Academic Program Objectives

Taylor University’s academic programs:

- Require students to demonstrate depth of learning in an academic major
- Structure the foundational core experience for the dissemination of the liberal arts heritage
- Foster the capacity for making sensitive, value-oriented judgments
- Engage students and faculty in and encourage research
- Prepare students for conscientious and creative leadership in a technological world
- Establish foundations for graduate study
- Share intellectual expertise with the larger geographical, scholarly, and faith communities
- Anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives
- Prepare students to meet external certification and licensing requirements
- Provide pre-professional preparation

Degree Requirements

Taylor University offers programs leading to the degrees Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, or Associate of Arts.

All degrees require students to fulfill foundational core and major field courses. Students must declare a major by the time they reach junior status (61 hours). Students must also demonstrate proficiency in the essential skill areas: reading, math, and writing.

In view of occasional curricular changes, continuously attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. They may also elect to declare a subsequent year’s catalog requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously attending students, those students who interrupt their enrollment for two full semesters must apply for readmission through the Office of Admissions and are required to meet the degree requirements current at the time of readmission. While most courses that are equivalent to current course offerings will be accepted toward a degree, courses that are more than ten years old typically will not be counted toward meeting degree requirements; when appropriate, students may request an exception to this policy if justification exists for the acceptance of credit older than ten years. All coursework taken through Taylor University will remain on the official transcript and be calculated into the grade point average (GPA).

Baccalaureate Degree Requirements

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

The Bachelor of Arts degree centers on courses of study in the arts and sciences. Candidates for the Bachelor of Arts degree must demonstrate the equivalent of two years of sequential college-level study in one foreign language.

The Bachelor of Fine Arts degree is a professional baccalaureate degree in the arts with an emphasis on practical studio work alongside classroom work in the major field of specialized focus.

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

The Bachelor of Science degree typically requires more upper-division courses, fewer electives, and a practicum or internship experience. Bachelor of Science degrees are often awarded to students preparing for professional fields. Many Bachelor of Science degree programs are available only when combined with curriculum requirements in education or systems analysis.

Students must make application and receive approval of both departments before adding concurrent majors/minors; adding a third major or minor requires approval of the three departments’ chairs, the Academic Policy Committee, and the Registrar.

The following requirements apply to the baccalaureate program:

- Minimum of 128 semester hours
- Minimum of 42 semester hours of upper-division (300-/400-level) courses
- The residency requirement for the awarding of a Taylor University degree is fifty percent of the minimum degree requirement
- At least 22 of the last 30 hours earned toward the degree must be taken in residence at Taylor University
- Completion of all foundational core requirements
- Completion of all requirements for selected major(s) and minor(s)
- Demonstration of proficiency in reading and mathematics
- Cumulative GPA of 2.00
- Passing grade in all hours for graduation
- Grade of C- or better for all major, minor, systems, and education requirements
- Students desiring to complete the requirements for two degrees (e.g., BA and BS) must make application and receive approval from both departments and the Registrar
- Candidates for two degrees (e.g., BA and BS) must complete a minimum of 158 semester hours and meet requirements for two different majors
<table>
<thead>
<tr>
<th>Language Requirement for Bachelor of Arts Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for the Bachelor of Arts (BA) degree must demonstrate the equivalent of two years of sequential college-level study in one foreign language for graduation from Taylor University. Taylor offers language instruction in Chinese, French, New Testament Greek, Old Testament Hebrew, and Spanish. Language courses required for the BA degree must be completed for a grade and are not eligible for the pass/fail option or for audit credit; foreign language courses may not be taken online nor through correspondence at Taylor or elsewhere for transfer credit. For additional information regarding language proficiency, contact the department of modern languages at (765) 998-5141.</td>
</tr>
</tbody>
</table>

**French and Spanish**
1. Students who have transferred in French or Spanish college credit must continue with the next sequential course.
2. AP Exam: Students who take and pass the AP Exam in French or Spanish with a score of 4 or higher will have met the language proficiency requirement for the BA degree and may receive credit for 201 and 202. The fee for posting credit to the transcript should be paid at the time of notification. The AP exam must be taken prior to enrollment to Taylor.
3. CLEP: Students who take and pass the CLEP exam will have met the language proficiency requirement for the BA degree and may receive credit for 201 and 202. The fee for posting credit to the transcript should be paid at the time of notification. The CLEP exam must be taken by the end of the first year at Taylor.
4. Placement via number of years of High School French or Spanish:
   a. Students who have successfully completed one full year of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 101 or SPA 101.
   b. Students who have successfully completed two full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 102 or SPA 102.
   c. Students who have successfully completed three full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 201 or SPA 201.
   d. Students who have successfully completed four full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 202 or SPA 202.
5. Placement via the departmental placement exam:
   a. Alternatively, students may choose to take the departmental exam to determine their placement. However, those who choose to do so should have had three or four full years of high school French or Spanish and must register for the level of placement determined by the exam and continue with each requisite course in the language sequence through FRE 202 or SPA 202.
   b. Students who place beyond FRE 202 or SPA 202 on the departmental placement exam will have met the language proficiency requirement. Students who place beyond 202 in Spanish on the departmental placement exam may receive credit for SPA 201 and SPA 202 by taking and completing one upper-level SPA course with a minimum grade of B-. The upper-level course must be the first Spanish course taken at Taylor. The fee for posting credit to the transcript should be paid at the time of notification.

**Chinese**
Placement exams for Chinese are currently not available. Students interested in completing Chinese to meet the language requirement for the BA degree should contact the modern language department for details. Students who take and pass the AP Exam in Chinese with a score of 4 or higher will have met the language proficiency requirement for the BA. The AP exam must be taken prior to enrollment to Taylor.

**Greek and Hebrew**
Placement exams for New Testament Greek and Old Testament Hebrew are currently not available. Students interested in completing Greek or Hebrew to meet the language requirement for the BA degree should contact the biblical studies, Christian education, and philosophy department for details. It is recommended that students with no previous study in Greek or Hebrew attain sophomore status before enrolling in Greek or Hebrew.

