



TAYLOR
UNIVERSITY

**Graduate Catalog
2024-2025**

There are those who seek knowledge for the sake of knowledge,
that is curiosity.

There are those who seek knowledge to be known by others,
that is vanity.

There are those who seek knowledge in order to serve,
that is love.

—Bernard of Clairvaux (1090-1153)

Founded 1846

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While Taylor University publishes program information and materials and provides advising, the student is ultimately responsible to ensure his or her academic program fulfills all graduation requirements. The University reserves the right to withdraw a previously awarded degree if the University subsequently determines that the degree requirements were not met appropriately.

Taylor University operates graduate programs on the campus located in Upland, Indiana; site locations in Indianapolis and Fort Wayne, Indiana; and online in a blended format.

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TAYLOR

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Our Heritage and Mission

The year 2024 marks the 178th anniversary of the founding of Taylor University. During the year of 1846, the United States annexed New Mexico as a territory, admitted Iowa as the 29th state in the Union, and declared war on Mexico. Elias Howe patented the lockstitch sewing machine in the United States; John Deere constructed the first plow with a steel moldboard; and American dentist W. T. Morton introduced ether as an anesthetic. Also in 1846, the first officially recorded baseball game in the United States was played, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in the gained momentum in advocating the emancipation of slaves and promoting expanded rights for women. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, the Evangelical Alliance was founded, and Charles Dickens introduced the English newspaper, the Daily News. Electric arc lighting was introduced in Paris. In Ireland, the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Beyond our world, one of Neptune's moons, Triton, was discovered.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor, an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. Bishop William Taylor became a symbol of the values and ideals of the college. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a bishop of the Methodist Church.

In 1893, because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University reestablished its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) In 2009, undergraduate programs at Taylor University Fort Wayne (TUFW) were discontinued and consolidated on the main campus in Upland.

Graduate education was a part of Taylor University beginning in 1890 with the medical school. During the first decade after the university moved to Upland, the medical school merged, in 1908, into what became the Indiana University Medical School. The early part of the 20th century saw a wide variety of graduate programs and degrees including the Ph.D. The World War II years saw the end of graduate education until graduate offerings were reinstituted and approved by the Higher Learning Commission in 2003. The Graduate School was founded in 2008 to oversee existing programs and initiate new graduate programs.

With this heritage, Taylor University entered the twenty-first century. Taylor University's historian Dr. William Ringenberg noted, "The intellectual revolution at the turn of the century cracked the spiritual foundations of major universities" in America by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission. For over 175 years, Taylor has been faithful to that mission.

Taylor University trustees, administrators, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

Implementation of Mission — A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts university in which all programs are shaped by a biblical, Christian worldview and the integration of faith, learning, and living within a community of intentional Christian nurture and relationships.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has highly capable, supportive faculty who recognize that all truth has its source in God. Students' quests for truth begin with this conviction and relate to all aspects of the liberal arts curriculum.

Taylor University carries out its mission and purposes primarily by offering undergraduate programs in its residential campus setting. Within this environment, curricular and co-curricular programs advance the holistic development of students expressed through servant leadership, global and civic engagement, service, and life-long learning. These programs engage students through collaborative faculty-student research, experiential and service learning, internships, and international study.

The University offers focused graduate programs that expand and complement curricular and institutional strengths. Taylor University Online offers select undergraduate and graduate courses, including summer school opportunities and programs for students who are not in residence.

The University employs dedicated faculty, professional, and support services personnel who align with its mission and enable outstanding programs within a culture of continuous quality improvement.

Taylor's campus reflects a vision of physical facilities that combines aesthetics, functionality, and timely maintenance.

The University's location in the pastoral, small town environment of Upland, Indiana, seventy miles north of Indianapolis and fifty miles south of Fort Wayne, complements a commitment to foster interpersonal relationships that edify, enrich, and value all members of the University community. The proximity to metropolitan areas provides numerous benefits, including access to specialized healthcare and cultural and entertainment opportunities including music, theater, art, professional athletics, and commerce. There are also several nature preserves, state parks, and outdoor recreational areas reachable within two hours or less.

Mission, Purposes, and Anchor Points

Mission

The mission of Taylor University is to develop servant-leaders marked with a passion to minister Christ's redemptive love, grace, and truth to a world in need.

Purposes

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional, and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.
- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.



Anchor Points

- | | |
|-----------------------------|----------------------------|
| • Biblically Anchored | • World Engaging |
| • Christ Centered | • Whole Person Focused |
| • Faith Learning Integrated | • Servant-Leader Motivated |
| • Liberal Arts Grounded | |

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of its educational programs centered on the campus in Upland, Indiana.

The Upland campus serves Christian men and women in a community that consists largely of traditional and non-traditional college students living in a residential campus setting and pursuing baccalaureate and master's level degree programs.

The Indianapolis and Fort Wayne sites serve men and women in a cohort community through seminar style classes that are face to face.

Taylor University Online serves men and women via an independent study online format.

WBCL, located in Fort Wayne, Indiana, provides quality Christian programming.

All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

Foundational Documents

Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe that:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the only Creator, Redeemer, and Sustainer of all things in heaven and on earth.
- The Bible is the only inspired, authoritative written word of God, true and trustworthy in all its affirmations.
- Jesus Christ is the eternal, living Word of God. Through his incarnation he revealed God's plan of redemption by his virgin birth, sinless life, atoning death, bodily resurrection, and ascension. He will return in power and glory to judge the living and the dead.
- The Holy Spirit is present in the life of every believer, testifying to the lordship of Christ, illuminating the Scriptures, and empowering believers for fruitful service and obedience to God's commands.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption. God, by his grace, extends salvation, reconciliation, and eternal life to anyone who comes to Christ by faith.
- The Church is the global body of believers across time who affirm that Jesus Christ is Lord and demonstrate their faith and unity in Christ by loving and serving him and all people.

Sanctity of Life Statement

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: So God created man in His own image, in the image of God He created him; male and female He created them. Therefore, human life must be respected and protected from its inception to its completion.

Multicultural Philosophy Statement

Taylor University is a community of Christians intentionally joined together for academic progress, personal development, and spiritual growth. From Genesis through Revelation, the Scriptures testify to God's reconciling and redemptive work to restore broken relationships. Accordingly, the University is committed to fostering healthy relationships in our community – regardless of differences in race, ethnicity, or national heritage. We affirm that every person is made in the image of God and has immeasurable worth (Gen. 1:27).

We proclaim our commitment to act justly, love mercy, and walk humbly with our God (Micah 6:8). We acknowledge that the Gospel calls us to live and love as citizens of Christ's kingdom. We embrace diversity as we live out the Good News of Jesus Christ in the world and pursue the University's mission. Indeed, our Life Together Covenant calls us to be an intentional community based on the Gospel, which transcends ethnic, cultural, socio-economic, and national divisions. Jesus' love compels us to practice true friendship by loving our neighbors as ourselves, extending hospitality, forgiving one another, defending the persecuted, and living in peace with everyone.

This is a high calling that is often difficult to achieve. In this spirit, we acknowledge that our individual and community actions do not always demonstrate our commitment to treat one another as equal image bearers of Jesus Christ. When any of us falls short of obedience, God calls us to come before him in repentance and to be reconciled with one another. When we harm one another, we are expected to forgive one another, restore relationships and make restitution (Matthew 5:23-24; 18:15-17). We pledge to live out this commitment in repentance, forgiveness, and grace.

We aspire to be a welcoming place where we show respect and love for all people. We want to honor one another and celebrate our diverse ethnic, racial, cultural, socio-economic, and national backgrounds in all dimensions of our life together. Through our relationships and programs, we actively strive to increase multicultural diversity in our community. We commit that Taylor University will emulate the beautiful, diverse multitude from every language, ethnicity, and nation who will gather in eternal praise to Christ in the Kingdom of Heaven (Rev. 7:9).

Human Sexuality Statement

Biblical Standards

As Christians we are called not only to right belief, but good conduct. In fact, Scripture tells us that obedience is essential to the life of faith (Jn. 14:23-24; Jm. 2:20-24). This is critically important in the area of sexuality, as the body is the "temple of the Holy Spirit." Thus, we are called to honor God with our bodies and "flee from sexual immorality" (1 Cor. 6:18-20). Taylor University therefore affirms the following biblical standards for human sexuality, which constitute the consensus of the Christian church, both East and West, for nearly 2000 years.

All human beings are created in God's image and are, therefore, of immeasurable value (Gen. 1:26-27). Our male and female genders are also a part of God's original good creation, and our sexuality is to be celebrated. The God-ordained context for virtuous sexual expression and procreation is marriage, a sacred covenant between one man and one woman (Gen. 2:24; Mt. 19:4-6; Heb. 13:4). For Christians, the sanctity of the marital covenant is further reinforced by the New Testament use of marriage as a metaphor of Christ and the church (Eph. 5:31-33).

The biblical design for human sexuality demands sexual faithfulness for married couples (Exod. 20:14; 1 Cor. 6:13-20) and chastity for those who are single (1 Thess. 4:3-8). All premarital and extra-marital sexual activity (e.g., fornication, adultery, incest, prostitution, homosexual behavior, and all sexual activity involving children) is immoral. And all use or involvement with pornographic materials is sinful, as are all forms of sexual abuse, exploitation, and harassment (1 Cor. 6:9-10; 1 Tim. 1:9-10).

Applications

We endorse compassion, care, and mercy for all of us who struggle with sexual sin (James 3:17). We strive to follow the model of Christ, who did not condemn but called for repentance (John 8:1-11).

In all of these matters we recognize the critical distinction between sexual orientation and behavior. The former pertains to attraction or desire, which are not necessarily of a person's own choosing. Behavioral conduct, however, is under one's control and thus reasonably subject to biblical standards governing sexual expression.

The biblical call to sexual purity is challenging. Therefore, we encourage rigorous, sensitive, biblically informed discussion of sexuality, whether in the classroom, outside the classroom, or in the context of scholarly research. We pledge a principled and loving response to those who disagree with the university's stance on these issues, whether those within or outside of the Taylor University community. And in this matter, as with all others related to the Christian life, we depend upon and pray for God's wisdom and mercy as we seek to do his will and proclaim his Gospel to a world in need.

Responsibilities and Expectations for Community Life at Taylor University

INTRODUCTION

Taylor University is a community of Christians intentionally joined together for academic progress, personal development and spiritual growth. The mission of Taylor University is to develop servant-leaders marked with a passion to minister Christ's redemptive love, grace, and truth to a world in need.¹ Together we seek to honor Him by integrating biblical faith and learning while our hearts and lives embrace the process of maturing in Christ.

The Taylor community consists of those who, in furtherance of our mission, are living together in intentional, voluntary fellowship, aware that we are called to live our lives before a watching world. Although primarily centered on the Upland campus, this community is not defined by geography, but rather by active engagement in the Taylor educational mission.

The Life Together Covenant (LTC) identifies the expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14:1-23; 1 Corinthians 8:1-13, 10:23-33)

A foundational support for the Life Together Covenant is the Taylor University Statement of Faith. The Statement of Faith affirms that the Bible is the inspired and authoritative word of God, and it provides the essential teachings and principles for personal and community conduct. The Statement of Faith also affirms the presence of the Holy Spirit in every believer; God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

¹Taylor University Mission Statement

Biblical Responsibilities

RESPONSIBILITIES FOR LOVING GOD, OTHERS, AND SELF

We glorify God by loving and obeying Him. Because we are commanded to love one another, relationships and behaviors which reflect such love confirm our allegiance to God and are glorifying to Him. (Matthew 22:36-40; John 15:11-14; Romans 15:5-6)

Living in daily fellowship with other Christians is a privilege and an expression of God's will and grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is *koinonia*, which is translated as a close mutual relationship, participation, sharing, partnership, contribution, or gift. Members, therefore, are encouraged to seek opportunities to demonstrate *koinonia*. (1 Corinthians 12:12-31; Ephesians 4:1-6)

All persons are created in the image of God, and each person is known by God and knit together in the womb with intentional design. God's attention to creative detail is uniquely applied in each person in whom is given the capacity to love God with heart, soul, mind and strength. The commandment to love our neighbor as ourselves reminds us of our potential to minister to others while at the same time recognizing our own need for care and support. (Psalm 139:13-14; Mark 12:29-31; 1 Corinthians 6:19)

RESPONSIBILITIES FOR COMMUNITY

Within our community the greatest expression of fellowship and the highest principle for relationships is love. Since God first loved us, we ought to demonstrate love toward one another. (1 John 3:11, 16, 18; 4:7-21) For the purpose of our community we have identified the following specific expressions of love as being among the most desirable.

- **Building Up One Another:** We expect each member of the community to strive consciously to maintain relationships that support, encourage and build up one another. (Romans 15:1-2)
- **Making Allowance for One Another:** Because of our fallenness, difficulties in relationships do occur. In such cases we are to respond with compassion, kindness, humility, gentleness and patience, making allowance for each other and forgiving one another. (Colossians 3:12-13)
- **Caring for One Another:** We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation and intercession. (Galatians 6:2)
- **Respecting One Another:** Because of the God-given worth and dignity of persons, each member of the community is expected to be sensitive to the image of God created in every person. Therefore, discrimination against others on the basis of race, national origin, age, gender or disability is not acceptable. Any kind of demeaning gesture, symbol, communication, threat or act of violence directed toward another person will not be tolerated. (Colossians 3:11-14; 1 John 3:14-18)
- **Speaking the Truth in Love:** A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is motivated by and acting in love, the process can produce growth. (Ephesians 4:15)
- **Reconciliation, Restoration and Restitution:** Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, forgive one another, restore relationships and make restitution. (Matthew 5:23-24; 18:15-17)

RESPONSIBILITIES FOR INDIVIDUAL ATTITUDES AND BEHAVIOR

- **Attributes of the Heart:** Scripture gives us mandates for daily living through the Ten Commandments and the Sermon on the Mount. (Exodus 20:2-17; Matthew 5-7) In addition, Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-24 NIV) This "fruit of the Spirit" is to be sought, encouraged and demonstrated in our relationships. We are also called to live lives characterized by peace and holiness. (Hebrews 12:14) In contrast to encouraging these positive attributes of the heart, Scripture condemns injustice and attitudes such as greed, jealousy, pride, lust, prejudice and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. (Galatians 5:19-21; Ephesians 4:31; Micah 6:8)

- **Prohibited Behaviors:** Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by all members of the community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity, crude language, sexual immorality (including adultery, homosexual behavior, premarital sex and involvement with pornography in any form), drunkenness, immodesty of dress and occult practice. (Mark 7:20-23; Romans 13:12-14; 1 Corinthians 6:9-11)
- **Academic Integrity and Truthfulness:** As a Christ-centered University community we apply biblical responsibilities for honesty to all forms of academic integrity. Plagiarism is forbidden; we expect truthfulness and fidelity to be expressed in every learning context. (Luke 16:10; Ephesians 4:25)
- **Submission to Civil Authority:** In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor community are expected to uphold the laws of the local community, the state and the nation. An exception would be those rare occasions in which obedience to civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the penalty for his or her behavior. (Romans 13:1-7) Behavior resulting in arrest on or off campus is subject to review within the University's disciplinary procedures.

UNIVERSITY EXPECTATIONS

In addition to subscribing to the section on Biblical Responsibilities, members of the Taylor University community voluntarily commit themselves to the following expectations of behavior. This commitment results from the conviction that these expectations serve the common good of the individual and the institution. These expectations are not set forth as an index of Christian spirituality, but rather as values and standards of the Taylor community and guidelines that serve to preserve the ethos of the campus communities. Furthermore, they reflect our commitment to helping each member of the community grow in maturity and in the ability to make wise choices. Because of the importance of trust and responsibility to one another, violations of these expectations are regarded as a serious breach of integrity within the community. The following expectations apply to all members of the campus communities: the faculty, staff, and students of Taylor University.

