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1977

Taylor University Catalog 1977-1979

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Taylor University Profile

CATALOG ISSUE 1977-1979

JANUARY 1977

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: advising, calendar, curriculum, faculty, and scheduling of classes — Dean of the University

Admissions: applications, campus visits, catalogs, and descriptive literature — Director of Admissions & Records

Alumni Affairs: Taylor Clubs, alumni publications, homecoming activities — Director of Alumni Affairs

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

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 Development

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

VOLUME 13, NUMBER 3

*a Christian liberal arts college
in Upland, Indiana 46989
phone: (317) 998-2751*

TAYLOR UNIVERSITY PROFILE. January, 1977.
Volume 13, No. 3. Issued five times a year,
in September, December, January, March and
May, by Taylor University. Second class
postage paid at Upland, Indiana 46989.

1977-78 CALENDAR

SUMMER SESSION 1977

May 18-June 10	Wednesday, Friday	Pre-Session
May 30	Monday	Memorial Day Holiday
June 13-July 15	Monday-Friday	Regular Campus Session
July 4	Monday	Independence Day Holiday
July 18-Aug. 26	Monday-Friday	Regular Au Sable Session

FALL TERM 1977-78

Aug. 31-Sept. 2	Wednesday-Friday	Faculty Study Conference
Sept. 3-5	Saturday-Monday	New Student Orientation
Sept. 6	Tuesday	Classes Begin
Sept. 25-30	Sunday-Friday	Spiritual Emphasis Week
Sept. 30-Oct. 2	Friday-Sunday	Parents' Weekend
Oct. 14-16	Friday-Sunday	Homecoming Weekend
Oct. 20	Thursday	English Proficiency Tests
Oct. 26	Wednesday	Mid-Term Grades Due
Nov. 23-28	Wednesday, 12:00 noon Monday, 12:00 noon	Thanksgiving Holiday
Dec. 10, 12-15	Saturday, Mon.-Thurs.	Evaluation Week

INTERTERM 1978

Jan. 3	Tuesday, 8:00 a.m.	Interterm Begins
Jan. 26	Thursday, 5:00 p.m.	Interterm Ends

SPRING TERM 1977-78

Jan. 30	Monday, 8:00 a.m.	Classes Begin
Feb. 12-17	Sunday-Friday	Spiritual Emphasis Week
Mar. 10-12	Friday-Sunday	Youth Conference
Mar. 17	Friday	Mid-Term Grades Due
Mar. 17-28	Friday, 5:00 p.m. Tuesday, 8:00 a.m.	<u>Spring Vacation</u>
May 6, 8-11	Saturday, Mon.-Thurs.	Evaluation Week
May 13	Saturday, 9:30 a.m.	Baccalaureate
May 13	Saturday, 2:00 p.m.	Commencement

1978-79 CALENDAR

SUMMER SESSION 1978

May 17-June 9	Wednesday-Friday	Pre-Session
May 29	Monday	Memorial Day Holiday
June 12-July 14	Monday-Friday	Regular Campus Session
July 4	Tuesday	Independence Day Holiday
July 17-Aug. 25	Monday-Friday	Regular Au Sable Session

FALL TERM 1978-79

Aug. 30-Sept. 1	Wednesday-Friday	Faculty Study Conference
Sept. 2-4	Saturday-Monday	New Student Orientation
Sept. 5	Tuesday	Classes Begin
Sept. 24-29	Sunday-Friday	Spiritual Emphasis Week
Sept. 29-Oct. 1	Friday-Sunday	Parents' Weekend
Oct. 13-15	Friday-Sunday	Homecoming Weekend
Oct. 19	Thursday	English Proficiency Tests
Oct. 25	Wednesday	Mid-Term Grades Due
Nov. 22-27	Wednesday, 12:00 noon Monday, 12:00 noon	Thanksgiving Holiday
Dec. 9, 11-14	Saturday, Mon.-Thurs.	Evaluation Week

INTERTERM 1979

Jan. 2	Tuesday, 8:00 a.m.	Interterm Begins
Jan. 25	Thursday, 5:00 p.m.	Interterm Ends

SPRING TERM 1978-79

Jan. 29	Monday, 8:00 a.m.	Classes Begin
Feb. 11-16	Sunday-Friday	Spiritual Emphasis Week
Mar. 9-11	Friday-Sunday	Youth Conference
Mar. 16	Friday	Mid-Term Grades Due
Mar. 16-26	Friday, 5:00 p.m. Monday, 8:00 a.m.	Spring Vacation
Apr. 13-16	Friday, 12:00 noon Monday, 12:00 noon	Easter Break
May 5, 7-10	Saturday, Mon.-Thurs.	Evaluation Week
May 12	Saturday, 9:30 a.m.	Baccalaureate
May 12	Saturday, 2:00 p.m.	Commencement

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TAYLOR POLICY OF NONDISCRIMINATION: It is the policy of Taylor University not to discriminate on the basis of race, national origin, or sex in its educational programs, activities, or employment policies, as required by Title VI of the Civil Rights Act and Title IX of the 1972 Education Amendments. Inquiries regarding compliance may be directed to Dr. Robert D. Pitts, Administration Building, Taylor University (998-2751, ext. 204 or 381) or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, 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, and the National Council for Accreditation of Teacher Education. Memberships include the Association of American Colleges, the National Commission of Christian Higher Education of the Association of American Colleges,



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, which offers a variety of courses in biology, natural resources management, and physical education.

A special summer COPE program (College Orientation and Preparatory Experience) provides educational experiences, both curricular and co-curricular, to assist those planning to enter Taylor in making the transition from secondary schools to the unique demands of the college environment.

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.

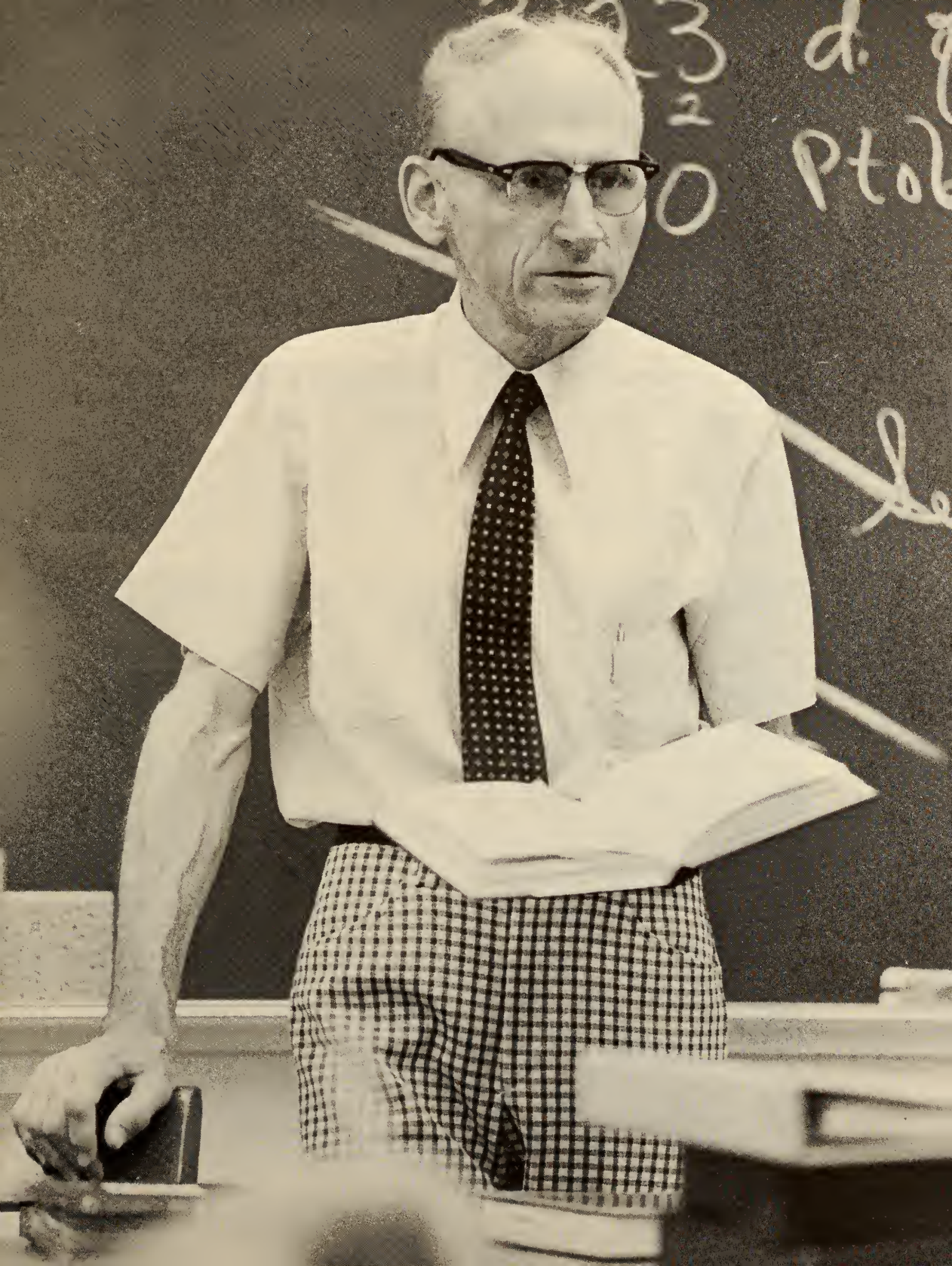
In addition, a variety of both credit and non-credit institutes, workshops, and short term sessions are held. These are designed to meet the needs of teachers, church workers, and others with special interests.

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 total development is enhanced by programs specifically designed to enrich and support the classroom experience. A new-student program, living-learning seminars, a counseling program, and other student-centered services are offered.



College Community Life

Taylor University is a residential campus with strong emphasis on its residence halls as living-learning centers. These 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 speech and music departments also present frequent dramatic productions, recitals, concerts, and other programs.

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; *Illum*, the yearbook, a student publication demanding the talents of an energetic and imaginative staff.

Debate:

The Taylor debate team competes in intercollegiate (dual and in group) debate tournaments.

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:

In recent years Taylor has excelled in several sports. Since its inception in 1971 — the first year for the Hoosier Buckeye College Conference — Taylor has won the All Sports Trophy 11 years. Intercollegiate sports for both men and women include football, cross country, field hockey, tennis, basketball, wrestling, golf, track, volleyball, softball, and baseball. A strong program of intramural athletics offers additional opportunities for 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, and 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 a strong student government organization and student-faculty committees.

Standards of Community Life

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.

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 philosophy that it is desirable to abstain from use of tobacco, alcoholic beverages, illegal drugs, profane language, and from dancing and gambling. It is important to stress that this philosophy 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.

Because the policies of the University are not intended to infringe upon the government of the home, nonresident students who live in their own homes are assumed to be a part of that family and home as directed by their parents. However, when students are on the campus, in the company of fellow students, or identified as students of the University, they are expected to

abide by university aims and standards.

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 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 \$125 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, January 1 for the interterm, February 1 for the spring term, and June 1 for the summer session. Of this advance payment, \$25 is a housing deposit and is returned to a student when he leaves college or cancels his 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.

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 personnel 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 gross age differential between the student and general age range of the student body are considered.

University-approved community housing 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 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.

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.

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.

The Career Development Office is located in the Student Union.

Health and Accident Insurance

Taylor University offers students a health insurance program. This insurance package is not designed to cover the total cost of an injury or illness, but is intended to prevent related medical expenses from becoming an excessive financial burden to the student. Resident students are required to participate in the program unless they can submit evidence of adequate health and accident coverage from another source. The program is optional to commuters, and a family plan is also available.

Any student involved in men's or women's intercollegiate athletics is, without exception, required to participate in the health and accident insurance program.



Admissions & Finances

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 Director of Admissions and Records and about financial aid from the Director of Financial Aid.

Admissions

Application to Taylor is made on forms available from the Director of Admissions and Records, 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 Director of Admissions and Records.

