baptist Bible College, B.A.; University of Detroit, M.A.; Anderson School of Theology, M.A.R.

GERALD L. HODSON,
Director of Learning Resources Center and Assistant Professor of Education (1967); Ball State University, B.S., M.A.Ed.

M. JANE HODSON,
Associate Professor of Education (1966); Taylor University, B.S.Ed.; University of Cincinnati, M.S.; doctoral candidate at Ball State University.

ALICE K. HOLCOMBE,
Director of the Library and Associate Professor (1946); Taylor University, A.B.; University of Michigan, B.A.L.S.

THOMAS J. HROWSKA, JR.,
Assistant Professor of Political Science (1978); University of Redlands, A.B.; Claremont Graduate School, M.A., Ph.D.

OLIVER F. HUBBARD, JR.,
Assistant Professor of Communication and Theatre Arts (1976); Asbury College, B.A.; University of Kentucky, M.A.; doctoral candidate at Kent State University.

DALE M. JACKSON,
Professor of Communication and Theatre Arts (1966); Asbury College, A.B.; Ball State University, M.A.; Indiana University, Ph.D.; graduate study at University of Kentucky.

CHARLES R. JAGGERS,
Dean of Students and Assistant Professor (1972); Taylor University A.B.; Ball State University, M.A.

ROGER L. JENKINSON,
Professor of Geography and History (1965); Taylor University, B.S.Ed.; Ball State University, M.A.; Oklahoma State University, Ed.D.

DANIEL JERAN,
Director of Teacher Education and Professor of Education (1980); Upland College, B.A.; Drake University, M.S.E.; University of Nebraska, Ed.D.; additional graduate study, University of Colorado.

ALETHA A. JONES,
Assistant Professor of Art (1980); Taylor University, B.S.Ed.; Bowling Green State University, M.A., M.F.A.

DIANA L. JONES,
Field Hockey and Softball Coach and Instructor of Physical Education and Health (1980); Cedarville College, B.A.; Bob Jones University, M.Ed.

PHILIP B. JONES,
Associate Professor of Spanish (1978); Grace College, B.A.; Georgetown University, M.S.; Catholic University, Ph.D.

JOHN E. KASTELEIN,
Director of Computing Services and Assistant Professor (1974); Jamestown College, B.A.; graduate study at Northeastern University and Ball State University.

RONALD L. KELLER,
Dean of Admissions and Institutional Research and Assistant Professor (1966); University of Michigan, B.A., M.A.; Walden University, Ph.D.

CHARLES B. KIRKPATRICK,
Assistant Professor of Communication and Theatre Arts (1979); Asbury College, A.B.; Indiana University, M.S.

PHILIP K. KROEKER,
Professor of Music (1963); Westminster Choir College, B.M., M.M.; Indiana University, Ph.D.
LEROY C. KROLL,
Assistant Professor of Chemistry (1979); Lafayette College, A.B.; Michigan State University, Ph.D.; University of Colorado, postdoctoral research.

GREGG O. LEHMAN,
Executive Vice President and Assistant Professor of Business and Economics (1973, 1976); Indiana University, B.S.; Purdue University, M.S., Ph.D.

JANET C. LOY,
Assistant Professor of French (1971); Indiana University, A.B., M.A.T.; additional graduate study at Indiana University.

R. PHILIP LOY,
Associate Professor of Political Science (1964); Taylor University, A.B.; Indiana University, M.A.; additional graduate study at Indiana University.

JOE W. LUND,
Assistant Professor of Psychology (1973); Grace College, B.A.; Ball State University, M.A.; doctoral candidate; Indiana University.

FRED H. LUTHY,
Associate Professor of Religion (1955); Taylor University, A.B.; United Theological Seminary, M.Div.; Butler University, M.A.; Southern Baptist Theological Seminary, M.R.E.; graduate study at University of Iowa.

BILLIE J. MANOR,
Director of Learning Skills Center and Instructor (1980); Ball State University, B.A., M.A.

MARILYN F. McQUEEN, ACSW
Director of Social Work Education and Assistant Professor of Sociology and Social Work (1974); Taylor University, A.B.; Indiana University, M.S.W.; additional graduate study at the University of South Florida.

ALLEN D. MEYER,
Assistant Professor of Psychology (1979); Bob Jones University, B.A., M.A.; Indiana University, M.A., Ph.D; additional graduate work at University of Nebraska-Lincoln.

