Taylor University

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Undergraduate Catalogs

Spring 1979

Taylor University Catalog 1979-1981

Taylor University

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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 — Dean of the University

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

Alumni Affairs: Taylor Clubs, alumni publications, homecoming activities — Coordinator of Alumni/Community Affairs

Business Matters: fees, insurance, payment procedures — Vice President for Business Affairs and Development

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.

Development: bequests, estate planning, fund raising, public relations, university publications — Vice President for Business Affairs and Development

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 — Associate Dean of the University

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

1979-1981

a Christian liberal arts college
in Upland, Indiana 46989
phone: (317) 998-2751
## 1979-80 CALENDAR

### SUMMER SESSION 1979

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21-June 14</td>
<td>Monday, Thursday</td>
<td>Pre-Session</td>
</tr>
<tr>
<td>May 28</td>
<td>Monday</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 18-July 20</td>
<td>Monday, Friday</td>
<td>Summer Session</td>
</tr>
<tr>
<td>July 4</td>
<td>Wednesday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 16-Aug. 24</td>
<td>Monday, Friday</td>
<td>Au Sable Session</td>
</tr>
</tbody>
</table>

### FALL TERM 1979

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 5-7</td>
<td>Wednesday-Friday</td>
<td>Faculty Study Conference</td>
</tr>
<tr>
<td>Sept. 8-10</td>
<td>Saturday-Monday</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 23-28</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Oct. 5-7</td>
<td>Friday-Sunday</td>
<td>Parents’ Weekend</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Thursday</td>
<td>English Proficiency Tests</td>
</tr>
<tr>
<td>Oct. 19-21</td>
<td>Friday-Sunday</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Nov. 21-26</td>
<td>Wednesday, 12:00 noon</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 15-20</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
</tbody>
</table>

### INTERTERM 1980

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8</td>
<td>Tuesday, 8:00 a.m.</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Thursday, 5:00 p.m.</td>
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### SPRING TERM 1980

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Days</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 4</td>
<td>Monday, 8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Feb. 10-15</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>Friday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Mar. 21-23</td>
<td>Friday-Sunday</td>
<td>Youth Conference</td>
</tr>
<tr>
<td>Mar. 28-Apr. 8</td>
<td>Friday, 5:00 p.m.</td>
<td>Spring Vacation</td>
</tr>
<tr>
<td>May 10, 12-15</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td>May 17</td>
<td>Saturday, 9:30 a.m.</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 17</td>
<td>Saturday, 2:00 p.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
## 1980-81 CALENDAR*

### SUMMER SESSION 1980

<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 27-June 19</td>
<td>Tuesday, Thursday</td>
<td>Pre-Session</td>
</tr>
<tr>
<td>June 23-July 25</td>
<td>Monday, Friday</td>
<td>Summer Session</td>
</tr>
<tr>
<td>July 4</td>
<td>Friday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 14-Aug. 22</td>
<td>Monday, Friday</td>
<td>Au Sable Session</td>
</tr>
</tbody>
</table>

### FALL TERM 1980

<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 3-5</td>
<td>Wednesday-Friday</td>
<td>Faculty Study Conference</td>
</tr>
<tr>
<td>Sept. 6-8</td>
<td>Saturday-Monday</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Sept. 21-26</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Oct. 10-12</td>
<td>Friday-Sunday</td>
<td>Parents’ Weekend</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Thursday</td>
<td>English Proficiency Tests</td>
</tr>
<tr>
<td>Oct. 24-26</td>
<td>Friday-Sunday</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Nov. 26-Dec. 1</td>
<td>Wednesday, 12:00 noon</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 13, 15-18</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
</tbody>
</table>

### INTERTERM 1981

<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 6</td>
<td>Tuesday, 8:00 a.m.</td>
<td>Interterm Begins</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Thursday, 5:00 p.m.</td>
<td>Interterm Ends</td>
</tr>
</tbody>
</table>

### SPRING TERM 1981

<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 2</td>
<td>Monday, 8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Feb. 8-13</td>
<td>Sunday-Friday</td>
<td>Spiritual Emphasis Week</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Friday</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Mar. 20-30</td>
<td>Friday, 5:00 p.m.</td>
<td>Spring Vacation</td>
</tr>
<tr>
<td>Apr. 3-5</td>
<td>Friday-Sunday</td>
<td>Youth Conference</td>
</tr>
<tr>
<td>Apr. 17-20</td>
<td>Friday, 12:00 noon</td>
<td>Easter Break</td>
</tr>
<tr>
<td>May 9, 11-14</td>
<td>Saturday, Mon.-Thurs.</td>
<td>Evaluation Week</td>
</tr>
<tr>
<td>May 16</td>
<td>Saturday, 9:30 a.m.</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 16</td>
<td>Saturday, 2:00 p.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

*The 1980-81 calendar is under active review and may be revised.*
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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, and Cincinnati Council on World Affairs.

The University is accredited by the Commission on Teaching and Licensing of the Indiana State Board of Education.

Christian College Consortium

One of the significant relationships of Taylor is the membership it maintains in the Christian College Consortium. This organization, which includes fourteen 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 Office of Academic Affairs, 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.
Student Life

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

Taylor University is a residential campus with strong emphasis on its residence halls as living-learning centers which serve as focal points of coordination for many meaningful experiences and activities.

Cultural Activities:
An artist series features nationally-known performers in an artist series of concert, 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 within the community.

Athletics:
The athletic program provides for the men and women of Taylor University a unique and valuable educational experience. 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.

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 who conducts three two-hour clinics a 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 this position 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 associate.

**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:**
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. 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 outlined in the *Student Life Handbook*. 

**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 — during the spring term — residence hall application material from the Office of Student Affairs. This material is to be filled out and returned to the Office of Student Affairs 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 affairs staff upon application in writing to the Office of Student Affairs. 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 Office of Student Affairs. Students living outside the college residence halls may not change their place of residence without first receiving permission from the Office of Student Affairs 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 launders 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 Development and Placement
The Career Development 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.
Through the Offices of Admissions 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 Research and about financial aid from the Director of Financial Aid.

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 Dean of Admissions and Research for special instructions.

Admissions

Application to Taylor is made on forms available from the Dean 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 Research.
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 Dean 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, except in the case of sequence courses in which the second term shows definite improvement over the first.

Transfer students from junior colleges may receive up to 66 term hours of transfer credit. Once that number of hours has been earned at any college no further hours may be accepted in transfer from a junior college.

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>
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<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>

<table>
<thead>
<tr>
<th>For Interterm and Spring Term Admission</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>before November 1</td>
<td>$145</td>
</tr>
<tr>
<td>between Nov. 1 and Nov. 30</td>
<td>$100</td>
</tr>
<tr>
<td>after December 1</td>
<td>$50</td>
</tr>
</tbody>
</table>

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**

The cost of an academic year, consisting of the fall and spring terms and the interterm, is set forth in the table below. The stated expenses are applicable to a student carrying an academic load of 12 to 17 credit hours per term plus four hours during interterm.

<table>
<thead>
<tr>
<th></th>
<th>for residents</th>
<th>for commuters</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuition</td>
<td>3045.50</td>
<td>3045.50</td>
</tr>
<tr>
<td>room and board</td>
<td>1605.00</td>
<td>—</td>
</tr>
<tr>
<td>student insurance</td>
<td>40.50</td>
<td>—</td>
</tr>
<tr>
<td>basic fees</td>
<td>109.00</td>
<td>109.00</td>
</tr>
<tr>
<td>total</td>
<td>4800.00</td>
<td>3154.50</td>
</tr>
</tbody>
</table>

The basic fees are required of all students carrying 8 or more credit hours. These fees cover student service and activity expenses for athletic events, student newspaper, yearbook, special events series, post office, student union activities, and the student government organizations. Students taking less than 8 credit hours pay regular student rates when participating in the individual service or activity.

Board fees provide three meals each day, seven days a week for the periods in which students are required to be on campus. Room fees include health service, linen rental, and weekly laundry of sheets, pillowcase, washcloth, and towels.

The student insurance provides health and accident coverage. This insurance covers the student for a twelve-month period beginning when the student arrives on campus for the fall term. Insurance coverage is required of all resident students. Proof of coverage by other policies is required for waiver of the program administered by Taylor.

Tuition for less than 8 credit hours is $75 per hour and tuition for 8-11 hours is $90 per hour. The charge for hours in excess of 17 credit hours is $50 per hour. Courses audited are billed at the rate of $25 per hour.

Student teachers and others whose programs compel them to spend only a portion of the term in residence will be charged on a pro rata basis for the number of weeks in residence.

Students who occupy their rooms for only a portion of a term, and pay room fees accordingly, will be permitted to remain in those rooms only during that time.

**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:

**Music Lessons**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>organ, piano, instruments</td>
<td>$80</td>
</tr>
<tr>
<td>and voice</td>
<td></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 Placement Program: $15 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: $125 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.

Miscellaneous Course Fees:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 231 Conservation</td>
<td>$20</td>
</tr>
<tr>
<td>EDU 150 Ed in Amer</td>
<td>12</td>
</tr>
<tr>
<td>EDU 223 Field Exp ECE</td>
<td>12</td>
</tr>
<tr>
<td>EDU 260 Educ Psych</td>
<td>12</td>
</tr>
<tr>
<td>EDU 290 Curr Wksp ECE</td>
<td>12</td>
</tr>
<tr>
<td>EDU 312 Spec Meth</td>
<td>12</td>
</tr>
<tr>
<td>EDU 352 Tchg Lang Arts</td>
<td>12</td>
</tr>
<tr>
<td>ENG 322 Rdg for Mid</td>
<td>12</td>
</tr>
<tr>
<td>REL 262 Human Devel</td>
<td>40</td>
</tr>
<tr>
<td>REL 421 Media Tech</td>
<td>25</td>
</tr>
<tr>
<td>SOC 222 Comm &amp; Urban</td>
<td>35</td>
</tr>
<tr>
<td>SOW 492 Internship</td>
<td>125</td>
</tr>
</tbody>
</table>

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, rental of 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. 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 ($40.50 per year), for husbands and wives ($88.75 per year), and for family coverage ($130.25 per year). Rates for those entering at times other than fall term 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 $1200 and commuting students may pay $775. 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 Affairs.

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

Refunds are based on the total terms 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

Taylor University seeks to provide education to qualified students regardless of means. The financial aid program offers assistance to students in need through scholarships, grants, loans, and employment.

Financial aid is awarded primarily on the basis of financial need except in the cases of scholarships which require both academic achievement and financial need.

One of the important foundations of financial aid is that the primary responsibility for meeting the costs of the student's education rests with the student and his parents. Financial aid exists to assist those who are unable to afford a college education and, therefore, without such aid would not be able to attend college.

In order to determine the extent of the family's ability to pay for educational expenses and to determine the amount of a student's financial need, Taylor University uses the Financial Aid Form (FAF) of the College Scholarship Service.

An analysis of the Financial Aid Form reports the amount that a family can be expected to contribute. The parents' contribution will vary depending on income and number of children in the family.

If financial aid is needed, as reflected in the Financial Aid Form, and if the student qualifies to participate in any of the various financial aid programs, Taylor University will do its best to make aid available.

The University attempts to meet as much of a student's financial need as possible. This is done by "packaging" the financial aid award. This means that a student may receive any one of the four types of aid or a combination of all four. Packages are designed to provide the student with the most equitable financial aid award.
Students desiring financial aid must submit two documents yearly: Application for Student Financial Aid and Financial Aid Form of the College Scholarship Service. The Application for Student Financial Aid should be sent directly to the Office of Financial Aid at Taylor University. The Financial Aid Form should be sent to the appropriate branch of the College Scholarship Service (CSS). While there is no deadline for applying for financial aid at Taylor University, institutional policy recognizes a preferential filing date of April 1. That is, students who file the necessary documents with the Office of Financial Aid by April 1 have a much better chance of receiving financial assistance than students who apply after that date.