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 Director of Admissions and Records for special instructions.



An applicant to Taylor should have graduated in the upper half of his class from an accredited secondary school and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school record, the primary document in the evaluation of academic potential.

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

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

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

Notification of Admissions:

Taylor uses a rolling admissions 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. These exceptions are to be made only at the discretion of the Director of Admissions and Records.

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 \$125 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 \$25 is a refundable housing deposit. Payment of this fee represents the student's acceptance of admission. All returning students are required to remit an advance payment of \$100 before July 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:

For Fall Term Admission	Refund
between April 15 and May 31	\$120
between June 1 and July 14	\$ 75
on July 15 or after	\$ 25

For Interterm and Spring Term Admission

before November 1	\$120
between Nov. 1 and Nov. 30	\$ 75
after December 1	\$ 25

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

between July 1 and July 14	\$50
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.

	for residents	for commuters
tuition	\$2,550	\$2,550
basic fees	90	90
room and board	1,420	
student insurance	35	
total	\$4,095	\$2,675

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 orientation and instruction are in progress. 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 \$65 per hour and tuition for 8-11 hours is \$80 per hour. The charge for hours in excess of 17 credit hours is \$45 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. These charges are shown below:

Music Lessons*	
organ, piano, instruments and voice	\$80
voice and piano class	\$25

* fees include one (1/2 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.

Early Childhood Education:
A transportation and materials fee of \$12 is charged each time the student enrolls in EDU 290 and each time an associate of arts student enrolls in EDU 223.

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:
\$15 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:
Insurance is mandatory for all but commuting students. Coverage is available for the single student (\$35 per year), man and wife (\$75 per year), and family (\$125 per year). Rates for those entering other than for the fall term are available upon request.

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 \$1100 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 Deferred Payment Plan: This method of payment provides for monthly payments beginning in June in anticipation of fall enrollment. Any amount between \$600 and total cost may be handled in this manner. A \$10 service fee is required but no carrying charges are assessed. 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 Business Affairs Office.

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 penalty charge of \$5 plus 1% per month 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.

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 Student Affairs Office.

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

Withdrawals to the end of	
Second week	90%
Third week	75%
Fourth week	60%
Fifth week	45%
Sixth week	20%
Withdrawals after end of	
sixth week	none
Basic fees	non-refundable
Board	prorated
Room	non-refundable

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 Parents' Confidential Statement of the College Scholarship Service.

An analysis of the Parents' Confidential Statement 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 Parents' Confidential Statement, 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 or parents having questions regarding financial aid or the planning to meet educational expenses 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 \$100 to \$1,500 depending upon the applicant's financial need. The stipend is

available to the selected recipients for four years.

A *Valedictorian or Salutatorian* who is admitted to Taylor University as a beginning freshman is automatically eligible for a \$100 award if the student enrolls the term immediately following high school graduation and if the student is not the recipient of a President's or Dean's Scholarship. This is a one-year award.

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.



The *Readers Digest Foundation Scholarship Fund* provides three one-year awards of \$100 to incoming freshmen who meet the qualifications of the President's or Dean's Scholarships.

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 to 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
Business and Economics Scholarship
Charles W. Carter Award
Chi Alpha Omega Scholarship
Coughenour Alumni Sports Scholarship
Christian Workers Foundation Award
Dr. L. M. Vayhinger Memorial Music Scholarship
Donald Ruegsegger Award
Elkhart-South Bend T. U. Club Award
Fort Wayne T. U. Club Award
Frase Scholarship
Grace Educational Assistance Award
Greater Cincinnati T. U. Club Award
Greater Detroit T. U. Club Award
Greater Saginaw Valley T. U. Club Award
Houck Missionary Scholarship
Indianapolis T. U. Club Award

International Student Scholarship
Keller International Student Scholarship
Lange Scholarship
Lester C. Gerig Music Talent Scholarship
Mary Rose Apple Scholarship
M. Lee Wilson Scholarship
Metropolitan New York T. U. Club Award
Northeast Ohio T. U. Club Award
Philadelphia Area T. U. Club Award
Phillip J. Miller Memorial Scholarship



Physics Alumni Scholarship
 Presser Foundation Scholarship
 R. R. Weed Scholarship
 Rose Stanley Cozzens Awards
 Shilling Scholarship for Excellence in
 Science and Mathematics
 Southern California T. U. Club
 Award
 Taylor Sunshine Club of Florida
 Award
 West Michigan T. U. Club Award

Grants

Basic Educational Opportunity Grants authorized under the 1972 Higher Education Act, provides for grants to students of up to \$1,400 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 PCS 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 \$500 in any one academic year not to exceed \$2,000 for the total number of undergraduate years.

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.

United Methodist Student Loan: Each year Taylor University receives an allocation from the United Methodist Student Loan Funds. Depending on the student's classification, a qualified borrower may secure a loan of \$500 as a freshman, \$550 as a sophomore, \$600 as a junior, and \$700 as a senior.

The annual effective rate of interest for this loan is 4% for the full life of the note.

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 *Parents' Confidential Statement*; therefore, it is necessary for each employment applicant to submit a PCS.

The *Federal College Work-Study Program* provides employment to students with financial need, as measured by the *Parents' Confidential Statement*. Jobs are available both on and off campus during the academic year and vacation periods. Frequently summer employment can be arranged in the student's home town.

State Scholarships

The states of Connecticut, Massachusetts, New Jersey, Pennsylvania, and Rhode Island 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 Scholarship 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 Admissions and 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:

freshman	through 30 hours
sophomore	31 through 60 hours
junior	61 through 94 hours
senior	95 hours to graduation

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.

Class	Cumulative hours	Required GPA
senior	95-128	2.00
junior	61-94	1.90
sophomore	31-60	1.80
freshman	13-30	1.70
	0-12	1.60

A student who falls below these minimums will be placed on academic probation and is allowed to remain enrolled on a provisional basis only if he is close to meeting these minimum requirements. A student who is on probation loses his eligibility to participate in co-curricular activities and intercollegiate athletics.

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 Admissions and 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

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

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* and *Credit* courses are exceptions to the above.

Pass-Fail courses are:

1. Open only to second-term sophomores or above with at least a 2.3 GPA, the exception being the Practicum which is open to all qualified students in good standing.
2. No course in the major field except the Practicum and no general education course may be 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 Admissions and 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.

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. All of the above procedures begin in the Records office and require the approval of the adviser and the Director of Admissions and 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 *Profile*.

32 DEGREE REQUIREMENTS

General Education Requirements:

Courses Required	Areas of Study
1 ENGLISH COMPOSITION	
1 Literature from English, Modern Language, Speech 200	
1 FINE ARTS	
1 BIOLOGY	
1 from among Physical Sciences, Computer Science, Mathematics	
1 HISTORY	
2 from 2 departments of Business and 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 NEW STUDENT ORIENTATION	
2 GENERAL PHYSICAL EDUCATION	

All freshmen and seniors are required to be enrolled during the interterm.

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 on the deficiency list have one term to remedy their deficiencies by registering for English 090 for one hour of credit. If, after two attempts, a student still is unable to demonstrate proficiency, future registration at Taylor will be denied.

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 Admissions and 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 Regulations

Independent Study Program

Some departments offer students opportunities for independent work through honors or independent study courses. Admission to these courses is obtained by meeting prescribed admission standards.

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.

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.



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. Course entries presented together but separated by commas sometimes permit taking either term for credit but generally permit taking the first for credit without taking the second. The latter often makes the first-term course prerequisite to the second — check the course entry by department for specifics.

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.

221, 222 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. *Prerequisite: One year of college Greek or Latin grammar or its equivalent. Summer term only.*

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. *Prerequisite: Greek 201-202. Offered 1977-78.*

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. *Prerequisite: Greek 201-202. Offered 1978-79.*

373 Guided Research in Hellenistic Language. 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. *Interterm and summer.*

ART

Bullock, Moore, Patton

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 40 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 40-hour teaching major.

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.

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 learns to paint quick sketches, observing principles of painting, 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 *Communication and Theatre Arts* 341.

342 Aesthetics. 2 hours

See *Philosophy* 342.

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 1978-79.*

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

Majors are offered in three fields: biology, botany, and zoology. A major consists of 40 hours (45 hours for the teaching major). For pre-nursing program and pre-medical technology program requirements see Pre-Professional Studies.

All majors must take Biology 211 and 212. Also required are two terms of chemistry (Chemistry 201, 202); however, four terms are strongly recommended. Physics 211, 212 and Natural Science 490 also are strongly recommended.

All majors are required to take the Senior Capstone course, Biology 493, during the interterm.

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.

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. Three hours lecture and three hours laboratory per week.

231 Conservation. 4 hours

Introduction to ecological principles and the impact of man on his environment at the local, national, and world-wide levels. Soil, water, minerals, wildlife, forests; their identification and management. Methods of conservation education and conservation in politics. *Includes weekend trip to 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.*

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, geographic distribution and economic importance, with emphasis on the important genera of the local flora. Two hours lecture and four hours laboratory per week. *Prerequisite: Biology 211.*

302 Plant and Animal Ecology. 3 hours

Environmental factors as they relate to plants and animals. Inter-relationships of organisms within various habitats. Two hours lecture and three hours laboratory per week. *Prerequisites: Biology 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.*

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: Biology 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 Biology 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 or 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: Biology 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: Biology 212.*

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: Biology 211 and 212, and Chemistry 201, 202. Offered 1977-78.*

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. *Prerequisite: Biology 211, 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: Biology 211 or 212.*

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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.*

412 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: Biology 211, 212, and Chemistry 201, 202. Offered 1978-79.*

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, Halteman, Wood

The Bachelor's Degree with a major in Business Administration consists of 46 hours of Business and Economics courses. A Core of 9 courses is required, including the following: Business 100, 241, 242 or 282, 231, 252, 311 and 361; and Economics 211 and 212. In addition to the Core, 15 hours of Concentration courses are required in any combination from the following fields: Accounting, Economics, Finance, Management, or Marketing (6 hours of Upper Division Computer Science, Systems, or Business 393 may be substituted in the Concentration area). A final additional course, Business 493, is required for all majors. The following cognate subjects, outside of the Business and Economics areas, are also required: Mathematics 110 (or a higher level Math); Computer Science 220; and Natural Science 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: Economics 211, 212, 331, 3XX, 493, and 12 additional hours of Economics' courses; Mathematics 110 and 140 (or higher level Mathematics courses); Natural Science 240 and 250; and one course from one of the following areas: Business, Computer Science, Political Science, or Systems.

The Business Administration or Economics major with an additional area of concentration in Computer Science would include either of the above requirements plus 20 hours of Computer Science courses including at least the

following: COS 220 (required in the Business Administration program), 232, 411, and 470. Students selecting this option are urged to include Business 282 or 341 in their programs.

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:

YEAR ONE		YEAR TWO	
Term One		Term One	
ENG 100	English comp 4	ECO 211	Prin of Macroecon 3
MAT 110	Finite Math 4	BUA 241	Fund of Acctg 3
REL 210	Bib Lit I 3	BUA 231	Fund of Marketing 3
POS 100	American Politics 3	SYS 200	Basic Systems 4
IAS 101	New Student Orien. 1	BUA 311	Business Law 3
	15		16
Interterm		Interterm	
BUA 100	Intro to Business 3	REL 213	Bib Lit II 4
PEH 100	Gen Phys Educ 1		
	4		
Term Two		Term Two	
BUA 252	Prin of Management 3	ECO 212	Prin of Microecon 3
COS 220	Intro to Computing 3	BUA 242	Fund of Acctg 3
NAS 240	Intro Statistics 4	HUM 230	Fine Arts 4
XXX XXX	Elective 4	XXX XXX	Elective 3
	14	XXX XXX	Elective 3
			16

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.

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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.*

241, 242 Fundamentals of Accounting. 3 hours

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.