**English**
International students who apply to Taylor University as non-native English speakers may request that English be considered as their “foreign” language for purposes of the Bachelor of Arts degree requirements under the following circumstances:
1. Documented attainment of a score of 80 or higher on the iBT Test of English as a Foreign Language (TOEFL iBT); or
2. Documented attainment of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL); or
3. Documented attainment of a score on another English language proficiency examination acceptable to the University (e.g., the International English Language Testing System (IELTS)); or
4. Successful completion of Taylor University’s English as a Second Language (ESL) program with a written recommendation from the ESL program director.

This process is administered through Taylor University’s Institute for English Language Studies.

**Other Languages**
1. AP Exam: Students who take and pass the AP Exam in German, Italian, Japanese, or Latin with a score of 4 or higher will receive credits but will have met the language proficiency requirement for the BA. The AP exam must be taken prior to enrollment to Taylor.
2. CLEP: Students who take and pass the CLEP exam in German will not receive credits but will have met the language proficiency requirement for the BA degree. The CLEP exam must be taken by the end of the first year at Taylor and prior to enrollment in a language class at Taylor.
3. Other arrangements for meeting the language proficiency requirement must be pre-approved by the Department of Modern Languages and may include: a) successful completion of the equivalent of two years of sequential college-level study in one foreign language at a regionally accredited U.S. college or university; no credits from those institutions would transfer; or b) successful completion of a Taylor University proctored ACTFL OPI with a rating of intermediate-mid or higher; no credits would be awarded.

**American Sign Language**
American Sign Language is not approved as an alternative language option and does not meet the BA language requirement.
The Systems curriculum distinguishes Taylor University from other liberal arts colleges because students can study the major they love and successfully compete for a great job after graduation. The curriculum complements many majors by sharpening students’ analytical skills, introducing students to technology, teaching how world class enterprises achieve quality, and providing insights into managing organizations and people. The goal of the curriculum is to help students recognize that the world is filled with systems (like educational systems, distribution systems, and manufacturing systems) and that it is the processes inhabiting these systems that produce value. World class organizations are the ones that can hone processes to achieve high performance. Our graduates are enjoying careers at enterprises of all sizes and in all segments of the economy including global consulting companies.

The four major themes of the curriculum are analysis, information, technology, operations, and quality. The curriculum is taught primarily by faculty from the Computer Science and Engineering Department. However, the Systems curriculum is not a minor in computer science. A goal of the curriculum is to give students an in-depth exposure to system development, because this experience is essential for future systems analysts, managers, and anyone who will work in a world class organization. Most systems analysts will never write a line of computer code in their professional careers, but they will undoubtedly manage projects involving application software where first-hand knowledge of software development and implementation is vitally important. (Some students do discover they actually are very good programmers and do look for programming opportunities upon graduation.)

Successful Systems students are problem solvers and are analytically minded. These general traits may and do describe many in the liberal arts: artists, musicians, historians, theologians, philosophers, and writers to name a few. That is why the Systems curriculum is combined with many baccalaureate majors. The skills acquired in the curriculum are not only applicable to almost any professional endeavor but also to living life: rational decision making, human relations, and problem solving. Graduates have used what they have learned in systems in a variety of arenas, beyond a career in systems analysis. For example, anyone aspiring for an MBA will be very well prepared upon graduating Taylor with the completion of the Systems curriculum. Psychologists and sociologists have used what they learned to conduct studies regarding human behavior. The broad applicability of systems knowledge makes the systems curriculum a practical enhancement to almost any major.

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

For description of systems courses, refer to Systems Courses on page 148.

## Systems Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 120</td>
<td>4</td>
</tr>
<tr>
<td>IAS 330</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>4</td>
</tr>
<tr>
<td>SYS 101</td>
<td>3</td>
</tr>
<tr>
<td>SYS 390</td>
<td>3</td>
</tr>
<tr>
<td>SYS 392</td>
<td>1</td>
</tr>
<tr>
<td>SYS 394</td>
<td>3</td>
</tr>
<tr>
<td>SYS 403</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Select one course† from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 121</td>
<td>4</td>
</tr>
<tr>
<td>COS 143</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course† from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 210</td>
<td>4</td>
</tr>
<tr>
<td>MAT 352</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one course† from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYS 401*</td>
<td>3</td>
</tr>
<tr>
<td>SYS 402*</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course† from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYS 393</td>
<td>3-4</td>
</tr>
</tbody>
</table>

*Courses in both areas may count only once.
†Selection may depend on major.

The systems curriculum course requirements are the same for all majors with very few exceptions. Some systems elective courses may be required by a major and cannot be used as systems electives. For specific curriculum requirements for each major, refer to Academic Departments and Courses on pages 58-208.
An **Associate of Arts** degree is an award that requires the completion of at least two academic years of college-level work, or the equivalent, in an academic or occupationally specific field of study and meets institutional standards for satisfying the requirements for this degree level.

The Associate of Arts degree requires foundational core and major area courses, along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields, as well as for matriculation to baccalaureate degree programs. An Associate of Arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The Associate of Arts in liberal arts is not to be taken with or awarded with any baccalaureate degree.

The following requirements apply to the associate’s degree:

- Minimum of 64 semester hours.
- The residency requirement for the awarding of a Taylor degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours must be taken in residence at Taylor University.
- Cumulative GPA of 2.00.
- Demonstrated proficiency in writing, mathematics, and reading.
- The following foundational core courses: IAS 101; 110; ENG 110; CAS 110 or 120; KIN 100 and 200_; BIB 110 and 210; COS 104 or 106; one social science or history course; HUM 230 or a literature course from ENG 230, 233, 240, or 250; and one science or math course. The AA degree in liberal arts is a final degree and requires: HUM 230, a literature course, and one science or one math course in addition to the courses listed above. Fulfillment of all major area requirements. (Refer to Liberal Arts within academic departments for detailed listings.)
- This degree does not allow for more than one major area of study.
Foundational Core

Jeffrey Cramer, Coordinator of Foundational Core

The liberal arts at Taylor University provide an entrance into a human dialogue about life's important questions and allow the opportunity to appreciate God's wisdom and beauty. Such a focus enables students to acquire knowledge concerning their faith in order to become better ambassadors for Christ. The practice of engaging a breadth of disciplines trains students to become intellectually open to new ideas as they acquire discernment and self-control. Studying the liberal arts allows students to develop a sense of purpose and meaning as they fulfill the biblical obligation of pursuing God with their minds while striving to become more like Christ. At Taylor, faith is the foundation for the development of knowledge. All academic disciplines, in turn, inform the development of faith as well as habits of mind and action that characterize mature Christians.