DIANE A. MEYER,
Residence Hall Director (1980); University of Missouri, B.S.; M.A. in progress, International Christian Graduate School.

DWIGHT L. MIKKELSON,
Professor of History (1968); Asbury College, A.B.; University of Kentucky, M.A., Ph.D.

CRAIG W. MOORE,
Assistant Professor of Art (1979); Taylor University, B.S.; Ball State University, M.A.

DAVID L. NEUHOUSE,
Professor of Mathematics (1971); Manchester College, B.S.; University of Illinois, M.S.; Florida State University, Ph.D.

CHARLES M. NIES,
Associate Professor of Psychology (1972); Wheaton College, B.A.; The University of Texas, Ph.D.

JOHN P. NORDQUIST,
Associate Professor of Music (1976); Houghton College, B.M.; Indiana University, M.M., D.Mus.; graduate study at the University of S. California.

ELMER N. NUSSBAUM,
Director of Research and Professor of Physics (1949); Taylor University, A.B.; Ball State University, M.A.; University of Rochester, Ph.D.

E. HERBERT NYGREN,
Professor of Religion and Philosophy (1969); Taylor University, A.B.; Biblical Seminary, S.T.B.; New York University, A.M., Ph.D.
RICHARD A. PARKER,
Associate Professor of Music (1974);
Wittenberg University, B.S.Ed.; Ohio State University, M.A., Ph.D.

PAUL W. PATTERSON,
Head Basketball and Golf Coach, and Assistant Professor of Physical Education and Health (1979); Hanover College, B.S.; Central Missouri State, M.S.E.

ROBERT D. PITTS,
Vice President for Academic Affairs and Professor of Religion (1973); Greenville College, A.B.; Northern Baptist Theological Seminary, M.Div.; University of Michigan, M.A.; Indiana University, Ed.D.; additional study at Moody Bible Institute.

ELISABETH POE,
Professor of Biology (1953); Marion College, A.B., B.Rel.; University of Michigan, A.M.; graduate study at University of Michigan and the University of Virginia.

CARL W. RICE,
Associate Professor of Education (1969); Taylor University, B.S.Ed.; Ball State University, M.S., Ed.D.

WILLIAM C. RINGENBERG,
Professor of History (1967); Taylor University, B.S.Ed.; Indiana University, M.A.T.; Michigan State University, Ph.D.

HELEN E. ROGERS,
Assistant Professor of Education (1976); Ball State University, B.S., M.A.; additional graduate study at St. Francis College.

R. WALDO ROTH,
Associate Professor of Computer Science (1967); Taylor University, B.S.Ed.; Ball State University, M.A.; graduate study at Ohio State University, University of Kansas, Purdue University, Arizona State University.

ROGER W. ROTH,
Associate Professor of Physics (1965);
Taylor University, A.B.; Cornell University, M.S.

E. STANLEY ROTRUCK,
Associate Professor of Business & Economics (1979); Indiana University, B.S., M.B.A.

JESSIE L. ROUSSELOW,
Associate Professor of Communication and Theatre Arts (1967); Northwestern College, B.A.; University of Minnesota, M.A., Ph.D.

FRANK H. ROYE,
Professor of Sociology (1955); Transylvania College, B.A.; Southern Baptist Theological Seminary, M.Div., Ph.D.; graduate study at the Univ. of Colorado at Boulder, and Loyola University.

SAMUEL W. SAMPLE,
Football and Golf Coach and Assistant Professor of Physical Education and Health (1977); Hastings College, A.B.; Kearney State College, M.S.

FREDERICK B. SHULZE,
Professor of Music (1970); Wheaton College, B.Mus.; Northwestern University, M.Mus.; University of Washington, D.M.A.

HAROLD Z. SNYDER,
Professor of Biology (1962); University of Michigan, A.B., B.S., M.S.; Michigan State University, Ph.D.

DANA K. SORENSON,
Wrestling and Football Coach and Instructor of Physical Education (1980); Taylor University, B.S.; graduate study at West Chester State College and Ball State University.

EDWIN R. SQUIERS,
Associate Professor of Biology and Director of the Environmental Science Program (1976); State University of New York at Binghamton, B.A.; Rutgers University, M.S.; Ohio University, Ph.D.
KATHERINE R. STAFFORD,  
Residence Hall Director (1979); Sterling College, B.A.; Azusa Pacific College, M.A.