252 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: Organization, Human Relations, Leadership, Communications, and Control Systems. *Prerequisite: BUA 100.*

282 Managerial Accounting. 3 hours

A study of the functions of accounting from the manager's perspective. Topics include: full cost accounting, cost behavior, alternate choice decisions, capital investment decisions, cost variances, and cost control. *Prerequisite: BUA 241.*

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. *Prerequisite: 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.*

341, 342 Intermediate Accounting. 3 hours

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.*

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. *Prerequisite: BUA 242 or 282.*

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 interpersonal relationships, organization behavior, and development of human resources as well as the traditional personnel functions. *Prerequisite BUA 252.*

393 Practicum. 4 hours

An independently conceived and executed field project of the students 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).*

401 Cost Accounting. 3 hours

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.*

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.*

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.*

460 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.*

470 Selected Topics. 3 hours

A variety of courses offered on a student-demand basis in the areas of Accounting, Finance, Management, and/or Marketing. Designed to provide flexibility in the offerings of 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. *Prerequisite: all core requirements in Business.*

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 of the U.S.

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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 the labor-management relationship; the collective bargaining process in its various contexts; labor problems and legislative remedies. *Prerequisite: ECO 211, 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 used of monetary and fiscal policy to promote economic equilibrium. *Prerequisite: ECO 211, 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.*

393 Practicum. 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. *Prerequisite: ECO 211, 212.*

442 Economic Development. 3 hours

The integration of economic growth models with the social and political features of thirds world countries is the main focus of the course. The emerging inter-dependency of all nations, rich and poor, is featured throughout as the basic framework for overall economic improvement in the world. *Prerequisite: ECO 211, 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. *Prerequisite: ECO 211, 212.*

460 Independent Study. 1 or 2 hours

Directed readings and reports on various topics of student interest in the field of economics. *Prerequisites: ECO 211, 212.*

470 Selected Topics. 3 hours

A variety of courses offered on student demand in specialized areas of economics.

Prerequisites: ECO 211, 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.

CHEMISTRY

Krueger, Anglin, Burden

A chemistry major (without a pre-medical emphasis) consists of 40 hours of chemistry. Required related courses are Mathematics 131 and 230, and Physics 211, 212. It is strongly recommended that chemistry majors have Mathematics 240, 261 (Matrices), and 431, and at least one course in computer science. A reading knowledge of a foreign language (usually interpreted as two years of college instruction) is also strongly 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.

Natural Science 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 on this examination should be obtained by the student as soon as possible.

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 three hours lecture, one recitation, 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:* Chemistry 202. Offered 1977-78.

48 CHEMISTRY

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: Chemistry 301. Offered 1977-78.*

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. *Prerequisite: Chemistry 201, 202. Offered 1978-79.*

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: Chemistry 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 1978-79 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. *Prerequisite: Chemistry 201, 202; Physics 211, 212; and Mathematics 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. *Prerequisite: Chemistry 201, 202, Physics 211, 212, and Mathematics 131, 230, with Mathematics 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.*

460 Independent Study. 1 or 2 hours

Content to be arranged by consultation with instructor and admission by his approval only.

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, Hubbard, 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.

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 following activities sponsored by the department are open to all students of the University: Intercollegiate Debating, Religious Drama Company, University Theatre, and laboratory theatre experiences.

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 a second major. Two courses are required: 100 and 493; the remaining courses are selected from other departmental offerings 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, two of the following communication courses (221, 242, or 322), 231, 251, 312, 342, three of the following theatre courses (212, 341, 362, 402, or 432), 493, and two electives chosen from the CTA department or English 300, 312, 341, or 362. The minimum number of hours required for this secondary teaching degree is 42.

100 Introduction to Communication. *3 hours*

Communication theory and problems are stressed. Emphasis also is given to interpersonal communication, personality factors influencing communication and the structure and presentation of oral discourse.

200 Oral Interpretation of Literature. *3 hours*

Fundamental training in understanding thought and feeling in literature through the medium of oral performance.

201 Corporate Communications. 4 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 and discussion of the theories and principles of acting as an art, with laboratory sessions in which the student is given preliminary training in the use of his body and voice. Special emphasis will be given to interpretation. *Students are required to be enrolled in Physical Education 100 for Actors concurrently.*

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 1977-78.*

231 Voice and Articulation Disorders. 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 1978-79.*

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 1978-79.*

251 Mass Communications. 4 hours

See English 251.

301 Advanced Oral Interpretation of Literature. 3 hours

Designed to give advanced study in the oral interpretation of literature. Reader's Theatre and Chamber Theatre are emphasized. *Prerequisite: CTA 200 or with consent of the instructor. Offered 1977-78.*

312 Radio and Television Production. 3 hours

Studies in radio and television production with laboratory experience in program planning and preparation.

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 1977-78.*

341 Stagecraft and Design. 3 hours

The technical phases of play production. Deals with design, construction, and painting of scenery, costuming, lighting, and make-up. Laboratory experience. *Offered 1978-79.*

342 Speech Pathology and Audiology. 2 hours

The etiology and treatment of pathological speech and hearing disorders.

52 COMPUTER SCIENCE

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 1978-79.*

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 students' needs and interests. *Interterm.*

402 Contemporary American Theatre. 3 hours

A study of selected twentieth century American theatre movements, people, and dramatic literature. *Offered 1977-78.*

432 Play Directing. 3 hours

The bases, procedures and problems of play direction. Laboratory experience provided. *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 a perspective of the entire field of Communication and Theatre Arts and its relationship to the liberal arts and the Christian faith. Research techniques also are applied to contemporary problems in communication. *Offered during interterm.*

COMPUTER SCIENCE

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

Programs exist which permit a student to major in either business or mathematics while developing a special area concentration in computer science. Details on these programs are found in the catalog sections describing the business administration/economics and mathematics majors.

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 testing and debugging are stressed. Two hours lecture and two hours laboratory per week.

231 Machine Structures. 3 hours

Assembly and machine language are employed to study machine organization, structure, and operation, addressing techniques and digital representation of instructions. Two hours lecture and two hours laboratory per week. *Prerequisite:* COS 220. *Offered* 1978-79.

232 Information Structures. 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, ordering and searching techniques. *Prerequisite:* COS 220. *Offered* 1977-78.

330 Minicomputer Systems. 4 hours

See Systems 330.

393 Practicum. 4 hours

A supervised off-campus experience related to a significant project in computer science. *Prerequisites:* Two courses in computer science and permission.

402 Modeling and Simulation. 4 hours

See Systems 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 232. *Offered* 1978-79.

470 Selected Topics. 1-4 hours

An organized class devoted to the survey and discussion of recent developments in computer science from the following topics: application areas, computer graphics, discrete structures; microprocessors, 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.*

EDUCATION

Haines, Burnworth, W. Ewbank, 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 are administered by the Director of Teacher Education.

New Indiana teacher certification laws (T.E.A.C.H.) will affect all entering students beginning in the fall of 1978. All students enrolled in teacher education programs at Taylor University under the previous law (Bulletin 400) must complete these programs by August 1982.

The objectives of the department are:

1. to coordinate the efforts of the college which are directed toward teacher preparation.
2. to provide a formal professional education curriculum that will:
 - a. offer the student a heritage in the history of education.
 - b. enlighten the student in the area of philosophies of education.
 - c. enable the student to grasp the social foundations of schools in society.
 - d. familiarize the student with the organizational structures of schools.
 - e. introduce the student to cultural and ethnic differences among students in the public schools.
 - f. integrate the broad area of psychology with the area of educational psychology.
 - g. indicate to the student the areas and job opportunities for persons with the competencies and skills of a teacher.
 - h. provide an awareness of the changing role for teachers.
 - i. enlighten the student concerning the curricular options leading to certification.
 - j. deal with options and alternatives in education.
 - k. aid the student in the analysis of his own needs and teaching potential.
 - l. aid the student in recognizing ways that he, as a teacher, can communicate his faith in God.
3. to provide an informal curriculum that will enable the student to experience those areas listed in the formal curriculum (above) by means of field experience.
4. to assist school personnel in increasing competency skills in education-related jobs.

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 250, The Study of Teaching and Learning, 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 40 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. Transfer students may complete Education 250, The Study of Teaching and Learning, or its equivalent at another institution. All other professional education courses except Education 240, 371, and 372 must be taken at Taylor University.

Curricula for area majors, teaching majors, and second teaching areas have been planned, and listed course requirements may be obtained from the office of the Director of Teacher Education. Teaching fields in which preparation is provided at Taylor University are to be selected from the list which follows. The numbers following each subject indicate the level of preparation provided in that field as follows: (1) area major, (2) teaching major, (3) second teaching area (if desired). The subjects are: Arts and Crafts (1) (2) (3), Biology (2) (3), Chemistry (2) (3), Elementary Education (1), English (2) (3), French (2) (3), General Science (3), Mathematics (2) (3), Music-Choral and Instrumental (1), Music-Choral (2), Music-Instrumental (2), Physical Education and Health, (men and women) (1) (2) (3), Physics (2) (3), Psychology (3), Social Studies (1) (2) (3), Spanish (3), Speech (2) (3).

Endorsement programs for elementary education majors are available in most of the subject areas listed above, including music. Also, students may complete programs which will enable them to be certified to teach exceptional children (mentally retarded), and children ages three and four (early childhood). In addition to the regularly scheduled classes in those areas, periodic seminars, and field experiences are conducted for both the exceptional children and early childhood endorsements. Observation-participation 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).

The course schedule of the candidate for the associate degree in early childhood education is as follows:

YEAR ONE		YEAR TWO	
Term One		Term One	
ENG 100	English Comp. 4	SOC 241	Marriage & Home Bldg. . . 3
REL 210	Bib. Lit. I 3	MUS 300	Mus. in El. Classroom . . . 4
HUM 230	Fine Arts 4	PSY 230	Child & Adol. Psych. . . . 3
EDU 290	Curr. Workshop 2	EDU 371	Org. & Op. of Nurs. Sc. . . 3
IAS 101	Orientation 1	EDU 290	Curr. Workshop 2
Interterm		Interterm	
EDU 223	Supv. Field Exper. 4	EDU 223	Supv. Field Exper. 4
Term Two		Term Two	
SPD 100	Intro to Comm. 3	PEH 112	El. Sch. Health & Saf 3
SOC 222	The Community 4	PEH 240	El. Sch. Games & Rhy. . . . 2
PSY 200	General Psych. 3	ART 302	Art for Teachers 3
EDU 372	Tchg. the Young Child . . . 2	EDU 250	Study of Teach. & Lrng. . . 4
EDU 290	Curr. Workshop 2	EDU 290	Curr. Workshop 2
		REL —	Religion (New Testament) 3

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. Elementary education majors adding the early childhood education endorsement complete this course during the junior year interterm.

240 The Exceptional Child. 3 hours

Designed as an introduction to the field of special education, the student studies the psychological, environmental, biological, and cultural factors which contribute toward retardation. The student will engage in activities and reading which will lead to the understanding necessary to educate retarded children.

250 The Study of Teaching and Learning. 4 hours

A study of the organization, financing, significance, and role of the public school in American culture is completed. Historical, psychological, and sociological foundations are explored as they influence the role of the public school and of the teacher. An analytical study of teaching is made, including the nature of the learning process, concepts of teaching, leadership roles, and educational media. This course is team-taught and is the introductory professional education course for all students entering the teacher education program.

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 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 or day care center. The content areas of communications (2 hours) and language arts (2 hours) may be counted in the elementary education language arts block. *One curricular area will be offered each term. May be repeated three times for a total of 8 credit hours.*

333 Teaching Exceptional Children. 4 hours

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. *Offered during junior interterm; by permission of the instructor only.*

352 Teaching Language Arts, Including Children's Literature, and Developmental Reading, in Elementary Schools. 5 hours

Methods and teaching media used in teaching the language arts are studied. A study and evaluation of literature appropriate to all elementary grades are completed. The foundations of reading skills instruction and the development of reading skills in the subject content areas are surveyed. Resources for teaching language arts and reading located in the Learning Resources Center are studied, demonstrated, and evaluated. *Prerequisite: Education 250. Taught concurrently with Education 362.*

362 Teaching Mathematics, Science, and Social Studies in Elementary Schools. 4 hours

Method and materials of teaching mathematics, 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. *Prerequisite: Education 250. Taught concurrently with Education 352.*

371 Organization and Operation of a Nursery School. 3 hours

A study of the factors involved in organizing and operating a nursery school. Differing philosophies in the teaching of young children will be explored. Observation and evaluation of actual early childhood learning centers is obtained through center visitation.