- **Worship:** Corporate worship, prayer, fellowship and instruction are essential for our community. Therefore, students, faculty and administrators are expected to attend chapel. Faithful participation is understood as a mature response to our community goals. We expect that individual honor and commitment to the Taylor community will motivate us to attend chapel. In addition, members of the community are encouraged to participate in the life of a local church.
- **Lord's Day:** Members of the community are to observe this day as a day set apart primarily for worship, fellowship, ministry and rest. While activities such as recreation, exercise and study may be a part of the day, "business as usual" relative to University programs and services will not be sanctioned or encouraged.
- **Entertainment and Recreation:** The University expects its members to use discretion and discernment in their choices of entertainment and recreation (some examples include media, Internet usage, and games). Each year, Student Development may sponsor a limited number of on-campus dances for the campus community. The University also considers the following forms of dance as acceptable for the campus community: sanctioned folk dances, dances that are designed to worship God, dancing at weddings, and the use of appropriate choreography in drama, musical productions and athletic events. In order to preserve and enhance our intentional community, other social dancing is not permitted on or away from campus. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided. Consideration for others and standards of good taste are important, and all activities should be guided by this principle.
- **Illegal and Legal Substances:** Taylor University prohibits the possession, use or distribution of illegal substances and the abuse or illegal use of legal substances, including prescription and over-the-counter medication.
- **Tobacco:** Recognizing that the use of tobacco is injurious to one's physical health, members of the campus communities will not possess, use, or distribute tobacco in any form on or off campus. In addition, our campuses are smoke free.
- **Alcoholic Beverages:** The community recognizes the potential risk to one's physical and psychological well-being in the use of alcoholic beverages. It also recognizes that use of alcoholic beverages can significantly and negatively impact the community. Accordingly, faculty, staff and students will refrain from the use of alcoholic beverages. Alcoholic beverages are not served at any University functions or programs on or off campus.
- **Gambling:** Gambling (the exchange of money or goods by betting or wagering) is viewed as an unwise use of God-given resources and is not acceptable in any form.
- **Respect for the Property of Others:** Members of the community are expected to respect the property of others, including University property, private property on and off campus, and public property. The intellectual property of others is also to be respected.
- **Policies and Procedures:** Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the Master Policy Manual, and the University catalog.

APPLICATION

The University affirms that the Biblical Responsibilities and University Expectations outlined herein lead to responsible citizenship and positive and healthy lifestyle, and they support the fulfillment of the University mission. While members of the community are encouraged to follow the principles of this LTC throughout the year, it is specifically applicable for students while they are actively engaged in the educational mission (Fall Semester, Interterm, Spring Semester, and Summer Term, including Thanksgiving and spring breaks) or are representing Taylor in any off-campus events. For employees, it is specifically applicable during the periods of their service or employment contracts.

CONCLUSION

The book of Colossians provides an appropriate summary of the goals for our community:

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the message of Christ dwell among you richly as you teach and admonish one another. . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." (Colossians 3:12-17 TNIV)

Approved by the Taylor University Board of Trustees 02/15/2013

Life Together Covenant Implementation Guidelines for Graduate Students

The following implementation guidelines have been developed to clarify graduate student responsibilities in relationship to Life Together Covenant (LTC).

1. The LTC identifies the expectations for living in community as we seek to fulfill our mission. While it is helpful to specify responsibilities and expectations for the benefit of the larger community, it can be a challenge to create a community with expectations that are totally acceptable to every member. When individuals join the Taylor community, they willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14; 1 Corinthians 8, 10:23-33) It is within this framework that the following implementation guidelines have been developed.
2. As a condition of enrollment all students must affirm their willingness to abide by the Biblical Responsibilities and University Expectations contained in the LTC. Affirmation occurs with the signing of the application for admission.
3. Application – degree-seeking graduate students are encouraged to follow the LTC - Biblical Responsibilities at all times. In addition, graduate students are required to adhere to the University Expectations of the LTC when they are on campus, during off-campus class sessions, actively participating in university-sponsored events, and in the presence of Taylor undergraduate students.



Accreditation and Memberships

Taylor University is accredited by the Higher Learning Commission (HLC) (<https://www.hlcommission.org>, 312-263-0456) and has held this status since 1947. Following reaffirmation of accreditation in 2018, Taylor University transitioned from HLC's Academic Quality Improvement Program (AQIP) to the Open Pathway for accreditation. This change was prompted by HLC's decision to discontinue AQIP. The University had followed the AQIP pathway from 2004 to 2018. Taylor was approved to offer online associate degrees in 1998 and graduate programs in 2003. The University was accredited by the Council for the Accreditation of Educator Preparation (CAEP) in 1962, the National Association of Schools of Music in 1970, the Council on Social Work Education in 1980, and the Accreditation Council for Business Schools and Programs (ACBSP) in 2016. The Computer Engineering and Engineering programs are accredited by the Engineering Accreditation Commission of ABET, <https://www.abet.org>. Taylor University's Chemistry (BS) is certified by the American Chemical Society. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Society of Composers, Authors, and Publishers
- Association of International Education Administrators
- Broadcast Music Incorporated
- Central Association of College and University Business Officers
- Christian College Consortium
- Christian Leadership Alliance
- Commission on English Language Program Accreditation
- Community Engaged Alliance
- Community Foundation of Grant County
- Council for Advancement and Support of Education
- Council for Christian Colleges & Universities
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Council on Undergraduate Research
- Evangelical Council for Financial Accountability
- The Forum on Education Abroad
- Fulbright Association
- Grant County Economic Growth Council
- Higher Learning Commission
- Independent Colleges of Indiana
- Indiana Chamber of Commerce
- Institute of International Education
- Lilly Fellows Program
- Midwestern Association of Graduate Schools
- Moody's
- NAFA: Association of International Educators
- National Association of College and University Business Officers
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- Scholarship America

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium uniting thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs. The following institutions are included in the consortium:

- Asbury University
- Bethel University
- George Fox University
- Gordon College
- Greenville University
- Houghton College
- Malone University
- Messiah University
- Seattle Pacific University
- Taylor University
- Trinity International University
- Westmont College
- Wheaton College



Council for Christian Colleges and Universities

Taylor University is one of 180 colleges and universities that comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified students from its member schools. These offerings include:

- Contemporary Music Center (Nashville, TN)
- Los Angeles Film Studies Center (Los Angeles, California)
- Middle East Studies Program (Amman, Jordan)
- Oxford Summer Programme (Oxford, England)
- Scholars' Semester in Oxford (Oxford, England)
- Uganda Studies Program (Mukono, Uganda)

Campus Location and Facilities

Campus Highlights

Taylor is a lively campus community nestled in America's heartland. Located approximately halfway between Indianapolis and Fort Wayne, Taylor's hometown of Upland, Indiana, offers a pastoral setting for students to study and live. Taylor's beautiful campus affords students the chance to enjoy their college years in an inspiring location where lives are transformed every single day. And Taylor's creative student body and storied traditions ensure that the Taylor campus is a place of great fun, exciting school spirit, and deep friendships.

The campus is spacious and scenic with many points of interest. In addition to the Library and its collections, the Zondervan Library building, residing next to the Bell Tower, houses the Engstrom Galleria, Archives and Special Collections, and several academic support services at the center of the campus.

Upon leaving the north entrance of the library, the Rice Bell Tower is visible immediately north, symbolizing our commitment to spiritual integrity and academic quality. A brief stroll north from the bell tower will reveal the Samuel Morris statues. Designed by Ken Ryden and erected in October 1995, these statues symbolize the process of enlightenment Morris experienced as he journeyed from being a tribal prince to a slave, to a student in America with a burden to share the message of God's grace. Through Ryden's work, Samuel Morris continues to inspire the Taylor community. The statues adjoin the Modelle Metcalf Visual Arts and Rupp Communication Arts Center (housing the 320-seat Mitchell theater—Taylor's theatrical history includes classics as well as original productions written by Taylor alumni and students), and the Smith-Hermanson Music building.

On the east side of Vayhinger Loop is the Rediger Chapel/Auditorium, home for our great chapel program. The LaRita Boren Campus Center surrounds the Rediger Chapel/Auditorium. This facility is the home for our student development program as well as a community space for our students, staff, parents, and alumni to gather; it also houses the Campus Store Express and food and beverage establishments including the Jumping Bean and Chick-fil-A.

To the north are more residence halls including Samuel Morris Hall, Swallow Robin Hall, the more recently added Wolgemuth Hall (35,970 square feet of apartment-style units for 92 students), and Campbell Hall (19,167 square feet of apartment space for 60 student beds). Also, on the northside is the Campus Store. This facility, finished in 2019, is an 8,100 square foot facility also housing our print and post office services. The Freimuth Administration building is the home of several administrative functions for students and staff alike.

On the east side of campus is the Nussbaum Center. Perched atop the Nussbaum Science Center is the Robert Wolfe observatory featuring a solar telescope and two reflecting telescopes: a 10-inch Celestron and an 8-inch Meade. Both have motor mounts for all-night star tracking. The Euler Science Complex includes 137,000 square feet and connects to the north side of the Nussbaum Center. The science program space includes a green roof, geothermal cooling, photovoltaic solar, and a heliostat.

The south side of campus is known for housing and serving our students via Breuninger Hall, Wengatz Hall, Olson Hall, English Hall, Gerig Hall, and Bergwall Hall—all student resident spaces. Attached to Bergwall Hall is the Hodson Dining Commons.

To the west lies our combination of artificial and natural turf athletic fields (baseball, football, track and field, softball, lacrosse, and soccer). Odle Arena is our competition floor and attached is our wonderful Kesler Student Activities Center (KSAC). An addition to KSAC, the Eichling Aquatics Wing, houses the indoor lap pool.

WBCL, located in Fort Wayne, Indiana, is a Taylor-owned professional radio station which broadcasts family-friendly content including contemporary Christian music, commentary, and coverage of local news, traffic, and events. Through additional translators, transmitters, towers, and stations, listeners from all over northeast Indiana, southeast Michigan, and northwest Ohio, as well as listeners worldwide on wbcl.org, can enjoy Christian programming.

Prayer is an important feature of our campus life and facilities. In the heart of campus, just southwest of the library, is the Memorial Prayer Chapel that honors the lives of students and staff from Taylor University. On the southwest corner of campus, students seeking solitude may wish to visit the prayer deck. Secluded among the greenery of Taylor Lake and overlooking the water, the prayer deck is a popular spot for meditation and Bible study. The original prayer chapel, presented by the graduates of 1950 and class sponsor (and future president) Milo A. Rediger, is located on the northeast side of campus in Sickler Hall and offers a spiritual respite.

Administrative Buildings

Ferdinand Freimuth Administration Building, a 14,000-square-foot structure, was first remodeled during 1972. The first floor houses the offices of Alumni and Parent Relations, Business Office and Student Accounts, Financial Aid, Institutional Research, and Registrar. Advancement functions are located on the second floor. The initial remodeling of this building was made possible by a gift from Ferdinand Freimuth, a Fort Wayne philanthropist.

Haakonsen Hall is named after Lily Haakonsen who provided medical care for the students of Taylor University for many years. This facility is used by Event and Media Services; Conference Services uses Haakonson Hall as the hub for their work.

Helena Memorial Hall, built in 1911, is a 10,000-square-foot structure that serves as the Taylor University Gallery that houses the Boren Western Art Collection as well as the Office of the Provost. This facility previously served as a music building, an art and theatre building, and as offices of Admissions and the President. This structure was named for Mrs. Helena Gehman, an early benefactress of the University.

Sickler Hall, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. Originally, the building was a residence hall that provided free housing for the children of ministers and missionaries. Later, it served as a science hall and education department center; more recently, it was the location of the communication arts department. This facility currently houses Human Resources on the lower level and Intercultural Leadership and Church Relations which includes conference room facilities. The Meredith Prayer Chapel is located on the main floor and is open each day for meditation and prayer.

Academic Facilities

The **Ayres Alumni Memorial Building**, a 19,000-square-foot facility, was named for Burt W. Ayres who served Taylor as professor and administrator for nearly 50 years. In addition to space on the main level, Admissions is located in the Kenyon Educational Center on the lower level along with the University's telecommunications network and staff. The office of the President is located on the main level as is a large classroom. Psychology faculty offices are located on the third floor.

The **Euler Science Complex** was completed in 2012. This facility includes 137,000-square-foot of science program space in a four-story building with LEED gold certification and utilizes a photovoltaic solar array, geothermal wells, and smart sensors for energy management; a green roof for water management; and a heliostat for natural lighting. It provides space for offices, classrooms, and labs for biochemistry and chemistry, biology, computer sciences, elementary and secondary education, engineering, mathematics, and physics, as well as Bedi Center for Teaching and Learning Excellence (BCTLE), Center for Missions Computing, Machine Shop, and Sponsored Programs.

The **Horne Academic Center**, a 45,000-square-foot facility named for Taylor graduate Dee Horne, was completed in 2024. This facility houses the Film and Media Arts program including a 2500-square-foot television studio and a 3500-square-foot film sound stage, the Vandermeulen Innovation Hub including the Center for Innovation and Entrepreneurship, and the Office of the Provost.

Modelle Metcalf Visual Arts Center, a 38,000-square-foot center, provides specialized art studio and classroom space, a computer graphic arts lab and audio-visual classrooms, and a secure gallery adjacent to the Mitchell Theatre. The Tyndale Galleria provides space for students to display creative work. This building features dedicated spaces specifically designed and outfitted for instruction in painting, sculpture, ceramics, printmaking, metals, photography, drawing, and graphics. In addition, an outdoor sculpture garden enhances the campus on the north side of the building. Along with the Zondervan Library, the entire fine arts complex occupies the center of campus, signifying Taylor University's commitment to the fine arts as a central component of a Christian liberal arts college.

Nussbaum Science Center is named for Dr. Elmer N. Nussbaum, professor of physics for 31 years at Taylor. This 45,000-square-foot structure continues to support biology, chemistry, computer science, math, physics, and general-purpose classrooms; laboratories; the observatory; faculty lounges; professional writing; and most of the Information Technology Department.

Randall Environmental Studies Center is an award-winning teaching and research facility located at the west edge of campus on the grounds of the University arboretum. Constructed in 1992 and named for Dr. Walter Randall, a Taylor trustee and former medical professor, the 20,000-square-foot facility primarily serves the needs of the Environmental Science and Sustainable Development programs. It has specialized laboratories equipped for analysis of soil, water, plants, and geospatial data; greenhouse facilities; and a natural history museum of North American and African specimens. The adjacent 145-acre arboretum includes a trail system and opportunities for outdoor study of prairies, woods, wetlands, lakes, streams, old fields, and small-scale agriculture. The nearby Avis-Taylor Prairie Restoration Project, the hardwood preserve, and the "Taylor Wilderness" provide additional teaching and research opportunities.

Reade Memorial Liberal Arts Center, named for Thaddeus C. Reade, president of Taylor University (1891-1902), is a 35,000-square-foot facility containing computer labs, the finance lab, faculty offices, and classrooms for several departments (Sociology and Social Work; Biblical Studies, Christian Ministries, Intercultural Studies, and Philosophy; Business; English and Modern Languages; History, Global, and Political Studies; Ministry).

Rupp Communication Arts Center is named for Taylor benefactors Ora and Herma Rupp. This 45,000-square-foot facility houses the 320-seat Mitchell Theatre, television and radio studios, yearbook and campus newspaper offices, journalism lab, and offices and classrooms for communication, film and media production, journalism, public relations, and theatre. The theatre had updated amenities in 2022.

Smith-Hermanson Music Center, a 23,000-square-foot structure, is a sound-proof facility. Named for Nellie Scudder Smith, a friend of Taylor University, and Edward Hermanson, former professor of music, and his wife Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, faculty offices, conference rooms, and faculty and student lounges. The Butz-Carruth Recital Hall seats 218 and boasts Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

Athletic, Physical Education, and Recreation Facilities

The **Field House** is a steel-paneled building providing additional opportunities for athletics. The football locker room; Pete Carlson Intercollegiate Athletic Weight Room; three batting cages for baseball and softball; as well as newly renovated meeting rooms and gathering areas for team/alumni/recruiting events are contained in this facility.