Students or parents having questions regarding financial aid are invited to contact the Director of Financial Aid.

**Scholarships**

Scholarships are awarded on the basis of academic performance, academic potential, and financial need. In order to receive a scholarship, a student must have a financial need of at least the amount of the award. The honor of receiving a scholarship comes to a selected few. Taylor University awards scholarships in an effort to recruit and retain students of high academic ability.

Taylor University Academic Scholarships include the following:

Each year sixteen President’s Scholarships are awarded to incoming freshmen. These scholarships carry an annual stipend of 30% of tuition.

To qualify, a student must meet the following qualifications: 1) have combined SAT scores of at least 1200, with a minimum verbal score of 600; 2) graduate in the top 10% of the high school class; 3) have a financial need of at least the amount of the award.

A Dean’s Scholarship of 15% of tuition is awarded annually to each of sixteen freshmen who: 1) have combined SAT scores of 1100 with a minimum verbal score of 550; 2) graduate in the top 15% of the high school class; and 3) have a financial need of at least the amount of the award.

An I. N. Reitenour Scholarship of $250 is awarded to a freshman who meets the same academic qualifications as for the President’s Scholarship and whose financial need is at least $250.

If academic requirements are met, all of the above scholarships are automatically renewed each year.

Three National Merit Scholarships are sponsored by Taylor each year for qualified applicants entering as freshmen. The amount of the award will vary from $250 to $1,500 depending upon the applicant’s financial need. The stipend is available to the selected recipients for four years.

Several music scholarships are available for students majoring or minoring in music. These awards are made to students who display special talent with musical instruments or voice and who show promise of superior accomplishment in this field. Each student interested in applying should contact the Head of the Music Department concerning such awards.
Frequently local service organizations provide worthy students with scholarships. Some large corporations offer financial assistance to the children of their employees. It may be advantageous for a student to check his local community for such opportunities.

Other scholarships are awarded by Taylor through the generous contributions of friends of the University. Some of these include:

All College Scholarship
Alumni Scholarship
Alumni Grappler Scholarship
Ancient Language Scholarship
Business and Economics Scholarship
Brodt Football Award
Charles W. Carter Award
Chi Alpha Omega Scholarship
Coburn Track Award
Coughenour Alumni Sports Scholarship
Christian Workers Foundation Award
Dillon-Long Scholarship
Donald Ruegsegger Award
Dorothy Beatty Miller Memorial Scholarship
Dorothy Knight Scholarship
Eisenhower Memorial Scholarship
Faculty Scholarship
Frase Scholarship
Friends of Music Scholarship
Gerald J. Seagly and Waunetta B. Seagly Scholarship Fund
Gladys M. Greathouse Speech and Drama Scholarship
Grace Educational Assistance Grant
Grace Olson Memorial Scholarship
Granitz-Nelson Football Award
Gregory R. Hittle Scholarship
Houck Missionary Scholarship
Huffman Educational Assistance Grant
International Student Scholarship
James M. Bragan Memorial Scholarship
Joseph H. Yoder Memorial Scholarship
Lange Scholarship
Lester C. Gerig Music Talent Scholarship
Mary Rose Apple Scholarship
M. Lee Wilson Scholarship
Phillip J. Miller Memorial Scholarship
Philip Muinde Faith Fund Scholarship
Physics Alumni Foundation Scholarship
Presser Foundation Scholarship
R. R. Weed Scholarship
Ralph and Ida Herber Scholarship
Reader’s Digest Foundation Scholarship Award
Rev. Alfred H. Backus Memorial Scholarship
Richard A. Baptista Scholarship
Robert A. Behnken Memorial Award
Robert A. Johnson Scholarship
Rose Stanley Cozzens Award
Shilling Scholarship for Excellence in Science and Mathematics
Shy-Fleser Scholarship
Taylor University Club Awards
Vayhinger Memorial Music Scholarship
William A. McLennan Memorial Award
William J. Stapleton Memorial Scholarship
Grants

Basic Educational Opportunity Grants authorized under the 1972 Higher Education Act, provides for grants to students of up to $1,800 for each undergraduate year.

Supplemental Educational Opportunity Grants is a federal aid program that provides assistance for students with exceptional need. The grants range from $200 to $1,500 a year for a total of $4,000 for a four-year program.

Taylor University Educational Assistance Grants are available in limited numbers and amounts to needy students.

Loans

National Direct Student Loan Program: Previously known as the National Defense Student Loan Program, this program enables students to borrow some of the money they need to attend college. Qualified students may borrow up to $5,000 during their undergraduate careers. An aggregate of $2,500 may be loaned during the first two years.

The program also provides cancellation benefits for students who teach handicapped children or children from low-income families and for service in the armed forces.

The annual effective rate of interest for this loan is 3% at the time of repayment.

A FAF must be submitted when applying for this loan.

Taylor University Student Loans: Taylor University student loans are available to students in limited quantities and for limited amounts. Depending on a student’s classification he may borrow up to $1,000 in any one academic year not to exceed $3,000 for the total number of undergraduate years. Generous contributions of friends of the University have made the following Taylor University student loan programs possible:

Betts Loan Fund
Bourguard-Caffray Student Loan Fund
Daniel Schwenk Student Loan Fund
Danny Alford Memorial Loan Fund
Dr. W. T. Carver Loan Fund
Doris Tobias Memorial Student Loan Fund
Elmer H. Stockman Loan Fund
Ernest Guy Giggy Student Loan Fund
Erwin and Eva King Fund
Frank Montgomery Fund
G. Harlowe Evans Student Loan Fund
Lintón A. Wood Student Loan Fund
Mrs. Beatrice Shepherd Student Loan Fund
Nelva Snider Dober Loan Fund
Peavy-Barnett Student Loan Fund
Ray F. Barnes Student Loan Fund
Rev. John Campbell Memorial Fund
Robert M. and Arthur D. Stewart Memorial Loan Fund
Schleicher-Utley Student Loan Fund
Speicher Charitable Trust Fund
T. Lewis Gerig Memorial Loan Fund
William A. McLennan Memorial Fund

The Guaranteed Loan Program:
Developed by the Federal government and many states, these programs permit a student to borrow up to $2,500 per academic year. Students may negotiate this loan through their local bank, savings and loan association, credit union or other participating lenders.

United Student Aid Fund Loan: Similar to the Guaranteed Loan Program, United Student Aid Funds, Inc., facilitates students borrowing of educational funds directly from banking institutions. The maximum amount available to a student enrolled in college and doing satisfactory work is $2,500 per year.

Employment

A student makes application for employment by completing the employment section of the application for financial aid. Since employment is an important type of financial aid, jobs are awarded on the basis of financial need as measured by the Financial Aid Form; therefore, it is necessary for each employment applicant to submit a FAF.

The Federal College Work-Study Program provides employment to students with financial need, as measured by the Financial Aid Form. Jobs are available both on and off campus during the academic year and vacation periods.

The Student Temporary Employment Program (STEP) assists students in securing temporary off-campus employment.

State Scholarships

The states of Connecticut, Massachusetts, Pennsylvania, Rhode Island, and Vermont have scholarship programs which permit the student to take the scholarship award to a college in another state. The monetary amount of the award and the eligibility requirements vary between the states. Interested students should contact their high school counselor or write the scholarship agency of their state.

The State of Indiana offers both a scholarship and a grant program to qualified residents. Awards may range up to $1,400 per academic year. For details contact the high school counselor or write the State Student Assistance Commission of Indiana, 219 North Senate Avenue, Second Floor, Indianapolis, IN 46204.

Recipients of Indiana scholarships or grants also may receive a Freedom of Choice Grant which, when combined with the scholarship or grant, may equal need or tuition and fees, whichever is less. Freedom of Choice Grants are available only to Indiana residents to attend private institutions of higher education in Indiana.
Academic Regulations

Academic policies and regulations are administered by the offices of the Dean of the University 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 minimum C (2.0) grade point average 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>2.00</td>
</tr>
<tr>
<td>junior</td>
<td>61-94</td>
<td>1.90</td>
</tr>
<tr>
<td>sophomore</td>
<td>31-60</td>
<td>1.80</td>
</tr>
<tr>
<td>freshman</td>
<td>13-30</td>
<td>1.70</td>
</tr>
<tr>
<td></td>
<td>0-12</td>
<td>1.60</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 and the National Association of Intercollegiate Athletics. Details on the latter 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>3.0</td>
<td>Better than Average</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B−</td>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></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>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 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. 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 E. 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 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 used.

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 all 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 are sent to all students 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 two 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 degree is 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. The associate degree will be awarded to students who complete the courses of study outlined in the Catalog.
General Education Requirements

Courses Required | Areas of Study
--- | ---
1 ENGLISH COMPOSITION | 
1 Literature from English, Modern Language, CTA 200 | 
1 FINE ARTS | 
1 BIOLOGY | 
1 from among Physical Sciences, Computer Science, Mathematics (MAT. 201, 202, and 210 may not be used.) | 
1 HISTORY | 
2 from 2 areas of Economics, Geography, Political Science, Psychology, Sociology | 
2 Biblical Literature II, one in Old Testament literature (Rel. 451 may not be used) | 
1 PHILOSOPHY AND CHRISTIAN THOUGHT | 
1 Senior Capstone in major area | 
1 NEW STUDENT ORIENTATION | 
2 GENERAL PHYSICAL EDUCATION | 
2 Elective courses (minimum of 6 hours) | 

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.

Proficiency in the use of English is required. Therefore, a student will be placed on the English Deficiency List if he/she fails the sophomore proficiency test or if his/her placement on the list is recommended by a faculty member. Students placed on the English Deficiency List are required to enroll in ENG 090 and restricted to a maximum of fourteen hours of credit. If, after two terms in ENG 090 a student still is unable to demonstrate proficiency, future registration at Taylor will be denied.

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 receive six hours of credit upon the satisfactory completion of an oral examination.

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 3.3. 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 Academic Dean 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 listings in the specific departments.

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 College Board 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.

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.
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
Emphasizes 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. Offered 1979-80.

311, 312 The Epistles in Greek. 4 hours
Passages selected from the epistles according to the needs and background of the class will be read. Special attention will be given to the exegesis of certain passages of literary importance. Prerequisites: Greek 201-202. Offered 1980-81.

321, 322 Greco-Roman Literature. 3 hours
After systematic review of classical grammar, selected portions are translated from Greek or Latin literature. Choice of readings 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. The 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

Patton, Bullock, K. Herrmann, Moore

Art majors pursuing the Bachelor of Arts degree must take 30 hours in art including Art 101, 102, 222, 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, 212, 302, 311, 331, 412, 493, and Philosophy 342. 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 obtain
52 hours in art including those courses listed for the 36-hour teaching major. A 24-hour teaching minor is available.

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

CTA 412, Stagecraft and Design, is a cognate course. HUM 230, Fine Arts, counts toward the major.

101 Drawing. 4 hours
Basic drawing which directs the student in mechanical/visual methods of observation. Life and object drawing as subject matter utilizing pencil, charcoal, pastel, pen and ink, and felt pen.

102 Art Fundamentals/Design. 4 hours
Stressing the principles and elements of design with emphasis on the development of individual creative expression and the application of design to specific problems relative to two- and three-dimensional design.

211 Sculpture. 3 hours
Elements of three-dimensional plastic form approached through the various media: clay, plaster, wood, glass, stone, and metal.