372 Teaching the Young Child. 3 hours

Study of the physical, mental, social, and emotional development of nursery school age children. The nursery school curriculum will be emphasized giving special attention to skills and materials needed in the teaching of young children.

381 History of Early Christian Thought. 4 hours

See Religion 381.

393 Practicum. 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.

411 Designs for Teaching and Learning in Secondary Schools. 8 hours

An intensive offering designed and team-taught as an integrated experience with professional student teaching. Procedures in the secondary school classroom which will promote creative thinking and inquiry are stressed. Objectives, teaching methods, group dynamics, and classroom planning for specific subjects are studied. A study is made of the use of standardized tests, and the construction and evaluation of teacher-made tests. Time is devoted to the study of topics specifically related to the major field of preparation — Special Methods. Each student works under the direction of an instructor from his major department for this phase of the course. A specialist in audio-visual aids works with the student to increase his proficiency in selection, creation, and use of educational media. After completing this course, the student immediately reports to his school where he completes full-time student teaching. *Prerequisites: Education 250 and Psychology 230.*

421 Supervised Student Teaching in Elementary Schools. 12 hours

The complete fall term is spent in the public schools in full-time supervised teaching at two different grade levels. Students completing an endorsement in either Special Education or in Early Childhood Education are involved in practical experiences with these children. *Prerequisites: (a) Approval of the Teacher Education Committee; (b) Education 250, 352, and 362. Taken concurrently with Education 441.*

431 Supervised Student Teaching in Secondary Schools. 8 hours

The student completes ten weeks of the fall term in full-time supervised teaching. *Prerequisites: (a) Approval of the Teacher Education Committee; (b) Education 250. Taken concurrently with Education 411.*

441 Advanced Seminar in Methodology and Evaluation. 4 hours

Public school and college personnel cooperate to provide, through planned activities and seminar sessions, supervision and evaluation of teaching procedures used by elementary student teachers. *Taken concurrently with Education 421.*

480 Seminar. 1-4 hours

Directed readings and discussion open to upperclass majors with permission of the head of the department.

493 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.

ENGLISH

Carruth, Chapman, Dinse, F. Ewbank, Swan, Walker

All students are required to take 100 (unless they are granted advanced placement or selected for 112). English 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 112. The following courses are required: 230, 241 or 242, 362, 493; one genre course (341, 342, 351); two period courses (321, 331, 402, 412, 422).

The following courses are required of the student qualifying to teach English in the secondary school: 241 or 242, 251, 300, 302, 312, 362; two period courses; 493. One course in Communication and Theatre Arts (100, 200, 322) may be counted in the 40-hour requirement.

Students who major in English are urged to take History 342 (History of England). It is also suggested that they elect courses in speech, 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.

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 written composition. Weekly themes.

112 Advanced Freshman Composition. *4 hours*

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

222 Creative Writing. *3 hours*

Development of basic techniques for writing poetry and fiction through practice and discussion. *Offered 1977-78.*

251 English Mass Communications. *4 hours*

A course which 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. *Prerequisite ENG 100 or 112.*

300 Grammar for Teachers. *3 hours*

The structure of the English language and current English usage. Designed for prospective elementary and secondary teachers of English. *Offered 1977-78.*

302 Linguistics. *3 hours*

A study of language as a system of sound, structure, and meaning. Recommended also for those studying communications, education, or foreign language. *Offered 1978-79.*

312 Advanced Composition. *3 hours*

Writing analytical and critical papers about literature. Stress on forceful and clear use of the language.

Literature

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.

321 Romantic Literature. *4 hours*

English poetry and prose of the Romantic Movement with emphasis on Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey. *Offered 1978-79.*

331 Victorian Literature. *4 hours*

English poetry and prose from 1832 to 1890 with special emphasis on Tennyson, Browning, Arnold, Carlyle, Newman, and Ruskin. *Offered 1977-78.*

341 Modern Drama. *3 hours*

Selected European, English, Irish, and American plays since Ibsen. *Offered 1977-78.*

342 Modern Fiction. *4 hours*

Selected novels and short stories. *Offered 1978-79.*

351 Modern Poetry. *3 hours*

Significant European and American poets. *Offered 1978-79.*

362 Shakespeare. *3 hours*

Plays and non-dramatic poetry, supplemented by background reading.

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. Interterm.*

402 Elizabethan Literature. *4 hours*

A study of the prose and poetry of the Renaissance from More to Jonson, the drama excepted. Emphasis on the nature and development of Christian humanism. *Offered 1977-78.*

412 Seventeenth Century Literature. *4 hours*

A study of the principal writers of the seventeenth century, with emphasis on the religious poetry of Donne, Herbert, and Milton. *Offered 1978-79.*

422 Neo-Classical Literature. *4 hours*

Poetry and prose of the Restoration and the eighteenth century centered around Dryden, Addison and Steele, Pope, Swift, and Johnson. *Offered 1977-78.*

490 Honors. *1 or 2 hours*

Open to senior majors having a B average in English.

493 Capstone. *4 hours*

Genre approach to the integration of literature. *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.

62 GEOGRAPHY

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.

311 History and Geography of Latin America. *4 hours*

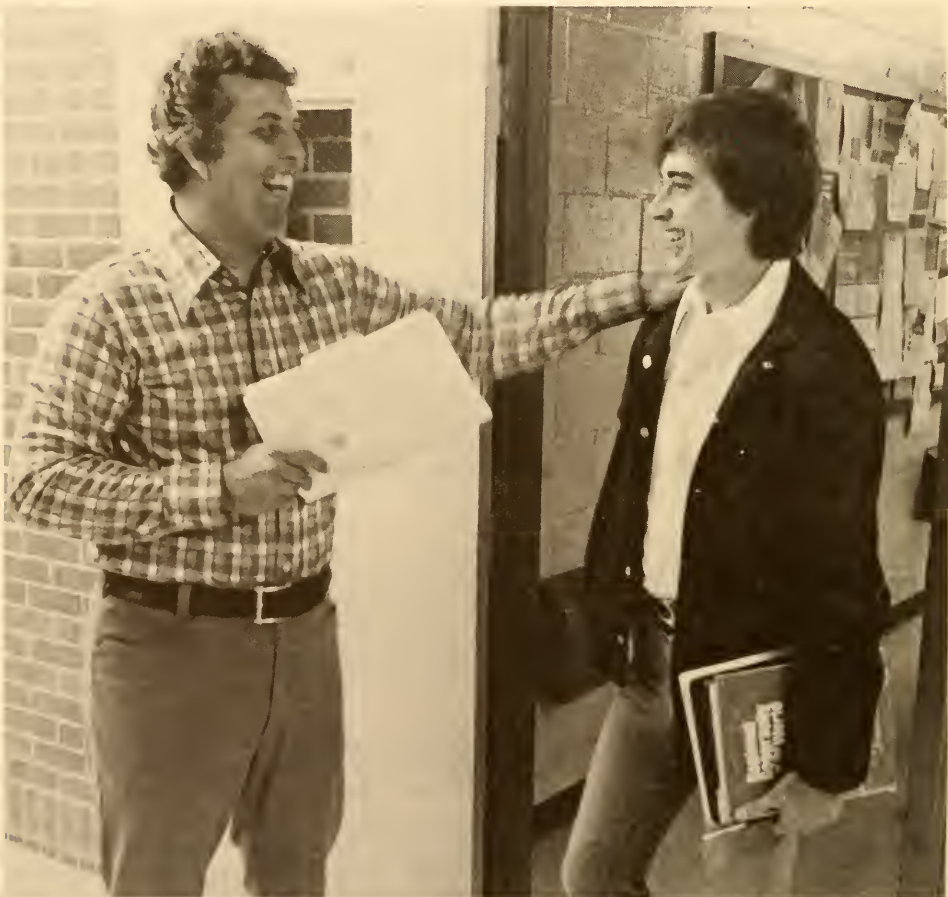
See History 311.

312 History and Geography of Asia. *4 hours*

See History 312.

482 History and Geography of Africa. *4 hours*

See History 482.



HISTORY

Mikkelson, Heath, Jenkinson, Ringenberg, Winquist

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.

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. Offered 1978-79.

321 Middle East Problems. 3 hours

Directed studies in Middle East cultures—ancient, medieval, and modern, with different subject areas. *May be repeated once. Offered summers.*

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 fall 1977.*

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 1978-79.*

361 Russian Civilization. 4 hours

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.

362 American Diplomacy. 5 hours

See POS 362.

371 American Frontier History. 3 hours

The settlement and development of this nation from the Appalachians to the Pacific. The effect of the frontier upon national and international affairs.

372 American Constitutional Development. 5 hours

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: History 220 and POS 100, or consent of the instructor.*

381 History of Early Christian Thought, 4 hours

See Religion 381.

382 Renaissance and Reformation, 1300-1560. 4 hours

A study of the movements and leaders as vital factors in the transformation from medieval to modern times. *Offered 1977-78.*

392 Twentieth Century U.S. History. 4 hours

A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. *Offered 1977-78.*

393 Practicum. 4 hours

An off-campus course giving the student an historical experience in independent study. Optional for sophomores and juniors in the interterm and summers.

431 American Religious and Social History. 3 hours

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.

470 Selected Topics. 1-4 hours

An organized class devoted to the survey and discussion of selected topics in history. *Open to upperclassmen.*

482 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. *Offered 1977-78.*

490 Honors. 1 or 2 hours

Open to 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

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.*

MATHEMATICS

Neuhouser, W. Ewbank, Harms, Wenger

The student expecting to major in mathematics should have at least three years of high school mathematics including two years of high school algebra, some geometry, and trigonometry. In the freshman year, students planning to major in mathematics and those preparing for scientific work, including engineering, should be qualified to begin with MAT 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 Mathematics 261, 340, 361, 372, and 493; and an additional 20 hours of computer science, including COS 220, 231, 232, and Systems 402. Students in this program are encouraged to take Mathematics 262 concurrently with Mathematics 340.

A B.S. degree in mathematics leading to teacher certification consists of at least 43 hours, including courses 261, 312, 340, 352, 361, 431 or 461, and 493.

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. Physics 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.

110 Finite Mathematics. 4 hours

A study of logic, set theory, functions, relations, vectors, matrices, linear equations and inequations, the Binomial Theorem, Convex sets and linear programming. *Does not count toward a mathematics major.*

120 Deductive Methods in Mathematics. 3 hours

A study of the historical development and the contemporary views of the role of assumptions, definitions, and logic in mathematics as well as the relation of deductive methods to other forms of culture. *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 Continuous Mathematics. 3 hours

An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. *Prerequisites: Mathematics 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 Mathematics 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 Mathematics 202. May not be taken concurrently with Mathematics 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: Mathematics 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: Mathematics 340.*

361 Modern Algebra. 4 hours

Set theory; development of the postulates of group theory, rings, integral domains, and fields. *Prerequisite or corequisite: Mathematics 240.*

372 Numerical Analysis. 4 hours

Iterative and other algorithmic processes, propagation of error, solution of transcendental and polynomial equations, numerical integration and differentiation, linear algebra, curve-fitting and numerical solution of differential equations. *Prerequisites: COS 220 and Mathematics 240. Offered 1978-79.*

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: Mathematics 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: Mathematics 240.*

460 Independent Study. 1-2 hours

An independent learning experience open to all upperclassmen with permission from the head of the department.

461 Advanced Calculus. 4 hours

Sequences, series, partial derivatives, multiple integrals, convergence, limits, continuity, differentiability, and integration. *Prerequisite: Mathematics 340. Offered 1977-78.*

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

Faul, G. Antonian, Gongwer, J. Loy

Bachelor of Arts degree candidates must present the equivalent of intermediate proficiency in a foreign language for graduation. Those who do not test out of 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 out of 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-examination.