The **George Glass Track and Field Complex**, named for George Glass (Taylor's athletic director and coach of cross country and track for 26 years), has a 400-meter rubberized, all-weather surface and facilities for field events.

Gudakunst Field serves as the home for the Taylor softball team and features a newly constructed playing surface with improved drainage, lights, scoreboard, brick and net backstop, press box, and bleachers. The field is located southwest of the Kesler Student Activities Center.

The **Kesler Student Activities Center** is an 87,000-square-foot facility is named in honor of Dr. Jay Kesler, president emeritus of Taylor University, and his wife Janie. The KSAC contains four college-sized basketball courts (one with a wood floor and three with multipurpose playing surfaces which can facilitate volleyball, basketball, tennis, and badminton), "The Well" fitness center, locker rooms, and a 200-meter indoor competition-level track with Mondo flooring. The Eichling Aquatics Wing houses an indoor lap pool and the academic Kinesiology program.

Meier Tennis Courts features nine lighted and hard-surface courts.

Odle Gymnasium is named for the late Don J. Odle, coach and professor of physical education, and his wife Bonnie. This 45,000-square-foot facility contains a newly renovated state-of-the-art weight room, a racquetball court, a conference room overlooking the basketball court, a new state-of-the-art golf simulator room, faculty/coaches offices, and a collegiate basketball and volleyball maple parquet floor court with three cross courts. The entrance and second floor are being renovated with second floor becoming home to the athletic teams work out space.

The **Taylor Cross Country Course** is located just over a mile west of campus. This championship quality course features both a five kilometer and eight kilometer loop which both meander through fields and wooded areas.

Turner Stadium serves as the home to the Taylor football, men's soccer, and women's soccer teams. The stadium, located north of Odle Arena, includes home and visitor stands, lights, scoreboard, and stadium entrance. In the summer of 2015, a new press box, game day plaza, and additional stadium upgrades were added. The artificial turf was replaced in 2022.

The **Jim Wheeler Field** serves as the home to the Taylor men's lacrosse team as well as a practice field for the football, men's soccer, and women's soccer teams. The artificial surface facility is located northwest of Turner Stadium and features a full-sized lacrosse, football, and soccer field with lighting for night practices.

Winterholter Field is located centrally and has an artificial infield surface which was renovated in 2021, and the new amenities make this facility an exciting place to watch a baseball game. In the spring of 2015, outdoor lighting was installed; in 2017, a press box was added; in 2020, bleachers were installed.

Computer and Technology Resources

Information Technology at Taylor University provides and supports reliable and secure information technology resources, helping to advance the goals and objectives of Taylor University's academics, student and employee services, community building, advancement, and financial management efforts.

Students can log into myTAYLOR to access course information, email, campus announcements, class schedules, financial aid, billing information, grades, transcripts, and more. The Brightspace course management system is widely used by professors to supplement class activities and provide online resources for students. Personally-owned student devices can be registered on the university network with wireless network access available throughout the campus. General-purpose and discipline unique computer labs are available for students.

The **Helpdesk** is an area in the basement of Nussbaum that is devoted to supporting faculty, staff, and students, connecting them with support for all their technology needs. This includes support of computer technology, classroom technology, learning management system support (currently Brightspace), teaching applications, wireless connections and registration, and many other technical support functions. The Helpdesk can also be reached by emailing helpdesk@taylor.edu or calling (765) 998-4040.

Service and Non-Academic Facilities

The **LaRita Boren Campus Center**, completed in 2016, brings together the student development programs from multiple buildings on campus. These programs including the offices of Calling and Career, Campus Ministries, Center for Student Development, Counseling Center, Honors Guild, Intercultural Programs, Leadership and Student Programs, Lighthouse, Master of Arts in Higher Education (MAHE), Residence Life, Spencer Centre for Global Engagement (SCGE), Student Activities and Student Services Councils, Taylor Student Organization, and Taylor World Outreach are now located in this centralized space. This facility also provides a 300-seat auditorium, a food court including the Jumping Bean and Chick-fil-A, as well as the Campus Store Express. Campus Police is also located in the facility and serves as the center for emergency communication, the police department, campus vehicle registration, and identification card/card access systems. This facility provides our campus with a central place to facilitate discipleship through our student development programs, intentional community interactions, and individual relationships. **Rediger Chapel/Auditorium**, named in honor of Dr. Milo A. Rediger, former Professor, Dean, and President of Taylor University, was completed in 1976. This spacious and beautiful 1,500-seat facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the University and is accessible by entering the Boren Campus Center.

The **Boyd Building and Grounds Complex** is the center of operations for general maintenance, housekeeping, building and grounds, and recycling services.

The **Campus Store** is located on the north side of Reade Avenue and provides textbooks and other classroom needs. Other items are offered such as apparel, greeting cards, and gifts, as well as a drop-off and pick-up point for dry-cleaning services. It also houses the press services and postal service for the University. These services are available to students and employees.

Hodson Dining Commons, named for Arthur and Mary Hodson, Upland philanthropists, serves as the main dining hall for students. The facility is located on the southwest corner of the campus overlooking Taylor Lake. With the addition of the Nelle Alsbaugh Hodson Banquet Facility, the Isely, Heritage, and Braden rooms provide space for special and private group dining. The Hodson Dining Commons is experiencing its first ever facility-wide improvement since it was constructed. New kitchen equipment and layout, new food delivery venues, new seating, and an entire refresh of the space will mark this renovation. Additionally, an elevator is being added as well as a new event space to the south that will hold over 600 people when fully expanded.

Memorial Prayer Chapel honors those lost in a tragic accident on April 26, 2006, as well as other students and staff who entered eternity while attending or serving Taylor University. This 2,300-square-foot facility has room for corporate prayer for seventy individuals, as well as two ante-rooms that allow for private or small group prayer.

Taylor Lake, a picturesque eight acres on the Taylor campus, provides swimming opportunities in summer. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area, beach volleyball court, and prayer deck.



Zondervan Library

The Zondervan Library sits in the center of campus, representing its centrality to the mission of the University and the success of academic pursuits. The library provides information resources, services, and connections for students, faculty, and staff while striving to support curricular needs, to nurture intellectual curiosity, and to promote spiritual development.

Through the library's website users can discover resources both within the library and beyond. In addition to books, periodicals, and DVDs within the library's walls, it provides a vast range of electronic resources including full-text databases and eBooks. Virtually all of these electronic resources are available both on- and off-campus to students, faculty, and staff with a valid Taylor network username and password. Zondervan Library provides even more resources through Interlibrary Loan.

One of the purposes of library faculty is to teach students skills in identifying and evaluating information as these will prove useful in every career and serve as a foundation for lifelong learning. Librarians interact with students through classroom instruction as well as individual consultations regarding information research strategies and tools. Walk-up research assistance is available from the Ask desk, which is situated directly inside the library's main entrance. Librarians can also be reached via email (zonlib@taylor.edu) and phone (765-998-4357).

Some instructors put materials on Reserve circulation for students to check out. These resources are located behind the Check Out desk on the main level and can be used within the library for three hours at a time.

Groups can make use of study rooms of various sizes located throughout the library. Various study tables and carrels serve as ideal study areas located throughout the main and upper levels.

The **Academic Enrichment Center**, located in the northwest area of the library, exists to help all students succeed academically. The AEC has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills, and individual help for achieving academic success. All students are encouraged to visit the AEC.

Accessibility and Disability Resources, located within the Academic Enrichment Center, provides services for students with disabilities. Taylor University is committed to providing reasonable accommodations that ensure equal access to programs and opportunities. This may include assistance with note taking, an alternative testing environment, audio books, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his or her disability.

Archives and Special Collections is located on the southeast end of Zondervan Library's Engstrom Galleria collections and preserves and provides access to records of enduring value which include University Archives as well as several other special collections including the British Author Collections. The Ringenberg Reading Room provides research space for visiting classes and researchers, and a closed stacks area houses the physical collections. A robust digital archive featuring historic University publications and other materials is accessible at <https://pillars.taylor.edu>.

Peer Tutoring is located within the Academic Enrichment Center. Peer tutoring is a free service to all Taylor students. Tutoring is available for almost all courses.

Taylor University Online (TUO) is located in the lower level of the library and offers online courses and programs.

The **Writing Center**, located in the Academic Enrichment Center, serves all students in all classes at Taylor, providing one-on-one and small group writing consultations.

Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know and the Crime Awareness and Campus Security Act of 1990, as amended; Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008; the Family Educational Rights and Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. At the post-secondary level, the right to inspect is limited solely to the student. Records may be released to parents only under one of the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; or 3) if the University agrees to the release of records following submission of evidence that the parents declare the student as a dependent on the most recent year's Federal Income Tax form.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll, as well as to the U.S. Department of Education and accrediting agencies. The University shall attempt to notify the student in advance of complying with a court order or subpoena, unless disclosure is prohibited.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Intellectual Property Policy

The Taylor University Intellectual Property Policy designates that students retain copyright to most creative work for which they are solely responsible. Exceptions can include work done while employed by the University or under other extenuating circumstances. Although students retain intellectual property rights to most creative work submitted for academic credit, matriculation in the University entails an obligation for students to allow their writing or similar creative work to be used for University academic assessment. Procedures will be followed to preserve the anonymity of students for such assessment. The content and analysis of student writing or similar creative work selected for assessment will be used primarily for internal review of academic programs. Observations and derivative findings from such analysis may be reported to accreditation agencies or disseminated through professional publication but without reference to the authorship of individual students.

Notice of Non-discrimination

Taylor University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding the non-discrimination policies can be made in person, by email, or by phone to either Skip Trudeau, who serves the University's Title IX Coordinator or to Erin Luthy, who serves as the University's Deputy Title IX Coordinator:

Title IX Office
titleix@taylor.edu
(765) 998-5338

Public Notice Designating Directory Information

Taylor University may release, without written consent, the following items which have been specified as public or directory information for current and former students: name, address, email address, telephone listing, gender, photograph, video image and sound, field of study, grade level, enrollment status, month and day of birth, dates of attendance, actual and anticipated graduation date, degree, honors and awards, previous educational agency or institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

A current student can request that the University not release any directory information about him or her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Request to withhold prevents the disclosure of all directory information and remains in place until rescinded, in writing, by the student. Regardless of the effect upon the student, the institution assumes no liability for honoring the student's instructions that such information be withheld.

Publicity Release of Student Photograph

As a student at Taylor University, each student authorizes and irrevocably grants to Taylor University permission for his or her photograph or image to be used in future University brochures, video publications, newsletters, news releases, other printed materials, and in materials made available on the Internet or in other media now known or hereafter developed.

Services for Students with Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library.

Student Consumer Information

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions participating in federally funded financial aid programs to make information about the institution available to current and prospective students. Taylor University has created a webpage entitled Student Consumer Information (<https://www.taylor.edu/student-consumer-info>) to provide resources and information for parents, students, employees, and the Taylor community in fulfillment of these mandates. This site will continue to be updated as we build more information that is useful and required.

Student Right to Know and the Crime Awareness and Campus Security Act of 1990

The Student Right to Know and the Crime Awareness and Campus Security Act of 1990 (Public Law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, campus security policies, campus crime and fire statistics, and participation in athletically related financial aid. These data are available on the Taylor Student Consumer Information website (<https://www.taylor.edu/student-consumer-info>) and upon request from the Office of Institutional Research, Taylor University, 1846 Main Street, Upland, IN 46989, (765-998-4627).

Academic Calendar

Taylor University's academic year consists of Fall and Spring semesters, as well as optional January interterm and Summer sessions, with select programs offering open enrollment.

Under this schedule, Fall semester activities including examinations are concluded prior to the Christmas recess. Each semester consists of 15 weeks including a 4-day examination period.

The optional January interterm provides students, in select programs, an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations.

The academic calendar is available online at <https://www.taylor.edu/about/offices/registrar/academic-calendar>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and academic catalog.

Credit Hour

Each course at Taylor University is assigned a number of credit hours, based on the traditional Carnegie Unit, as the unit of measure of the course's level of instruction, academic rigor, and time requirements. A credit hour, the amount of work established by stated student learning outcomes and achievement, is approximately one hour (or 50 minutes) of classroom or direct faculty instruction, and a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class work, each week for a 15-week term (or the equivalent amount of work for a term of a different length).

Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practicums, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

For classroom-based courses, each credit hour indicates a minimum of 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

For non-classroom-based courses that require less time for out-of-class supplementary assignments (such as laboratories, studios, and performances), each credit hour indicates a minimum of 30 hours (of 50 minutes each) of instruction.

For non-classroom-based courses in which students are engaged in independent projects that require additional out-of-class work and are guided by regular instructor feedback (such as research and independent studies), the credit awarded for supervised individual activity will be awarded with a correspondence of one credit per 45 hours of student activity.

For mixed face-to-face, hybrid or blended courses, in which more than 25% of the instruction is provided online, credit hours are assigned based on the credit assigned to traditional courses of comparable rigor, content, and time requirements.

For online courses, in which the instruction is provided exclusively online, credit hours are assigned based on the credit assigned to traditional courses of comparable rigor, content, and time requirements.

For correspondence courses, the credit hours awarded for a course must be reasonably equivalent to the standard of three hours of combined direct instruction and student work per credit hour for a 15-week semester (45 hours for a one credit hour class, 90 hours for a 2 credit hour class, and 135 hours for a 3 credit hour class). At Taylor, the minimum course completion time is 12 weeks, and the maximum is four months from the date of enrollment.

For internship courses, each credit hour indicates a minimum of 40 clock hours of work.

For courses where the primary learning activity is experiential (such as clinical work, field work, or student teaching), credit hours are assigned in compliance with the standards of the relevant professional accrediting organization and with common practice in higher education.

Assignment of credit hours for courses occurs during program/course approval processes and is monitored through faculty, curriculum, and program reviews established by the University.

Instructional Time for Terms

Each credit hour represents 700 instructional minutes during a term. The following chart represents instructional minutes with no breaks included. A minimum of 50 additional minutes should be allotted for a final exam; a separate exam time is already scheduled for the full semester.

Credits	Semester ¹	Half-semester ¹	17-day ² term	18-day ² term	24-day ² term
1	50	100	44	42	31
2	100	200	85	81	60
3	150	300	126	119	90
4	200	400	168	158	119

¹Minutes indicate total instructional minutes each week of term.

²Minutes indicate total instructional minutes each day of term.

Academic Policies and Regulations

Academic policies and regulations are developed and approved by the faculty of Taylor University and are administered by the Provost working with the Registrar, Deans, and appropriate faculty committees. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

Academic Advising

While Taylor University publishes program information and materials and provides advisors, each student is solely responsible for ensuring that his or her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed by the Office of the Registrar.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition to the program chair/director. The student must state his or her request and rationale for the petition. Once the petition has been acted upon by the program and dean and reviewed by the appropriate committee, if necessary, it will be filed with the Office of the Registrar.

Academic petition forms are available from the program chair/director.

Academic Grievance

Preamble

Taylor University is committed to preserving a climate of openness and justice in all areas of academic life. To that end, procedures have been established to provide fair treatment of both any student who registers an academic complaint and any faculty member who has been accused of unfairness toward a student. These procedural guidelines are not contractually binding on the University.

Definition of an Academic Grievance

Whenever a student has a basis for believing that he or she has been unfairly treated in such matters as grades, course policies or expectations, false accusations of cheating, or inappropriate penalties, he or she may be said to have an academic grievance.

Procedure

The following steps, based upon the biblical standard of caring confrontation which should be the first step in any dispute, have been identified as necessary for consistency in the grievance process. Any student who feels that unfair treatment may be taking place in his or her academic experiences should follow the established process in sequential steps until there is satisfactory resolution of the program or until the procedures have been exhausted.