212 Ceramics. 3 hours
Various methods of pottery construction including the use of the potter's wheel.

222 Lettering. 4 hours
Visual communication: design in posters, typography, hand brush lettering; includes experience in advertising art; media include tempera, airbrush, ink, and applique.

301 Printmaking. 3 hours
Lab work dealing with graphic printing techniques: woodcut, linocut, experimental relief printing, intaglio. Stress on design in pictorial art.

302 Art For Teachers. 3 hours
Problems and techniques of various media in two and three dimensions. Encouragement of the creative attitude in children is emphasized. Easily available materials utilized in projects. Not applicable to the A.B. art program.

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.

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

321 Oil Painting. 3 hours
A studio course with still life, landscape, and original concepts as subject matter.
322 Water Color Painting. 3 hours
Still life, landscape, and human figure as subject matter. The student developing the technique to produce larger, finished works.

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 for the secondary school and the relationship of art to the total school program.

341 Stagecraft and Design. 3 hours See CTA 341.

342 Aesthetics. 2 hours See PHI 342. Offered 1980-81.

393 Practicum. 4 hours
Designed to broaden the student's awareness of his role in art as related to society. Individual off-campus enterprise may be set up with permission of the head of the department. Interterm.

401 Creative Photography. 3 hours
The use of photography as an art medium; a laboratory course emphasizing artistic photographic expression.

412 History of Art. 4 hours
Survey and cultural analysis of the interrelated fields of architecture, sculpture, and painting. Offered 1980-81.

490 Honors. 1 or 2 hours
Independent study in art. A research paper of some magnitude, leading to a creative project. Prerequisites: Open to majors with a B average in Art; admission by permission only; content subject to art faculty approval.

493 Senior Capstone. 4 hours
Independent creative study, field trips, lectures. A four-week period of in-depth study in a selected area of art. Interterm only.

ASTRONOMY See Physics 201.

BIOLOGY
Harrison, Burkholder, Poe, Snyder, Squiers

The biology major consists of 40 hours, including B10 211, 212, and 493. Also required are two terms of chemistry (CHE 201, 202); however, four terms are strongly recommended. PHY 211, 212 and NAS 490 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.

Natural Resources majors:
Forestry, fisheries and wildlife, park management, resource development. Taylor University offers the first two years of basic courses which will prepare the student to transfer to another college or university offering the complete professional programs in natural resources. The curriculum can be modified depending on the specific requirements of the institution to which the student wishes to transfer.

100 General Biology. 5 hours
An 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.

211 General Botany. 4 hours
Introduction to plant science; flowering plants, their structure, physiology and reproduction; survey of the plant kingdom from one-celled to complex organisms. Two hours lecture and four hours laboratory per week.

212 General Zoology. 4 hours
Principles of animal biology; a taxonomic survey of the major phyla in the animal kingdom; structure and function of the human organism. Two hours lecture and four hours laboratory per week.

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. Prerequisite: BIO 211. Offered 1980-81.

302 Plant and Animal Ecology. 4 hours
Environmental factors as they relate to plants and animals. Interrelationships of organisms within various habitats. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 211 and 212.

303 Natural Resources Administration and Management. 4 hours
A survey of natural resource management principles and techniques. 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. 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 211, 212, and CHE 201, 202. Offered 1980-81.

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 212. 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. Prerequisite: One of BIO 100, 211, 212, 231, or 241.

323 Aquatic Biology. 3 hours
Collection, identification, and ecological position of fresh-water organisms. Taxonomic skills are developed. Prerequisite: Biology 211 and 212. 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 212.

332 Embryology. 4 hours
The development of the chordate embryo is studied, 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 212.

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. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 211 and CHE 201, 202. Offered 1979-80.

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 212, and CHE 201, 202. Offered 1979-80.

362 Genetics. 4 hours
The principles which govern heredity and variation in plants, animals, and man. Sufficient cytology is included to explain the physical basis of heredity. Laboratory time arranged. Prerequisites: BIO 211 and 212 or permission of instructor.

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 211 or 212.

393 Practicum. 4 hours
Activities including field and laboratory studies or work programs which involve the student in experiences not readily available on campus. Interterm and summer.

490 Honors. 1 or 2 hours
The student is involved in research procedures and techniques as well as the literature related to a particular problem. Open to junior and senior majors who have a B average in the field of study and with permission of the head of the department.

493 Senior Capstone. 4 hours
Designed to supplement, correlate, and integrate the various facets of biological knowledge and to emphasize specific areas of biology. Majors only; during interterm.

BUSINESS and ECONOMICS
Kirms, Crawford, Halteman, Wood

The Bachelor's Degree with a major in Accounting consists of 46 hours of accounting, business, and economics courses. A core of 11 courses is required, including the following: ACC 241, 282 (or 242), 301, 341, 342, and 406; BUS 311, 352, and 361; ECO 211 and 212. Further, 9 hours of additional accounting courses are required from the following courses: ACC 302, 305, 360, 393, 408, 442, and 470, with no more than 3 hours of these courses from ACC 360 and/or 393. A final additional course, ACC 493, is required for all majors. The following cognate subjects, outside of the accounting, business, and economics areas, are also required: MAT 110 (or a higher
level math), COS 220, and NAS 240. A double major of Accounting and Business Administration combined is not permissible.

The Bachelor’s Degree with a major in Business Administration consists of 46 hours of accounting, business, and economics courses. A core of 9 courses is required, including the following: ACC 241 and 282 (or 242); BUA 100, 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. A final additional course, BUA 493, is required for all majors. The following cognate subjects, outside of the accounting, business and economics areas, are also required: MAT 110 (or a higher level math), COS 220, and NAS 240.

The Bachelor’s Degree with a major in Economics consists of 44 hours of economics, mathematics, natural science, and social science related courses including the following: ECO 211, 212, 331, 332, 493, and 12 additional hours of economics courses; MAT 110 and 140 (or higher level mathematics courses); NAS 240 and 250; and one course from one of the following areas: business, computer science, political science, or systems.
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:

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Accounting

241, 242 Fundamentals of Accounting. 3 hours each

Development of an understanding of basic accounting principles and the accounting process. Emphasis placed on analyzing and recording business transactions, reporting financial condition and results of operations, and the use of accounting information as a management decision-making tool.

282 Managerial Accounting. 3 hours

A study of the functions and use of accounting information from the manager’s perspective. Areas of study include cost flow analysis, performance measurement
and reporting, cost behavior patterns, capital investment decisions, cost control and income tax considerations. Prerequisite: ACC 241.

301, 302 Cost Accounting. 3 hours each

Technical and conceptual study of cost accounting and cost relationships in a manufacturing enterprise. Areas of study include: product and process costing and control, overhead allocation, and variance analysis within the context of standard cost systems. Prerequisite: BUA 242 or 282.

305 Auditing. 3 hours

A study of the procedures and practices used by independent public accountants and internal auditors in the process of verifying the financial statements and records of business enterprises. Topics include: auditing concepts, standards and procedures, the nature of audit evidence, internal control and the legal and ethical responsibilities of the auditor. Prerequisite: ACC 242 or 282.

341, 342 Intermediate Accounting. 3 hours each

A study of accounting theory and concepts related to valuation of assets, liabilities and owner’s equity and measurement of business income. Emphasis is placed on current issues in accounting theory and practice, and interpretation and analysis of financial statements. Prerequisite: BUA 242 or 282.

360 Independent Study. 1 or 2 hours

Directed readings and reports on various topics of student interest in the field of accounting. Prerequisite: Junior standing and courses prescribed by the department.

393 Practicum. 1-4 hours

An independently conceived and executed field project mutually agreed upon between the instructor and the student in an accounting environment. Offered pass/fail during interterm and pass/fail or regularly graded during the summer. Prerequisites: Normally, the student should hold junior standing and have completed a substantial portion of courses which make up a major in accounting.

406 Advanced Accounting. 3 hours

A study of special accounting problems. Topics include: accounting for partnerships, business combinations, consolidated financial statements, interim financial reporting, financial reporting by multi-national businesses and accounting for not-for-profit entities. Prerequisite: ACC 341.

408 CPA PROBLEMS. 3 hours

A course designed to introduce the student to the nature and content of the "Uniform CPA Examination." The course emphasizes problem solving practice. Prerequisite: Permission of instructor.

442 Tax Accounting. 3 hours

A study of tax law, tax planning, and related accounting practices. Development of tax theory and discussion of current issues in the area of taxation. Prerequisite: BUA 242 or 282.

470 Selected Topics. 3 hours

A variety of courses offered on a student demand basis in specialized areas of accounting.
493 Capstone. 4 hours
A course intended to provide an integrating experience covering all areas of accounting through a series of activities and projects during interterm of the senior year. Prerequisites: All core requirements in accounting.

Business Administration

100 Introduction to Business. 3 hours
A beginning course designed to orient the student to the total business and economic environment of the modern corporate world. Topics include: economics, management, marketing, personnel, production, accounting, and various business organizational structures. Offered during interterm.

231 Principles of Marketing. 3 hours
A study of the marketing system in today’s business environment including the internal and external forces that apply to both industrial and consumer goods regarding product planning, pricing, promotion, and distribution. Prerequisite: BUA 100.

311 Business Law. 3 hours
A course designed to tie together the various aspects of law as they would apply for today’s business environment. Topics include: contracts, agency, commercial paper, personal property, sales, partnerships, corporations, real property and estates. Prerequisites: BUA 100 and junior standing.

312 Salesmanship. 3 hours
A study of the buying behavior of both industrial and consumer markets, the selling process, and the salesman’s role within today’s complex and multi-varied business society. Prerequisite: BUA 231.

352 Principles of Management. 3 hours
A study of the underlying theory and operation of modern management at all levels of the corporate enterprise. Topics include: decision making, organizational analysis, human relations, leadership, communications, and control systems. Prerequisite: BUA 100.

360 Independent Study. 1 or 2 hours
Directed readings and reports on various topics of student interests in a wide range of business fields. Prerequisites: Junior standing and courses prescribed by department.

361 Corporate Finance. 3 hours
A study of the basic principles in the area of financial management and decision-making as they apply to the business enterprise. Heavily stressed are the areas of current and long-term asset management, alternative financial structures, cost of capital, and sources of financing. Prerequisites: ACC 242 or 282 and junior standing.

362 Personnel Administration. 3 hours
A study of the role and functions of the personnel department in the management of
an organization. Emphasis placed on current thought in the areas of the personnel environment as well as the traditional personnel functions. Prerequisite: BUA 352.

393 Practicum. 1-4 hours
An independently conceived and executed field project of the student’s selection in the business environment. Offered pass/fail during interterm and pass/fail or regularly graded during the summer. Prerequisites: 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 and promotional activities in today’s business world. Topics include: advertising in our lives, market research, advertising agencies, forms and media for advertising, and the creation of advertising. Prerequisite: BUA 231.

422 Materials Management. 3 hours
A study of the functions of technical purchasing for industrial organizations. Topics include: quality assurance, inventory management, price analysis, supplier selection and evaluation, make or buy decision, value analysis, negotiations, contract cancellations and other related topics. Prerequisites: BUA 231 and 352.

470 Selected Topics. 3 hours
A variety of courses offered on a student-demand basis in the areas of finance, management, and/or marketing. Past courses have included: International Marketing, Property and Liability Insurance, Transportation, Retailing, Marketing Research, Production Management. Prerequisites: determined by the department.

493 Capstone. 4 hours
An integrating business policy course required of all majors during the senior interterm, featuring a variety of activities and studies designed to draw together all previous learning experiences in the business field. Prerequisites: all core requirements in business, offered during interterm.

Economics

200 Consumer Economics. 3 hours
The principles of economizing in their most practical form. The role of the individual in the economic system is viewed as consumer and as regulator. Family budgeting, financial planning, product evaluation, the use of credit, and tips on purchasing are included. Non-majors only.