HILDA L. STEYER,  
Associate Professor of Music (1954);  
Asbury College, B.A.; Cincinnati Conservatory of Music, B.Mus.; graduate study at Indiana University, University of Illinois, and Ball State University.

TIMOTHY L. SUTHERLAND,  
Assistant Librarian and Instructor (1980);  
Taylor University, A.B.; Western Michigan University, M.S.L.

KENNETH D. SWAN,  
Associate Professor of English (1968);  
Olivet Nazarene College, B.A.; Ball State University, M.A., Ed.D.; graduate study at University of Minnesota.

STEPHEN J. TOWN,  
Instructor of Music (1978); North Texas State University, B.M., M.M.; additional graduate study at North Texas State University and Indiana University.

MARILYN A. WALKER,  
Associate Professor of English and Journalism (1966); Ball State University, B.S.Ed.; Indiana University, M.A.

JOHN W. WALLACE, ACSW,  
Assistant Professor of Social Work (1977);  
Asbury College, B.A.; University of Pittsburgh, M.S.W.; additional graduate study at University of Michigan.

LOIS A. WOOD,  
Assistant Librarian and Associate Professor (1953); Taylor University, A.B.; University of Kentucky, M.S.L.S.

DALE E. WENGER,  
Associate Professor of Mathematics (1963);  
Manchester College, B.S.; Ohio University, M.S.; additional graduate study at the University of Wisconsin, University of California at Santa Barbara, and University of Montana.

MOZELLE I. WILLIAMS,  
Residence Hall Director & Assistant Professor (1973); Taylor University, B.S.Ed.; Univ. of North Carolina, M.Ed.

CHARLES R. WILSON,  
Professor of Religion and Philosophy (1965);  
Northwestern State College, A.B.;  
Asbury Theological Seminary, B.D.;  
Syracuse University, M.A.; Vanderbilt University, Ph.D.

ALAN H. WINQUIST,  
Associate Professor of History (1974);  
Wheaton College, A.B.; Northwestern University, M.A.T.; New York University, Ph.D.; graduate study at University of Stockholm.

LARRY C. WINTERHOLTER,  
Director of Physical Education and Athletics, Baseball Coach, and Associate Professor of Physical Education (1979);  
Taylor University, B.S.; Illinois State University, M.S.; additional graduate study at University of Illinois.

ROBERT C. WOLFE,  
Associate Professor of Chemistry and Physics (1962); Taylor University, B.S.Ed.; Indiana University, M.A.; graduate study at Louisiana State University.

DANIEL YUTZY,  
Professor of Sociology (1976); Eastern Mennonite College, B.A.; Ohio State University, M.A., Ph.D.; study at Harvard University.

SIGURD H. ZIELKE,  
Instructor of Religion (1979); Biola College, A.B.; Wheaton Graduate School of Theology, M.A.; Ashland Theological Seminary, M.Div.; doctoral candidate, Fuller Theological Seminary.
PROFESSORS EMERITI
THEODORA BOTHWELL,  
Music — 25 years of service.
HAZEL E. CARRUTH,  
English — 32 years of service.
CHARLES M. DAVIS,  
English — 12 years of service.
OLIVE MAY DRAPER,  
Mathematics and Astronomy — 41 years of service.
GEORGE E. FENSTERMACHER,  
English and German — 25 years of service.
GLADYS M. GREATHOUSE,  
Speech and Drama — 11 years of service.
GORDON M. KRUEGER,  
Chemistry — 24 years of service.
HERBERT G. LEE,  
English — 19 years of service.
JENNIE A. LEE,  
Education — 23 years of service.
DON J. ODLE,  
Physical Education — 32 years of service.
VIDA WOOD,  
Biology — 16 years of service.