The foundational core curriculum at Taylor University challenges students to pursue knowledge outside of their chosen disciplines so they may make connections between disciplines, between the past and the present, and between their experiences and the experiences of others. Students dedicated to inquisitiveness, intellectual honesty, and the pursuit of truth, while demonstrating the willingness to persevere when applications are not immediate and obvious, develop the foundation to continue learning throughout their lives. Christians who value lifelong learning are intrinsically motivated to pursue God's wisdom, truth, and love.

In this light, the foundational core curriculum emphasizes the Christian calling to recognize the global realities and complexities of local, national and international issues and situations in order to develop ethical positions that are informed, thoughtful and nuanced. Students will grow in their understanding of global realities from historical and cross-cultural perspectives and appreciate diverse cultural dynamics and orientations. Through coursework and personal interaction, students may develop the discernment to choose actions that promote global responsibility and uphold the dignity and worth of all people.¹

Seven Objectives for the Foundational Core Curriculum

1. Aesthetic Literacy
Aesthetic literacy entails the capacity to effectively engage the arts (which include literature, music, architecture, and the visual, performing, and media arts) and the aesthetic dimensions found in natural phenomena and to comprehend the ways in which they contribute to culture and human flourishing. It requires a grasp of the distinctive nature of the relationship between form and meaning found in works of art and the knowledge of the critical frameworks relevant to their understanding. Aesthetic literacy enables students to recognize and develop their gifts as humans who share the image of a creative God. It invests them with the ability to engage works of art and aesthetic form in diverse contexts with discernment in order to foster a way of life that is both vibrant and in keeping with God's purposes.

Outcomes
1. Students will identify the distinctive characteristics of a variety of the arts, artists, styles, cultures, and historical periods.
2. Students will explain how values and meaning are embedded in artistic form and design by using appropriate methods to evaluate and discern worth and ethical implications in historical and current art practice.
3. Students will explore their own creative potential as both participants and observers, enabling future involvement with the arts.

2. Civic Mindedness
Civic mindedness involves an understanding of ideals and practices of citizenship critical to full participation in a democratic society. Greater global interdependence, illustrated by the volume of international news, communication, trade, and travel, requires more awareness of a variety of social, political, and economic systems throughout the world. Informed citizens need to have a systematic knowledge of the structure and processes of economic, political, and social systems, as applicable in a local, national, or international context. Civic mindedness entails citizens valuing knowledgeable participation in the public forum for the public good.

Outcomes
1. Students will acquire knowledge of political and economic systems, and of diverse cultures and subcultures to understand current events and to have an informed opinion of these issues.
2. Students will assess, analyze, and knowledgeably participate in public discourse.
3. Students will respect and evaluate diverse opinions related to local, national, and international issues.
4. As a portion of their Christian responsibility, students will participate in local, national, and international institutions and civic organizations in order to fulfill God's mandate to be salt and light to the world.

3. Communication Fluency
Effective communication involves an awareness of rhetorical strategies and practices essential to conveying understanding in public and private discourse. Such communication requires that issues and ideas be examined from a variety of oral and written perspectives and contexts. Communication fluency is evidenced by proficiency in analyzing and applying audience-specific, message-specific, context-specific, and medium-specific factors in the formulation of meaning.

Outcomes
1. Students will investigate and gain knowledge of media literacy, including the development of research techniques and critical reading strategies, to incorporate selected sources into their own work.
2. Students will analyze rhetorical models, and respond to ideas using appropriate patterns of reasoning, supportive evidence, and appropriate evaluative standards.
3. Students will apply oral and written language usage and media selection appropriate to particular rhetorical situations and particular audiences.

¹Spiegel, Jim “Seven Reasons for the Liberal Arts,” Taylor University Faculty Chapel Address Sept 2, 2011
4. Critical Thinking and Information Literacy

Strong critical thinkers have the ability to access, identify, evaluate, and analyze information, concepts, assumptions, and perspectives toward the end of discovering truth and achieving relevant results. Critical thinking also requires the ability to determine the quality and the extent of information for the discovery of knowledge within a variety of academic disciplines. These skills enable students to form scholarly, sophisticated, and ethical considerations marked by integrity, fairness, empathy for others’ perspectives, and openness to self-criticism. Additionally, advancing critical thinking and research skills better enables students to make informed contributions to society and scholarly conversations using diverse forms of media.

Outcomes
1. Students will analyze an event, argument, or problem using appropriate evidence and reasoned judgments.
2. Students will evaluate and synthesize information from diverse resources to reach an informed conclusion.
3. Students will identify and assess their own and others’ biases and values.
4. Students will apply new and prior information to a specific purpose, problem, or research question.

5. Quantitative and Scientific Literacy

Quantitative and scientific literacy involves theoretical, experimental, observational, and computational exploration in the context of collaboration; this entails problem solving in teams and communicating the results in a clear and logical way. Quantitative and scientific literacy enables students to explore God’s creation, investigate contemporary human challenges, and use technology thoughtfully in the context of human interaction. Wise and ethical decisions that demonstrate effective stewardship of our God-given resources are the hallmark of quantitative and scientific literacy.

Outcomes
1. Students will apply quantitative and scientific models to solve real-world problems.
2. Students will clearly communicate quantitative and scientific results using words, tables, graphs, and other formats as appropriate for the intended audience.
3. Students will articulate the value of natural science, mathematics, and computational technology as a means of understanding their world.
4. Students will identify, and explain, the importance of the ethical uses of science and technology in their everyday lives.