211 Principles of Macroeconomics. 3 hours
The introductory study of economic precepts and institutions in our environment. Simple Keynesian models of income and employment determination and the policy tools of fiscal and monetary policy are studied. The principles are related to current economic policy in the U.S.

212 Principles of Microeconomics. 3 hours
The introductory study of the resource allocative process in a market economy. The course includes simple models of consumer behavior and production and cost
theory; market structures of perfect competition, monopoly, monopolistic competition, and oligopoly; factor of production theory and an overview of general equilibrium analysis.

302 Labor Economics. 3 hours
Wage theory under various market conditions; microeconomics of labor-management relationship; the collective bargaining process in its various contexts; labor problems and legislative remedies. Prerequisites: ECO 211 and 212.

321 Government Finance. 3 hours
A survey of the characteristics of varying types, either in use or available, of public expenditure and taxation program in both federal and state-local domains; significance and management of the public dept; related uses of monetary and fiscal policy to promote economic equilibrium. Prerequisites: ECO 211 and 212.

331 Intermediate Microeconomics. 3 hours
Intermediate microanalysis with emphasis on consumer theory, theory of production and cost, firm theory, factor market analysis, and the theory of welfare economics. Prerequisite: ECO 212.

332 Intermediate Macroeconomics. 3 hours
A brief review of classical theory is followed by the study of the full Keynesian model of income and employment determination. The role of monetary and fiscal policy in the stabilization of the economy are examined along with post-Keynesian concepts on the nature of equilibrium in the system. Special attention is given to the problem of simultaneous inflation and unemployment and the inadequacy of the macro models in these situations. Prerequisite: ECO 211.

360 Independent Study. 1 or 2 hours
Directed readings and reports on various topics of student interest in the field of economics. Prerequisites: ECO 211 and 212.

393 Practicum. 1-4 hours
An independently conceived and executed field project of the student's selection in an area of economic interest. Taken either during interterm or during the summer. Prerequisites: ECO 211 and 212.

442 Economic Development. 3 hours
The integration of economic growth models with the social and political features of third world countries is the main focus of the course. The emerging interdependency of all nations, rich and poor, is featured throughout as the basic framework for overall economic improvement in the world. Prerequisites: ECO 211 and 212.

452 Private Enterprise and Public Policy. 3 hours
An analytical review and valuation of governmental policies toward various types of private operation, big business, competition and combination, and real or presumptive monopoly in American economy. Origins and contemporary significance of antitrust laws. Prerequisites: ECO 211 and 212.
470 Selected Topics. 3 hours
A variety of courses offered on student demand in specialized areas of economics. Prerequisites: ECO 211 and 212.

493 Capstone. 4 hours
A course designed to present majors with the overview of economics and its place in the broader spectrum of academic disciplines. Policy implementation at the federal level is highlighted throughout the course. Prerequisite: four economics courses including ECO 211 and 212. Offered alternate years. Next offering 1980-81, interterm.

CHEMISTRY

Burden, Anglin, Kitzmann

A chemistry major (without a pre-medical emphasis) consists of 40 hours of chemistry and must include CHE 422, 431, 432, 431L, 432L, and 493. Required related courses are MAT 131 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.

A pre-medical major consists of 32 hours. 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
Designed to meet the needs of both the non-science major and the student planning a science-oriented career, two sections of this course 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. Offered 1979-80.
302 Quantitative Analysis II. 4 hours
A continuation of Chemistry 301 in various advanced types of analytical procedures. Also, a study of 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. Offered 1979-80.

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. Four hours recitation and three hours laboratory a week. Prerequisites: CHE 201 and 202. Offered 1979-80.

360 Independent Study. 1 or 2 hours
Content to be arranged by consultation with instructor and admission by his approval only.

393 Practicum. 4 hours
The particular topics covered will be determined by the needs of the students enrolling and the recommendation of the department. Consideration will be given to topics such as elementary electronics as applied to scientific instrumentation, utilization of computers in solving chemical problems, and in-depth experiences in various experimental and theoretical techniques. Individual research projects will be encouraged. Off-campus experiences will be utilized where deemed appropriate by the department. Interterm.

411 Advanced Organic Chemistry. 4 hours
Properties and reactions of organic compounds are correlated with chemical structure. In the laboratory, compounds are systematically identified through the medium of organic qualitative analysis using conventional (wet analyses) and modern instrumental techniques. Two hours recitation and six 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 will vary on alternate years. One year analytical applications will be emphasized. The following year functional aspects of system components will be stressed. Three hours lecture and three hours laboratory per week. Admission by consent of instructor only. Offered 1980-81 with analytical approach.

431 Physical Chemistry. 3 hours
The course 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 and 202; PHY 211 and 212; and MAT 131 and 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
The course emphasizes 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 121, 230, with MAT 240, 261, and 431 strongly recommended. Offered annually.

432L Physical Chemistry Laboratory. 1 or 2 hours
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.

493 Senior Capstone. 4 hours
An attempt will be made to integrate and correlate the topics with the student’s previous work as well as provide enriching experiences in selected areas. Interterm only.

COMMUNICATION and THEATRE ARTS

Jackson, L. Haubold, Hubbard, Lloyd, Rousselow

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, 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 catalogue 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 is offered which 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 (221, 242, or 322), three of the following theatre courses (212, 341, 362, or 432) and two electives chosen from the CTA department or ENG 300, 312, 341, or 362. The minimum number of hours required for this second 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 is 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
The course examines 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.

221 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 1979-80.

222 Introduction to Film. 3 hours
A survey of film history, artistic growth, and early influences and techniques of
film-making. Includes the study of various films with emphasis upon their contributions to the development of the art of film-making.

231 Voice and Articulation. 3 hours
Functional speech problems are studied with emphasis on diagnostic and remedial methods for improvement. The International Phonetic Alphabet is taught as an aid to improving speech skills. Offered 1980-81.

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.

242 Dynamics of Group Discussion. 3 hours
The functions of group process in public and private discussion are studied. Practical experience in discussion leadership and participation is provided. Offered 1980-81.

250 Mass Communications. 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 emphasized with laboratory experience provided. Prerequisite: CTA 200 or with consent of the instructor. Offered 1979-80.

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.

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 1979-80.

331 Cinematography. 3 hours
Introduction to basic film-making with emphasis on the camera, exposure, film raw stock, filming, lighting, editing, and sound. Principles and techniques are demonstrated through various film excercises.

341 Stagecraft and Design. 3 hours
Emphasis is 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 1980-81.

342 Speech Pathology and Audiology. 2 hours
The etiology and treatment of pathological speech and hearing disorders.

350 Intercollegiate Debating. 1 hour
Open only to those who participate in intercollegiate debating and with consent of the instructor. May be repeated for a total of four hours credit.
362 Religious Drama. 3 hours
A study of the historical, theological, and aesthetic dimensions of religious drama with attention also given to production. Offered 1980-81.

393 Practicum. 4 hours
Designed to provide an opportunity to develop Communication and Theatre Arts in a larger perspective by off-campus experiences. As much as possible, programs will be tailored to individual student's needs and interests. Offered during Interterm.

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 1979-80.

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 given to play analysis with practical application provided through laboratory theatre experience. Prerequisite: CTA 212 or permission of the instructor.

470 Special Topics. 1-3 hours
Communication and theatre-related topics of particular interest such as creative dramatics, advanced acting, film, empathy, nonverbal, cross-cultural, and advanced interpersonal communication.

490 Honors. 1 or 2 hours
Open to those who have a B average in the field of study and with consent of the head of the department.

493 Senior Capstone. 4 hours
Designed to encourage the development of an integrated view of the field of Communication and Theatre Arts and its relationship to the liberal arts and the Christian faith. Research techniques also are applied to contemporary issues in communication. Offered during interterm.

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

A major in computer science includes 29 hours of required courses, seven hours of electives, SYS 200, one economics course, plus an application emphasis of business data processing or mathematical/scientific programming totaling 22 hours. The required hours are COS 220, 230, 231, 330, 402, 410, 493, and SYS 390. The seven hours of electives are chosen from COS 393, 360, and 470 plus PHY 332 and CHE 422. The option in business data processing includes MAT 110, NAS 240, BUA 231, 241, 252, 282, and 422. The mathematical/scientific programming option requires MAT 131, 230, 240, 352, 372 plus NAS 490. All computer science majors are strongly urged to complete the Systems program to supplement their major.
In addition to the computer science major, a program exists which allows a mathematics major to develop a special area concentration in computer science. Details on this program can be found in the catalog section describing the mathematics major.

**220 Introduction to Computing.** 3 hours

An algorithmic approach to the description and solution of computational problems occurring in many fields such as business, education, the humanities, and the behavioral, natural, and social sciences. Techniques used in programming digital computers with numerous laboratory problems primarily using an extended BASIC language. Good program design, careful documentation, and effective debugging and testing are stressed. Three hours lecture and two hours laboratory per week.

**230 Information Structures (with COBOL).** 3 hours

The external and internal representation of information as data for use with digital computers, primarily using the COBOL language. Arrays, lists, sets, trees, sorting, and searching techniques. Prerequisite: COS 220.

**231 Machine Structures.** 3 hours

Assembly and machine language plus microprogramming are employed to study machine organization, structure, and operation, addressing techniques and digital representation of instructions. Prerequisite: COS 220. Offered 1980-81.

**330 Mini/Micro-computer Systems.** 4 hours  See SYS 330.

**360 Independent Study.** 1-2 hours

An in-depth study of a special subject area in the field or a corollary discipline of interest to the student. Prerequisites: Two courses in COS plus an approved project plan submitted by the student.

**393 Practicum.** 4 hours

A supervised off-campus experience related to a significant project in computer science. (Pass-Fail only) Prerequisites: Two courses in COS and permission.

**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 1980-81.

**470 Selected Topics.** 1-4 hours

An organized class devoted to the survey and discussion of recent developments in computer science selected from topics such as: application areas, computer graphics, discrete structures, database design, programming style, and advanced hardware/software development. Prerequisites: COS 220 and permission of instructor. Offered at the discretion of the department when warranted by anticipated enrollment.

**493 Capstone.** 4 hours

Integration of the student's background in computer science with enrichment
experience in selected advanced areas. Topics such as computer organization, compiler design, operating systems, and current hardware including microprocessors will be discussed. Students will select a special problem to work on in groups or individually. Majors only.

EDUCATION

Daniel, Burnworth, Freese, Hess, G. Hodson, J. Hodson, Rice, Rogers

The Department of Education cooperates with other departments to prepare teachers for positions in private and public schools. The department 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 Education 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 third 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 of at least 24 hours. 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. Through reciprocity agreements, these curricula also meet the certification requirements of at least forty-six other states. Preparation for standard teaching licenses in the following fields is provided at Taylor University:

All Grade Education (Kindergarten through 12th grade)
Majors in Music (Instrumental, Choral, and General), Physical Education and Visual Arts.

Early Childhood Education (for teachers of pre-kindergarten classes)
The Kindergarten Endorsement 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
  Physical Education Minor
  Music Minor
  Special Education Endorsement (trainable mentally retarded,
    severely-profoundly mentally retarded and multiply handicapped)
  Junior High/Middle School Endorsement (fifth through ninth grades)

Secondary Education (ninth through 12th grades) in the following areas:
Visual Arts — major and minor
Communication and Theatre Arts — major and minor
English — major and minor
French — major and minor
Spanish — 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:
  Economics, Geography, Government (Political Science), Psychology, Sociology, U. S. History, and World Civilization.
Health and Safety — minor
The following endorsements may be added to the secondary license:

  Coaching Endorsement
  Special Education Endorsement (trainable mentally retarded, severely-profoundly mentally retarded and multiply handicapped)
  Junior High/Middle School Endorsement (fifth through ninth grades)

**Field Experiences**

Field experiences with children and youth 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 department, 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. The student will spend at least three hours weekly in a field-based center (selected day care and nursery school facilities).