Informal Process

The informal process should be completed within one month of the alleged unfair treatment. Prior to the first appointment with the faculty member involved, the student should have the unfair treatment clearly focused in his or her mind by writing out a concise statement of the problem and the desired resolution. Faculty and administrators who are contacted may ask to see the written statement. By appointment, the student should discuss the issue with the faculty member involved. The student and faculty member may each invite another person to be present. If necessary, the student should discuss, by appointment, the issue with the faculty member's department chair, or the dean if the faculty member is the department chair.

Formal Grievance Process

If a formal grievance is deemed necessary, the steps outlined below should be followed:

1. Within one month of the alleged unfair treatment, the student should submit a written statement of the grievance and the desired resolution to the appropriate dean who will attempt to resolve the grievance through conferences with the parties involved.
2. If the grievance has not been resolved within ten working days from the dean's receipt of the written grievance statement, the parties involved should meet in consultation with the appropriate dean.
3. If, after consultation with the parties involved, the student is still dissatisfied with the outcome, the appropriate dean should assemble, within 20 working days from receipt of the written grievance statement, a grievance committee acceptable to both parties for reviewing the complaint and submitting a recommendation. If the parties cannot agree on an acceptable grievance committee, the appropriate dean retains full discretion to select the members of the committee. The grievance committee should consist of five voting members including:
 - An administrator (may be a department chair or dean, but not the head of the involved department) appointed to serve as chair by the appropriate dean;
 - Two students; and
 - Two faculty members.
4. Parties directly affected by the grievance should provide the grievance committee with available data in writing, including summaries of previous conferences and actions, to bring about understanding and a timely recommendation regarding the grievance.
5. The committee should then proceed as follows:
 - Formalize its procedure to hear the grievance;
 - Conduct hearings during which the grievant and the faculty member are given opportunity to present their points of view;
 - Deliberate;
 - Reach a recommendation by a simple majority vote of the committee; and
 - Make a recommendation to the appropriate dean to either affirm the action which is the subject of the academic grievance, to take no action one way or the other, or to take appropriate corrective action.
6. The committee's recommendation should be made in writing to the appropriate dean within 15 working days of the committee's appointment.
7. The appropriate dean should make a decision regarding the committee's recommendation, and should notify the parties in the grievance of the outcome and any resultant action within 48 hours of receiving the committee's recommendation.

Note: Grievance actions required during calendar periods which are not working days (such as vacation), should be handled as quickly as possible and in the spirit of the "working days" listed above.

Appeal Procedure

Either party has an opportunity to appeal the grievance decision to the president of the University within one week of the notification by the appropriate dean (see item 7 above). Within another week, the president should review the case and render a decision to be transmitted to both parties.

Hearing Procedure

Grievant: The grievant should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- State his or her grievance, including submitting evidence of its existence;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

Faculty Member: The faculty member should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- Respond to the grievance in every particular including submitting evidence to support the action or decision provoking the grievance;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

Exceptions

If a grievant perceives a conflict of interest in any of the steps, he or she may proceed to the next step. If this process cannot be followed due to the unavailability of the faculty member, the appropriate dean may ask the immediate supervisor of the faculty member to assume responsibility for answering the grievance.

Additional information can be viewed at this webpage: <https://www.taylor.edu/student-consumer-info>

Academic Integrity

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including, but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using a computer algorithm, program, or AI without attribution and prior approval from the professor. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (e.g., words, ideas, answers, data, program codes, music), including having a peer or parent contribute material, or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their dean and the Office of Student Development. Departments or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge¹) material without giving appropriate credit to the source.²

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer or AI software help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g., brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is *not* plagiarism. However, having a peer *make changes* to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Plagiarism Policy: All major acts of plagiarism must be reported by the faculty member to the appropriate academic dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the Academic Affairs and Student Development and will be viewed and used *solely* by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs and Student Development will be destroyed along with all other student records according to their respective policies.

¹ **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

² **Adapted from the Writing Program Administrators' "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."** <http://www.wpacouncil.org>

Academic Load

Registration for full-time enrollment status for graduate programs is determined by the specific graduate program. A student may register for no more than 13 credit hours per term. Some programs may allow additional credit hours with faculty advisor approval.

Academic Progress Policy

A student who meets the minimal GPA requirements as indicated in the chart below is considered to be a student in good academic standing. A student who falls below the minimum required hours and GPA is placed on academic probation. Notification of academic standing will be sent by the Registrar to students and their advisors through e-mail and letters will be mailed to students' permanent addresses within one week following submission of final grades by faculty.

Cumulative Graduate Earned Hours	Minimum Graduate Required GPA	Minimum TTT/OLP Required GPA
00.01+	3.00	2.70

The faculty, staff, and administration of Taylor University are committed to helping students be successful in their personal, spiritual, and intellectual lives. As such, the GPA of each student is reviewed at the end of each term to determine whether action needs to be taken with respect to probationary status.

Students placed on probation have one semester in which to meet good academic standing as indicated in the chart above. Reevaluation does not take place after Interterm or Summer terms. Failure to reach the minimum requirements in the following semester results in suspension from the University, unless during that semester the student achieves a term GPA of 3.00 (2.70 for TTT/OLP). Students who earn a 3.00 (2.70 for TTT/OLP) term GPA may be placed on extended probation and allowed to remain at the institution for the subsequent semester. Students on extended probation are not eligible to receive financial aid.

Students on extended probation failing to make satisfactory progress may be suspended at the discretion of the program chair/director.

Readmission is not automatic and requires the approval of several offices on campus, starting with the graduate program. Students must present evidence that they are academically prepared to return to Taylor. Additionally, readmitted students will be placed on extended probation and are not eligible for financial aid during the return semester.

Academic probation and suspension carry additional related consequences:

- Eligibility for financial aid is affected by academic standing. Probationary and suspended students should check with the Office of Financial Aid regarding academic progress regulations pertaining to their financial aid.
- In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to demonstrate that he or she is prepared to achieve better academic work prior to readmission to Taylor. Students should consult with the program chair/director in advance of such enrollment.

Contact the Office of the Registrar for additional information regarding academic progress.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be approved in advance by the professor of the class to be missed. Each professor will determine penalties for missing class and indicate this in the syllabus.

Course Audit

Audit registration requires the approvals of the program chair/director and instructor and is subject to the following guidelines:

- Courses taken for audit receive no academic credit or grade.
- Audit registration occurs after all students requesting credit for the course have been given priority registration.
- The audit option must be declared during the first week of classes (first five class days of fall or spring semester classes).
- Students must meet all course pre-requisites in order to audit a course unless approval is given by the appropriate program chair/director.
- Students must attend at least 50 percent of the class meetings as verified by the instructor in order for the course to appear on the academic transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- Audit hours will be charged as a \$200.00 fee for up to a 3-credit hour course.
- Students must not register for the audit course. Upon approval, the Office of the Registrar will add the course to the student's schedule after the end of the advance registration period.
- The "Audit Registration" form must be pre-approved by the program chair/director and instructor before submission to the Registrar.

Registration forms for audit courses are available online at <https://www.taylor.edu/about/offices/registrar/forms>.

Experiential Education

Experiential education includes practicum experiences, internships, and field and travel studies providing students with the opportunity to integrate theoretical learning in a field of study with actual work experience in a variety of non-classroom settings. Students should consult with academic programs and supervising faculty for policies, guidelines, and responsibilities.

Field and Travel Study

Field and travel study experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Academic credit is given for field and travel studies; therefore, the cost of a field or travel study is the same as for a regular course and is based on the number of credit hours. Tuition for a field or travel study completed during the Summer term is billed at the standard Summer session credit hour rate for this experience. Additional fees may be incurred.

Grade Changes and Disputes

Acceptance of late or missing assignments after the end of a term does not qualify for a change of grade.

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the program chair/director and dean. Questions regarding the grade must be directed to the instructor within two weeks after being posted to the transcript. If the student is unable to come to an agreement with the instructor regarding the grade issued, the student must meet with the program chair/director. If a solution is not reached with the chair/director, or the chair/director is the instructor, the student would need to schedule an appointment with the dean. If an agreeable outcome is still not reached, the final step in the grievance process would be to request a committee hearing; the decision reached by the committee would be final. A grade change is permitted only before the end of the semester following the term the original grade was awarded.

Grade Reports

Students may view midterm and final grades through TOWER (Taylor Online Web Enabled Records); midterm grades are entered only if below C-. Midterm grades are not recorded on the student's permanent record in any way. Allow approximately one week after the last final exam for calculating and posting of final grades. Grade reports are not mailed.

Grades for Repeated Courses

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course taken at Taylor University, even if the new grade is lower than the original attempt.

Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.

See **Transfer Credit Policy** in this section for information about courses taken from another college.

Grades, Incomplete and Not Reported

All work for credit is expected to be completed within the term it is attempted including independent studies, tutorials, and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete late or missing assignments or extra work to raise a grade.

Incompletes should be initiated by the instructor of record prior to the final exam week and must be authorized by the appropriate dean before they are submitted to the Office of the Registrar. Incompletes should be converted to grades and reported to the Registrar by the date approved. The last possible date for completion is the week before final exams of the following full term. If the student does not complete the work by the approved deadline, the Registrar is authorized to change the INC to the grade earned by the student.

The Registrar will record an NR (grade not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies. If no grade has been provided, the Registrar is authorized to change the NR to a grade of F.

Grading System

The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Satisfactory	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Poor	2.00	Yes
C-	1.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No



The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours and is truncated at two decimal places. Grade point hours include only Taylor University courses taken for a grade as outlined above.

Independent Study Policy

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research, and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, email, remote proctors, Internet, etc.

Independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (*A student's desire to graduate in less than four years, to double-major, add a minor, etc., does not meet this requirement*)
2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or Summer term without negative impacts on the student's program of study.
3. To provide a scheduling efficiency or convenience to the University, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.
4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

No student who is on academic probation may register for an independent study unless it is to repeat a course. All other academic policies in this catalog apply to independent studies (e.g., criteria for requesting incomplete grades, deadlines for registration). All independent studies are subject to faculty, program, and dean approval.

Registration forms for independent study are available online at <https://www.taylor.edu/about/offices/registrar/forms>. For additional information, please refer to **Specific Registration** in the Registration section of this catalog.

TOWER Online Access System

Taylor Online Web Enabled Records (TOWER) provides students secure online access to their academic records, including course registration, unofficial transcripts, grades, I098T, and limited student account information.

Transcript of Academic Record

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may not be released without the consent of the student. Students request official transcripts by following the instructions available at <https://www.taylor.edu/about/offices/registrar/transcripts>. Students may view an unofficial copy of their academic transcript via their TOWER accounts. This abstract is useful to students and academic advisors only; it is not an official transcript of academic record.

Transfer Credit Policies

Transfer request forms are typically available from the college in which courses have been completed. Taylor University does not accept transfer credit older than 7 years.

New Students

To receive credit for course work earned at other accredited universities, new students should request that college transcripts be sent directly to the program chair/director for transfer credit evaluation who then forwards transcripts to the Office of the Registrar; a copy of the evaluation is sent to the student. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Students

After enrolling at Taylor, students who plan to take a course at another university during the summer or during a semester's absence, and wish to transfer credit to apply toward a degree, must complete a transfer credit course approval form signed by the program chair/director and the Registrar prior to enrolling in the course. The signature of the program chair/director is required. Upon completion of the course, students must request that an official transcript be sent directly to the Office of the Registrar at Taylor.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit.
- Only course work with a grade of B- or better will be accepted. Although a minimum grade is required, *grades do not transfer*. The student's GPA is computed only on work offered by or through Taylor University.
- Only credits taken at an accredited college may be accepted for transfer credit.
- The program chair/director and Director of Teacher Licensure must approve courses that apply toward teacher certification.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a passing grade at Taylor. However, the grade on the transfer institution's transcript may be used to validate completion of the course to meet a curriculum requirement with the required grade. *Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.*
- The maximum number of transfer credits accepted varies by program and will not exceed 9 credit hours. In cases where transfer courses are part of a jointly articulated program, these jointly articulated courses will not count against the normal nine-hour transfer credit limit.

Transfer credit course approval forms are available online at <https://www.taylor.edu/about/offices/registrar/forms>.

TU Alert Emergency Messaging System

The TU Alert emergency messaging system will allow Taylor University to immediately notify students and employees of impending life-threatening or life-altering situations including rapidly-developing, life-threatening criminal activity on campus and imminent severe weather activity. The system utilizes Wireless Emergency Notification System (WENS) technology and can send text messages to cell phones and email messages to accounts of Taylor's students and employees. TU Alert will never be used for advertising or spam.

Students may sign up for TU Alert at http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=student. Employees may sign up for TU Alert at http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=employee.

Undergraduate Credit and Students

With the approval of the relevant graduate department, 6 hours of graduate credit may be taken before the awarding of an undergraduate degree. Undergraduate courses cannot be used toward meeting graduate degree requirements.

University Communication Policy

Taylor University uses @TAYLOR.EDU student email address to communicate directives relating to academic progress, advising, registration, billing, housing, financial aid, etc. to the student, faculty, and staff; for Taylor University Online, each student's email listed in Blackboard will be utilized. Students are responsible for checking email accounts regularly and complying with correspondence received from University administrators, advisors, faculty, and staff.

University Withdrawal

Students with no intent to return to Taylor for the next term must apply for formal withdrawal through the Office of the Registrar and the appropriate graduate program office before the end of the currently enrolled term.

Students who decide they cannot attend Taylor after enrollment in courses for the next term and prior to the start of that term must notify the appropriate graduate program office and the Office of the Registrar. Students failing to request withdrawal from the University risk receiving failing grades in their courses and being financially responsible for tuition fees (Summer courses included).

Students who find it necessary to withdraw from all credit classes after the semester begins must apply for formal withdrawal by filling out the withdrawal form and taking it to the appropriate offices noted on the form. Students not on campus should contact the department to inquire of steps for formally withdrawing. If a student withdraws from the University after the first week of classes (first five class days), he or she will receive a withdrawal grade (W, WP, WF) for the appropriate withdrawal deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. *For specific details on refunds and adjustments, refer to the **Finance** section of this catalog.*

Students withdrawing with the intent to return to Taylor must initiate the withdrawal process through the Office of the Registrar and apply for readmission through the appropriate graduate program office. Students planning to take courses at another institution during their time away from Taylor University should submit transfer credit request forms to the program chair/director and Office of the Registrar before registering for courses at the other university to ensure proper credit will be granted by Taylor.

To withdraw from a single course, students should contact the program chair/director or the Office of the Registrar for details.



Registration

It is the responsibility of each student to follow directives published annually relating to registration, housing, billing, payment of bills, financial aid, etc. While Taylor University publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring their academic programs comply with University policies. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Course offerings (including changes in time, day, and the assignment of instructors) may be added to, amended, or canceled by the decision of a department or the University.

Registration deadlines, directives, and regulations are published each semester in the online academic calendar and schedule of classes available at <https://www.taylor.edu/about/offices/registrar/registration>. Contact the Office of the Registrar for additional details regarding course registration.

Advance Registration

Advance registration provides an opportunity for students in some programs to register via the registration app for courses for the upcoming semester(s). Students must meet with their program chair/director or advisor during the pre-registration advising period to receive their registration access code (RAC) information.

To ensure correct billing and certification of enrollment status for state and federal financial aid, scholarships, loan deferments, etc., students must be enrolled as full-time status by the end of each advance registration period.

Readmitted students will be required to meet with their program advisor to pre-approve their upcoming schedules. The advisor must submit the approved class schedule to the Registrar by the published deadline in order to receive priority registration.

Holds on Registration

The University uses several methods in the registration process to ensure that students are eligible to enroll in courses:

Registrar

- The Registrar may place a hold on a student's registration due to, but not limited to, academic standing, athletic eligibility, graduation progress, placement results, proficiency requirements, and repeat registration.