6. Responsible Stewardship

Stewardship entails respect of and responsible oversight for that which belongs to another. Christian stewardship recognizes God as Creator and Owner of all things and Endower of our skills, abilities, talents, and resources. The response of the believer should be to manage purposefully all spiritual, intellectual, natural, personal, economic, technological, and physical resources provided by God with individual and social responsibility. This responsibility involves acknowledging the costs and benefits of such stewardship. As the intended caretaker, humankind is commissioned to devise and employ strategies to care for God’s creation. Responsible stewardship also includes using one’s body, time, talents, and personal resources in a God-honoring manner in one’s vocation and personal ministry to others; one’s physical, social, and spiritual wellbeing; and one’s service to Him and to others in the world in which we live.

Outcomes
1. Students will explain the scope of responsible Christian stewardship for all that God has created.
2. Students will demonstrate responsible use of their minds, bodies, abilities, and resources.
3. Students will identify the costs and benefits involved in the wise, responsible, moderate, and sustainable use of their resources.
4. Students will practice wise stewardship of creation in their personal lives, vocations and ministries in their communities and the world to honor God and to serve others.

7. Spiritual Maturity

Spiritual maturity is the mark of a vibrant, personalized, growing faith in Jesus Christ. Students who are spiritually mature have developed a solid faith foundation, grounded in the knowledge of Scripture in its entirety, which they intentionally integrate into every aspect of their lives. This is primarily exhibited in Christ-like character (or the fruit of the Spirit), and the regular practice of spiritual disciplines including prayer, Bible study, corporate and personal worship, stewardship, and service. The foundational core curriculum will provide students with the skills by which they are able to formulate and support a personal, growing, evangelical, orthodox Christian faith.

Outcomes
1. Students will articulate the biblical foundations of their faith and explain how they impact daily life.
2. Students will practice biblical principles of a growing Christian faith as evidenced by spiritual disciplines.
3. Students will express the philosophical and theological arguments which shaped the doctrinal understandings of the Christian faith.
4. Students will assess cultural values and practices in the light of biblical theology to influence culture for the Kingdom of God.
## Foundational Core Curriculum Requirements

No single Foundational Core course may meet two separate Foundational Core requirements (except CC and SP or as approved by the School CMC and University APC).

### Orientation (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 101</td>
<td>1 First Year Experience</td>
</tr>
</tbody>
</table>

### Spiritual Foundation (6 requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 110</td>
<td>3 Foundations of the Christian Liberal Arts</td>
</tr>
<tr>
<td>BIB 110</td>
<td>3 Biblical Literature I</td>
</tr>
<tr>
<td>BIB 210</td>
<td>3 Biblical Literature II</td>
</tr>
<tr>
<td>REL 313</td>
<td>3 Historic Christian Belief</td>
</tr>
<tr>
<td>PHI 413</td>
<td>3 Contemporary Christian Belief</td>
</tr>
<tr>
<td>IAS 495</td>
<td>1 Senior Seminar</td>
</tr>
</tbody>
</table>

### Stewardship of the Body (2 requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 100</td>
<td>2 Fitness for Life</td>
</tr>
</tbody>
</table>

Select one of the following:

- **KIN 200** 1 Exercise Techniques for Physical Fitness
- **KIN 250** 2 Elementary School Health and Physical Activity
- **KIN 300** 1 Basic Swimming Skills
- **KIN 302** 2 Lifeguard Training
- **KIN 333** 2 Water Safety Instructor
- **KIN 334** 1 Lifeguard Training Instructor

Note: Pre-Med, Public Health, and Exercise Science students should contact advisor for alternatives.

*Students completing PHP 100 for 1 credit must select 2 hours to total 2 credit hours.

### Fine Arts (2 requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 120/320</td>
<td>4 Survey of 20th Century Music and Art</td>
</tr>
<tr>
<td>HUM 230</td>
<td>4 Art as Experience</td>
</tr>
<tr>
<td>HUM 330</td>
<td>4 Arts and Ideas</td>
</tr>
</tbody>
</table>

Note: Art and music majors/minors should refer to curriculum requirements for alternatives.

Select one of the following:

- **ART** 3 Selected Art Studio Course (must be approved in catalog)
- **JRN 332** 3 Layout and Design
- **DAN** 3 Dance Technique for the Actor
- **HUM 350** 1 Participation in the Arts
- **MUS** 1 Music Ensemble or Music Lesson (private or class)

### Speaking (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 110</td>
<td>3 Public Speaking</td>
</tr>
<tr>
<td>CAS 120</td>
<td>3 Interpersonal Communication</td>
</tr>
</tbody>
</table>

### Writing (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>3 Expository Writing</td>
</tr>
</tbody>
</table>

### History (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>3-5 History Course</td>
</tr>
</tbody>
</table>

*HIS 130, 240, 330, 340, 400, 410 will not meet a foundational core requirement. HIS 170, 270, 370 require departmental approval to meet a foundational core requirement.

### Computation (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 104/106</td>
<td>2 Computing and Culture - Applications and Context</td>
</tr>
<tr>
<td>COS 105</td>
<td>1 Ethics, Computing, and Society</td>
</tr>
<tr>
<td>COS 120</td>
<td>4 Introduction to Computational Problem Solving</td>
</tr>
<tr>
<td>COS 130</td>
<td>3 Computational Problem Solving for Engineers</td>
</tr>
<tr>
<td>EDU 242</td>
<td>3 Educational Technology in Elementary Education</td>
</tr>
</tbody>
</table>

*Course only available to transfer students with an approved computer competency transfer course.