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

Neither French 101, 102 nor Spanish 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. In the case of Spanish, Taylor has its own foreign programs in which majors must elect at least one interterm course abroad.

French

101, 102 Elementary French. 4 hours

Stresses the use of spoken language, including the essentials of grammar, reading, dictation, and an introduction to French culture. Laboratory activities. (*FRE 101 is prerequisite to FRE 102.*)

201, 202 Intermediate French. 3 hours

Intensive reading and studying of various themes of general interest. Laboratory activities. (*FRE 201 is prerequisite to FRE 202.*)

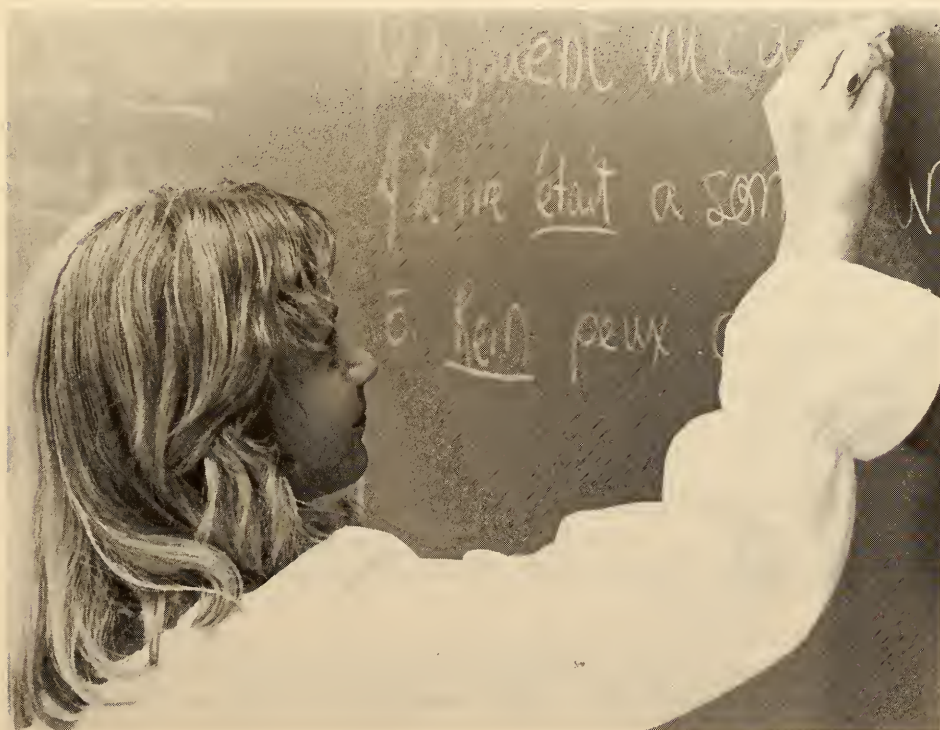
221 French Conversation and Composition. 4 hours

Emphasizes the development of facility in oral and written communication in French. Laboratory activities. *Prerequisite: French 202 or equivalent.*

222 Introduction to France and Its Literature. 4 hours

A partial survey of French culture today and an introduction to French literature. Recommended for students intending to use French for language requirement in graduate school. *Prerequisite: French 202 or equivalent.*

(*Either French 221 or 222 is prerequisite to upper division courses.*)



70 MODERN LANGUAGES

312 **Classicism.** 4 hours

A survey of French classical literature, with emphasis on the dramas of Corneille, Racine, and Moliere. *Offered 1977-78.*

322 **Rationalism or Romanticism.** 4 hours

A survey of the development, and an intensive study of several representative works of one of these movements in French literature. *Offered 1978-79.*

332 **Realism, Symbolism, & Existentialism.** 4 hours

A study of these movements in French literature with an intensive study of one work of each of several representative authors. *Offered 1977-78.*

342 **French Phonetics, Morphology, and Syntax.** 4 hours

Examines the phonology of the French language, its words and sentence structure, and the various dialects of French. Emphasis is placed upon the contrasts between French and English. *Offered 1978-79.*

393 **Practicum.** 4 hours

A variety of organized and supervised educational experiences which will enhance the student's language skill and his knowledge of French literature and culture.

490 **Honors.** 1 or 2 hours

Independent study of special phases of French literature or civilization. Open to French majors with a B average in the field and with permission of the department.

493 **Senior Capstone.** 4 hours

Study of various aspects of French culture in relation to history, literature, the arts, education, and religion, and the application of these areas to the student's life experiences. *Offered during interterm only.*

German

101, 102 **Elementary German.** 4 hours

Pronunciation and the essentials of grammar. Oral expression developed through language laboratory activities. (*GER 101 is prerequisite to GER 102.*) *Offered 1978-79.*

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 1977-78.*

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

Intensive oral and reading practice in Spanish to develop fluency and rapid comprehension. Composition, grammar review, laboratory activities. (*SPA 201 is prerequisite to SPA 202.*)

311 Spanish Drama and Spoken Arts. 4 hours

Analysis of masterpieces of Spanish dramatic literature with appreciation for the spoken mastery of morphology, syntax, and phonology in Spanish. Oral skill development is the main objective. *Offered 1977-78.*

312 Contemporary Spanish American Authors. 4 hours

A study of important Mexican and South American literary works since 1900. *Offered 1977-78.*

321 Cervantes and Authors of '98. 4 hours

Selected works from Spain's Golden Age and the Generation of '98. Intended for students entering advanced study in Spanish literature. *Offered 1978-79.*

322 Representative Spanish Authors. 4 hours

Leading authors representing different literary periods and genres are studied. *Offered 1978-79.*

393 Practicum. 4 hours

A supervised experience in Spanish. Arranged in Mexico, the Dominican Republic, or in a Spanish-speaking environment inside the United States.

460 Independent Study. 1-2 hours

An independent learning experience open to all upperclassmen with permission of the instructor. Emphasis is on peninsular Spanish literature and civilization.

493 Senior Capstone. 4 hours

An immersion experience in Mexico City. Designed to integrate and give new dimensional and in-depth meaning to major skills acquired and to language learning achieved. Special emphasis in art, history, and religion. *Offered during interterm.*

Spanish Abroad

Intermediate and advanced interterm and summer courses abroad in Spanish-Mexico and Dominican Republic. Each interterm and summer the University provides intermediate and advanced Spanish language workshops for Taylor students in Mexico and Santiago, Dominican Republic. Students who have demonstrated proficiency in the aural-oral skills on the elementary level may qualify for participation in the lower-division credit courses with permission of the coordinator of Taylor's Spanish Studies Abroad program. Students who have completed 6 hours of credit in intermediate Spanish and are able to benefit from classes taught entirely in Spanish are eligible to participate in the upper-division courses. The courses are for five weeks of study in the summer.

203s Applied Aural-Oral Spanish. 6 hours

Intensive conversation dialogue sessions with introduction to reading and grammar review.

206s Intermediate Spanish (Alternative program). 3 hours

An interterm option for those desiring to travel to Mexico. Emphasis on spoken Spanish, pre-Columbian, colonial and modern cultures, and international living. *Prerequisite: Spanish 201.*

72 MUSIC

213s Cultura, Civilizacion E Idioma En Mexico. 6 hours

A student option combining campus and foreign travel study in Mexico on intermediate level in summer. Intensive Spanish grammar review with major emphasis on culture and spoken arts abroad.

303s Advanced Composition and Conversation II. 2 hours

Theme writing in conversational style, letter writing, and use of idiomatic Spanish are stressed.

313s Latin American Literature Survey I. 2 hours

Selections of the New World Spanish literature before 1880 are read and studied.

323s Latin American Literature Survey II. 2 hours

The most outstanding Hispanic American authors since 1880 and selections of their works are studied in a survey manner.

333s Sintesis De Cultura Dominicana I. 2 hours

The early history, geography, literature, and art of the Dominican Republic are combined into a single course of study.

403s Advanced Composition and Conversation III. 2 hours

Stress is given to speech composition, argumentation, and articulation in public speaking.

433s Sintesis De Cultura Dominicana II. 2 hours

Contemporary culture developments in national affairs, such as politics, science, literature, and art are treated together in a single course of study.

MUSIC

Kroeker, Antonian, B. Dickey, Dingleline, Hildebrants, Jones, A. Montgomery, J. Montgomery, C. Nordquist, J. Nordquist, Parker, Peterson, Severs, Shulze, Steyer, Welch, Yowell

Bachelor of Arts Degree:

This curriculum provides training in applied music, theory, literature, and music history, as well as a comprehensive knowledge in general areas of learning. The applied major offers fields of concentration in organ, piano, symphonic instruments, theory/composition and voice. The students will find the academic program challenging and fulfilling whether they plan to teach privately, enter the performance field immediately upon graduation, or continue study in graduate school.

Bachelor of Science (Choral):

The 57-hour program provides training in choral music at both the elementary and secondary levels. The choral program includes organ, piano, and voice majors.

Bachelor of Science (Instrumental):

The 60-hour program provides training in instrumental music at both the elementary and secondary levels. The instrumental program includes percussion, brass, string, or wind instrumental majors.

Bachelor of Science (Area Major):

The 62-hour area major is a comprehensive program that permits the student to be certified for grades K-12 in both vocal and instrumental fields.

Music Endorsement:

A 27-hour program in music is offered for elementary education majors which prepares them to teach music K-6.

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 Music Club. See "Student Expenses" for listing of music fees.

Admission Information:

All prospective music majors should make application well in advance of the term in which they plan to enroll. A personal interview with the head of the department is highly advisable, especially if application for a music scholarship is being made.

Freshmen and transfer students are given a required music theory placement examination. The "Seashore Measurements of Musical Talents" and "Aliferis-Stecklein Music Achievement Tests" are also given.

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. See *Handbook for Music Majors* for audition requirements and further guidance. This publication and adviser's aid should provide adequate assistance in planning the student's program.

Academic Information:

Attendance at student and faculty recitals, concerts and artist series is required of all music majors. Membership in Music Club is required of all music majors. Regular attendance at meetings is mandatory. If a student has a valid reason for being absent, an excuse should be obtained in advance of the meeting from the head of the department or the adviser of the Club. Bachelor of Science majors are required to join MENC (Music Educators National Conference). These meetings are combined with the Music Club. Bachelor of Science music majors attend a minimum of 70 concerts during their academic tenure. Bachelor of Arts

majors attend 80 concerts. Off-campus programs may be substituted if the student presents to the Music Office a written critique of the event attended.

All music majors are heard in their major instrument by an examining committee at the end of each term.

All music majors give a Junior Proficiency Recital — 20 minutes in length for A.B. candidates and 15 minutes for B.S. candidates. This recital is presented at the end of a music major's sophomore year, or fourth term, in his applied area before the music faculty only, and is for the purpose of determining whether a student is to be admitted to the upper-division program. The faculty may elect to hear all, or part, of the selections prepared by the student for this recital, which will take the place of the student's jury examination if done within the last three weeks of any term.

All music majors perform in two closed recitals per term. Public recital performance is determined by the instructor. Each Bachelor of Arts student is required to give a full, public, graduation recital in his junior or senior year. Each Bachelor of Science major is required to give at least a half recital (public) in his junior or senior year.

All music majors must participate in at least one of the campus ensembles each term except the professional term. Instrumental majors enroll in an instrumental ensemble and voice majors in a vocal ensemble. Exceptions are determined by the program the student follows. Area majors participate in at least one hour of ensemble in their minor area. A maximum of 8 hours of ensemble counts toward graduation. If taken for no credit, it meets the ensemble requirements for music majors. All members of vocal ensembles are required to participate in the Oratorio Chorus. In a few cases, piano accompanying (with the approval of the department head) may be substituted as part of the ensemble requirement.

Applied Music

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.