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

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

Historical, philosophical and sociological foundations of education are the central theme of this course. The organization and role of the public school, K-12, in American culture is studied. An analytical study of teaching is made, including concepts of teaching and leadership roles. The course includes a study of social, cultural 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.

**EDU 241 The Exceptional Child. 3 hours**

Designed as an introduction to the field of special education, the student studies the
history, trends and current issues. The student will engage in activities and reading which will lead to a greater sensitivity to all handicapped people.

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

This course discusses and practices educational programs for optimum growth and development of trainable mentally retarded and multiply handicapped children. Study of curriculum content, organization of special schools and classes as well as teaching methods and materials are included.

**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.

**EDU 290 Curriculum Workshop in Early Childhood Education. 2 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. The content areas of communications (2 hours) and language arts (2 hours) may be counted in the elementary education language block. One curricular area will be offered each term. Will be taken four times for a total of 8 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.

**EDU 333 Teaching Exceptional Children. 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 241 or 242 and permission of the department head.

**EDU 352 Teaching Language Arts and Developmental Reading in Elementary Schools. 4 hours**

Methods and teaching media used in teaching the language arts are studied. 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: Education 150 and EDU 260. Taught concurrently with EDU 362.
EDU 360 Independent Study. 1-2 hours
An independent learning experience is open to all upperclassmen with permission of the head of the department.

EDU 362 Teaching Science, and Social Studies in Elementary Schools. 4 hours
Method and materials of teaching science, and the social studies are explored. 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 and 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
This course includes curriculum, materials and methods of teaching peculiar to pupils in this age range, emphasizing individualized and interdisciplinary learning.

EDU 393 Practicum. 1-4 hours
An off-campus experience designed to further the student's understanding of the physical, social, emotional, and mental development of the school-age person. A concentrated exposure to teaching in which the student acts as the educational leader under qualified supervision. All off-campus experiences must be approved by the education professor in charge. May be taken during any term.

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.
EDU 421 Supervised Internship (Early Childhood Education and/or Elementary).  
12 hours
The complete fall term is 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 endorsement, 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: Approval by the Teacher Education Committee. Taken concurrently with EDU 441.

EDU 431 Supervised Internship in Secondary Schools. 12 hours
The intern completes full-time teaching experiences 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, 260 and 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 cultural and ethnic 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
Directed readings and discussion open to upperclass majors with permission of the head of the department.

EDU 493 Capstone: The Early Childhood Center. 4 hours
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 taught in the student teaching center. This course may be repeated once for those persons wishing to complete majors in both early childhood and elementary education.

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. 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. This course may be repeated once for those students wishing to complete majors in both early childhood and elementary education.
All students are required to take ENG 100 (unless they are granted advanced placement or selected for 111). ENG 230, 241, or 242 is 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 100 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 following courses are required of the student qualifying to teach English in the secondary school: 210, 230, 241 or 242, 250, 302, 312, 322, 352, 362, 493, CTA 200; one genre course (351, 361, 371); one period course (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. Any student who does not pass the English proficiency test in the sophomore year, or whose subsequent class work indicates a serious deficiency in English, will be required to correct the deficiency under the direction of the English Proficiency Committee.

**080 Preparatory English. No credit**

Meets the same number of hours as a three-hour credit course. Preparation for ENG 100. Emphasis on grammar, spelling, vocabulary, and development of paragraphs and short themes. Offer only upon demand in the summer.

**090 Basic English. 1 hour**

Required of students who are placed on the English deficiency list; not open to others. Classes meet twice a week.

**100 Freshman Composition. 4 hours**

Designed to develop clarity and effectiveness in writing paragraphs, themes, reports, summaries, and the research paper. A review of grammar.

**111 Advanced Freshman Composition. 4 hours**

Mainly a seminar approach to writing, limited to a select group of freshman.

100 or 111 are prerequisite to all other English courses, except for 230 and 241.
210 Writing for Teachers. 2 hours
Designed for elementary and secondary majors seeking certification. Communications skills for prospective educators. No freshmen admitted.

250 Mass Communications. 4 hours
Examines the role of the mass media in society today and their impact upon such areas as education, religion, business, and politics. 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 Reading for Middle and 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 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; with field experience lab.

333 Business and Technical Writing. 3 hours
Practice in the writing of letters, reports, memos, and other forms required in business and industry. Offered during interterm only.

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
Selected masterpieces of western world literature, 800 B.C. to the 20th century.

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

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

270 Children’s Literature. 2 hours
Reading interests of children, pre-school through adolescence, are studied. Criteria for selection of materials, story telling and evaluating various types of children’s books are stressed. With field experience lab.

351 Poetry. 3 hours
The techniques of reading, understanding, and appreciating poetry. Emphasis upon
American and British examples from the beginnings to the present. Creative writing assignments with the instructor's permission. Offered 1981-82.

**352 Modern Literature. 4 hours**
The development of modern literature, late nineteenth century to the present. Attention given to American minority writers. Offered 1981-82.

**360 Independent Study. 1-2 hours**
An independent learning experience of reading and research pursued in conjunction with a faculty adviser. Open to upperclassmen upon approval of the instructor.

**361 Drama. 3 hours**
Selected plays representative of European, British, and American drama from Greek to contemporary times. Excludes Shakespeare. Offered 1980-81.

**362 Shakespeare. 3 hours**
Plays and non-dramatic poetry, supplemented by background reading. Offered 1980-81.

**371 Development of the English Novel. 3 hours**
Novels selected from the 18th, 19th, and 20th centuries demonstrating the origin, development, and variety of fiction. Offered 1979-80.

**393 Practicum. 4 hours**
An off-campus employment experience other than student teaching or a travel-study program in this country or abroad. Pass-Fail course. Offered during interterm or summer.

**412 Early English Literature. 4 hours**

**422 Renaissance Authors. 4 hours**
A study of the prose writers and non-dramatic poets of the Renaissance, including More, Spenser, Donne, Herbert, and Milton. Offered 1979-80.

**431 English Romantic Authors. 4 hours**
Writers from 1798-1832 with emphasis on Wordsworth, Coleridge, Byron, Shelley, Keats, Hazlitt, DeQuincey, and Lamb, with some attention to the Pre-Romantics and representative novelists. Offered 1980-81.

**441 Victorian Authors. 4 hours**
English authors from 1832-1890 with special emphasis on Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin, with some attention to representative novelists. Offered 1979-80.

**490 Honors. 1 or 2 hours**
Open to senior majors having at least a B average in English.

**493 Capstone. 4 hours**
Theme-genre-historical approach to the integration of literature. Maximum of 4 hours. Offered during interterm only.
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
Assist students in acquiring certain basic ideas and supporting facts about contemporary world geography. The seven world regions studied: Europe, the Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World.

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.

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, Jones, Mikkelson, 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 A.B. 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
Variable study of 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.

310 History and Geography of Africa. 4 hours
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
A 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
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 Problems. 3 hours
Directed studies in Middle East cultures — ancient, medieval, and modern, with different subject areas.

322 Greek and Roman History. 4 hours
The Greeks are studied from their beginnings through the Hellenistic period, and the Romans to the death of Justinian. Much attention is given to the influence of both on modern civilization. Offered 1979-80.

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
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
The colonization of North America by the Spanish, French, Dutch, and English. European rivalries, colonial society, the Revolutionary War.

342 History of England. 4 hours
Along with the history of England itself, a study is made of the growth of the empire, international problems, and English achievements in cultural and intellectual areas.

352 History of the Middle Ages, 300-1500. 4 hours.
The development of western civilization from the fall of the Roman Empire in the West to the Reformation. Offered 1979-80.

360 Independent Study. 1-2 hours
A research-oriented course with department approval.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>361</td>
<td>Russian Civilization</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>362</td>
<td>American Diplomacy</td>
<td>5</td>
<td>See POS 362.</td>
</tr>
<tr>
<td>371</td>
<td>American Frontier History</td>
<td>3</td>
<td>The settlement and development of this nation from the Appalachians to the Pacific. The effect of the frontier upon national and international affairs.</td>
</tr>
<tr>
<td>372</td>
<td>American Constitutional Development</td>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>381</td>
<td>History of Early Christian Thought</td>
<td>4</td>
<td>See REL 381. Offered 1980-81.</td>
</tr>
<tr>
<td>382</td>
<td>Renaissance and Reformation, 1300-1560</td>
<td>4</td>
<td>A study of the movements and leaders as vital factors in the transformation from medieval to modern times. Offered 1980-81.</td>
</tr>
<tr>
<td>392</td>
<td>Twentieth Century U.S. History</td>
<td>4</td>
<td>A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. Offered 1980-81.</td>
</tr>
<tr>
<td>393</td>
<td>Practicum</td>
<td>1-4</td>
<td>A project-oriented course with departmental approval.</td>
</tr>
<tr>
<td>431</td>
<td>American Religious and Social History</td>
<td>3</td>
<td>A study of the historical development in the United States of such movements as Puritanism, Revivalism, Judaism, Catholicism, variant forms of Protestantism, the Social Gospel, and the Afro-American tradition.</td>
</tr>
<tr>
<td>470</td>
<td>Selected Topics</td>
<td>1-4</td>
<td>An organized class devoted to the survey and discussion of selected topics in history. Open to upperclassmen.</td>
</tr>
<tr>
<td>490</td>
<td>Honors</td>
<td>1-2</td>
<td>A reading-oriented course; open to upperclass majors who have a B average in the field of study and with departmental approval.</td>
</tr>
<tr>
<td>493</td>
<td>Senior Capstone</td>
<td>4</td>
<td>An in-depth study of the field of history which includes philosophies of history, preparation of bibliographies, thesis writing. Required of all seniors. Offered during interterm only.</td>
</tr>
</tbody>
</table>
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 131.

An A.B. major consists of at least 43 hours. Courses 261, 340, 361, 412, 461, and 493 are required for the A.B. major.

An A.B. 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, 231, 232, and SYS 402.

A B.S. 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 B.S. 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 490, is recommended for all majors.

**100 Basic Algebra. 3 hours**

A study of the real number system, algebraic expressions, functions, graphing, solving equations, proportions, exponents, and logarithms. Does not count toward a mathematics major.

**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: MAT 100 or a good understanding of second year high school algebra. Does not count toward a mathematics major.

**131 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, and derivatives.

**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.
201 General Mathematics I. 5 hours
First of a two-course sequence for the preparation of elementary teachers. A study of the basic concepts of arithmetic, including set theory, with special reference to the use of structural apparatus and laboratory methods. Does not count toward a major in mathematics. Open to elementary education majors only.

202 General Mathematics II. 5 hours
Second of a two-course sequence for the preparation of elementary teachers. A review of basic algebra and geometry, including use of the slide rule and rotary calculator, and a brief introduction to the computer. Special emphasis is placed upon small group activity using manipulative devices, both indoors and outdoors, and when possible these activities are carried out with school children in their own classrooms as well as in the mathematics laboratory. Does not count toward a major in mathematics. Open to elementary education majors only.

210 General Mathematics. 1 or 2 hours
A tutorial course covering the syllabus of MAT 201-202, designed for transfer 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. Prerequisite: At least 2 hours of mathematics designed for elementary education majors in another institution. Does not count toward a major in mathematics.

230 Calculus with Analytic Geometry II. 4 hours
Analytic geometry, functions, limits and derivatives, differentiation and integration of algebraic functions and elementary transcendental functions, applications of the derivative, differentials, and the definite integral.