### Mathematics (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>3 Finite Mathematics</td>
</tr>
<tr>
<td>MAT 120</td>
<td>3 Investigations in Mathematics</td>
</tr>
<tr>
<td>MAT 140</td>
<td>3 Fundamental Calculus for Applications</td>
</tr>
<tr>
<td>MAT 145</td>
<td>3 Introduction to Functions and Calculus</td>
</tr>
<tr>
<td>MAT 151</td>
<td>4 Calculus I</td>
</tr>
<tr>
<td>MAT 180</td>
<td>3 Problem Solving</td>
</tr>
<tr>
<td>MAT 210</td>
<td>4 Introductory Statistics</td>
</tr>
<tr>
<td>MAT 220</td>
<td>4 Ways of Knowing</td>
</tr>
<tr>
<td>MAT 301-302</td>
<td>6 Number Concepts for Elementary Teachers and Geometry and Measurement for Elementary Teachers</td>
</tr>
<tr>
<td>SOC 355</td>
<td>3 Applied Social Statistics</td>
</tr>
</tbody>
</table>

*Student must complete both MAT 301 and 302 to meet mathematics requirement.

### Literature (1 requirement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>3 World Literature</td>
</tr>
<tr>
<td>ENG 240</td>
<td>3 American Literature</td>
</tr>
<tr>
<td>ENG 250</td>
<td>3 British Literature</td>
</tr>
<tr>
<td>THR 112</td>
<td>3 Performing Literature</td>
</tr>
</tbody>
</table>

### Science (2 requirements)

Select two lab science courses totaling at least 7 credit hours from two different areas:

1. **Life Science**
   - BIO 100 4 General Biology
   - BIO 104 3 Introductory Animal Biology
   - BIO 106 4 Human Biology
   - BIO 201 4 Biology I: Foundations of Cell Biology and Genetics
   - BIO 244 4 Human Anatomy and Physiology I
   - CHE 120 4 Forensic Science
   - SUS 200 3 Environment and Society
   - SUS 231 4 Environmental Science, Society, and Sustainability

2. **Physical Science**
   - CHE 100 4 Chemistry for Living
   - CHE 120 4 Forensic Science
   - CHE 201 4 General, Organic, and Biochemistry I
   - CHE 211 4 College Chemistry I
   - PHY 120 4 Renewable Energy Principles
   - PHY 203 4 General Physics I
   - PHY 211 4-5 University Physics I

3. **Earth Science**
   - ENS 241 4 Physical Geology
   - ENS 242 4 Geology of Indiana
   - GEO 210 4 Physical Geography
   - GEO 240 3 Introduction to Geology
   - PHY 201 3-4 Introduction to Astronomy

4. **Life, Physical, or Earth Science**
   - NAS 201 3 Nature of Science (will meet any one of the three areas)

Note: Chemistry and Physics departmental majors should contact advisor for alternatives.

*Based upon course section selected, CHE 120 will meet either a life or physical science requirement.

### Social Science (2 requirements)

Select two courses from two different departments. At least one must be from civic engagement.

1. **Civic Engagement**
   - ECO 201 3 Principles of Microeconomics
   - ECO 202 3 Principles of Macroeconomics
   - EDU 384 1 Perspectives of Diversity
   - EXS 346 3 Community Health Education
   - FIN 194 3 Personal Finance
   - GEO 230 3 Political Geography
   - PBH 100 4 Introduction to Public Health
   - PBH 110 4 Global Health
   - POS 100 4 American Politics
   - POS 150 4 World Politics
   - POS 213 3 International Political Economy
   - POS 331 3 Public Policy
   - PSY 315 3 Working with Orphans and Vulnerable Children
   - SOC 100 4 Introduction to Sociology
   - SOC 110 4 Introduction to Global Societies
   - SOC 200 4 Cultural Anthropology
   - SOC 210 4 Contemporary Social Issues
   - SOC 220 4 Ethnic and Minority Issues
   - SOC 315 4 Social Inequality and Stratification
   - SOC 410 4 Community and Urban Affairs
   - SWK 200 3 Explorations in Social Work
   - SWK 320 3 Unleashing the Oppressed

2. **General Social Science**
   - GEO 220 3 Regional Geography
   - HIS 211/311 3 History and Geography of Latin America
   - HIS 212/312 3 History and Geography of East Asia
   - HIS 213/313 3 History and Geography of Africa
   - HIS 215/315 3 History and Geography of South Asia
   - HIS/POS 321 3 Modern Middle East
   - IAS 330 3 Human Relations in Organizations
   - POS 222 3 Comparative Politics
   - POS 312 3 Political Behavior
   - PSY 100 4 Introduction to Psychology
   - PSY 240 3 Child Psychology
   - PSY 250 4 Life Span Development
   - PSY 340 3 Adolescent Psychology
   - PSY 350 3 Child and Adolescent Psychology
   - REL 310 3 Religion and Society
   - SOC 330 3 Social Change and Social Movements
   - SOC 361 3 History of Social Thought
   - SOC 381 3 Marriage and Family Systems

### Integrated Requirements (3 requirements)

Selected courses are designed and attributed to meet these requirements.

Complete one designated cross-cultural course (CC)

Complete two designated speaking courses (SP)

Note: Students completing both CAS 110 and CAS 120 must only complete one additional (SP) course.
Proficiencies

**English/Writing Proficiency and Requirements**

**Writing Placement**

In order to ensure writing success at Taylor, all students will place into the freshman writing course that best meets their needs as college writers: ENG 101 Fundamentals of Writing or ENG 110 Expository Writing. Most students’ writing placement is determined by using SAT Critical Reading or ACT English test scores and the high school GPA. Students whose combined scores are high will be placed into ENG 110 (unless they choose to attempt CLEP or AP credit); students whose combined scores are not high will be placed into ENG 101; except for multilingual students who will be placed in a special and the reading proficiency (if required) shall be deemed completed when this special section is completed with a C- or higher. English-speaking international students (including missionary kids and other third-culture kids) who place into ENG 101 but would prefer to take the special section for multilingual students are welcome to do so since it will focus on American academic writing and reading preparation). Any international student who is placed into ENG 110 but does not pass the reading proficiency will be placed into IAS 140, the academic reading course.

After receiving his or her placement, if a student believes that he or she has been placed into the wrong writing course—either at too high or too low of a level—the student should contact the Advising Office. The student will be given an online writing test to complete. Then, the chair of the English department and the writing center director will evaluate this writing sample, along with the SAT/ACT test scores and high school GPA in order to determine if the writing placement should be changed. The student will receive an email within two weeks of completing the writing test notifying him or her of the final writing placement. In order to have the writing placement altered, the writing test should be completed by August 1. Following August 1, it is unlikely any placements can be altered.