100 (p.o.v.b.d.s.w.)* 1, 2, or 3 hours. May be taken for a maximum of four terms, a minimum of one term.

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

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

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

* b - brass, o - organ, p - piano, d - percussion, s - string, v - voice, w - woodwinds.

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

Ensembles

210, 310 Chamber Ensembles. 1 hour

A choice of small groups, instrumental and vocal, including opera workshop. These will meet separately under the direction of specialists in these fields. *Selection by audition.*

250, 350 Taylor Singers. 1 hour

A highly select group of 12-20 mixed voices. Students are 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.*

260, 360 Chorale. 1 hour

A group of approximately 40 voices. Students are chosen by audition. The repertoire includes a varied program of literature selected from early centuries through contemporary periods, including hymns and spirituals. *Members are required to participate in the Oratorio Chorus. Music 360 is restricted to juniors and seniors.*

270 Oratorio Chorus. 1 hour

Open by audition to all students enrolled in the University. This organization presents master choral works.

280, 380 Symphonic Band. 1 hour

An organization of selected wind and percussion performers, the Symphonic Band performs on and off-campus concerts throughout the school year. A broad range of repertoire is performed. *Music 380 is restricted to juniors and seniors.*

290, 390 Symphony Orchestra. 1 hour

Instrumentalists selected, through audition, from the campus. Performances with choral groups and full orchestral concerts highlight each season. *Music 390 is restricted to juniors and seniors.*

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. 1 hour

Class members will be assigned instruments from the four families (brass, percussion, woodwind, string) on the basis of individual need. Course instruction will deal with selection of method books, pedagogy, and instruction on the various instruments.

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232 Instrumental Methods II. *1 hour*

(Continuation of 231).

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. Special consideration is given to the materials and techniques associated with the Orff, Kodaly, and Dalcroze methods of instruction.

312 Secondary School Music. *2 hours*

An investigation of secondary music curricula. Emphasis is on both non-performance topics (general music, theory, appreciation, and related art courses) and performance-oriented topics (band, orchestra, and choir development).

331 Instrumental Methods III. *1 hour*

(Continuation of 232).

332 Instrumental Methods IV. *2 hours*

(Continuation of 331 with additional emphasis of score study, score reading, and conducting).

340 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 only.*

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. *Prerequisite: 361 or the equivalent.*

411, 412 Supervised Applied Teaching. *1 hour*

Supervised teaching of both private and class lessons for elementary age children, including conferences with supervisor for guidance. *Prerequisites: Music 340 and advanced applied study.*

451 Instrumental Methods and Materials. *1 hour*

For description of course see Music 461.

452 Voice Methods and Materials. 1 hour

For description of course see Music 461.

460 Independent Study. 1-2 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 head of the department.*

461 Organ 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.

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. *Prerequisite: 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.*

371 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**121 Sight Singing and Ear Training. 2 hours**

The Solfege method of sight singing is employed. Ear training consists of rhythmic, melodic, and harmonic dictation. Placement on basis of entrance examination. *Prerequisite: MUS 141 or permission of the instructor.*

122 Sight Singing and Ear Training. 2 hours

Continuation of 121, advanced sight singing, use of G, F, and C clefs. Advanced dictation, irregular meters, modal and tone row dictation. *Prerequisite: Music 121.*

141, 142 Basic Theory. 3 hours

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

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perspectives of early twentieth century music. Placement by test and/or permission of instructor.

241 Music History-Literature I. 2 hours

An integrated approach to the development of music from the pre-Christian era to the year 1600. Representative music is correlated with the analytical techniques of the period.

242 Music Theory, History, and Literature II. 4 hours

The development of the music of the Baroque era and its relationship to the sister arts. Correlated with written counterpoint, keyboard, analytical, and aural experience.

321, 322 Composition. 2 hours

Original composition in advanced forms. Emphasis on development of individual style of expression.

341 Music Theory, History, and Literature III. 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.

342 Music Theory, History, and Literature IV. 4 hours

An integrated approach to the development of music from the year 1900 to 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.

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.*

441, 442. Advanced Composition. 2 hours

Continuation of the projects begun in 321-322 in preparation for the senior recital, 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.

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.*

482 A Study of Italian, French, and German Repertory. *2 hours*

A special emphasis on diction of Italian, French, and German as it applies to singing.

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

Bassett, Baptista, Carlson, Gates, Glass, Glover, Gorton, Jarman, Lottes, Odle

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 and health leading to a B.S. degree must have 40 hours in physical education and health, including the following courses: 101, 102, 111, 201, 202, 221, 222, 232, 241-242, 300, 301, 310, 331, 381, 382, 402, 432, and 493. In addition, men will take 352 and women will take 211 and 342.

A second teaching area in physical education and health includes 26 hours of physical education credit: 101, 102, 111, 201, 202, 221, 222, 300, 301, 310, 331, 402, and 432. Men also take 352 and women take 342.

Men and women may complete a 52-hour teaching major in physical education and health leading to a B.S. degree. This major will qualify the student to teach in kindergarten through twelfth grade. In addition to the 40-hour major required courses, the student needs PEH 212, 252, and enough physical education elective hours to meet the requirement of 52 hours.

The Bachelor of Arts degree with a major in Physical Education consists of 40 hours. The following courses are required: 101, 102, 111, 201, 202, 221, 222, 241-242, 300, 310, 331, 382, 402, 432, and 493. Additionally, women need 342 and men need 352.

Students interested in the area of corrective therapy may qualify through the Physical Education Department and its affiliation with the Veterans Administration Hospital in Marion, Indiana. The emphasis requires the following: 301, 381, 392, and 420.

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

Provides the understanding and skills necessary to participate in a variety of activities which should improve one physically, socially, spiritually, and mentally. *Required of all students during the first two years. Does not apply toward a major.*

101, 102 Skills and Techniques of Individual Sports. 1 hour

A study of individual sports with emphasis on teaching methods and techniques. Individual sports studied are archery, badminton, bowling, golf, fencing, handball, paddleball, tennis, weight training, and wrestling. Individual and class games for use in general physical education also are considered. *Men and women majors and second teaching area only.*

111 Foundation of Physical Education and Health. 2 hours

Designed to give the student an understanding of the place of physical education in the world today. Includes the history of physical education, contemporary happenings, and the theories 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 Techniques of Individual Sports. 1 hour

A study of individual sports with emphasis on teaching methods and techniques. Individual sports studied are archery, badminton, bowling, golf, fencing, handball, paddleball, tennis, weight training, and wrestling. Individual and class games for use in general education also are considered. *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 team and individual sports. Opportunity for men and women to earn officials' ratings.

212 Recreation and Camping. 4 hours

A study of the place of recreation and camping in 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. Three hours at Au Sable.

221 Beginning Gymnastics. 1 hour

An introductory course with emphasis on the basic fundamentals and movements of gymnastics.

222 Intermediate Gymnastics. 2 hours

A presentation of the advanced and intermediate skills for competitive gymnastics. *Prerequisite: PEH 221.*

232 Psychology of Coaching. 2 hours

A study of the nature of the coaching profession. Emphasizing the philosophy of sport, athletic psychology, problems related to team selection, practice, game plans, and theories of teaching sports.

240 Elementary Games and Rhythmics. 2 hours

A study of games and rhythmic activities that can be taught in the public elementary school as well as church elementary and youth departments.

241-242 Human Anatomy and Physiology. 3 hours

See Biology 241-242.

252 Physical Education in Elementary Schools. 4 hours

A study of games and rhythmic activities that can be used in the public school as well as how they can be taught by the elementary 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 1977-78.*

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281 Coaching of Wrestling. 2 hours

A study of the rules, styles, principles, and skills of the sport of wrestling. Special attention is given to the problems of training, diet, and weight control. Coaching techniques and methods also are considered. *Offered 1977-78.*

300 Aquatics. 2 hours

The development of personal skills and knowledge for life saving and water safety. Red Cross Senior Life Saving Certification given if requirements are met. *WSI 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.

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

Aimed at providing the student an understanding of the fundamentals and strategy of both the offensive and defensive sides of baseball. Also included are problems pertinent to a baseball coach. *Offered 1978-79.*

331 Techniques and Methods of Team Sports. 3 hours

Designed to give men and women an understanding of team sports. Team sports studies include soccer, speedball, touch and flag football, field hockey, volleyball, basketball, and mass team games.

342 Techniques of Women's Interscholastic and Extracurricular Activities. 2 hours

Designed to introduce methods and techniques of conducting clinics, setting up intramural and interscholastic activities, and sponsoring cheerleaders and pom pom corps.

352 Men's Team Sports. 2 hours

Designed to provide skills, appreciation, knowledge, and effective teaching techniques for team sports.

361 Coaching of Football. 2 hours

A presentation of modern football including both the advantages and disadvantages. Game fundamentals such as punting, passing, blocking, and tackling are studied. Attention also is given to the care and purchase of equipment, selection of squad and managers, and selection and supervision of assistants. *Offered 1978-79.*

372 Coaching of Track and Field. 2 hours

Track and field activities are discussed with demonstrations of techniques and proper form for each. Further study is made in the care of injuries, purchasing and care of equipment, scheduling, and management of track and field meets. *Offered 1977-78.*

381 Kinesiology. 3 hours

An analysis of human movement based on anatomic and mechanical principles. Emphasis on application of these principles to understanding athletic performance.

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 recreational exercise.

392 Corrective and Remedial Exercise. 2 hours

Based on human anatomical and mechanical principles the student is provided an opportunity to develop the ability to analyze activity, identify injury and malformation, and prescribe 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 & Administration of Physical Education. 2 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.

420 Clinical Observation and Practice in Corrective Therapy. 6 hours

An intensive six-week course under the auspices of the professional staff of the Veterans Administration Hospital, Marion, Indiana. Provides classroom and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation program of a hospital. *Prerequisite: PEH 392 and permission of the instructor. Offered annually and throughout the summer.*



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432 Evaluation of Physical Education. 2 hours

A presentation of characteristics which include measurement statistics, methods of test construction for both written and skill tests, survey of standardized tests, and laboratory experience with testing and measuring techniques.

490 Honors. 1 or 2 hours

Open to upperclassmen completing a major in Physical Education and Health 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 culmination of and a critique of the work done in the field of physical education. *Offered during interterm only.*

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. Mathematics 431, Chemistry 431, 432, and Natural Science Seminar, NAS 490, are required.

120 Experiences in Physical Science. 5 hours

Intended for non-science majors. Selected topics 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, on recitation period and one two-hour laboratory session per week. *Offered each term. The fall term is designed for elementary education majors.*

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 (1978-79) 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: Physics 341 or permission of the instructor.*

332 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: Physics 212. Corequisite: Mathematics 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.

462 Advanced Topics in Physics. 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.*

POLITICAL SCIENCE

Loy, Choe, Hoffmann, Mikkelson

A major consists of 32 hours. All majors must include Political Science 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 1978-79.*

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.

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 History 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 Asian Politics. 4 hours

A comparative study of the institutions and dynamics of the government and politics of Asia, especially China, Japan, and Korea, with emphasis on the interaction of social structure and political processes and institutions. Attention is paid to political aspects of economic and social development, the influence of ideology on public policy and the role of relevant interest groups. *Offered 1977-78.*

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 inter-relationship 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, Cosgrove, Haubold, Lund

Psychology involves the study of human and animal behavior. The aim of the department is to train Christian psychologists 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 special topics course entitled *Integration of Psychology and Christianity*.

Those students anticipating graduate study are encouraged to take NAS 240, BIO 241, COS 220, PSY 230, 300, 372, 411, 441, and 493.

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.