Student Accounts

- If a student fails to meet payment requirements by the due date, the Office of Student Accounts may place a hold on the student's records and course registration until the problem is resolved.
- The student will not be permitted to register for a subsequent term and will lose his or her priority registration position.
- It is the student's responsibility to view his or her account on both TOWER and the secure billing site to remain informed of his or her financial status.
- It is extremely important that each student communicates with the Office of Student Accounts about unresolved account balances.

Students should contact the respective office who initiated the registration hold well in advance of the advance registration period. Until the hold is removed from the student's record, he or she will not be permitted to register for a subsequent term and will lose his or her priority registration position.

Overrides

Program requirements on course restrictions are firm; however, a student may merit an exception based upon individual circumstances. Students must contact the course instructor for an override approval. Registration overrides are possible for the following restrictions:

- | | |
|--|--|
| • Academic Load (Registrar authorization required) | • Prerequisite |
| • Closed Section | • Instructor Permission |
| • Class | • Time Conflict (both instructors must enter overrides for their respective courses) |

If an override exception is deemed appropriate by the instructor or program, the instructor is to enter the section override(s) in the system. Upon entering the required override, the instructor should notify and remind the student of the student's responsibility to then register for the course. *An override is an authorization to enroll in a course—not a registration request or schedule adjustment. The student is solely responsible for registering for course(s) within the registration period once an override has been entered by the instructor or requesting and confirming registration is complete. Students may be required to manually enter the CRN in order to register for the course, especially if the course is closed (full).*

Repeat Registration

Any course may be repeated at Taylor University; programs may limit the number of times a course may be repeated. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will include the most recent grade* in the repeated course, even if the new grade is lower than the original attempt. Athletes and students receiving financial aid, should inquire about eligibility for repeated courses. *Previously awarded credit hours are excluded when repeating a course.*

**Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation.*

Schedule Adjustments

Students are solely responsible for each course in which they register and for notifying their advisors of any schedule adjustments. Students must verify their official schedules prior to the first day of classes and the last day to drop/add courses to confirm their registration. Students are not authorized to attend classes for which they are not officially enrolled.

Courses may be added during the first week of classes (first five class days of Fall/Spring semesters); however, each class missed that week counts as an unexcused absence. After the first week of classes, no additional coursework may be added or changed. Courses may be dropped during the first five class days via the registration app, if enabled; if disabled, students must initiate registration changes through the Office of the Registrar. Specific add/drop deadlines apply to Summer, Interterm, and partial-term courses; refer to the academic calendar for the respective term.

After the first week of classes (first five class days of Fall/Spring semesters), withdrawing from a course requires submission of a course withdrawal form available from the Office of the Registrar. It is the student's responsibility to formally withdraw from courses. Discontinuance of attendance does not automatically constitute withdrawal from a course. Students failing to file proper withdrawal forms by the appropriate deadline must complete classes for which they are registered or receive an automatic grade of F. Withdrawing from courses during the second and third weeks of the semester appears on the student's transcript with a grade of withdrawn (W). Students withdrawing from a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a student withdraws from a course later than one week beyond midterm, the grade is automatically WF. The effect of WF on the GPA carries the same weight as that of a full-term failing grade. Course withdrawals are not permitted during the week of final exams.

The official process of withdrawing from a course (after the last day to drop a class without a transcript entry) begins in the Registrar's Office; notifying instructors and advisors of intent to withdraw from a course does not automatically constitute course withdrawal. Students are solely responsible for formally withdrawing from a course. Neither failure to pay nor failure to attend will automatically remove a student from a course. Students failing to properly withdraw from a course risk owing the University all tuition and fees, repayment of financial aid, and failing grades in those courses.

Specific Registration

Specific registration forms are required for the following courses:

- Directed Research
- Field Study
- Independent Study
- Selected Topics

Registration forms are available online at <https://www.taylor.edu/about/offices/registrar/forms>. Completed forms must be pre-approved with signatures of the instructor and program chair/director (*if applicable*) before submission to the Registrar for evaluation and registration. Registration forms must be received by the registration (add/drop) deadline.

Degree Requirements

Taylor University offers programs leading to the degrees of Doctor of Philosophy and Master of Arts.

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. Otherwise, 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 or may elect to declare a subsequent year's catalog requirements.

While there is no official time limit for the completion of a degree, students must be continuously enrolled in order to complete a degree without applying for readmission. For a program that requires a thesis, when course work is complete and only the completion of the thesis remains, failure to enroll in continuation of thesis for a semester will result in readmission as the only option for continuing work on a graduate degree. When readmitted, all current degree requirements (including any additional course requirements) must be met.

Doctorate Degree Requirements

A doctor of philosophy degree is an award that requires the completion of four academic years and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each area of study.

Taylor University offers the following doctorate degree:

- Doctor of Philosophy

The following requirements apply to the doctorate program:

- At least 12 of the last 18 hours must be taken at Taylor University.
- Only courses with a grade of B- or better will count in satisfying program requirements.
- Students must earn a cumulative GPA of 3.00 or higher.

Master Degree Requirements

A master's degree is an award that requires the completion of at least one academic year of graduate-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 area of study.

Taylor University offers the following master's degree:

- Master of Arts

The following requirements apply to the master program:

- At least 12 of the last 18 hours must be taken at Taylor University.
- Only courses with a grade of B- or better will count in satisfying program requirements.
- Students must earn a cumulative GPA of 3.00 or higher.

Thesis Continuation

If a required thesis is not completed by the program deadline, a thesis continuation form will need to be filed with the Office of the Registrar. Students will be assessed a \$500.00 fee and receive no additional credit hours for the thesis continuation. Each program will decide on when the continuation will apply. Fees will be assessed each subsequent semester for a maximum of six semesters. Each program will inform the Registrar of those who have not completed the thesis by the required date.

Students enrolled in the MAHE program must complete a thesis by the departmental deadline of August 15. If students do not meet this deadline they will be enrolled into, and be assessed the fee for, a thesis continuation.



Graduate Programs

Doctor of Philosophy Degree (Ph.D.)

Leadership

Master of Arts Degree (MA)

Higher Education
Leadership
Ministry

Licensure Programs

All Grade (P-12) Licensure Program
Elementary Licensure Program
Secondary Licensure Program
SpEd Intense P-12 Licensure Program
SpEd Mild-Moderate P-12 Licensure Program
Teaching English to Speakers of Other Languages (TESOL) P-12 Licensure Program

Graduation

Application for Graduation

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

The Director of Graduation will review each student's progress toward graduation. Any outstanding requirement shown should be addressed by March 1 for Commencement participants and all requirements must be met for degree conferral. 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 thesis 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 up to one week prior to Commencement, may request permission to participate in Commencement; however, the student might not be included in the Commencement program even if approved to participate.

See program chair/director for details regarding the application for graduation. 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 term concluding in December, January, May, June, July, or August. Only one Commencement ceremony is held—in May at the end of the Spring semester. 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 would be eligible to participate in Commencement again. Participation in Commencement does not guarantee official graduation from Taylor University.

A Summer graduation candidate should participate in Commencement if no more than 8 credit hours remain and the student provides the Director of Graduation by April 15 details of all planned Summer courses to be completed by the respective official Summer graduation date. Fall and Interterm graduates are eligible to participate in the ceremony following their official graduation. Any exceptions must be approved by the 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 conferral 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.

Graduation Fee

A \$100 graduation fee will be charged to all students anticipating completion of a graduate degree. This fee is assessed after the completion of a graduation application, typically during the final term of enrollment, and is required of all graduates.

Academic Programs and Courses

Course Information

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

Course offerings (*including changes in time, day, and the assignment of instructors*) may be added to, amended, or canceled by the decision of a program or the University.

The following courses may be offered by programs with descriptions for these courses being the same for all, but carrying different prefixes and applicable pre-requisites. Registration forms are available online at <https://www.taylor.edu/about/offices/registrar/forms>

550 **Directed Research** **1-3 hours**
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

560 **Independent Study** **1-3 hours**
An individualized, directed study involving a specified topic.

570 **Selected Topics** **1-3 hours**
A course offered on a subject of interest but not listed as a regular course offering. *May count toward the program requirements.*

593 **Practicum** **1-3 hours**
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.

795 **Program Continuation** **0 hours**
To be used by students who have completed all degree requirements except thesis or internship. *Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.*



Higher Education (MA)

Chair, Skip Trudeau

The Master of Arts in Higher Education (MAHE) program is built upon a longstanding institutional commitment to whole-person, Christ-centered higher education. This foundation supports a distinctive community culture in which all members—students, faculty, staff, and administration—are encouraged to partner together to facilitate a robust and dynamic educational enterprise combining academic excellence, personal support, and Christian vision. The program employs an engaged instructional methodology to teach, model, and promote whole-person education; prepare students to serve in a variety of higher educational roles and contexts; and cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective.

This program is designed to help students connect to the best of higher educational research, thought, and practice in order to form a distinctive, personal educational philosophy that will equip them to serve and inspire college students in a manner that helps to nurture growth and fullness in all areas of their lives. In accordance with our philosophy of higher education and acknowledged professional standards, the program will focus on the following learning outcomes:

1. College student learning and development: Program graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional practice.
 - Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
 - Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a “seamless curriculum.”
 - Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome forms the foundation of the whole person philosophy of this Christ-centered program and its graduates.
2. Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
 - Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability to navigate and work effectively within these structures.
 - Higher education finance: Graduates will exhibit an understanding of higher education finance and funding structures as well as the ability to construct, and manage institutional and departmental budgets.
 - Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
 - Legal issues in higher education: Graduates will gain exposure to legal concepts and issues in higher education and demonstrate practical knowledge of working with legal counsel.
 - Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.
 - Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.
3. Educational values, philosophy, and history: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
 - History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.
4. Research, scholarship, and assessment: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present and or publish findings professionally.
 - Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.
5. Experiential learning: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.

Higher Education (MA)

The Master of Arts degree in Higher Education requires 40 hours and the successful completion of a thesis is required for graduation. Students may request an extension for completion by August 15. The extension must be approved by the thesis supervisor and the program chair. If a student fails to complete the thesis prior to August 15, the student must maintain continuous enrollment and will be charged a continuation fee, currently \$500, each term until the thesis is complete.

Student Core

HED 510	3	College Student Development
HED 520	3	College Student Mental Health
HED 610	3	Spiritual Formation
HED 630	3	Facilitating Student Learning
HED 695	3	Capstone in Higher Education and Student Development

Leadership and Administration Core

HED 620	1	International Higher Education: Global Student Mobility
HED 640	3	Assessment of Learning in Higher Education
HED 645	2	Comparative International Higher Education and Introduction to Study Abroad
HED 650	3	Leadership and Administration in Higher Education

History and Foundations Core

HED 530	3	Organizational Leadership, Governance, and Culture
HED 550	3	History and Foundations of Higher Education

Research and Inquiry Core

HED 582	2	Higher Education Research
HED 691	2	Inquiry in Higher Education
HED 790	2	Advanced Research and Data Analysis

Internship and Professional Development Core

HED 585	1	Professional Development Seminar I
HED 592	2	Internship
HED 685	1	Professional Development Seminar II

Higher Education Courses

HED 510 College Student Development

3 hours

This course explores the specific developmental patterns and issues of college students.

HED 520 College Student Mental Health

3 hours

This course explores and promotes a wellness model to facilitate optimal college student mental health. Additionally the course will seek to provide key knowledge and skills necessary to work effectively with college students. Attention will be given to the promotion of healthy lifestyle choices, recognizing and intervening in common problem behavior areas, and the development of helping/counseling skills.

HED 530 Organizational Leadership, Governance, and Culture

3 hours

This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

HED 550 History and Foundations of Higher Education

3 hours

This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

HED 582 Higher Education Research

2 hours

This course provides an introduction to research methodology in higher education. Students are asked to develop a foundational understanding of the practitioner-scholar model in relationship to their training within higher education. Students will also begin development of their thesis project.

HED 585 Professional Development Seminar I

1 hour

This seminar style course will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 592 Internship

2 hours

First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

HED 610 Spiritual Formation

3 hours

This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

HED 620 International Higher Education: Global Student Mobility

1 hour

This course prepares students to better understand and accommodate the unique needs of international students within their responsibilities in U.S. of international higher education.

HED 630 Facilitating Student Learning

3 hours

This course is designed to explore the student learning paradigm and its applications to higher educational practice.

HED 640 Assessment of Learning in Higher Education

3 hours

This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

HED 645 Comparative International Higher Education and Introduction to Study Abroad

2 hours

The focus of the course is to allow for a comparative analysis of higher educational policy and practice between the U.S. and other international locations. This will be accomplished by lecture, discussion of readings, and international site visits. These visits will allow students to explore and observe a variety of international institutions and interact with the administrators, faculty and students of these institutions. As a result, students will understand the key differences and similarities between American and higher educational practices in other parts of the world. Additionally, students will develop a practical understanding of planning and leading a study abroad experience.

HED 650 Leadership and Administration in Higher Education

3 hours

This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

HED 685 Professional Development Seminar II

1 hour

Professional development seminars will be taken by all students during the spring of the first year and the fall of the second year. These seminar style courses will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

HED 691 Inquiry in Higher Education

2 hours

This course surveys common statistical concepts and design strategies used in higher educational research.

HED 695 Capstone in Higher Education and Student Development

3 hours

The capstone course and the completed thesis serve as the two culminating experiences of students seeking the M.A. degree in Higher Education. This seminar style course will help students to refine their philosophical, practical, and vocational understandings of higher education in order to prepare them to launch their professional journey. The ultimate purpose of the course is to help students to nurture a concrete understanding of the vital connection between theory and practice for both their own service and for the broader realm of higher education.

HED 790/791 Advanced Research and Data Analysis

2 hours

Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.

HED 795 Program Continuation

0 hours

To be used by students who have completed all degree requirements except thesis or internship. Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.

Leadership (MA)

Director, Kelly Yordy

The Master of Arts in Leadership develops servant-leaders with the skills and experience to lead in their chosen field. Capitalizing on Taylor University's long-standing strength of integrating a Biblical perspective and the knowledge, diversity, and experience of our faculty, graduates of this one-year program will be equipped to:

- Integrate Biblical values into their chosen field
- Create and execute organizational strategies
- Build change management strategies
- Apply leadership theories and ethics into practice
- Lead in a diverse world

This on-campus program will cultivate the development of students as values-based leaders with the knowledge and abilities to be servant-leaders in whatever field God calls them.

Leadership (MA)

The Master of Arts degree in Leadership requires 30 hours. Most courses are held on-campus along with three online courses.

Requirements

LDR 601	3	Leadership Theory and Practice	LDR 606	3	Leadership Seminar and Field Experience
LDR 602	3	Intercultural Leadership and Cultural Competencies	LDR 607	3	Biblical Foundations of Leadership
LDR 603	3	Personality and Leadership Development	LDR 608	3	Organizational Leadership and Administration
LDR 604	3	Professional and Ethical Decision-Making	LDR 609	3	Leadership and Spirituality
LDR 605	3	Strategic Leadership	LDR 610	3	Organizational Leadership, Governance, and Culture

Leadership Courses

LDR 601 Leadership Theory and Practice 3 hours

This online course surveys leadership theory and practice within a Christian worldview. Learners will examine leadership theory, ethics, character development, and leader behavior to identify effective leadership skills and competencies in contemporary organizations.

LDR 602 Intercultural Leadership and Cultural Competencies 3 hours

In this online course, students will critically examine the intercultural competencies necessary to lead people across cultures for effective group dynamics, innovative ideas, and increased productivity. Students will explore intercultural frameworks to assess how to approach a leadership assignment in a culture that is not their own. Students will draw on various models of intercultural leadership to analyze their experiences and develop a personal development plan to acquire the competencies necessary to lead effectively in different cultures. *Crosslisted with LDR 702.*

LDR 603 Personality and Leadership Development 3 hours

This course reviews leadership development research and relevant personality typologies to critically examine the diversity and complexity of leadership types and better understand how to grow as an authentic leader with one's own personality type. Participants will study and apply commonly used personality typologies to better understand and enhance their own leadership.