Students who do not have SAT/ACT scores must also complete a writing test to help determine writing placement. Placement will be decided based on the writing test and the high school GPA. Students should contact the Advising Office to receive the writing test.

**Writing Requirements**

Taylor University believes that writing plays a significant role in both learning and communication; thus, Taylor has several writing requirements. First, all students must meet ENG 110 Expository Writing in their first year at Taylor. Some students must complete ENG 101 Fundamentals of Writing (fall semester) prior to Expository Writing (spring semester). These writing courses set the foundation for the college-level writing that will be expected at Taylor. Second, a large number of Taylor’s foundational core courses incorporate writing in some way, from short in-class writing to research papers. Third, every student will experience a substantial amount of writing in their major, most of which will be discipline-specific writing to prepare students for the kind of writing they will need in their careers. All students, both first-time freshmen and transfer students, are expected to complete ENG 110 Expository Writing by the end of their first year.

**Transfer Credit for ENG 110**

Writing courses transferred from other institutions to meet ENG 110 must represent the total writing requirement at that college or university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The Registrar’s Office (in consultation with the English department at Taylor) must approve transfer courses.

**AP Credit for ENG 110**

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. If a score of 4 is received, it is the student’s responsibility to request that AP send them their essay. The student then needs to submit their essay to the Testing Office. The AP process must be completed with the Office of Academic Assessment before October 15, for students entering in the fall semester, or March 15, for those entering in the spring semester.

**CLEP Credit for ENG 110**

Students wishing to attempt CLEP credit must have scores at or above 35 in SAT Reading (taken after March 2016), 660 in SAT Critical Reading (taken prior to March 2016), or 27 in ACT English. A scaled score of 50 or higher on the CLEP College Composition Modular exam qualifies a student to write an essay evaluated by the department of English. The CLEP exam must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register for ENG 110 in their second semester at Taylor.

If the AP or CLEP exam for ENG 110 Expository Writing is passed and approved by the Office of Academic Assessment, the fee for posting credit to the transcript must be paid by November 1, for those entering in the fall semester, and April 1, for those entering in the spring semester. Students are solely responsible for verifying that their scores are received in the Office of Academic Assessment.

**Reading and Math Proficiencies**

All students, both first-time freshmen and transfer students, must demonstrate proficiency in reading and mathematics. The main purpose of these proficiency requirements is to ensure that all students are prepared to successfully complete coursework at Taylor. Proficiency tests are administered at student orientations during the summer, Welcome Weekend, and the first week of the fall and spring semesters.

All students must fulfill the reading and math proficiency requirements according to the following guidelines:

**Reading**

Students with an SAT Reading score of 29 or above taken after March 2016, SAT Critical Reading score of 540 or above taken prior to March 2016, or ACT English score of 23 or above are considered to have met the reading proficiency requirement.

Students without a sufficient SAT or ACT score will be registered for IAS 140 Academic Reading. Students will have the opportunity to test out of IAS 140 during Summer Orientation or Welcome Weekend by passing the reading proficiency exam with a score of at least 13.0. Students can satisfy the reading proficiency by completing IAS 140 with a grade of C- or better.

**Math**

Students with an SAT math score of 570 or above taken after March 2016, SAT math score of 530 or above taken prior to March 2016, or ACT math score of 24 or above are considered to have met the math proficiency requirement.

Students without sufficient SAT or ACT scores are required to attain a passing score of at least 35 on the math proficiency exam. Students in this group who do not pass the proficiency exam will be enrolled in MAT 100 Mathematics Fundamentals. Failure to pass the exam as part of the course will require re-enrollment in MAT 100 for the following term.

Other math courses, including Taylor or transfer credit, will not meet the math proficiency requirement.
Majors and Minors

Major
The major is the principal field of study usually consisting of 25 percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

- A 2.30 GPA in the major field is required. Higher GPAs are required in certain curricula (e.g., social work).
- Only courses with a grade of C- or better will count in satisfying major requirements.
- The major GPA is calculated to include all courses that could be counted toward the major, including courses in which a grade below C- is earned. This includes courses taken in concentrations, tracks, education, and systems. Note that Elementary Education requires majors to take some courses (including courses offered by other departments) which do not count in the Elementary Education major GPA.
- If a major course is normally taken for a letter grade (A-F), the course cannot be counted in the major if taken pass/fail.
- Fifty percent of the hours in the major field must be earned at Taylor University.
- A comprehensive examination, paper, or project in each major field of study must be successfully completed.
- Students must make application and receive approval from each department before adding concurrent majors.

Concentration
A concentration is an intensive study of a subject within a major field of study typically consisting of 30 percent of the major requirements. At Taylor University, concentrations are specialized areas within the major field and include tracks, application fields, supporting areas, and areas of emphasis. There is a range of required hours determined by standards within the field, along with requirements established by the department.