230 Child and Adolescent Psychology. 3 hours

The physical, cognitive, social, emotional and moral development of the child from conception through 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. *Prerequisite: PSY 200.*

300 Psychology of the Abnormal. 4 hours

Nature, causes, and treatment of abnormal behavior are studied with special consideration of the symptoms and dynamics of psychological disorders. The student may have the opportunity to engage in observation of individual cases and therapy in clinical facilities. *Prerequisite: Psychology 200.*

321 Social Psychology. 4 hours

A study of individual behavior in group situations with emphasis upon various influences which shape the psychological patterns of inter-personal relationships. *Prerequisite: Psychology 200.*

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. 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 department, e.g., Psychology 300 for a clinical practicum. Interterm or summer.*

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: ten 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: ten 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.*

470 Selected Topics. 1-4 hours

An organized class devoted to the survey and discussion of selected topics in psychology. Recent titles include "Integration of Christianity and Psychology", "Theory and Technique of Counseling" and "Educational 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, Ellis, 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 field. The course of study will be developed according to the specific requirements as listed below, the student's personal interests, and his or her professional needs. The senior capstone course (Philosophy or Religion 493) is required of all students. *The course Religion 342 is required of all student pastors regardless of their major fields of study.*

Biblical Literature

A major in Biblical Literature consists of 36 hours of credit, at least 24 hours of which must be in that area of concentration, including Religion 462 (by permission Philosophy 350 may be substituted). Religion 490 and Philosophy 272 also 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 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 Ancient Language 301, 302.

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311, 312 The Epistles. 4 hours

See *Ancient Language* 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.

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 1978-79.*

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.*

460 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.*

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. (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 36 hours, at least 24 of which must be in that area of concentration. In addition, Religion 490 is required.

252 Cultural Anthropology. *3 hours*

See Sociology 252.

272 Ethics. *3 hours*

See Philosophy 272.

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 1978-79.*

321 Religions of the World. *4 hours*

See Philosophy 321.

350 Philosophy and Christian Thought. *4 hours*

See Philosophy 350.

351 Philosophies of Religion. *3 hours*

See Philosophy 351.

352 History of the Middle Ages. *4 hours*

See History 352.

370 Hymnology. *2 hours***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 1978-79.*

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382 Renaissance and Reformation. *4 hours*

See History 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 1977-78.*

431 American Religious and Social History. *3 hours*

See History 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. *Offered 1978-79.*

Christian Education

A major in Christian Education requires at least 36 hours. Included in these hours must be the following courses: Religion 241, 242, 262, 322, 371, 421, 422, and 490. In addition, Religion 462 (or by permission Philosophy 350) and Philosophy 272 are required. A minimum of three courses in Biblical literature beyond the Bible literature I and II courses is required of all Christian education majors. Remaining courses may be selected from the other areas of concentration to complete the major.

241 Introduction to Christian Education. *2 hours*

The focus of this course is on the purpose and scope of Christian education and the types of ministries available to majors.

242 Theoretical Foundations for Christian Education. *2 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. *2 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.

421 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.

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.

202 History of Philosophy (Ancient, Medieval, and Modern). *4 hours*

A survey of the development of philosophical thought from the ancient Greeks to the contemporary period.

272 Ethics. *3 hours*

A survey of the main historical and contemporary ethical principles and systems, with their practical application to the pressing personal, social, economic, and political problems of our day.

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.

331 History of American Philosophy. *4 hours*

The influence of European philosophies upon American thought and way of life from the Puritans onward is surveyed. Special emphasis is given to the main philosophical schools that developed in America. *Offered 1978-79.*

341 Contemporary Philosophy. *4 hours*

A special study will be made of contemporary philosophical movements such as existentialism, analytic philosophy, logical positivism, the philosophy of science, and certain current derivatives from these movements. *Offered 1977-78.*

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.*

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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.*

351 Philosophies of Religion. 3 hours

The problems and conceptions of religion, together with their implications for theism and Christianity. Special attention will be given to the development of the modern cults, and secular religion. *Offered 1977-78.*

361 Political Philosophy. 4 hours

See Political Science 361.

393 Practicum. 4 hours

This course may be offered on special demand by arrangement with the head of the department during the interterm.

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 1978-79.*

460 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.*

470 Selected Topics. 1-4 hours

This class is devoted to the survey and discussion of topics chosen as need and interest are demonstrated.

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.*

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.

SOCIOLOGY and SOCIAL WORK

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

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 Sociology 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 volunteering experiences, 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. The findings will be related to contemporary social problems. 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. *Offered 1977-78.*

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.

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; social work majors: 35 hours in behavioral sciences (Sociology, Psychology, Political Science, Economics).* *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

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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 be 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 Sociology 200 and Psychology 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. *Prerequisite: 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. *Prerequisite: SOW 352.*

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/Systems

Students wishing to augment their liberal arts program with a career thrust in systems analysis may register for the B.S. degree and pursue their liberal arts majors adding a concentration of 22 hours in systems-related courses, including COS 220,* Sociology 320,* Speech 202, Systems 200, 401, 402; a major 393 (a practicum course in the student's major);† a choice of 4 hours from COS 232, Systems 330, 390, 392, or any systems-related elective which is approved and not in the student's major; and a specialized sequence in mathematics, including Math 110, and 140, and NAS 240 and 250. 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 the University.

YEAR ONE		YEAR TWO	
Term One		Term One	
ENG 100	English Composition 4	ECO 221	Prin. of Macroeconomics . . 3
MAT 110	Finite Math 4	CTA 202	Corp. Communications . . . 4
COS 220	Intro. to Computing 3	SYS 390	Info. Systems Analysis . . . 4
BUA 241	Fund. of Accounting 3	PEH	Elective 1
IAS 101	New Stu. Orientation 1	NAS 240	Intro. to Statistics 4
	15		16
Interterm		Interterm	
REL 213	Bib. Lit II 4	COS 393	Practicum 4
	4		4

*Counts as a general education requirement.

†Counts as part of departmental major.

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Term Two	
COS 232	Inf. Structures 3
SYS 200	Basic Systems 4
BUA 242	Fund of Accounting 3
BUA 252	Prin. of Management 3
SYS 392	Systems Seminar 1

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Term Two	
PHI 350	Phil. & Chrn. Thought 4
SOC 320	Human Rel. in Org. 3
BUA 352	Prin. of Management 3
COS 410	Lang. Structures 4
SYS 392	Systems Seminar 1
	Elective from Lit. or Fine Arts 4

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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 major field.

330 Minicomputer Systems. 4 hours

Software and hardware considerations involved in interfacing and using minicomputers for on-line applications and as a part of larger systems.

390 Information Systems Analysis. 4 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. *Prerequisite: SYS 200 and COS 220.*

392 Systems Seminar. 1 hour

The integration of systems topics with an emphasis on current developments 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, MAT 110, MAT 140, and NAS 240.*

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, MAT 110, MAT 140, NAS 240, and COS 220.*

INTER-AREA STUDIES

Courses in this section are grouped in two ways. First, those courses which are totally non-departmental are identified. In academic schedules and on transcripts they will be identified with the prefix *IAS*.

Following those non-departmental courses are the more truly *inter-area* courses which are related to more than a single department in an academic area. Such courses, and in some cases majors, frequently deal with subject matter which is not purely assignable to any given department. For the purpose of establishing an identity for these courses, the departments of the University have been grouped along traditional lines, and the inter-area courses related to these areas are listed under these headings in this section of the catalog:

The Education-Physical Education Area includes the departments of Education and Physical Education and Health. (EPE)

The Humanities Area includes the departments of Ancient Language, Art, English, Modern Languages, Music, Religion and Philosophy, and 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)

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.

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 30 hours.*

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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 catalog under the heading of the *pre-professional courses*.

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

120 Experiences in Physical Science. 5 hours

See Physics 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.

250 Intermediate Statistics. 2 hours

Selected topics including Markov chains, games and decisions, non-parametrics statistics, and more analysis of variance. *Prerequisite: NAS 240 or MAT 352.*

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 in Washington.

1 to 14 hours

A course for students participating in the American Studies Program in Washington, D.C. Credit is variable depending on the duration of residence and pattern of courses selected from among formal classes, practicum, internship, and independent study. Applicability to a major must be determined in advance by petition submitted to the department.

352 Student Development Seminar. 3 hours

Basic psychology and methods of individual development through group process.



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.

Freshman Year	Hours
Inter Area Studies 101	1
English 100	4
Chemistry 201, 202	10
Mathematics 131, 230	8
Religion 210 (or other Old Testament course)	3
Economics 211	3
Physical Education 100	1
Computer Science 220	3
History 103 (Interterm)	4

Sophomore Year	Hours
Language	8
Physics 211, 212	10
Mathematics 240, 340	8
Humanities 230	4
Psychology 200 (or Sociology or Political Science)	3
Physical Education 100	1
Religion 213 (Interterm)	4

Junior Year

Language	6
Physics or Chemistry (intermediate level)	6-10
Mathematics 261, 431	5
Biology 231	4
Philosophy 350	4
Literature (Interterm)	4
Electives	3-5

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 and who have earned above-average grades generally may enroll in any one of several nationally recognized law schools.

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.

Freshman Year	Hours
English 100	4
Mathematics 131, 230	8
Chemistry 201, 202 or Biology 211, 212	10-8
Foreign Language	8
Religion 210	3
History 103 (Interterm)	4

Sophomore Year

Chemistry 201, 202 or Biology 211, 212	10-8
Foreign Language	6
Psychology 200	3
Sociology 100	3
Chemistry 301, 302 or Humanities 230 and Literature	8-8
Physical Education	2
Religion 213 (Interterm)	4

Junior Year

Physics 211, 212	10
Humanities 230 and Literature or Biology 362, 412	8-8
Chemistry 311, 312	10
Electives	4-6
Practicum (Optional)	4

Senior Year

Philosophy 350	4
Biology 331, 332, 352	12
Chemistry or Biology 490	1-2
Senior Capstone (Interterm)	4
Electives	12-16

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.

Freshman Year

	Hours
English 100	4
Chemistry 201, 202	10
Language	6-8
Religion 210	3
Physical Education	2
Mathematics	4
History 103	4

Sophomore Year

Psychology 200	3
Religion 213	4
Language	6
Biology 212	4
Chemistry	4-5
Sociology	3
Electives	6-8

Junior Year

Literature	4
Philosophy 350	4
Biology 371	4
Chemistry	4-5
Humanities 230	4
Biology 241-242	8
Electives	3

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		Sophomore	
Term One		Term One	
CHE 201	Inor. Chem 5	BIO 241	Hum. Anat. & Phys. 4
BIO 212	Gen. Zoo. 4	PSY 230	Child and Adol. 3
ENG 100	Fr. Comp, or	SOC 210*	Cont. Soc. Prob. 3
REL 110	Bible Lit 3-4	HUM 230	Fine Arts 4
PEH 100	Gen. P.E. 1	PEH 100	Gen. P.E. 1
IAS 101	New St. Orien. 1	Electives 1

Interterm		Interterm	
HIS 100	Hist. 4	REL 203	Bible Lit. II 4
Term Two		Term Two	
CHE 202	Inor. Chem., or 5	BIO 242	Hum. Anat. & Phys. 4
BIO 211	Gen. Bot. 4	BIO 371	Microbiology 4
PSY 200	Gen. Psych. 3	PEH 100	Gen. P. E. 1
SOC 100	Prin. of Soc. 3	SPD 100	Into. to Comm. 3
ENG 100	Fr. Comp., or	ENG—	Literature 4
REL 110	Bible Lit. 3-4		
PEH 100	Gen. P.E. 1		
	Electives 1		

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, the Computing Center houses General Automation 18/30 and DEC 11/40 digital computers plus a mini computer and

peripheral equipment, classrooms, and faculty offices.

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 100,000 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 academic, 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 and houses the Compton oriental art collection.

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, is a recently-constructed building and is beautifully appointed 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.

The 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 con-

tains 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 recently constructed residence for men. The building has one hundred thirty-three rooms, 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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DR. ROBERT C. BAPTISTA	President of the University
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HONORARY TRUSTEES

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DR. M. C. PATTERSON	Grosse Pointe Park, Michigan
DR. CHARLES W. SHILLING	Arlington, Virginia
MR. HOWARD M. SKINNER	Colorado Springs, Colorado
DR. JOHN C. WENGATZ	Winter Park, Florida
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 to enroll at the University, provide financial assistance for qualified local 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.