LDR 604 Professional and Ethical Decision-Making 3 hours

This course examines various ethical frameworks and explores how leaders develop the character and skills to lead responsibly and ethically. Emphasis on using biblical perspectives to guide leaders in making ethical decisions will be examined. Case analysis and discussion will be used to explore the challenges and complexities leaders face daily as well as in strategic decision-making and times of crisis.

LDR 605 Strategic Leadership 3 hours

In this course, students will critically examine the role of leadership in creating, implementing, and evaluating organizational strategy. Through case study analysis, students will examine the interrelationship between organizational vision, mission, culture, organizational resources, external environment, and organization design.

LDR 606 Leadership Seminar and Field Experience 3 hours

This course will provide students with the opportunity to learn, observe, and assist professionals with selected projects that align with the student's individual learning and vocational and goals. Students will integrate leadership theory and practical application through a combination of traditional coursework and guided field experience at an organization of the student's choosing. Students will learn to bridge theory and practice while continuing to develop their leadership skills.

LDR 607 Biblical Foundations of Leadership 3 hours

In this online course students will critically evaluate modern leadership theory in light of the leadership principles, patterns, and personalities in the Hebrew Bible and Christian scriptures. Students will examine how leadership informed by faith, rooted in the divine mandate for stewardship, and inspired by value for all humanity as bearers of the image of God engenders posture, purpose, and propriety. *Crosslisted with LDR 707.*

LDR 608 Organizational Leadership and Administration 3 hours

This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change. *Crosslisted with HED 650.*

LDR 609 Leadership and Spirituality 3 hours

In this course, students examine the interplay between spiritual development and leadership practice. Students will analyze literature that explores different models of leadership and spiritual development. Students will also review their leadership and spiritual development practices in light of their reading and reflection.

LDR 610 Organizational Leadership, Governance, and Culture 3 hours

This course explores the predominant leadership, administrative, and governance structures in contemporary organizations. In doing so, the course pays particular attention to board governance, change management, and the influence and importance of organizational culture. *Crosslisted with HED 530.*

Leadership (Ph.D.)

Executive Director, Jody Hirschy

The Ph.D. in Leadership marks Taylor University's return to offering doctoral degrees. Those with a calling to be servant-leaders can expect to be challenged by award winning faculty and rigorous coursework to become values-based leaders who implement powerful leadership strategies for their chosen fields.

Leadership is about creating an aspirational vision and motivating individuals and teams to work effectively and intentionally. This program offers students the opportunity to develop their own leadership strategies and expertise along with the research and analysis skills necessary to present and defend a powerful dissertation. Graduates will advance their careers in order to lead as a beacon of Christ while meeting the next generation of challenges and opportunities.

Leadership (Ph.D.)

The Doctor of Philosophy degree in Leadership requires 50 hours including requirements for an Organizational Leadership or Educational Leadership track. Most courses are fully online with one-week summer residencies which include networking opportunities.

Core Requirements

LDR 701	3	The Call to Lead
LDR 702	3	Intercultural Leadership and Cultural Competencies
LDR 707	3	Biblical Foundations of Leadership
LDR 708	3	Managing People, Leading Change: Organization, Culture, and Strategy

Research Requirements

LDR 703	3	The Research Design and Dissertation Process
LDR 704	3	Quantitative Data Analysis for Leadership Research I
LDR 705	3	Qualitative Data Analysis for Leadership Research
LDR 706	3	Quantitative Data Analysis for Leadership Research II
LDR 801	3	Dissertation Writing Stage I: Dissertation Proposal
LDR 802	3	Dissertation Writing Stage II
LDR 803	3	Dissertation Writing Stage III
LDR 804	2	Dissertation Defense and Final Submission

Select one track in Organizational Leadership or Educational Leadership:

Organizational Leadership Requirements

LDR 710	3	Leadership Communication
LDR 711	3	Values-Based Leadership and Decision-Making
LDR 712	3	Leading People in a Technological Age
LDR 713	3	Leading, Creativity, Innovation, and Entrepreneurship
LDR 714	3	Servant Leadership in Organizations

Educational Leadership Requirements

LDR 720	3	Leading Change in Educational Institutions
LDR 721	3	Foundations of Personal Leadership Development
LDR 722	3	Resource Development in Education
LDR 723	3	Contemporary Issues in Educational Leadership
LDR 724	3	School Governance and the Law in Educational Leadership

Leadership Courses

LDR 701 The Call to Lead 3 hours

This course explores the individual's call to lead, the processes of leadership development, and how, through personal hinge moments, organizational change, and societal transformation, a sense of vocation can be strengthened and honed.

LDR 702 Intercultural Leadership and Cultural Competencies 3 hours

In this course, students will critically examine the intercultural competencies necessary to lead people across cultures for effective group dynamics, innovative ideas, and increased productivity. Students will explore intercultural frameworks to assess how to approach a leadership assignment in a culture that is not their own. Students will draw on various models of intercultural leadership to analyze their experiences and develop a personal development plan to acquire the competencies necessary to lead effectively in different cultures. *Crosslisted with LDR 602.*

LDR 703 The Research Design and Dissertation Process 3 hours

A complete doctoral education requires students to demonstrate their ability to conduct and write scholarly research. This course introduces students to the processes of planning, researching, writing, and successfully defending a doctoral dissertation. Students learn the requirements of each of the five dissertation chapters and discuss their preliminary research ideas. Students will begin to explore qualitative, quantitative and mixed methodologies and designs relevant to their broad research topics.

LDR 704 Quantitative Data Analysis for Leadership Research I 3 hours

This course introduces students to the strengths and limitations of quantitative research methods and designs. An emphasis is placed on pattern recognition and quantitative descriptive statistics. Students will learn how to conduct and analyze means comparisons, along with analysis of variance, and also correlational research. Students use statistical software packages to analyze and will be equipped to draw conclusions from numerical data.

LDR 705 Qualitative Data Analysis for Leadership Research 3 hours

This course introduces doctoral students to the strengths and limitations of qualitative research methods and design, including grounded theory, ethnography, phenomenology, narrative, and case study. Students will learn how research problems are identified, qualitative research methodology is designed, and how qualitative data is collected and analyzed so that findings can be credibly disseminated.

LDR 706 Quantitative Data Analysis for Leadership Research II 3 hours

Building on the foundational principles of Quantitative Data Analysis for Leadership Research I, this advanced quantitative analysis course will continue to utilize pattern recognition and descriptive analysis as the foundation for statistical analysis and thought. Students will learn how to conduct regression, quasi and true experiments, predictive analysis, and meta-analyses, along with emerging statistical analyses that are relevant to the field of leadership. Students use statistical software packages to analyze and will be equipped to draw conclusions from numerical data.

LDR 707 Biblical Foundations of Leadership 3 hours

In this course, students will critically evaluate modern leadership theory in light of the leadership principles, patterns, and personalities in the Hebrew Bible and Christian scriptures. Students will examine how leadership informed by faith, rooted in the divine mandate for stewardship, and inspired by value for all humanity as bearers of the image of God engenders posture, purpose, and propriety. *Crosslisted with LDR 607.*

LDR 708 Managing People, Leading Change: Organization, Culture, and Strategy 3 hours

In this course, students will use published research and case studies to critically examine the impact of leadership, followers, and context in effective change leadership. Students will use case studies to analyze why change initiatives are sometimes transformational, often run off course, and frequently fail.

LDR 710 Leadership Communication 3 hours

This course explores strategies for effective communication in a digital age. Students will consider how gender and culture impact communication networks and explore effective leadership communication during times of crisis. Students will use research evidence to examine their written, oral, and nonverbal communication styles and practices.

LDR 711 Values-Based Leadership and Decision-Making 3 hours

In this course, students will use research evidence to explore how personal values are formed and reformed. The Wesleyan Quadrilateral will be used to investigate how faith impacts professional, personal, and social decision-making. Research evidence from various management disciplines will be critically examined to explore how virtuous decision-making can positively impact organizational metrics.

LDR 712 Leading People in a Technological Age 3 hours

This course explores the intersection of human capital and technology for leaders across environments. An examination of specific topics, including the modern role of human resource management, virtual teams and collaboration, innovation, and application of current technologies, will be discussed. Special consideration is given to the current challenges facing leaders related to the relationship of technology within organizational design, structure, talent, and performance.

LDR 713 Leading, Creativity, Innovation, and Entrepreneurship 3 hours

This course investigates the dynamic interplay between creativity, innovation, and entrepreneurial leadership in driving successful business ventures. Students will gain a deep understanding of the theoretical and practical aspects of creativity, innovation, and entrepreneurship and how they interact to generate and sustain innovation-based growth. The class will explore various topics, including the different types of innovation and their potential impact on organizational growth, the role of leadership in fostering a culture of innovation, and the entrepreneurial mindset necessary for successful business ventures. Additionally, students will examine the importance of creativity in the entrepreneurial process, learning how creative thinking can lead to new opportunities and solutions. Through readings, case studies, and hands-on exercises, students will understand how to develop, implement, and sustain successful entrepreneurial ventures.

LDR 714 Servant Leadership in Organizations 3 hours

This course explores the theoretical underpinnings and practical application of servant leadership in modern day organizations. Various models, theories, and characteristics of servant leadership will be examined. Students will develop a deep understanding of servant leadership and its implications for organizational behavior, culture, and performance. Students will also examine the Biblical foundations of servant leadership, conduct independent research, and develop their own leadership skills.

LDR 720 Leading Change in Educational Institutions 3 hours

In this course, students will utilize published research and case studies to critically examine the impact of leadership, followership, and context in effective change leadership in educational institutions. Students will use case studies to analyze why change initiatives are sometimes transformational, often run off course, and frequently fail.

LDR 721 Foundations of Personal Leadership Development 3 hours

In this course, students examine the history of leadership development, the history of leadership in educational institutions, and current leadership models as applied to the educational context and as combined with an inquiry into self-awareness and personal development. Students use research literature and analysis of current educational contexts to further develop their personal leadership philosophy.

LDR 722 Resource Development in Education 3 hours

In this course, students will explore research literature and examine the practical application of how educational institutions develop and steward resources. In particular, students will focus on allocating resources, enrollment strategies, fundraising initiatives, revenue generation, and strategic budgeting.

LDR 723 Contemporary Issues in Educational Leadership 3 hours

In this course, students will engage with the relevant, contemporary issues that are essential for leaders to critically examine in educational institutions. Utilizing a theological framework, students will develop and extend their knowledge of current issues and trends in education. Students will critically engage with philosophical ideologies and a pragmatic understanding of leadership that includes but is not limited to, ethics, gender, race, ethnicity, risk, and safety.

LDR 724 School Governance and the Law in Educational Leadership 3 hours

In this course, students will critically examine organization, governance, culture, and the law in educational institutions. The course will explore school principal/university president leadership team dynamics, organizational models, governing board relations, organizational culture theory, and the legal framework in which educational institutions must flourish.

LDR 801 Dissertation Writing Stage I: Dissertation Proposal 3 hours

In this advisor-assisted course and seminar, students will clarify the primary focus of their research, identify supporting research literature, and design a research methodology to investigate their research question. Students submit a 25+ page research paper to demonstrate their comprehensive knowledge of leadership research. Once approved, students will defend their dissertation proposals before faculty and doctoral candidates. The Dissertation Proposal will form the foundation of Chapter One of their final dissertation. *Prerequisites:* LDR 703, LDR 704, LDR 705, and LDR 706.

LDR 802 Dissertation Writing Stage II 3 hours

In this course, students work with their advisors to draft their literature reviews (Chapter Two) and discussions of research methodology (Chapter 3). Students can begin their research once their research methodologies have been approved. *Prerequisite:* LDR 801.

LDR 803 Dissertation Writing Stage III 3 hours

In this course, students work with their advisors to draft their research findings (Chapter Four) and their discussions and conclusions of these findings and their implications (Chapter Five). *Prerequisite:* LDR 802.

LDR 804 Dissertation Defense and Final Submission 2 hours

The culmination of the Ph.D. program is the submission and defense of the research dissertation. Once the advisor approves the dissertation, students will defend their research in a formal Ph.D. viva before their dissertation committee. The committee may pass the dissertation as submitted or require minor corrections or substantial revisions before resubmission. The advisor must approve the corrected dissertation before final submission and binding. *Prerequisite:* LDR 803.

Ministry (MA)

Graduate Chair, Michael Severe

The mission of the Master of Arts in Ministry is to prepare leaders for the challenges of designing effective 21st century ministry. In support of Taylor's overall mission and in partnership with a number of churches and denominations, the program prepares spiritually maturing ministry leaders who facilitate the processes of spiritual formation in others for compassionate and effective service to the Church and the world. The program provides a foundation for students who are pursuing careers in church ministry, para-church ministry, or graduate school. The program is characterized by a whole-person focus. Courses balance theory and practice as the biblical, theological, historical, philosophical, and educational foundations of ministry are explored. Spiritual formation in the context of a learning community is emphasized. Students learn collaborative thinking, planning, programming, and evaluation strategies while they are using and identifying their spiritual gifts in ministry and for impact in the world.

Ministry (MA)

The Master of Arts degree in Ministry requires 36 hours. Most courses are face-to-face, 8-week modular courses in seminar form, held at our ministry partner locations in Indianapolis and Fort Wayne, Indiana. Students typically carry out their 6 hours of ministry residency courses while participating in 6 semesters of ministry work at an approved ministry site.

Requirements

MAM 500	3	Ministry Seminar
MAM 540	3	Teaching for Transformation
MAM 560	3	Spiritual Formation for Ministry
MAM 580	3	Old Testament Interpretation and Theology
MAM 590	3	New Testament Interpretation and Theology
MAM 600	3	Christian Theology: Historical and Contemporary Issues

MAM 620	3	Leading in Ministry
MAM 640	3	Equipping the Saints
MAM 660	3	Discipleship, Evangelism and the Mission of the Church
MAM 680	3	Ministry Capstone

Select 6 credits from the following:

MAM 520*	1	Ministry Residency
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*MAM 520 must be taken 6 times.

Ministry Courses

MAM 500 Ministry Seminar

3 hours

This introductory cohort course includes examination of the biblical foundations for balanced ministry, the calling of the minister, as well as an introduction to the disciple-making ministries of the church. Selected topics, current issues, and procedures necessary for the effective functioning of the church's disciple-making ministries will be explored. Culture and the practice of ministry are specific areas of interest. Students interact with each other in the areas of ideas and practical experiences in ministry. The course endeavors to examine and integrate church ministries in a cumulative, group learning experience.

MAM 520 Ministry Residency

1 hour

This course is designed for the student to put into practice the theology, principles and theories studied in the classroom. Each student will assume approved ministry assignments through a residency in a local church or parachurch organization, minister in that position for a minimal number of hours, fulfill a number of core and specialization experiences, complete reading and reflection assignments, and evaluate the internship experience. Weekly supervisor meetings and exposure to varieties of leaders in ministry is included.

MAM 540 Teaching for Transformation

3 hours

Guided by the Great Commission instruction to "make disciples by teaching" the class explores models of interactive teaching that helps ministry leaders connect God's Word to the lives of learners. This course introduces and integrates elements of educational theory, human development and practice in order to cultivate effective biblical teaching in various ministry (nonformal educational) contexts that are concerned with Christian discipleship.

MAM 560 Spiritual Formation for Ministry

3 hours

Students' capacity for ministry is enhanced in this course by facilitating personal spiritual growth and development. Emphasis is given to doctrines of sanctification, anthropology, and hamartiology and to the ways theological truths address life issues such as marriage, sexuality, use of spiritual gifts, temptation, etc. Spiritual disciplines, especially the practice of engaging scripture, are explored interactively, giving students models to apply in their ministry contexts.