Bachelor of Arts (BA) Degree Majors

<table>
<thead>
<tr>
<th>School of Humanities, Arts, and Biblical Studies</th>
<th>School of Natural and Applied Sciences</th>
<th>School of Social Sciences, Education, and Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literature</td>
<td>Pre-Medicine (optional)</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Christian Ministries</td>
<td>Chemistry</td>
<td>Select one approved minor or one concentration:</td>
</tr>
<tr>
<td>English</td>
<td>Pre-Medicine (optional)</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Select one required concentration: Creative Writing</td>
<td>Computer Science</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Literature</td>
<td>Computer Science</td>
<td>Middle School Language Arts Licensure</td>
</tr>
<tr>
<td>Film and Media Production</td>
<td>Digital Media</td>
<td>Middle School Mathematics Licensure</td>
</tr>
<tr>
<td>Goal-Oriented</td>
<td>Exercise Science</td>
<td>Middle School Science Licensure</td>
</tr>
<tr>
<td>Graphic Art</td>
<td>Select one required concentration:</td>
<td>Middle School Social Studies Licensure</td>
</tr>
<tr>
<td>Select one required concentration: Design</td>
<td>Health Science and Human Performance</td>
<td>Music</td>
</tr>
<tr>
<td>Illustration</td>
<td>Pre-Allied Health</td>
<td>Science</td>
</tr>
<tr>
<td>Photography</td>
<td>Goal–Oriented</td>
<td>Social Studies</td>
</tr>
<tr>
<td>History</td>
<td>Mathematics</td>
<td>Spanish</td>
</tr>
<tr>
<td>International Studies</td>
<td>Physics</td>
<td>Special Education P-12 Licensure</td>
</tr>
<tr>
<td>Select one required concentration: African, Asian, and Latin American Studies</td>
<td>Public Health</td>
<td>TESOL Elementary K-6 Licensure</td>
</tr>
<tr>
<td>World Literature</td>
<td>Sport Management</td>
<td>TESOL Elementary P-12 Licensure</td>
</tr>
<tr>
<td>World Politics and Economics</td>
<td></td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Multimedia Journalism</td>
<td></td>
<td>Goal–Oriented</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>Marketing</td>
</tr>
<tr>
<td>Political Science, Philosophy, and Economics</td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td>Pre-Art Therapy</td>
<td></td>
<td>Pre-Medicine (optional)</td>
</tr>
<tr>
<td>Public Relations</td>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td></td>
<td>Select one required concentration:</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td>Family Studies</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td></td>
<td>Justice Studies</td>
</tr>
<tr>
<td>Youth Ministry</td>
<td></td>
<td>Policy Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociological Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban Studies</td>
</tr>
</tbody>
</table>

Bachelor of Fine Arts (BFA) Degree Majors

School of Humanities, Arts, and Biblical Studies
Musical Theatre
### Bachelor of Music (BM) Degree Majors

School of Humanities, Arts, and Biblical Studies

- Composition
- Music Education
- Performance
  - Select one required concentration:
    - Instrumental
    - Piano
    - Vocal

### Bachelor of Science (BS) Degree Majors

School of Humanities, Arts, and Biblical Studies

- Art Education
- Biblical Literature/Systems
- Christian Ministries/Systems
- English Education
- English/Systems
  - Select one required concentration:
    - Creative Writing
    - Literature
- Film and Media Production/Systems
- Goal–Oriented
- Goal–Oriented/Systems
- Graphic Art/Systems
  - Select one required concentration:
    - Design
    - Illustration
    - Photography
- History/Systems
- International Studies/Systems
  - Select one required concentration:
    - African, Asian, and Latin American Studies
    - Cross-Cultural Ministries
    - East Asia Studies
    - European Studies
    - Middle East Studies
    - Peace, Reconciliation, and Justice
    - Spanish Language and Literature
    - World Literature
- World Politics and Economics
- Multimedia Journalism/Systems
- Music
  - Select one required concentration:
    - Church Music Ministries
    - Management
    - Marketing
- Philosophy/Systems
- Political Science, Philosophy, and Economics/Systems
- Pre-Art Therapy/Systems
- Professional Writing
- Public Relations/Systems
- Social Studies Education
  - Historical Perspectives (required)
  - Select one additional required concentration:
    - Economics
    - Geographical Perspectives
    - Government and Citizenship
    - Psychology
    - Sociology
- Spanish/Systems
- Spanish Education
- Strategic Communication Systems
- Studio Art/Systems
- Youth Ministry/Systems

School of Natural and Applied Sciences

- Biochemistry
- Biology
  - Pre-Medicine (optional)
- Biology Science Education
- Biology/Systems
  - Pre-Medicine (optional)
- Chemistry
- Chemistry–Environmental Science
- Chemistry Education
- Computer Engineering
- Computer Science
- Computer Science/Systems
- Computer Science/Cybersecurity
- Computer Science–Digital Media/Systems
- Engineering
- Environmental Science
  - Select one required concentration:
    - Biology
    - Geology
    - Exercise Science
  - Select one required concentration:
    - Health Science and Human Performance
    - Pre-Allied Health
    - Goal–Oriented
    - Goal–Oriented/Systems
- Health Science
  - Select one required concentration:
    - Pre-Nursing
    - Pre-Nursing and Public Health
    - Mathematics Education
    - Mathematics–Interdisciplinary
      - Select one approved minor or major
    - Mathematics/Systems
- Natural Science
  - Pre-Medical Technology (required)
- Physics
  - Physics/Mathematics Education
- Physics Science Education
- Public Health
- Sport Management
- Sustainable Development
  - Select one required concentration:
    - Public and Environmental Health
    - Sustainable Agriculture
    - Water Resources
- Systems Engineering

School of Social Sciences, Education, and Business

- Accounting
- Accounting/Systems
- Educational Studies
- Elementary Education
  - Select one approved minor or one concentration:
    - Language Arts
    - Mathematics
    - Middle School Language Arts Licensure
    - Middle School Mathematics Licensure
    - Middle School Science Licensure
    - Middle School Social Studies Licensure
    - Music
    - Science
    - Social Studies
    - Spanish
    - Special Education P-12 Licensure
    - TESOL Elementary K-6 Licensure
    - TESOL Elementary P-12 Licensure
    - Visual Arts
- Finance
- Goal–Oriented
- Goal–Oriented/Systems
- Management/Systems
- Marketing/Systems
- Psychology/Systems
  - Pre-Medicine (optional)
- Social Work
- Sociology/Systems
  - Select one required concentration:
    - Family Studies
    - Justice Studies
    - Policy Studies
    - Sociological Studies
    - Urban Studies

### Associate of Arts (AA) Degree Majors

School of Humanities, Arts, and Biblical Studies

- Liberal Arts
Minor
Minors are intended to complement the major or provide a greater breadth to liberal arts education. The minor normally consists of approximately 15 percent of the total hours required in an undergraduate curriculum and generally involves a course of study equivalent to about 45 percent of a major at Taylor University. The following requirements apply to the minor:

- A 2.30 GPA in the minor field is required.
- Only courses with a grade of C- or better will count in satisfying minor requirements.
- The minor GPA is calculated to include all courses that could be counted toward the minor, including courses in which a grade below C- is earned.
- Students may not receive both a major and minor in the same area.
- If a minor course is normally taken for a letter grade (A-F), the course cannot be counted in the minor if taken pass/fail.
- Fifty percent of the hours in the minor must be earned at Taylor University.
- Students must make application and receive approval from each department before adding concurrent minors.