ALUMNI COUNCIL 1976-77

MR. ROBERT A. COTNER '58
President

MR. DANIEL KASTELEIN '66
President-elect

MRS. RUTH ROCK HOUSER '67
Recording Secretary

MR. KENNETH P. FLANIGAN '66
Past President

MRS. BETTY BRANDENBERGER '69

CAPT. DEE W. FRIESEN '66

MR. DALE A. GRIMES '76

THE REV. MARTIN L. HESS '58

DR. ROGER L. JENKINSON '60

MRS. DORIS McBRIDE KNOBLOCK '58

THE REV. JIM MATHIS '64

MR. DAVID OMAN '74

MR. LEO PRICE '77

MR. MARK H. STEINER '75

MR. JOHN C. WHEELER '54

DR. JAMES H. WOODS '65

Ex-officio members:

University President

University Chancellor

Vice President for Development

Director of Alumni Affairs

University Editor

Director of the Annual Fund

ADMINISTRATION

President

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
Assistant Dean

CHERYL D. CHAMBERS
Director of Testing

GEORGE S. HAINES
Director of Teacher Education

GERALD L. HODSON
Director of Learning Resources Center

ALICE K. HOLCOMBE
Director of Library

JOHN E. KASTELEIN
Director of Computing Center

RONALD L. KELLER
Director of Admissions

RANDALL L. GERMANN
Assistant Director of Admissions

G. BLAIR DOWDEN
Admissions Counselor

CAROLYN M. SPARKS
Admissions Counselor

SHELDON J. BASSETT
Director of Physical Education and Athletics

CARMEN L. TAYLOR
Director of Records

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

HOWARD E. TAYLOR
Director of Financial Aid

THOMAS A. DAVIS
Director of Career Development and Student Activities

Health Service

FRENITA GUEVARA
University Physician

LOUISE PAGE
Director of the Health Center

VIRGINIA HUSTON
Nurse

DARLA McPHAIL
Nurse

Student Ministries

WILLIAM J. HILL
Director of Student Ministries

Business Affairs

GREGG O. LEHMAN
Vice President for Business Affairs

RODNEY C. RUBERG
Controller

VIRGINIA F. CLINE
Chief Accountant

CHARLES R. NEWMAN
Director of Service Operations

DAVID ADAMS
Director of Food Services

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BASIL DEMPSEY
Director of Campus Security

DAVID RATLIFF
Print Shop Manager

ROBERT NEIDECK
Campus Store Manager

RALPH BOYD
Superintendent of Buildings and
Grounds

JONATHAN D. MILLER
Grounds Foreman

PAUL REED
Housekeeping Manager

Development

SAMUEL L. DELCAMP
Vice President for Development

WILBUR M. CLEVELAND
University Editor

BETTY G. FREESE
Assistant Director of Alumni Affairs

GORDON H. LEFFINGWELL
Estate Planning Adviser

ROBERT L. STOOPS
Director of Land and Property Resources
Director of Annual Fund
Director of Alumni Affairs

FACULTY

The register of officers and teachers is
for the academic year 1976-77.

ROBERT C. BAPTISTA
*President of the University and Professor of
Physical Education and Health (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 (1969);
John Brown University, B.A.; University
of Arkansas, Ph.D.*



ROBERT ANTONIAN,
Assistant Professor of Music, (1975);
Julliard School of Music, B.S., M.S.;
Indiana University, D.M.

ROBERT A. BARR,
Residence Hall Director and Instructor
(1973); Taylor University, A.B.; graduate
study at Mankota State University and
California State University at Long Beach.

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.; doctoral
candidate at Ball State University.

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.; The Ohio State
University, M.S., Ph.D.

JOE BURNWORTH,
Assistant Professor of Education (1969); Ball
State University, B.S.Ed., M.A.Ed.;
additional graduate study at Ball State
University.

WALTER E. CAMPBELL,
Director of Student Development and
Assistant Professor (1969); Taylor
University, B.S.Ed.; Ball State University,
M.A.

TOM CARLSON,
Head Football and Baseball Coach and
Associate Professor of Physical Education
and Health (1974); University of Northern
Colorado, B.S., M.S.; The University of
Iowa, Ph.D.

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

TIMOTHY P. CHAMBERS,
Residence Hall Director and Instructor
(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.

SUNKI CHOE,
Assistant Professor of Political Science
(1970); Wagner College, A.B.; University
of Massachusetts, M.A.; additional
graduate study at the University of
Massachusetts. *On leave* 1976-77.

NANCY J. CICERO,
Associate Dean of Students and Instructor
(1976); Wheaton College, B.A.;
Gordon-Conwell Theological Seminary,
M.T.S.

MARK P. COSGROVE,
Assistant Professor of Psychology (1976);
Creighton University, B.A.; Purdue
University, M.S., 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.

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SAMUEL L. DELCAMP,
*Vice President for Development and
Assistant Professor (1965); Taylor
University, A.B.; University of Michigan,
M.A.; graduate study at Ball State
University and Michigan State
University.*

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,
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University.*

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.*

MALCOLM E. ELLIS,
*Assistant Professor of Philosophy and
Religion (1971); Marion College, A.B.;
Butler University, M.A.; Temple
University, M.A.; 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.*

GEORGE E. FAUL,
*Assistant Professor of French (1970); Prairie
Bible Institute, Diploma; Tabor College,
A.B.; Belgian Colonial Administration
School, Certificate; Kansas State Teachers
College, M.S.*

ROBERT J. FREESE,
*Assistant Professor of Education (1971);
Taylor University, A.B.; Xavier
University, M.Ed.; graduate study at
Northern Illinois University.*

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.).*

KA TONG S. GAW, A.C.S.W.
*Assistant Professor of Sociology and Social
Work (1976); Far Eastern University,
B.S.C.; University of Illinois, M.S.W.*

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,
*Assistant Professor of Spanish (1966);
Taylor University, A.B.; Indiana
University, M.A.; VISA Instructor's
Certificate, Dominican Republic.*

BEATRICE A. GORTON,
*Assistant Professor of Physical Education
and Health (1976); Wheaton College, B.S.;
George Williams College, M.S.; doctoral
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GEORGE S. HAINES,
*Director of Teacher Education and Professor
Education (1961); Purdue University, B.S.,
M.S.Ed.; George Peabody College for
Teachers, Ed.D.; graduate study at Ball
State University, Florida State University,
and University of Connecticut.*

JAMES HALTEMAN,
Assistant Professor of Business and Economics (1974); Goshen College, B.A.; The Pennsylvania State University, M.A., Ph.D.

PAUL M. HARMS,
Associate Professor of Mathematics (1971); Bethel College, A.B.; Iowa State University, M.S.; University of Missouri at Rolla, Ph.D.

GEORGE W. HARRISON,
Associate Professor of Biology (1963); West Virginia University, B.S.; Marshall University, M.S.; Michigan State University; Ph.D.

ROBERT L. HAUBOLD,
Assistant Professor of Psychology (1971); North Park College, B.A.; Roosevelt University, M.A.; graduate study at Purdue University.

DALE E. HEATH,
Professor of Ancient Language and History (1961); Greenville College, A.B.; Asbury Theological Seminary, B.D.; Michigan State University, Ph.D.

DAVID D. HESS,
Associate Professor of Education (1967); North Park Jr. College, A.A.; Taylor University, B.S.Ed.; Ball State University, M.A.Ed.; graduate study at Indiana University, University of North Carolina, and Ball State University.

WILLIAM J. HILL,
Director of Student Ministries and Assistant Professor (1970); Free Will Baptist Bible College, B.A.; University of Detroit, M.A.; Anderson School of Theology, M.A.R.

GERALD L. HODSON,
Director of Learning Resources Center and Assistant Professor of Education (1967); Ball State University, B.S., M.A.Ed.



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M. JANE HODSON,

Associate Professor of Education (1966); Taylor University, B.S.Ed.; University of Cincinnati, M.S.; doctoral candidate at Ball State University.

STEPHEN P. HOFFMAN,

Assistant Professor of Political Science (1976); Rutgers University, A.B.; Princeton University, Ph.D.

ALICE K. HOLCOMBE,

Director of the Library and Associate Professor (1946); Taylor University, A.B.; University of Michigan, B.A.L.S.

OLIVER F. HUBBARD, JR.,

Assistant Professor of Communication and Theatre Arts (1976); Asbury College, B.A.; University of Kentucky, M.A.; doctoral candidate at Kent State University.

DALE M. JACKSON,

Associate Professor of Communication and Theatre Arts (1966); Asbury College, A.B.; Ball State University, M.A.; Indiana University, Ph.D.; graduate study at the University of Kentucky.

CHARLES R. JAGGERS,

Associate Dean of Students and Instructor (1972); Taylor University A.B.; Ball State University, M.A.

THOMAS S. JARMAN,

Wrestling Coach and Assistant Professor of Physical Education and Health (1969); Wheaton College, B.S.; Ball State University, M.A.Ed.; graduate study at Northern Illinois University.

ROGER L. JENKINSON,

Associate Professor of Geography and History (1965); Taylor University, B.S.Ed.; Ball State University, M.A.; Oklahoma State University, Ed.D.

JOHN E. KASTELEIN,

Director of Computing Center and Assistant Professor (1974); Jamestown College, B.A.; graduate study at Northeastern University and Ball State University.

RONALD L. KELLER,

Director of Admissions and Records and Assistant Professor (1966); University of Michigan, B.A., M.A.

FREDERICK O. KIRMS,

Associate Professor of Business and Economics (1975); U.S. Naval Academy, B.S.; State University of New York at Albany, M.B.A.; Reformed Episcopal Seminary, B.D.

PHILIP K. KROEKER,

Professor of Music (1963); Westminster Choir College, B.M., M.M.; Indiana University, Ph.D.

GORDON M. KRUEGER,

Professor of Chemistry (1955); University of Kansas, A.B., A.M.; graduate study at the University of Minnesota and Ball State University.

GREGG O. LEHMAN,

Vice President for Business Affairs and Assistant Professor of Business and Economics (1973, 1976); Indiana University, B.S.; Purdue University, M.S., Ph.D.

JANET C. LOY,

Assistant Professor of French and Spanish (1971); Indiana University, A.B., M.A.T.

R. PHILIP LOY,

Associate Professor of Political Science (1964); Taylor University, A.B.; Indiana University, M.A.; additional graduate study at Indiana University.

JOE W. LUND,

Assistant Professor of Psychology (1973); Grace College, B.A.; Ball State University, M.A.; additional graduate study at Ball State University and Indiana University.

FRED H. LUTHY,

Associate Professor of Religion (1955); Taylor University, A.B.; United Theological Seminary, M.Div.; Butler University, M.A.; Southern Baptist Theological Seminary, M.R.E.; graduate study at the State University of Iowa.

MARILYN F. McQUEEN, A.C.S.W.
Director of Social Work Education and Assistant Professor of Sociology and Social Work (1974); Taylor University, A.B.; Indiana University, M.S.W.; additional graduate study at University of South Florida.

DWIGHT L. MIKKELSON,
Professor of History (1968); Asbury College, A.B.; University of Kentucky, M.A., Ph.D.

T. ALEXANDER MONTGOMERY,
Instructor of Music (1975); Southern Illinois University, B.M.Ed., M.M.; graduate study at Indiana University.

RICHARD C. MUZIK,
Assistant Professor of Religion (1975); Philadelphia College of Bible, B.S.; Wheaton College, M.A.; doctoral candidate at Michigan State University.

DAVID L. NEUHOUSER,
Professor of Mathematics (1971); Manchester College, B.S.; University of Illinois, M.S.; Florida State University, Ph.D.

CHARLES M. NIES,
Assistant Professor of Psychology (1972); Wheaton College, B.A.; The University of Texas at Austin, Ph.D.

JOHN P. NORDQUIST,
Associate Professor of Music (1976); Houghton College, B.M.; Indiana University, M.M.; doctoral candidate at Indiana University.

ELMER N. NUSSBAUM,
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