MAM 580 Old Testament Interpretation and Theology

3 hours

A study of the interpretation and overall theology of the Old Testament with special attention to the Bible's storyline and the history of redemption. Students will be taught to interpret the Old Testament with sensitivity to language and discourse, literary genre, historical context, and biblical theology.

MAM 590 New Testament Interpretation and Theology

3 hours

A study of the interpretation and overall theology of the New Testament with special attention to the Bible's storyline and the history of redemption. Students will be taught to interpret the New Testament with sensitivity to language and discourse, literary genre, historical context, and biblical theology.

MAM 600 Christian Theology: Historical and Contemporary Issues

3 hours

An examination and analysis of historical and contemporary theological subjects that have a direct bearing on current church doctrine and practice. Historical topics include the Trinity, salvation, the humanity and deity of Christ, theological anthropology and the corporate life and practices of the church. Contemporary topics include the nature and authority of the Bible, the Holy Spirit, identity and sexuality, Christianity and pluralism, and eschatology.

MAM 620 Leading in Ministry

3 hours

Effective leadership emerges from a leader's character and is a dynamic process. Leaders will develop specific competencies and points of view related to character formation for ministry. This course is designed to facilitate the development of the student's skills in leadership, organization, ethics, and management related to specific ministry situations. Special emphasis is placed on analyzing "core" issues in the leader's life and ministry/vocation in ways that will assist students in understanding their experience thus far and in anticipating future developmental experiences.

MAM 640 Equipping the Saints

3 hours

Survey the elements of leadership and theology for the efficient and effective mobilization of church and parachurch ministry. This study will guide students in understanding the roles of vocational staff members and volunteer staff. Students should develop the ability to apply biblical principles to leadership of the church and leading through change and conflict management. This course will provide the theoretical and practical framework for understanding the significance of organizational culture and its impact on Christian education and disciple-making ministries. The material will lead to a comprehensive analysis of change and conflict in Christian organizations. Recruiting, equipping, and developing teams for ministry will be central.

MAM 660 Discipleship, Evangelism, and the Mission of the Church

3 hours

This course is a study of the biblical principles and strategy needed to develop a disciple-making ministry that fulfills the mission of God in the church. An emphasis will be placed upon practical application within a ministry setting by the leadership. Included will be principles which give emphasis to establishing long-range evangelism and discipleship plans and molding various elements of ministry into a comprehensive strategy within a specific cultural context. The gospel, the church and the priesthood of all believers will be central areas of study. The outlook, concepts, and skills introduced in this course will equip the student to formulate a holistic philosophy of ministry.

MAM 680 Ministry Capstone

3 hours

The Capstone is designed to provide a synthetic educational experience that helps students to see how the composite parts of their academic and ministry experience relate to one another and connect to life beyond graduation. The course includes: (1) instruction to help the student to reflect and prepare to engage their calling and ministry post-graduation, (2) a two-week trip for on-site investigation of a variety of ministries, interspersed with classroom instruction by ministry leaders and (3) a final reflective component integrating the experience with the previous 1-2 years of the practicum with the students' reflections on their calling and ministry.

Transition to Teaching/Graduate Online Licensure Programs

Director, April Dickey

The Transition to Teaching (TTT) program is a non-degree program designed for individuals who have earned a baccalaureate degree from a regionally accredited institution of higher education and wish to pursue a teaching license. The program includes coursework completed online along with associated field experiences.

Candidates desiring a secondary license will complete an 18-credit hour course of study. The Transition to Teaching Elementary, All Grade (P-12), Mild Intervention, and TESOL (P-12) Licensure Programs each are a 24-credit hour course of study. Each candidate must meet all state licensure requirements of the Indiana Department of Education which include state licensure exams, CPR training, and suicide prevention training. A ten-week student teaching experience is a mandatory component for each of these programs. Upon successful completion of all program and Indiana Department of Education requirements, a candidate may apply for an Indiana teaching license.

Additional licensure programs are available to those who are already licensed and wish to add to their existing teaching license.

The SpEd Mild-Moderate P-12 Program allows a candidate who already possesses a current Indiana license to add Exceptional Needs: Mild Intervention (P-12) to his or her license. This program is a series of six courses, some of which include a field experience component. Student teaching is not required. Upon completion of coursework and passage of state-required competency exam(s), a candidate will be eligible to add this licensure to his or her existing license.

The SpEd Intense P-12 Licensure Program allows a candidate who already possesses a current Indiana license in Exceptional Needs: Mild Intervention to add Exceptional Needs: Intense Intervention (P-12) to his or her license. This program is a series of three courses that include field experience components. Student teaching is not required. Upon completion of coursework and passage of state-required competency licensure exam(s), a candidate will be eligible to add this licensure to his or her license.

The Teaching English to Speakers of Other Languages (TESOL) P-12 Licensure Program allows a candidate who already possesses a current Indiana teaching license to add the ENL/ESL P-12 Licensure to his or her license. This licensure prepares teachers to work with English learners of all ages, in ESL classrooms or in mainstream classrooms. This program is a series of five courses, some of which include a field experience component. Upon completion of coursework and the passage of state-required competency licensure exam(s), a candidate will be eligible to add this licensure to his or her existing license.

For additional information and an application, please visit online at <https://www.taylor.edu/academics/programs/online/> or contact the director of the program at (765) 998-5145.

Transition to Teaching – All-Grade (P-12) Licensure Program

The all-grade (P-12) licensure program requires 24 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 535	2	Literacy in the Content Area for Secondary Teachers
TTT 551	1	Classroom Management for Elementary Teachers
TTT 552	1	Classroom Management for Secondary Teachers
TTT 555	3	Secondary Methods
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 581	2	Elementary Methods
TTT 590	3	Student Teaching

Transition to Teaching – Elementary Licensure Program

The elementary licensure program requires 24 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 540	3	Mathematics in the Elementary Classroom
TTT 551	1	Classroom Management for Elementary Teachers
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 565	3	Middle Childhood Literacy and Assessment
TTT 581	2	Elementary Methods
TTT 590	3	Student Teaching

Transition to Teaching – Mild Intervention (P-12) Licensure Program

The mild intervention (P-12) licensure program requires 24 hours.

Requirements

SED 525	3	Educating Exceptional Learners
SED 530	3	Foundations of Special Education
SED 540	3	Assessment of Exceptional Learners
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education
TTT 520	3	Educational Psychology
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 590	3	Student Teaching

Transition to Teaching – Secondary Licensure Program

The secondary licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 535	2	Literacy in the Content Area for Secondary Teachers
TTT 552	1	Classroom Management for Secondary Teachers
TTT 555	3	Secondary Methods
TTT 590	3	Student Teaching

Transition to Teaching – TESOL (P-12) Licensure Program

The TESOL P-12 licensure program requires 24 hours.

Requirements

TSL 501	3	Introduction to Second Language Acquisition and the Field of TESOL
TSL 503	3	Methods and Assessment in TESOL
TSL 505	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 510	3	Teaching ELL in P-12 Classroom
TTT 510	3	Introduction to the Education Profession
TTT 520	3	Educational Psychology
TTT 560	3	Early Literacy Experiences and Assessments: K-3
TTT 590	3	Student Teaching

The following advanced programs are for those who are already licensed and wish to add a specialty area to their existing teaching license.

SpEd Mild-Moderate P-12 Licensure Program

The SpEd Mild-Moderate P-12 licensure program requires 18 hours.

Requirements

SED 520	3	Exceptional Children
SED 530	3	Foundations of Special Education
SED 540	3	Assessment of Exceptional Learners
SED 550	3	Behavior Management
SED 555	3	Methods of Special Education
TTT 560	3	Early Literacy Experiences and Assessments: K-3

SpEd Intense P-12 Licensure Program

The SpEd Intense P-12 licensure program requires 9 hours.

Requirements

SED 575	3	Low-Incidence Disabilities-Instruction and Learning
SED 580	3	Low-Incidence Disabilities-Independence and Self-determination
SED 590	3	Low-Incidence Disabilities-Collaboration and Individualized Programs

Teaching English to Speakers of Other Languages (TESOL) P-12 Licensure Program

The TESOL P-12 licensure program requires 15 hours.

Requirements

TSL 501	3	Introduction to Second Language Acquisition and the Field of TESOL
TSL 503	3	Methods and Assessment in TESOL
TSL 505	3	Pedagogical Grammar and Applied Linguistics in TESOL
TSL 510	3	Teaching ELL in P-12 Classroom
TSL 582	3	Seminar with Field Experience in TESOL

Special Education Courses

SED 520 Exceptional Children

3 hours

This course is designed to prepare the teacher candidate for the challenge of meeting the needs of exceptional children in the classroom. A general study of exceptional children focuses on the inclusion of students with disabilities in the general education classroom. Topics addressed in the course are the identification process for individuals with disabilities, their characteristics and unique needs, delivery of services, and instructional strategies within all content areas.

SED 525 Educating Exceptional Learners

3 hours

This course studies the historical, philosophical, and sociological foundations of education and prepares teachers to apply knowledge and skills to meet the diverse needs of students with exceptionalities. Candidates will be empowered to discern the various abilities of students with mild to moderate characteristics. Topics include concepts of teaching, lesson planning, and inclusion through the lens of InTASC, state, and professional organizational principles. This course includes a field experience.

SED 530 Foundations of Special Education

3 hours

This course is a study of the special education profession, encompassing the philosophical, historical, ethical, and legal foundations of special education. The responsibilities and rights of students, their parents, all involved educators, and other professionals are studied as they relate to meeting the needs of exceptional learners. Course content addresses P-12 students regarding early intervention, human growth and development, individual differences, diversity, and families and communities to meet the needs of students with disabilities.

SED 535 Critical Issues in Special Education

3 hours

This course is an overview of the contemporary issues surrounding the inclusion of students with mild to moderate disabilities in public schools. The purpose of this course is to empower the prospective teacher of special education through their preparation to respond to issues they will encounter in the profession. Students will explore a wide variety of issues and trends currently impacting the field of special education. Students will gain an understanding of the important issues surrounding the inclusion of students with mild to moderate disabilities in public schools. *Prerequisites: SED 520 and SED 530.*

SED 540 Assessment of Exceptional Learners

3 hours

This course focuses on formal and informal assessments, including how to effectively assess reading and writing. Instructions are presented on how to use assessment results to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other professionals is discussed. Includes a field experience component. *Prerequisites: SED 520 and SED 530.*

SED 550 Behavior Management

3 hours

This course focuses on creating and supporting safe, respectful, and productive learning environments for students with disabilities. Topics covered include the use of a range of preventive and responsive practices to support social, emotional, and educational well-being. Students employ behavioral assessments in developing behavior intervention and progress monitoring plans for students with disabilities. Includes a field experience component. *Prerequisites: SED 520 or SED 525; and SED 530.*

SED 555 Methods of Special Education

3 hours

This course prepares students to apply an understanding of academic subject matter content of the general curriculum and specialized curricula to inform programmatic and instructional decisions for learners with exceptionalities. Students are required to use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Students will implement explicit, systematic direct instructional strategies in core content areas to individualize instruction to support students with exceptionalities. Includes a field experience component. *Prerequisites: SED 520 or SED 525; and SED 530.*

SED 575 Low-Incidence Disabilities-Instruction and Learning

3 hours

This course is designed for candidates to operationalize knowledge of the curriculum principles to design systematic instruction for individuals with intense disabilities. The focus is on research-based strategies for promoting academic and social-emotional success. Historical and legal aspects will inform instruction to meet students' current learning needs as well as preparation for adulthood. Candidates will relate characteristics and etiological backgrounds of preschool children through adolescence with intense disabilities to assess and design individualized and effective instruction. The roles and types of technologies in the teaching and learning process will be included. This course includes a field experience teaching students with intense disabilities.

SED 580 Low-Incidence Disabilities-Independence and Self-Determination

3 hours

This course provides candidates with the skills to evaluate and design effective individualized programs based upon instructional needs related to independence and self-determination for students with intense disabilities. An informed decision-making process based upon student, family, and diagnostic procedures are the focus. Theories and principles related to the skills for independence and self-determination are applied to design individualized programs to address daily living, job and community, and self-management of behaviors for students. This course includes a field experience teaching students with intense disabilities.

SED 590 Low-Incidence Disabilities-Collaboration and Individualized Programs

3 hours

The course focuses on the application of effective strategies of communication and collaboration for promoting the success of children and adolescents with intense disabilities. The consultative and collaborative skills and roles of special education teachers will be applied to advance the learning experiences and outcomes for students. Content includes current issues and trends related to various programs, and services. Culturally competent services, parent involvement, and the role of students with intense disabilities are addressed. This course includes a field experience teaching students with intense disabilities.

Teaching English to Speakers of Other Languages (TESOL) Courses

TSL 501 Introduction to Second Language Acquisition and the Field of TESOL

3 hours

This course discusses the role of the English language in the contemporary world and how language and culture shape human interactions. It provides an introductory understanding of the field of second language acquisition from the perspective of both learning and teaching a new language. It also explores the teaching of English in ministry in U.S. and international contexts. *Includes 5 hours of TESOL/cross-cultural experience.*

TSL 503 Methods and Assessment in TESOL

3 hours

This course develops understanding and skill in classroom instruction of English learners including lesson planning, teaching, and assessment. Topics include teaching methods and techniques for all aspects of English language development, educational technology, curricular planning, and formative assessment. *Includes a 20-hour field experience lab. Prerequisite: TSL 501.*

TSL 505 Pedagogical Grammar and Applied Linguistics in TESOL

3 hours

This course introduces applied linguistics and its practical implications in language teaching. Provides study of English grammar and how English structures are taught and explained to English learners. *Prerequisite: TSL 501.*

TSL 510 Teaching ELL in P-12 Classroom

3 hours

This course addresses English language learners (ELLs) in P-12 classrooms. Investigates TESOL-related legislation and its effect on schools, students, and teachers, as well as types of ESOL programs used in U.S. schools and their effectiveness. Studies effective advocacy, strategies for collaboration with families and non-ESOL colleagues and paraprofessionals, and helpful resources and services. *Prerequisite: TSL 501.*

TSL 515 Theories and Models of Bilingual Education

3 hours

This course introduces the history, theories, and current models of bilingual and multilingual education. Students will understand theories underpinning bilingual education and how these theories are enacted differently in different contexts. Students will learn about bilingual education terms, contexts, and models such as dual immersion, one-way/two-way, late/early, language minority and language majority, and other terms and models. Students will apply their learning as they investigate real bilingual education programs in diverse contexts.

TSL 582 Seminar with Field Experience in TESOL

3 hours

This course is comprised of a supervised ESOL field experience totaling a minimum of 40 hours, plus accompanying seminar sessions focused on reflection, development of teaching skill, and TESOL professionalization. *Prerequisites: TSL 501, TSL 503, and TSL 505. This course has a minimum 40-hour field experience.*

TSL 615 Pedagogy and Practices in Bilingual Education

3 hours

In this course, students learn pedagogical practices which contribute to effective bilingual education. They will apply their learning of appropriate methods, strategies, and assessment in bilingual education through a 20-hour field experience in a bilingual education setting. Students also will learn how to assess a bilingual education program, understanding contextual needs and realities, and applying their learning to a specific bilingual education context. *Prerequisite: TSL 515.*

Transition to Teaching Courses

TTT 510 Introduction to the Education Profession

3 hours

A study of the historical, philosophical, and sociological foundations of education. The organization, role, and funding of the public school (K-12) in a multicultural society are examined. Topics include court cases related to education, INTASC principles, concepts of teaching, lesson planning, educational technology, and educational ethics. The course also includes an introduction to candidate portfolio. *Includes a field experience lab.*

TTT 520 Educational Psychology

3 hours

The study and application of learning theories and psychological concepts and principles to the teaching-learning process. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, teaching models, principles of assessment, lesson planning, issues related to diverse student populations, motivation, and classroom management. This course includes field experience.