240 Calculus with Analytic Geometry III. 4 hours
Analytic geometry, polar coordinates, integration by special methods, Taylor’s formula, infinite series, improper integrals, and further applications of the calculus.

261, 262 Special Problems. 1 hour
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. Prerequisite: MAT 230.

340 Calculus with Analytic Geometry IV. 4 hours
Three dimensional analytic geometry, matrices, vectors, partial differentiation, multiple integration, and an introduction to differential equations.

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. Prerequisite: MAT 340.

360 Independent Study. 1-2 hours
An independent learning experience open to all upperclassmen with permission from the head of the department.


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

372 Numerical Analysis. 4 hours

393 Practicum. 4 hours
A supervised off-campus experience related to some area of mathematics. Interterm.

412 Linear Algebra. 4 hours
Matrix theory, determinants, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, and quadratic forms. Prerequisite: MAT 240.

431 Differential Equations. 4 hours
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 Advanced Calculus. 4 hours

470 Selected Topics in Mathematics. 2 to 4 hours
An organized class devoted to the survey and discussion of selected topics in mathematics. Prerequisite: Consent of the department head. Offered at the discretion of the department when warranted by the anticipated enrollment.

493 Senior Capstone. 4 hours
Senior majors in mathematics only. To integrate all areas in mathematics and relate significant theory and research concerning each area. Offered during interterm only.

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:
1. the second area for a secondary teaching major, or
2. the endorsement area for an elementary teaching major.

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 or 222 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.
332 Realism, Symbolism, and Existentialism. 4 hours
Representative works from each of these periods in the literature of France.

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. 1-2 hours
An independent learning experience open to upperclassmen with permission of instructor.

393 Practicum. 4 hours
Off-campus experience of the student's selection designed to develop facility in practical use of French.

493 Senior Capstone. 4 hours
Designed to integrate French with other disciplines in the liberal arts and with the student's Christian faith.

German

101, 102 Elementary German. 4 hours
Pronunciation and the essential of grammar. Oral expression developed through language laboratory activities. GER 101 is prerequisite to GER 102. Offered 1980-81.

201, 202 Intermediate German. 3 hours
Intensive reading and grammar review. Laboratory activities. Independent prose reading each term. GER 201 is prerequisite to GER 202. Offered 1979-80.

Spanish

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

201, 202 Intermediate Spanish. 3 hours
Emphasis is placed on the conversational approach with more reading and writing. Prerequisite: 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. 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. Selections are for critical analysis as well as enjoyment. Prerequisite: SPA 202 or instructor's permission.
360 Independent Study. 1-4 hours
Directed studies at various levels in Spanish linguistics, literature or politics. 
Prerequisite: SPA 202 or its equivalent.

393 Practicum. 4 hours
A supervised experience in a Spanish-speaking environment.

421 Spanish Medieval and Renaissance Literature. 4 hours
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
Designed to integrate and give new dimensional and in-depth meaning to major skills acquired and to language learning achieved.

Spanish Abroad

The University provides intermediate and advanced Spanish language workshops for Taylor students in the Dominican Republic with visits to Puerto Rico and Haiti. 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, Allen, Beck, B. Dickey, Dolak, Doty, Farnsley, Grandlienard, Harrison, Nordquist, Parker, Parr, Placeway, Severs, Shulze, 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. Its 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

*For the music major, the department provides Bachelor of Arts degree programs in performance and music theory/composition and Bachelor of Science degree programs which lead to certification in the field of public school teaching.

*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.

**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 310, MUS 321-322, MUS 341-342, MUS 361-362, MUS 442 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 310, MUS 321-322, MUS 341-342, MUS 351-352, MUS 361-362, MUS 421-422, MUS 442 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, 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 442, MUS 452/461, and 493, plus electives.

Instrumental Area: The instrumental area, designed for brass, percussion, string, and woodwind majors, prepares students to teach instrumental music at the elementary and secondary levels. 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 442 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 442 and 493, plus electives.

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 442. 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 "Seashore
Measurements of Musical Talents” and “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. See “Student Expenses” for listing of music fees.

**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  Opera Workshop/Theatre
Oratorio Chorus  String Quartet
Brass Ensembles  Woodwind Ensembles
Resident Faculty Ensembles  Chamber Orchestra
Piano Trio  Taylor Singers
Pep Band  Trombone Ensemble
Concert Chorale  Marion Philharmonic Orchestra
Jazz Ensemble  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.

* b - brass; o - organ; p - piano; c - percussion; s - string; v - voice; w - woodwind.
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 arranged according to individual membership needs. Chamber Class Ensembles do not satisfy 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. 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
Open by audition to all students enrolled in the University. This organization presents master choral works. 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 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. Includes 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. Designed to acquaint music education specialists with basic techniques for teaching and playing woodwind instruments. Includes study on at least three woodwind instruments.

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.

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. 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.

360 Independent Study. 1 or 2 hours
Practical research to further integrate the student’s interest at the undergraduate level, or intensive research in the theoretical or musicological aspects of music to provide background for graduate study. Open to all upperclassmen with permission of the chairperson of the department.

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. Prerequisite: MUS 361 or the equivalent.

370 Keyboard Methods and Materials. 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.

452 Voice Methods and Materials. 1 hour
Techniques, practices, materials, of teaching voice.

462 Instrumental Methods and Materials. 1 hour
Advanced band and orchestra techniques and materials for junior and senior high school. Instrumental pedagogy, organization, and recruitment.

Church Music:

220 Church Piano Class. 1 hour
Techniques, sight reading, keyboard harmony, transposition, and modulation are adapted to the needs of church services, formal and informal, with emphasis on hymn playing and accompaniments for choir and congregational singing. Includes 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. Basic procedures in choir leading. Practical conducting experience. 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.

320 Hymnology. 2 hours
The historical development of hymns and hymn tunes from their earliest beginnings to the present; standards for analysis and evaluation.

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. 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. Placement by test and/or permission of instructor.

241 Sight Singing and Ear Training. 2 hours
Skill development 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 in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). Prerequisite: MUS 241.

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

341 Music Theory, History, and Literature I. 4 hours
An integrated approach to the development of music from the pre-Christian through the Baroque eras. Correlated with written counterpoint, keyboard, analytical, and aural experience.

342 Music Theory, History, and Literature II. 4 hours
An integrated study of the classic and romantic periods in the development of music. Concomitant phases of social and cultural practices of the times are correlated through audio-visual, aural, keyboard, and analytical experience.

351 Choral Arranging. 2 hours
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.

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

393 Practicum. 4 hours
The particular topics covered will be determined by the needs of the students enrolling and the recommendation of the department. Interterm/summer.

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. Introduction to the techniques of electronic
music and the composition of several pieces in this medium using the music
synthesizer and related equipment.

442 Music Theory, History, and Literature III. 4 hours
An integrated approach to the development of music from the year 1900 to the
present time. Representative music and concomitant phases of political history and
art are correlated with aural, keyboard, and analytical techniques of this period of
history.

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

481 A Study of Italian, French, and German Literature. 2 hours
Solo literature since the Renaissance; style, interpretation, materials for all voice
classifications. Music performed by class members and by recordings.

493 Senior Capstone. 4 hours
A culmination of work done in the field of music with emphasis on independent
research writing and criticism in areas of specialized interest. Senior music majors
only.

PHYSICAL EDUCATION and HEALTH

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 during the first two years. Does not apply toward a major.

101, 102 Skills and Teaching Methods of Individual Sports. 1 hour
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. Also deals with the basic knowledge of the field of first aid. Includes both content and methods. Open to elementary education majors only.

201, 202 Skills and Teaching Methods of Individual Sports. 1 hour
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. Offered 1980-81.
212 Recreation and Camping. 4 hours
A study of the place of recreation and camping on our American society. Deals with the planning, promotion, and supervision of all types of recreation programs. 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. Offered 1979-80.

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 Rhythmic. 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 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.

261 Coaching of Basketball. 2 hours
Offensive and defensive play are 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 1979-80.

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 1979-80.

300 Basic Swimming Skills 1 hour
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 are studied, with emphasis on the materials that should be taught in a high school health class.

302 Advanced Life Saving. 1 hour
The development of skills for personal safety and life saving situations. A study in water safety. 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
The course is 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 1980-81.

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 will be 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 will be considered.

361 Coaching of Football. 2 hours
A presentation is given 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 1980-81.

372 Coaching of Track and Field. 2 hours
All track and field events are discussed 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 1979-80.*

**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 and 242.*

**382 Physiology of Exercise. 2 hours**

A study of the adjustment of the systems of the body to exercise. Attention will be given to conditioning of athletes as well as to understanding the physiological responses to recreation exercise.

**392 Corrective and Adaptive Physical Education. 2 hours**

Based on 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. 4 hours**

Experience in the area of physical education. Individual program set up with permission of head of the department. *Interterm and summer.*

**402 Organization and Administration of Physical Education. 3 hours**

Methods of organizing and administering a physical education intramural and athletic program are studied. Considerable time is spent studying budgeting, purchasing and care of athletic equipment.
432 Evaluation of Physical Education. 2 hours
A thorough study is conducted 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.

470 Selected Topics. 4 hours
An organized class devoted to the survey and discussion of selected topics in
Health, Physical Education or Recreation.

490 Honors. 1 or 2 hours
Open to individuals completing a teaching major or a second teaching area who
have a B average in the field of study and with permission of the head of the
department.

493 Senior Capstone. 4 hours
Senior majors in physical education only. A review and summary of the work done
in the field of physical education. Offered during interterm.

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 490 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
Mechanics, heat, and sound are studied in the first term; magnetism, electricity, and light are studied in the second term. Offered annually for physical science majors and during alternate years (1979-80) for life science majors.

311, 312 Modern and Nuclear Physics. 4 hours
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
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 will be 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 will be provided. Separate instruction modules will be 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
A vector treatment of mechanics. A study of statics, including equilibrium, virtual work, elasticity and gravitational potential followed by an introduction to dynamics including systems of many particles. Three lectures per week. Prerequisite: PHY 212. Corequisite: MAT 431.

393 Practicum. 4 hours
A limited number of qualified students may devote the January interterm or the summer months to research projects or group experiments in the Physics Department’s facilities, in industry, or at one of the national laboratories.

470 Selected Topics. 4 hours
Offered at the discretion of the department when warranted by the anticipated enrollment.

490 Honors. 1 or 2 hours
Open to majors who have a B average in the field of study and with permission of the head of the department.

493 Senior Capstone. 4 hours
A unifying and integrating course presenting a quantum mechanical view of physics. Offered during interterm only.
A major 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 will be 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 1980-81.

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. Course will focus on major theories of public policy and examine governmental policy-making from these perspectives.

351 Political Sociology. 3 hours See SOC 351.

360 Independent Study. 1-2 hours

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

362 American Diplomacy. 5 hours
A study of the diplomatic relations, principles, and strategic doctrines of American foreign policy from the beginning of our nation to the present. Constitutional political and administrative considerations which influence the formation and execution of American foreign policy.
372 American Constitutional Development.  5 hours    See HIS 372.

393 Practicum.  4 hours
The particular topics covered will be determined by the needs of the students enrolling and the recommendation of the department.  Interterm.

402 Communist World.  4 hours
A comparative study of the governments and politics of the major communist powers.  Major emphasis will be given to the Soviet Union and to Communist China, with some consideration of other communist countries.  Significant attention will be given to foreign policy and to Marxist ideology.  Offered 1979-80.

470 Selected Topics.  1-4 hours
Selected topics in political science will be examined.  Students will be expected to do extensive reading in the topic under study and to make a positive contribution to class discussions.  Prerequisite: Consent of the instructor.