<table>
<thead>
<tr>
<th>Baccalaureate Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Applied Missions†</td>
</tr>
<tr>
<td>Applied Music</td>
</tr>
<tr>
<td>Art History</td>
</tr>
<tr>
<td>Biblical Languages</td>
</tr>
<tr>
<td>Biblical Literature</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Christian Ministries</td>
</tr>
<tr>
<td>Church Music Ministries</td>
</tr>
<tr>
<td>Coaching</td>
</tr>
<tr>
<td>Communication Studies</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
</tbody>
</table>

†Departmental approval required
Graduation

**Applying to Graduate**

Candidates for graduation should apply to graduate at least one year prior to the anticipated graduation date: May 1 for Spring/Summer graduates and December 1 for Fall/Interterm graduates. This student-initiated step begins the graduation tracking process.

The student and advisor should utilize My TU Degree to review all outstanding requirements for graduation. Once the student applies to graduate, the Director of Graduation will review the progress toward graduation for the student during summer (for Spring/Summer graduates) or January (for Fall/Interterm graduates). Any outstanding requirement shown should be addressed by March 1 for Commencement participants and all requirements must be met for degree conferral. Students anticipating a Summer completion must notify the Director of Graduation of all planned Summer courses by March 1 prior to Commencement.

If deficiencies exist in My TU Degree, the student will not be eligible for participation in Commencement; it is the student’s responsibility to notify his or her family. If the deficiencies are addressed and My TU Degree shows no outstanding requirements (with the exception of the senior comprehensive requirement, departmental participation, and planned Summer courses not to exceed 8 credit hours) by April 15, the student will be eligible to participate in Commencement. Students addressing deficiencies after April 15, but prior to Commencement, may request permission to participate in Commencement, although the student might not be included in the Commencement program.

Students with two additional semesters remaining for graduation should visit http://www.taylor.edu/academics/registrar/graduation.shtml for details regarding applying to graduate prior to the May 1 or December 1 deadline. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

**Commencement and Diplomas**

A student may complete graduation requirements and officially graduate at the end of any Taylor University instructional terms concluding in December, January, May, June, July, or August. Only one Commencement ceremony is held—in May at the end of the Spring term. Attendance at Commencement is expected; however, if a graduate is unable to participate, written notification of in absentia must be submitted to the Director of Graduation by April 15.

Students are eligible to participate in a maximum of one Commencement per level of degree. Graduates subsequently completing a higher degree at Taylor will be eligible to participate in Commencement again.

A Summer graduation candidate should participate in Commencement if no more than 8 credit hours remain and the student notifies the Director of Graduation of all planned Summer courses to be completed by the respective official Summer graduation date. December and January graduates are eligible to participate in the ceremony following their official graduation. Any exceptions must be approved by the School Dean after the student has applied to graduate.

Any outstanding course, including incompletes, will prevent the conferral of the degree. A student intending to take additional courses beyond graduation must apply as a guest student or extend the graduation date. Diplomas should be mailed to graduates within three weeks of the conferall date following submission of final grades and completion of the final degree audit by the Office of the Registrar. Graduates must fulfill all financial obligations to the University before receiving a diploma.

**Honors**

In recognition of superior scholarship, the University awards three levels of honors at graduation: cum laude, magna cum laude, and summa cum laude. Cum laude is awarded to those students with a cumulative GPA of at least 3.50. Magna cum laude is awarded to those students with a minimum cumulative GPA of 3.70. Summa cum laude is awarded to those with a minimum cumulative GPA of 3.90.

Graduation honors placed on diplomas and transcripts are designated for those students who have fully completed all course work and requirements for their baccalaureate degrees. Graduation honors are computed on Taylor University credit hours only; fifty percent of the minimum degree hours must be completed through Taylor University. Associate and Master degrees are not eligible to receive honors.

For Commencement ceremony purposes only, honors will be announced and appropriate honors regalia worn using the cumulative GPA calculated after January interterm. No grades from Spring (immediately preceding Commencement) will be used in calculating honors for Commencement.

**Major/Minor GPA Calculation**

Only courses with a grade of C- or better will count in satisfying major/minor credit hour requirements. However, the institutional methodology for computing the major or minor GPA will be to include all non-repeated courses that could be counted toward the major/minor, including courses in which a grade below C- is earned. This includes excessive major electives and courses taken in concentrations, tracks, education, and systems. All major and minor programs will continue to have a 2.50 major GPA and the Honors Guild which requires a 3.40 cumulative GPA. Individual programs may have circumstances unique to the discipline that would suggest that major or minor GPA requirements might be more appropriately computed in a specific manner; these exceptions are listed within the curriculum requirements for those majors and minors.

**My TU Degree Audit**

My TU Degree is the official degree audit system provided to students, faculty, and staff in order to track progress toward graduation. Students are responsible to regularly review the degree audit to ensure all degree requirements are being met and that the academic plan (e.g., four-year plan) keeps the student on track for degree completion. Students should review the degree audit with the advisor to determine courses in which to register for upcoming terms and to create a four-year plan.

Any student meeting a requirement by a course not listed in the audit must submit a course substitution form (approved by the chair of the department) for details regarding applying to graduate prior to the May 1 or December 1 deadline. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

**Senior Comprehensive Examination/Paper/Project**

A candidate for a baccalaureate degree must successfully complete a comprehensive examination, project, or paper in the major field of study. This requirement is expected to be completed during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive requirement in any single major. If a student intends to graduate with more than one major, a comprehensive examination, project, or paper is required for each major. The examinations, projects, or papers are to be marked superior, pass, or fail. Advisors can discuss available options for a specific major.