PART-TIME FACULTY
CHARLES H. AUST,  
Medical Technology
NANCY BECK,  
Music
JOHN BERNBAUM,  
American Studies
GEORGE E. BRANAM,  
Medical Technology
FRITZ DOLAK,  
Music
TIMOTHY DONOVAN,  
Social Work
DONNA DOTY,  
Music

BLAIR DOWDEN,  
Testing
HELEN A. DWYER,  
Modern Languages
HELEN KELLOGG,  
Music
KATHY KERKHOFF,  
English
JOHN A. MATTHEW,  
English
MICHAEL MOLLISON,  
Music
PATRICIA A. MULLENIX,  
Medical Technology
SHARON PARR,  
Music
JIM RAPSON,  
Communication & Theatre Arts
SHIRLEY REPLOGLE,  
Medical Technology
MAX RUDICEL,  
Medical Technology
K. R. SCHLADEMAN,  
Medical Technology
LOUIS SCHNEIDER,  
Medical Technology
DALE M. SCHULZ,  
Medical Technology
ALAN SEVERS,  
Music
SANDRA S. STUMP,  
Medical Technology
CHERYL TILFORD,  
Medical Technology
LINDA TITTLE,  
Modern Languages
LINDA WAITEMAN  
Medical Technology
CONSTANCE WALL,  
Medical Technology
# Index