493 Senior Capstone.  4 hours
An examination of the interrelationship existing between the Christian ethic and political philosophy and practical politics.  Designed specifically for students who have done extensive work in the discipline.  Offered during interterm only.

PSYCHOLOGY

Nies, Chambers, Cosgrove, Haubold, Lund, Shumaker

Psychology involves the study of human and animal behavior.  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.

Each course seeks to integrate psychological data with major biblical beliefs.  In addition, there is regularly offered a course entitled Integration of Psychology and Christianity as well as a selected topics course entitled Biblical Psychology.

Those students anticipating graduate study are encouraged to take NAS 240, BIO 241, COS 220, PSY 300, 372, 400, 411, and 441.  A major consists of 34 semester hours.

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 physical, cognitive, social, emotional and moral development of the child from conception to adolescence comprise the content of this course. Special
developmental problems (e.g., mental retardation, childhood schizophrenia, delinquency, etc.) will also be considered. The discussion of these "problems" may be supplemented by field placements in clinical and educational settings.

300 Psychology of the Abnormal. 4 hours
The nature, causes, and treatment of abnormal behavior are studied, with special consideration being given to the symptoms and dynamics of psychological disorders. The student may have the opportunity to engage in observation of individual cases in clinical facilities. Prerequisite: 3 hours in PSY.

321 Social Psychology. 4 hours
A study of individual behavior in group situations with emphasis upon various influences which shape the psychological patterns of interpersonal relationships. Prerequisite: 3 hours in PSY.

340 Adolescent Psychology. 4 hours
The individual from puberty to adulthood is examined in the following developmental areas: physical, cognitive, social, sexual, emotional, religious and moral. Special attention is given to contemporary problems of youth (e.g., drug abuse, runaways, suicide, juvenile delinquency, sexual permissiveness, etc.).

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

393 Practicum. 1-4 hours
An off-campus experience for students in psychology to work in psychological service agencies and learn the field from first-hand experience. Prerequisite: Appropriate background courses approved by the department, e.g., Psychology 300 for a clinical practicum.

400 Psychology of Personality. 4 hours
The major current systematic psychological theories of personality are studied with consideration to their usefulness for research and in therapeutic practice. Prerequisite: 11 hours in psychology.

411 Learning and Motivation. 4 hours
A survey of theory, methodology, and research findings related to conditioning, learning, memory, higher cognitive processes, primary physiological motives, and secondary or learned motives. Prerequisite: 11 hours in psychology.

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 will have opportunity to administer, score, and interpret selected instruments. Prerequisite: NAS 240.

441 Physiological Psychology. 4 hours
A study of the psycho-physiological and perceptual mechanisms underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate processes such as learning, motivation, and emotional behavior. Prerequisite: BIO 241.
450 The Integration of Psychology and Christianity. 4 hours
An examination is made 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 psychology.

470 Selected Topics. 1-4 hours
An organized class devoted to the survey and discussion of selected topics in psychology. Recent titles include "Theory and Technique of Counseling", "Educational Psychology", and "Biblical Psychology." Open to upperclassmen with the consent of the instructor.

490 Honors. 1 or 2 hours
Open to senior majors having a B average in psychology and having permission of the head of the department.

493 Senior Capstone. 4 hours
To integrate all areas in psychology and relate significant theory and research concerning each area. There is intensive reading and investigation by the students. Prerequisite: Senior standing. Offered during interterm.

RELIGION and PHILOSOPHY

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

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 or her 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.

Biblical Literature
A major in Biblical Literature consists of 40 hours of credit, at least 30 of which must be in that area of concentration, including REL 462. In addition, REL 242, REL 480 and PHI 262 or PHI 371 are required.

110/310 Biblical Literature I. 3 hours
This course 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
This course includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. It also includes a series of explorations into the relevancy of Christ to modern life.

220/320 Pentateuch. 3 hours
Attention is given to the historical narrative and to 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. Lower/upper division credit, with additional requirements for upper division credit.

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.

240/340 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. Lower/upper division credit, with additional requirements for upper division credit.

250/350 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. Lower/upper division credit, with additional requirements for upper division credit.

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

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

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

332 Hebrews, General Epistles, Revelation. 3 hours
Attention is 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 is 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.

341 The Gospels. 3 hours
By means of various methods of study, 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.
360 Independent Study. 1-2 hours
An independent learning experience of reading and research pursued in conjunction with a faculty adviser. Open to upperclassmen upon approval of the instructor.

362 Jewish History, Culture, and Geography. 4 hours
Beginning with the Ezra literature, the development of Mishnaic Judaism is traced through the Talmudic period. Offered 1980-81.

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

393 Practicum. 4 hours
Supervised experience in various phases of the core curriculum programs. Ordinarily this is an off-campus experience during the interterm of the junior year or during the summer session. May not be repeated for credit.

470 Selected Topics. 1-4 hours
This class is devoted to the survey and discussion of topics chosen as need and interest are demonstrated.

480 Senior Seminar. 2 hours
Designed especially for majors, the course rotates around a topic or topics chosen to integrate the major.

490 Honors. 1-2 hours
Individualized instruction open to upperclass majors who have at least a B average in the department and permission of the instructor.

493 Senior Capstone. 4 hours
This course is a specially-designed course for the senior interterm. Its aim is four-fold: (1) A comprehensive grasp of the interrelatedness of the various courses in the major field, (2) an over-view of the relation of the major field of study to the various areas in the liberal arts program and also to the meaning and fulfillment of life itself, (3) a probe as to the relevancy of religion to the contemporary situation, and (4) a comprehensive examination as partial fulfillment of the degree requirements. Offered during interterm.
Religious Studies
A major in Religious Studies requires a total of 40 hours, at least 30 of which must be in that area of concentration. In addition, REL 480 is required.

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 1980-81.
320 Hymnology. 2 hours  See MUS 320.
321 Religions of the World. 4 hours  See PHI 321.
350 Philosophy and Christian Thought. 4 hours  See PHI 350.
351 Philosophies of Religion. 3 hours  See PHI 351.
352 History of the Middle Ages. 4 hours  See HIS 352.
381 History of Early Christian Thought. 4 hours
The changing philosophical, educational, and religious climate of Christian thought during the early centuries of Christianity. Offered 1980-81.
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. 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.
431 American Religious and Social History. 3 hours  See HIS 431.
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 will be considered.

Christian Education
A major in Christian Education requires at least 40 hours. Included in these hours must be the following courses: REL 100, 242, 262, 322, 371, 421, 422, and 480. In addition, a minimum of three courses beyond Bib Lit I and II, including REL 462, are required for the major. PHI 262 or 371 is also required.
100 Introduction to Christian Education. 3 hours
The focus of this course is on the purpose and scope of Christian education and the types of ministries available to majors.

221 Instruction Media Techniques and Materials. 2 hours
This is 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
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
This course helps the student gain a perspective of himself/herself. It focuses on the person as a holistic being in the process of becoming.

322 Teaching and Learning Strategies. 3 hours
In this course the aim is to develop an understanding of how learning patterns affect teaching; instructional games and simulations are utilized.

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.

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

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

Philosophy
A major in philosophy requires a total of at least 30 hours in that area of concentration.

201 Logic. 4 hours
This course is concerned with the principles of correct thinking. It 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. 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. Includes readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

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

312 History of Philosophy IV. 3 hours
An examination of the trends in recent and contemporary philosophy. Includes 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. 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 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. 1-2 hours
An independent learning experience of reading and research in conjunction with a faculty adviser. Open to upperclassmen upon approval of the instructor.

361 Political Philosophy. 4 hours  See POS 361.

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.

393 Practicum. 4 hours
This course may be offered on special demand by arrangement with the head of the department during any term.


100  SOCIOLOGY AND SOCIAL WORK

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 1980-81.

452 Philosophy of Religion. 3 hours
The problem and conceptions of religion together with their implications for Theism and Christianity. Offered in 1979-80 and alternating years.

470 Selected Topics. 1-4 hours
This class is devoted to the survey and discussion of topics chosen as need and interest are demonstrated.

490 Honors. 1-2 hours
Individualized instruction open to all upperclass majors who have at least a B average in the department and permission of the instructor.

493 Senior Capstone. 4 hours
Required of all philosophy and philosophy of religion majors. Designed to integrate the student’s specific course work in the department with his total academic program. Offered during interterm only.

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, 200, 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 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 BS degree in social work (BA 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 (may be done prior to entering college); (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 43-46 required hours from the social work division 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, 312; PSY 200, 230, 300, 400; CTA 100; and ECO 200. A course in social work research also will be required. Recommended courses include POS 312 and NAS 240 (for students considering graduate school). 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 will be done in the context of present day social systems. Attention will be given to various contemporary analyses of social events, processes, and institutions.

200 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 will be upon the main social research methods used in studying our social system.

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. 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.

252 Cultural Anthropology. 3 hours
An introduction to the culture of present-day representative preliterate primitive people 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.

302 Labor Economics. 3 hours  See Economics 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. (Offered every other year.)

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. Techniques of systems intervention and problem solving.

321 Social Psychology. 4 hours  See Psychology 321.

342 Criminology. 3 hours
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 will be studied.

351 Political Sociology. 3 hours
An examination of the sociological and social-psychological basis of politics and political behavior. Particular emphasis will be 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
A flexible and independent approach to learning working closely with a faculty adviser. Upperclassmen only with permission of the instructor.
361 History of Social Thought. 3 hours
The main emphasis will be 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 1980-81.

393 Practicum. 4 hours
An off-campus experience, individually tailored to either the sociology or social work major in relating his discipline to contemporary living. Interterm.

411 The Family. 3 hours
An intensive view of the history of the family, the sociology of family relationships and adjustments as a social institution; economic and social influences affecting the status of members of the family; changing family folkways; factors causing family instability, and some suggestions for the conservation of the family.

490 Honors. 1 or 2 hours
At departmental discretion, open to students who have 2.6 or above GPA in their major. Opportunity for both individual study and/or seminar discussion of selected topics.

493 Senior Capstone. 4 hours
Separate sessions for each major area, in which theory methods and practice are studied. Intensive reading, investigation and discussion of selected topics or problems, including possible off-campus group experiences. Prerequisite: sociology majors; 16 hours sociology. Offered during interterm.

Social Work

200 Exploring Social Work. 3 hours
An initial exposure to social work as a profession. Field trips, extra reading, and guest speakers will be utilized to make this "eye-opener" course exciting and challenging.

331 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.

341 Profession of Social Work. 3 hours
Major emphasis will be given to understanding the values, principles, and issues confronting the professional social worker. Included in the course will be further exploration of fields and settings of social work.

352 Social Work Process and Practice I. 4 hours
The course 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 will focus on the basics of the helping relationship and communication skills. Prerequisite: SOW 393.
362 Social Policy. 3 hours
Social workers function, directly or indirectly, under the mandates of social policies to these on a national, state, or local level. This course helps the student understand and critically analyze these policies. Prerequisite: SOW 331.

372 Social Work Research. 3 or 4 hours See SOC 200 and PSY 372.

393 Practicum (Field Lab). 4 hours
Learning through observation and some practice is the keynote of this field lab. During the interterm of the junior year students spend time in a bona fide social work setting seeking to learn how the agency functions, how professional social work practice is implemented, and how the professional interacts within the agency. Prerequisites: SOW 331 and 341.

453 Social Work Process and Practice II. 4 hours
The concentration of this course will be 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, groups, and communities. Prerequisites: SOW 352 and SOW 393.

470 Selected Topics. 1-4 hours
An organized class devoted to the survey and discussion of selected topics in Social Work. Open to upperclassmen.

480 Seminar. 1-4 hours
Directed readings and discussion open to upperclass majors with permission of head of the department.