TTT 535 Literacy in the Content Area for Secondary Teachers

2 hours

This course is designed to provide practical procedures for developing effective literacy skills at the junior high, middle, and secondary school levels. Focuses on understanding the relationships between the processes of literacy and the learning of content. Strategies on how to meet the total range of student literacy needs in the classroom are addressed to increase student competency. Methods and materials to enhance advanced comprehension and study skills of adolescents in a diverse society are presented. *Includes a field experience component. Prerequisites: TTT 510 and TTT 520.*

TTT 540 Mathematics in the Elementary Classroom

3 hours

A content-methods course for elementary teacher preparation which is a study of number systems, operations, geometry, measurement, data analysis/probability, and state accountability requirements in math (NCLB). There is a special reference to teaching materials, laboratory methods and pedagogy, including classroom use of manipulatives and technology. *Includes a field experience. Prerequisites: TTT 510 and TTT 520.*

TTT 551 Classroom Management for Elementary Teachers

1 hour

This course is designed to assist candidates preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 552 Classroom Management for Secondary Teachers

1 hour

This course is designed to assist candidates preparing for the secondary or P-12 classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Candidates develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist candidates in developing effective discipline plans. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 555 Secondary Methods

3 hours

This course is designed for secondary education/P-12 candidates in the Transition to Teaching program. All aspects of planning, current effective teaching strategies, and evaluation of individual progress utilizing both traditional and non-traditional assessments are discussed. Aspects of adolescent literacy are included. Content specific assignments are included. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 560 Early Literacy Experiences and Assessments: K-3

3 hours

This course focuses upon the teaching and assessment of literacy in the early elementary classroom. Topics incorporate techniques and methods for the instruction and assessment of the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Spelling and writing instruction are embedded. Course includes diagnostic and progress monitoring and the analysis of assessment data. It includes instruction on the components of scientifically based reading interventions that are direct, explicit, and multi-sensory. *Includes a field experience component. Prerequisites: SED 525 or TTT 510; and TTT 520.*

TTT 565 Middle Childhood Literacy and Assessment

3 hours

This course focuses upon the teaching and assessment of literacy in the middle childhood classroom to improve reading and writing outcomes for all students. It includes instruction on the components of scientifically based reading interventions that are direct, explicit, and multi-sensory. Topics include fluency, vocabulary, comprehension, writing, and spelling within appropriate texts. *Includes a field experience component. Prerequisites: TTT 510 and TTT 520.*

TTT 581 Elementary Methods

2 hours

An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Topics include development of thematic units, implementation of various instructional strategies, lesson planning, and integration of elementary subject areas. Assignments are commensurate with graduate level work. This course includes field experience. *Prerequisites: TTT 510 and TTT 520.*

TTT 590 Student Teaching

3 hours

Student teaching is a ten week full-time teaching experience under the supervision of public or private school and college personnel. A portfolio is required to successfully complete student teaching. *Prerequisites: (a) approval by the Teacher Education Committee; (b) completion of required program courses.*

Admissions

Application Process

The application process at Taylor University is more than paperwork. Through this process, students are invited to join Taylor's intentional Christ-centered graduate community, developing minds for relentless discovery and a vision for engaging the world.

Application Procedures

Students may apply to their chosen graduate program year round, but are encouraged to apply as early as possible before the term of desired enrollment. Programs will accept students based on established timelines and for specific terms. Application materials are available through the website of the specific program or may be requested by phone.

Application Review

Admission to Taylor University involves a two-stage process:

- During the first stage of the review process, applications are assessed carefully to determine if they meet minimum requirements for admission to the university. Qualified students then continue to the second stage of the review process.
- During the second stage of the process, students from the pool of qualified applicants are selected for admission. Selection is based on a comprehensive review of the materials received. Academic preparedness, spiritual depth and unique contributions to the community are important factors that are considered.

Decisions and Notification

Prospective students will receive one of two types of notification:

- **Standard Notification**
Students are notified of their application status on a rolling basis. During the application process, students usually enter into a conversation with university personnel, particularly the program personnel. Students are encouraged to complete their application as early as possible. An interview is recommended for all students and required for admission to some programs.
- **Denial**
The review committee may feel that a student's success at Taylor is in question and that a denial is in the best interest of the student. In such cases, students are notified by mail of the decision.

International Students

International students desiring admission should provide the following for consideration:

- A minimum TOEFL iBT score of 90, with no lower than a score of 22 on each of the four sections. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Australia, the Bahamas, the British West Indies, Canada, Great Britain, or New Zealand, or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate/Diploma showing completion of an undergraduate degree, including the results of any examinations. Official English translation of the certificate or diploma is required.
- An acceptable GRE score as determined by the graduate program. This score is necessary for students who have not completed an undergraduate degree from an accredited institution of higher education where English is the language of instruction.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part-time during the academic year; however, the income generated will not be sufficient to cover education costs.

If a student enters the graduate program on conditional admission (having a questionable TOEFL or GRE score), completion of ESL 200 and ESL 201 (6 undergraduate credit hours total) will be required in the first semester of study to ensure language ability. Unsuccessful completion of these courses would result in an inability to continue in the graduate program.

Transfer Students

Transfer students are accepted into graduate programs on a case by case basis. Consult with the specific program for further information.

See the *Academic Regulations* section for information regarding the transfer of credit to Taylor University.

Guest Status

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- Students who attend one of the Christian College Consortium schools and desire to complement their preparation with course work at Taylor.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 9 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the University through the relevant graduate program.

Finance

The University supports the graduate program beyond the tuition costs by providing material resources, support services, and facility requirements. We thank God for each student and the support of others as we prepare students to minister Christ's redemptive love, grace, and truth to a world in need.

The University reserves the right to increase rates if and when necessary.

Annual Costs and Other Charges

Refer to the specific department for information on tuition and fees.

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and are charged equally to each student enrolled in the course. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Payment of Bills

The billing statement notification is e-mailed on or about the last day of each month to the student's TU e-mail address, with payment due the 20th of the month. The initial billing statement for the Fall semester is issued in July and is due in full August 20. The January interterm and Spring billing statement is issued in December and is due in full by January 20. Master of Arts in Ministry students not receiving financial aid will be billed before the start date of each semester with payment due the 20th of the month.

Statements are issued monthly for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due on the 20th of the month they are billed. Full account information is available through the portal and includes unbilled activity and statements. Payment can be submitted online through this secure site. There is no fee to pay with an electronic check. Payment by credit card (American Express, Discover, MasterCard, or VISA) will incur a convenience fee. If parental access is necessary, it is the student's responsibility to provide access to their account information, and the student may do so by authorizing their parent on the billing site.

Taylor University uses the @TAYLOR.EDU student email address to communicate, and students are responsible to check their Taylor email account regularly as they miss important information if they do not do so. Students can set up their preferred online billing address and authorize additional (e.g., parent) e-billing addresses by completing the authorization that can be accessed through their online account.

There are two payment options available:

- Payment in full by the due date of August 20 for Fall semester and January 20 for Spring semester. Payment for incremental additional charges that may occur are due by the 20th of the month for which charges are billed. *Note: Taylor University Online students have a payment due date of September 20 for Fall semester and January 20 for Spring semester.*
- Enroll in a Taylor University monthly payment plan to split the semester payment into equal monthly payments. The only cost to enroll is \$40 per semester and several options are available ranging from 6 to 2 payments per semester. Enrollment is at the online student account site. *Note: Taylor University Online students are not eligible for this payment plan.*

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed, or deferred according to one of the payment options described above, will be subject to a monthly late fee equal to the greater of \$5 or interest accrued at 1.08% (annual percentage rate of 13 percent). A student's account must be current to avoid a hold on registration, and a student's account must be paid in full for the release of the diploma.

Additional information may be found in the Tuition and Fees Schedule at <https://www.taylor.edu/about/offices/student-accounts>.

Refund Schedule (Fall and Spring Semesters)

This refund schedule applies only to students with full withdrawal from the University. Students who withdraw from a course or courses but remain enrolled at the University do not receive any adjustment to their charges. Drops/Adds prior to the end of the first week of a semester (resulting in no transcript entry) could result in tuition changes.

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	Prorated	Prorated
Third Week	75%	Prorated	Prorated
Fourth Week	60%	Prorated	Prorated
Fifth Week	45%	Prorated	Prorated
Sixth Week	20%	Prorated	Prorated
Seventh Week to end of semester	0%	Prorated	Prorated

*First five class days of the Fall/Spring terms.

Registration Changes

A refund of charges will be given to students dropping by the last date to drop a class without a transcript entry ("drop/add" period).

University Withdrawal Procedures

Graduate withdrawal forms are available from the Office of the Registrar. *Note: Taylor University Online students should contact TUO office for initiating full withdrawal.* In cases of withdrawal of full-time graduate students from the University, refunds of student charges for tuition are based on the refund schedule. Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds of charges are based on the total term bill and on the date the official withdrawal form is completed. Any deviations from the refund policy are at the discretion of the Accounts Receivable Manager and the Provost.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return of Financial Aid Funds policy available online at https://www.taylor.edu/_docs/admissions/tuition-funding/return-of-funds-policy.pdf.

Financial Aid

The following information regarding financial aid is accurate at the time of the catalog publication, but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website at <https://www.taylor.edu/admissions/tuition-and-funding/> or contact the Financial Aid Office.

The financial aid programs offer assistance to students in need in the form of scholarships, assistantships, loans, and employment. To determine the student's eligibility for federal loans, Taylor uses the Free Application for Federal Student Aid (FAFSA).

Satisfactory academic progress for financial aid applicants/recipients who are graduate students shall be measured both qualitatively and quantitatively. Specifically, in order to be eligible to receive financial aid, students must meet the following criteria:

1. Maintain a minimum cumulative grade point average based on the student's cumulative credit hours completed in accordance with the academic standards set for the particular academic graduate program.
2. Successfully complete at least 67% of cumulative attempted credit hours.
3. Complete the graduate degree program in a maximum number of credit hours not to exceed 150% of the program length (e.g., if the program length is 30 credit hours then the student must complete the program within 45 cumulative credit hours attempted).

How to Apply for Financial Aid

You must be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.

You must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>, listing Taylor University 001838 as a recipient of data.

The FAFSA must be completed each year (July 1-June 30 for federal aid purposes) and should be completed 2-3 months before the student needs the loan(s).

Loans

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Direct Unsubsidized Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <https://myfa.taylor.edu> by July 1. The loan provides a maximum of \$20,500 per year. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 8.08 percent.
- The Federal Direct Grad PLUS Loan is a loan for graduate students provided directly from the federal government, and a separate application must be completed online at <https://studentaid.gov/>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal Grad PLUS has a fixed interest rate of 9.08 percent.

Assistantships

MAHE Program: An important feature of Taylor's M.A. in Higher Education program is the availability of on-campus assistantships. Each full-time student is guaranteed an assistantship and will receive a minimum of \$7,500 per year. These assistantships are designed as educational experiences and will provide students with meaningful and marketable skills that will serve them well as they seek professional positions upon graduation from the program. For further information concerning MAHE assistantships, please contact Skip Trudeau, Vice President for Student Development & Intercollegiate Athletics at (765) 998-5368 or sktrudeau@taylor.edu.

Student Development

In keeping with the mission of Taylor University, the purpose of Student Development is to provide a life-changing student development program and services within a decidedly Christian residential community by caring for the needs of a diverse student body in ways that foster the holistic growth of each individual.

Student Development is committed to the following objectives:

- Provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- Provide programs that promote ethnic and cultural understanding.
- Provide professional counseling and healthcare services for students.
- Create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant.
- Provide safe, attractive, and comfortable housing facilities for students.
- Provide wellness programs, experiences, and information which help students to live healthy and balanced lives.
- Provide a campus community which is safe and secure for students.
- Provide orientation services that will aid students in their transition to Taylor University and college life.
- Enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs.
- Assist students with career planning that will result in professional preparation for placement.
- Ensure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.

Calling and Career

The Calling and Career Office, located in the LaRita R. Boren Campus Center, connects students to people and experiences that equip them to live a faithful response to God's call. Staff members assist students in exploring how their values, interests, personality, and skills connect to potential career paths and assist students in creating a plan to achieve their goals. The staff reviews resumes and cover letters, prepares students for professional interviews, conducts workshops, and facilitates networking opportunities to connect students with alumni and employers. The calling and career staff encourage students to begin using the services of the office early in their graduate careers in order to expand the choices they will have upon completion of their degrees.

Taylor's calling and career resources are available to serve students, faculty, and alumni. Resources include self-assessment tools, online resources, books, graduate school information, and employer and alumni contact information. The Calling and Career Office utilizes both Strong Interest Inventory and StrengthsQuest assessments to assist students in identifying their passions and abilities. The CCO maintains online databases that connect students and alumni to current full-time, internship, and part-time positions. For information, contact the Calling and Career Office at (765) 998-5382.

Campus Ministries

The Campus Ministries office is an integral part of Taylor's whole person education. The Office of the Campus Pastor oversees the chapel program and provides for the pastoral needs of the University. Chapel for the entire community is held Mondays, Wednesdays, and Fridays at 10:00 AM throughout each semester as well as Interterm. Spiritual renewal is held at the beginning of Fall and Spring semesters.

Counseling Center

The Counseling Center offers students professional counseling services. Individual, couples, group, and crisis counseling are available, along with workshops and mental health wellness programs. The goal of the Counseling Center is to enhance the mission of Taylor University by supporting students as they navigate academic, personal, and spiritual growth. The Counseling Center is located on the second floor of the Student Center. Students are seen by appointment, as well as on an emergency basis. Referrals can also be made to other qualified Christian professionals in the area. For more information about the Counseling Center, please visit the website <https://www.taylor.edu/about/offices/counseling-center>. If a student is interested in setting up an appointment, they can contact the Counseling Center at counselingcenter@taylor.edu or at (765) 998-5222.

Health Services

A full-time student pays a health service fee each Fall and Spring semester and January interterm. This fee may be waived only if the student is married, a commuter from his or her parent's home, or studying away from campus. In order for this fee to be removed from the bill of an eligible student, a waiver must be obtained from the Office of Student Accounts and signed by the end of the second week of classes each semester. Health services are not available during Summer sessions.

If a student has an illness that results in missed class(es) and is treated, he or she should obtain verification of the treatment and provide this as documentation along with a request for an excused absence. For details, refer to **Class Attendance** in the **Academic Policies and Regulations** section in this catalog. Only documentation as to the treatment administered should be provided.

Any graduate student interested in more information will need to contact the Office of Student Accounts at (765) 998-5123 or billing@taylor.edu to complete a request and submit payment for the health service fee.

Taylor University Police Department

Taylor University Police Department provides a variety of services to the students, faculty, and staff of Taylor University. The University employs full- and part-time police officers and security officers to provide around-the-clock law enforcement and security services year round. As the chief law enforcement office for Taylor, the Chief of Police works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. Taylor University Police Department, located in the LaRita Boren Campus Center, also oversees the identification card system and lost and found, as well as the after-hours telephone, motor vehicle registration, and parking programs. Taylor University complies with the *Crime Awareness and Campus Security Act of 1990*.

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Taylor University Leadership

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***C. Skip Trudeau**, Vice President for Student Development & Intercollegiate Athletics

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Ashley N. Chu, Senior Director of Academic Affairs & University Archivist

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Scott E. Gaier, Director of Academic Enrichment Center and Instructional Design

Kristin W. Johnson, Director of Grants and Sponsored Programs

Angi A. Long, University Registrar

Carrie L. Meyer, Director of Online Learning

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Jill A. Thurman, Accounts Receivable Manager

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Kathleen M. Bruner, Co-Chair, Art, Film, and Media

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C. Skip Trudeau, Chair, Master of Arts in Higher Education

Kelly A. Yordy, Director, Master of Arts in Leadership

May H. Young, Chair, Biblical Studies, Christian Ministries, Intercultural Studies, and Philosophy

Faculty of Instruction

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Ministry

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Transition to Teaching/Online Licensure Programs

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