<table>
<thead>
<tr>
<th>Academic Adviser</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Grievance Procedure</td>
<td>35</td>
</tr>
<tr>
<td>Academic Load</td>
<td>30</td>
</tr>
<tr>
<td>Academic Regulations</td>
<td>28</td>
</tr>
<tr>
<td>Accounting Courses</td>
<td>48</td>
</tr>
<tr>
<td>Accreditation</td>
<td>7</td>
</tr>
<tr>
<td>Administration</td>
<td>129</td>
</tr>
<tr>
<td>Admissions and Finances</td>
<td>16</td>
</tr>
<tr>
<td>Advance Payment</td>
<td>17</td>
</tr>
<tr>
<td>Advanced Placement and Credit</td>
<td>17</td>
</tr>
<tr>
<td>Advanced Standing</td>
<td>17</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>128</td>
</tr>
<tr>
<td>American Studies Program</td>
<td>8, 117</td>
</tr>
<tr>
<td>Ancient Language</td>
<td>39</td>
</tr>
<tr>
<td>Art</td>
<td>40</td>
</tr>
<tr>
<td>Associate Degree Programs</td>
<td>47, 60, 76</td>
</tr>
<tr>
<td>Astronomy</td>
<td>99</td>
</tr>
<tr>
<td>Athletics</td>
<td>11, 30</td>
</tr>
<tr>
<td>Attendance</td>
<td>35</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>86</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor of Science (Music)</td>
<td>85</td>
</tr>
<tr>
<td>Bachelor of Science (Major/Systems)</td>
<td>75</td>
</tr>
<tr>
<td>Behavioral Standards</td>
<td>12</td>
</tr>
<tr>
<td>Bible</td>
<td>104</td>
</tr>
<tr>
<td>Biology</td>
<td>42</td>
</tr>
<tr>
<td>Buildings and Educational Equipment</td>
<td>124</td>
</tr>
<tr>
<td>Business Administration</td>
<td>49</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>45</td>
</tr>
<tr>
<td>Calendar</td>
<td>2, 3</td>
</tr>
<tr>
<td>Campus Government</td>
<td>12</td>
</tr>
<tr>
<td>Career Planning and Placement</td>
<td>14</td>
</tr>
<tr>
<td>Certificate in Church Music</td>
<td>86</td>
</tr>
<tr>
<td>Certificate in Religious Studies</td>
<td>104</td>
</tr>
<tr>
<td>Change of Registration</td>
<td>20, 32</td>
</tr>
<tr>
<td>Chapel</td>
<td>13, 35</td>
</tr>
<tr>
<td>Chemistry</td>
<td>52</td>
</tr>
<tr>
<td>Chi Alpha Omega</td>
<td>34</td>
</tr>
<tr>
<td>Christian College Consortium</td>
<td>8</td>
</tr>
<tr>
<td>Christian Education</td>
<td>107</td>
</tr>
<tr>
<td>Christian Orientation</td>
<td>7</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>35</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>28</td>
</tr>
<tr>
<td>College Community Life</td>
<td>10</td>
</tr>
<tr>
<td>College-Level Examination Program</td>
<td>17, 19</td>
</tr>
<tr>
<td>Comprehensive Examinations</td>
<td>34</td>
</tr>
<tr>
<td>Communications &amp; Theatre Arts</td>
<td>55</td>
</tr>
<tr>
<td>Computer Science</td>
<td>73</td>
</tr>
<tr>
<td>Continuing Student Status</td>
<td>28</td>
</tr>
<tr>
<td>Correspondence Study</td>
<td>17</td>
</tr>
<tr>
<td>Costs</td>
<td>19</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>12</td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>38</td>
</tr>
<tr>
<td>Credits-in-Escrow Program</td>
<td>8</td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>10</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>31</td>
</tr>
<tr>
<td>Debate</td>
<td>56</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Drama</td>
<td>56</td>
</tr>
<tr>
<td>Dropping Courses</td>
<td>21</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>59, 60</td>
</tr>
<tr>
<td>Economics</td>
<td>51</td>
</tr>
<tr>
<td>Education</td>
<td>58</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Employment</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>65</td>
</tr>
<tr>
<td>English Proficiency</td>
<td>33</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>68</td>
</tr>
<tr>
<td>Examinations</td>
<td>17, 34</td>
</tr>
<tr>
<td>Expenses</td>
<td>18</td>
</tr>
<tr>
<td>Faculty</td>
<td>131</td>
</tr>
<tr>
<td>Fees</td>
<td>19</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>21</td>
</tr>
</tbody>
</table>
Financial Information ........................................... 18
Fine Arts .................................................. 116
French ..................................................... 81
General Education Requirements ..................... 33
General Information .................................... 124
Geography ............................................... 69
German ................................................... 83
Grading System ........................................... 30
Graduation ............................................... 19, 34
Grants ...................................................... 25
Greek ....................................................... 39
Guest Student Status .................................. 28
Hall Regulations ......................................... 14
Health Service ........................................... 12
History .................................................... 70
Honors Program ......................................... 35
Housing ................................................... 13
Housing Deposit ......................................... 13
Individual, Goal-Oriented Major .................... 36
Information
   Directory .............................................. Inside Front Cover
   Information Sciences .................................. 73
   Insurance .............................................. 19
   Inter-Area Studies ................................... 114
   International Students ............................... 16
   Interterm ............................................. 8
   Language Requirement ............................... 34
   Late Registration ..................................... 20, 32
   Library Orientation ................................ 115
   Loans .................................................. 25
   Map .................................................... Inside Back Cover
   Mass Communication .................................. 77
   Mathematics .......................................... 78
   Modern Languages ................................... 81
   Music .................................................. 84
   Musical Organizations ................................ 30
   Natural Resources ................................... 43
   Natural Science Major ................................ 116
   Non-Departmental Courses ......................... 114
   Nondiscrimination Policy ......................... 4
   Notification of Admission ........................... 17
   Organizations ........................................ 12
   Orientation ........................................... 7, 115
   Parental Authority ................................... 13
   Pass/Fail Courses .................................... 31
   Payment of Bills ..................................... 20
   Philosophy ............................................ 108
   Physical Education & Health ...................... 95
   Physics ................................................ 99
   Placement .......................................... 14, 17
   Political Science ..................................... 100
   Practicum Courses .................................. 35
   Pre-Engineering Program ........................... 118
   Pre-Law Program ..................................... 119
   Pre-Medical Program ................................ 119
   Pre-Medical Technology Program ............... 120
   Pre-Nursing Program ................................ 121
   Pre-Professional Studies ......................... 118
   Pre-Theological Program ............................ 122
   Private Music Lessons, Fees ....................... 19
   Probation .............................................. 29
   Psychology ............................................ 102
   Publications ......................................... 11
   Refund Policy ......................................... 18, 21
   Registration .......................................... 32
   Religion and Philosophy ............................. 104
   Religious Studies ..................................... 106
   Repeated Courses .................................... 31
   Residence Requirements ............................. 14
   Room Furnishings .................................... 14
   Scholarships ......................................... 23
   Second Degree ........................................ 33
   Social Activities ..................................... 10
   Sociology & Social Work ............................ 110
   Spanish ................................................ 83
   Special Examinations ................................ 19
   Special Student Status ................................ 28
   Standards of Community Life ..................... 12
   Student Life .......................................... 10
   Student Teaching ..................................... 19, 64
   Summer School ....................................... 8
   Systems ............................................... 75
   Table of Contents ................................... 4
   Taylor University Today ............................. 6
   Teacher Education .................................... 58
   Time Payment Plan ................................... 20
   Transcripts .......................................... 35
   Transfer Students .................................... 17
   Trustees .............................................. 127
   Tuition ................................................. 19
   Withdrawal Procedures .............................. 21
   Worship ............................................... 11