490 Honors. 1-2 hours
Individualized instruction open to upperclass majors who have at least a B average and permission of the head of the department.

492 Field Internship. 12 hours
Professional semester of supervised internship in a social work setting. Second term of senior year.

493 Senior Capstone. 4 hours
Required of all social work majors in the senior year. This course provides an opportunity for students and faculty to examine and evaluate the total learning experience. Informal and seminar-like in structure, the course will utilize various means to help students critically and effectively assess the past in order to face the future.

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

Bachelor of Science Degree in Major/System
Students may wish to augment their liberal arts program with a career thrust in systems analysis. To do so, they register for 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 232*, CTA 201, SOC 320*, MAT 110*, MAT 140*, NAS 240, NAS 250, a major 393† (a practicum course in the student’s major), and 3 hours of 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 232. 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 Department.

**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

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**Interterm**

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

### YEAR TWO

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**Interterm**

| COS 393 Practicum | 4 |         |         |         |

*May count as a general education requirement.
†May count as part of department major.
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.

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.

390 Information Systems Analysis. 3 hours
Identification of the decision requirement for the management of an organization. Analysis of an information gathering and processing system intended to facilitate decision making, planning and control. Review of the approaches and techniques available to evaluate existing systems. Presentation and utilization of knowledge and tools necessary to develop a physical design and an operational system from a logical design. Prerequisites: SYS 200 and 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. Prerequisites: the following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 200, COS 220, MAT 110, MAT 140, NAS 240, and NAS 260.

402 Modeling & Simulation. 4 hours
Mathematical modeling and simulation methods, techniques, and languages for applications. Laboratory work will be emphasized. Prerequisites: the following courses (or their approved substitutes) must have been completed with a grade of C or better: SYS 200, COS 220, MAT 110, MAT 140, NAS 240, and NAS 260.
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 catalogue:

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 Speech and Drama. (HUM)

The Natural Science Area includes the departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and Systems. (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. 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 less than 12 hours.
200 Library Orientation. 1 hour
A course designed to prepare college students with adequate knowledge of library resources so that they will be able to make the best use of libraries for assignments and throughout their lives.

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 Publications Laboratory. 1-3 hours
Credit is given to students filling top positions on the Echo and the Illium. 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 Dean of the University.

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.

Area of Humanities (HUM)

230 Fine Arts.
Deals with aesthetic problems and principles applied to the evaluation of music, the visual arts, and theatre. Student chooses 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 term hours, in the first three pre-professional years. A minimum of 40 term 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 catalogue 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.

490 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 eight weeks. Pass-Fail basis only. May be repeated one time.

300 American Studies Seminar in Washington. 3-6 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. 4-8 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 requirements in three years at Taylor. 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 100</td>
<td>4</td>
</tr>
<tr>
<td>CHE 201, 202</td>
<td>10</td>
</tr>
<tr>
<td>MAT 131, 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, 340</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>
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**

By his sophomore year, a student should select the medical schools to which he wants to apply so that he may meet their specific entrance requirements. Maintaining a B+ average and scoring well on the MCAT test (taken in the spring of the junior year) are common prerequisites for acceptance to a medical school.

A pre-medical student may take a major in either chemistry or biology. A suggested course schedule is shown below in which some modifications will be made depending on the major.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>4</td>
</tr>
<tr>
<td>MAT 131, 230</td>
<td>8</td>
</tr>
<tr>
<td>CHE 201, 202</td>
<td></td>
</tr>
<tr>
<td>or BIO 211, 212</td>
<td>10-8</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>8</td>
</tr>
<tr>
<td>REL 110</td>
<td>3</td>
</tr>
<tr>
<td>HIS 103 (Interterm)</td>
<td>4</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.
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:

**Freshman**

<table>
<thead>
<tr>
<th>Term One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 201</td>
<td>Inor. Chem.</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Gen. Zoo.</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Fr. Comp., or</td>
</tr>
<tr>
<td>REL 110</td>
<td>Bib. Lit.</td>
</tr>
<tr>
<td>PEH 100</td>
<td>General P.E.</td>
</tr>
<tr>
<td>IAS 101</td>
<td>New St. Orien.</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Term One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 241</td>
<td>Hum. Anat. &amp; Phys.</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Child Psych.</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Cont. Soc. Prob.</td>
</tr>
<tr>
<td>HUM 230</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>PEH 100</td>
<td>General P.E.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>
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.”
General Information & Registers

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 General Automation 18/30 and DEC 11/40 digital computers plus a mini-computer and peripheral equipment.

*The Ayres-Alumni Memorial Library* contains two large reading rooms, bookstacks, study carrels, microfilm and microcard readers, and other modern equipment. The present holdings total 124,000 volumes and 700 periodicals.

*The Art-Little Theatre Building* is a 10,000 square foot structure, completely remodeled in 1972, and 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, contains 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. These facilities house the executive offices and the administrative staffs of aca-
demic, business and student affairs, and the development 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.

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 replaces the nearly fifty-year-old Maytag Gymnasium.

The Field House is a steel-paneled building providing additional opportunities for physical education and athletics.

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 Au Sable State Forest. The very 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.

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.

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 of 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 for occupancy in 1975. It 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 early 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 carpeted facility.

Student Union — This dome-shaped, air-conditioned facility underwent major remodeling in 1972. The total structure 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 football field. In this spacious two-story brick residence the presidential family hosts numerous social functions. The substantial, quiet dignity of the home reflects the quality of the college program.

The Lake — A picturesque 8-acre lake on the Taylor property provides swimming opportunity in season 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

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MR. D. L. HAFFNER ..................................................... Garrett, Ohio
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
ALUMNI ASSOCIATION

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 1978-79

ROGER JENKINSON ’60 — Upland, IN
President

MARTIN HESS ’58 — Fort Wayne, IN
President-elect

DAN KASTELEIN ’66 — Littleton, MA
Past President

DALE GRIMES ’76 — Miami, FL
Recording Secretary

GEORGE BENNETT ’78 —
South Bend, IN

BEVERLY BRIGHTLY ’64 —
Rockville, MD

PHILIP DUNCAN ’79 —
Wheaton, IL

MARY ELLEN DUPREE ’64 —
Kendall Park, NJ

ART HABEGGER ’56 — Monroe, IN

BONNIE ODLE ’44 — Upland, IN
JEFFREY POND '77 — Upland, IN
RUTH ROGERS '48 — Greenfield, IN
ROBERT SCHENCK '51 — Chicago, IL
FRED STOCKINGER '63 —
Grand Rapids, MI
JOHN WHEELER '54 — Franklin, OH
JAMES WOODS '65 — Elm Grove, WI

Ex-officio members:

ROBERT COTNER
Coordinator, Alumni/Community Affairs

BETTY FRESEE
Assistant Director of Alumni Affairs

ROBERT BAPTISTA
President

MILO REDIGER
Chancellor

GREGG LEHMAN
Vice President for Business Affairs and Development

WILBUR CLEVELAND
University Editor

HOWARD TAYLOR
Director of Annual Fund

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ROBERT C. BAPTISTA
President of the University

Chancellor
MILO A. REDIGER
Chancellor of the University

Academic Affairs
ROBERT D. PITTS
Dean of the University

WILLIAM C. RINGENBERG
Associate Dean

CHERYL D. CHAMBERS
Director of Testing

ELBERT P. DANIEL
Director of Teacher Education

GERALD L. HODSON
Director of Learning Resources Center

ALICE K. HOLCOMBE
Director of Library

SHELDON J. BASSETT
Director of Physical Education and Athletics

CARMEN L. TAYLOR
Director of Records

A.J. ANGLIN
Coordinator of Faculty Development and Instructional Improvement

Admissions and Research

RONALD L. KELLER
Dean of Admissions and Research

RANDALL L. GERMANN
Associate Dean of Admissions

DAVID L. SONGER
Director of Admissions Mobilization

MELANIE A. TAYLOR
Director of Admissions Communications
Student Affairs
THOMAS G. BEERS
Dean of Students
NANCY J. CICERO
Associate Dean of Students
CHARLES R. JAGGERS
Associate Dean of Students
WALTER E. CAMPBELL
Director of Student Development
THOMAS A. DAVIS
Director of Career Development and 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 and Development

Business Affairs
ALLAN J. SMITH
Controller
VIRGINIA F. CLINE
Chief Accountant
CHARLES R. NEWMAN
Director of Service Operations
The register of officers and teachers is for the academic year 1978-79.

ROBERT C. BAPTISTA
President of the University and Professor
(1975); Wheaton College, B.S.; State University of New York at Buffalo, M.Ed.; Indiana University, P.E.D.

MILO A. REDIGER,
Chancellor 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,
Associate Professor of Systems (1974); Texas Christian University, B.S., M.S., Ph.D.; post-doctoral appointment at Texas Christian University.

A. J. ANGLIN,
Associate Professor of Chemistry and Coordinator of Faculty Development and Instructional Improvement (1969); John Brown University, B.A.; University of Arkansas, Ph.D.

SHELDON J. BASSETT,
Director of Physical Education and Athletics and Assistant Professor of Physical Education and Health (1970); Taylor University, B.S.Ed.; Indiana University, M.S.Ed.; additional graduate study at Indiana University.

THOMAS G. BEERS,
Dean of Students and Assistant Professor (1969); North Park College, A.A.; Taylor University, B.S.; American University, M.Ed.
RAY E. BULLOCK,
Associate 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,
Associate 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,
Director of Student Development and Assistant Professor (1969); Taylor University, B.S.Ed.; Ball State University, M.A.

HAZEL E. CARRUTH,
Professor of English (1946); Taylor University, B.S.Ed.; Indiana University, A.M., Ph.D.

TIMOTHY P. CHAMBERS,
Assistant Professor of Psychology (1976); Messiah College, B.A.; Georgia State University, M.Ed.

MILDRED S. CHAPMAN,
Associate Professor of English (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.; graduate study at Ball State University.

NANCY J. CICERO,
Associate Dean of Students and Instructor (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,
Assistant Professor of Psychology (1976); Creighton University, B.A.; Purdue University, M.S., Ph.D.

ROBERT A. COTNER,
Coordinator of Alumni Community Affairs and Associate Professor (1977); Taylor University, A.B.; Ball State University, M.A.; graduate study at the University of Maryland.

R. KEVIN CRAWFORD,
Instructor of Business and Economics (1977); Taylor University, B.A.; Ball State University, M.B.A.; additional graduate study at Ball State University.

ELBERT P. DANIEL,
Director of Teacher Education and Professor of Education (1978); Baker University, B.A.; University of Iowa, M.A., Ph.D.

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.

THOMAS A. DAVIS,
Director of Career Development and Student Activities and Instructor (1976); Taylor University, B.A.; Ball State University, M.A.

SUSAN K. DICKEN,
Residence Hall Director and Instructor (1976); Taylor University, B.S.; graduate study at Ball State University.

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,
Assistant Professor of English (1970); University of Wisconsin — Milwaukee, B.A., M.A.; doctoral candidate at Southern Illinois University.

G. BLAIR DOWDEN,
Director of Financial Aid and Instructor (1977); Wheaton College, A.B.; Ball State University, M.A.; additional graduate study at Ball State University.

FRANCES W. EWBANK,
Professor of English (1964); Wayne State University, B.A., M.A.; University of Colorado, Ph.D.

WILLIAM A. EWBANK,
Associate Professor of Mathematics (1964); Royal Military College of Science; University of London; B.Sc. (Eng.); 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 (1969); 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,
Assistant Professor of Physical Education and Health (1973); Carson Newman College, B.S.; University of Tennessee, M.S.

CARL E. GONGWER,
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Medical Technology

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