



Undergraduate Catalog 2019-2020

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)

Taylor University
Founded 1846

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Information in this catalog, while current at the time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or program or to limit its enrollment when, for any reason, it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns academic advisors, 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.

If planning to attend Taylor University and enroll in a residential degree program, contact the campus admissions office for further guidance regarding curriculum requirements.

Taylor University operates undergraduate liberal arts programs on the campus located in Upland, Indiana.

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Our Heritage, Mission, and Life Together

2019 marks the 173rd 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. Electric arc lighting was introduced in Paris; Elias Howe patented the sewing machine in America; John Deere constructed the first plow with a steel moldboard; and American dentist W. T. Morton introduced ether as an anesthetic, all in the same year. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, Charles Dickens introduced the first cheap English newspaper, the *Daily News*, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

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.

Taylor University offered its first distance learning course in 1938. This course was taught through correspondence via the postal service and was offered for the purpose of academic enrichment and personal growth. The distance learning program changed names numerous times over the years to reflect technology upgrades and the mission of the University before receiving its current name, Taylor University Online, in 2008.

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 is the virtual campus of Taylor University, emphasizing the integration of faith and learning through distance education. It was established for the purpose of providing Christ-centered learning opportunities to individuals wherever they live and work. Taylor University Online offers undergraduate and graduate courses, including summer school opportunities for Taylor students, as well as certificate and degree 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

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

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

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 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 the 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.

The Life Together Covenant

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 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 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

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

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.

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. In 1998, Taylor was approved to offer online associate degrees. In 2003, Taylor was approved to offer graduate programs. The University was accredited by the National Council for Accreditation of Teacher Education-Indiana Professional Standards Board in 1962, the National Association of Schools of Music in 1970, and the Council on Social Work Education in 1980. Additional institutional accreditations associated with individual programs include the Accreditation Council for Business Schools and Programs (ACBSP) in 2016, Engineering Accreditation Commission of ABET in Computer Engineering in 2007, and Engineering in 2015. Taylor University is authorized by name by the State of Indiana in statute as an approved institution of higher education in the state of Indiana. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Assembly of Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities
- Christian College Consortium
- Christian Leadership Alliance
- Commission on English Language Program Accreditation
- Community Foundation (Marion)
- Council for Christian Colleges and Universities
- 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 and Universities of Indiana
- Indiana Campus Compact
- Indiana Chamber of Commerce
- Indiana Consortium for International Programs
- Institute of International Education
- Lilly Fellows Program
- Midwestern Association of Graduate Schools
- Moody's
- National Academic Advising Association
- National Association of College and University Business Officers
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- NAFSA: Association of International Educators
- Scholarship America

Taylor University Online is also affiliated with the Indiana College Network and participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as an approved Indiana NC-SARA institution.

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 College
- Seattle Pacific University
- Taylor University
- Trinity International University
- Westmont College
- Wheaton College

Council for Christian Colleges and Universities

Taylor University is one of over 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:

- American Studies Program (*Washington, D.C.*)
- Australia Studies Centre (*Carindale, Australia*)
- Contemporary Music Center (*Nashville, TN*)
- Latin American Studies Program (*San Jose, Costa Rica*)
- Los Angeles Film Studies Program (*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*)

Academic Calendar and Campus Facilities

Taylor University Online's academic year for in-term program students consists of fall, spring and summer semesters. The terms begin in August, January and May and there is typically a short break between each semester. Under this schedule, fall semester classes are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 12-15 weeks.

The academic calendar is available online at <https://public.taylor.edu/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 catalog.

Information regarding the campus location and facilities is available online at <https://public.taylor.edu/offices/registrar/documents/undergrad-catalog/current/campus-facilities.pdf>.

Academic Policies and Regulations

Academic policies and regulations are developed and approved by the faculty of Taylor University and are administered by the Schools and the Registrar. 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 Advisors

The purpose of Academic Advising at Taylor University is to assist students in developing educational and career goals that are compatible with their perceived life calling; empower students to accept responsibility and leadership in developing their own educational plans; and aid students in their professional, emotional, and spiritual development.

Program and certificate students are assigned an advisor. These students will be provided with a curriculum guide that will help in determining the student's course schedule. Students are required to communicate with their advisor prior to registering for courses each semester.

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 Office of the Registrar. The student must state his or her request and rationale for the petition and obtain the signatures of the instructor and department chairs, if applicable, and the academic advisor before submission to the Registrar's Office. The Registrar and School Dean will review the petition before action is taken by the Academic Policies Committee, if necessary.

Academic petition forms are available through the Taylor University Online office.

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 Taylor University Online, then the faculty member's department chair, or the School 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 School 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 School dean's receipt of the written grievance statement, the parties involved should meet in consultation with the appropriate School dean.
3. If, after consultation with the parties involved, the student is still dissatisfied with the outcome, the appropriate School 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 School 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 School dean, but not the head of the involved department or School) appointed to serve as chair by the appropriate School 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 School 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 School dean within 15 working days of the committee's appointment.
7. The appropriate School 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 School 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 School 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, having others do the student's work, inappropriate use/choice of proctors who oversee the proctored exams and inappropriate or disruptive behavior during classes, seminars or online learning environments. Students must not work in collaboration with others on assignments unless expressly directed by the instructor. Copying material from the course textbooks and using a computer algorithm or program without attribution is also forbidden. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) 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 School Dean, the Office of Student Development and Taylor University Online. 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 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 School Dean, Student Development and Taylor University Online. 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 School 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 the academic school office and Student Development will be destroyed along with all other student records according to their respective policies.

Assignments submitted to Taylor University Online may be subjected to plagiarism detection software to determine if the work is in compliance with proper citation practices in accordance with accepted style manual guidelines. Taylor University uses the American Psychological Association (APA) format for writing papers. Works submitted and determined to be plagiarized will be subjected to penalty that includes, but is not limited to, return of the assignment for resubmission, assignment grade reduction, assignment failure, course grade reduction, course failure, or dismissal from the university.

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

For reporting purposes, a minimum of 12 semester credit hours is considered full-time in a degree program; less than 12 is considered part-time.

Academic Progress Policy

A program 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 GPA is placed on academic probation and enters a special advisement program under the direction of Taylor University Online. For students not in good academic standing, notification will be sent by the Registrar to students and their advisors through email and letters will be mailed to students' permanent addresses within one week following submission of final grades by faculty.

Cumulative Earned Hours	Minimum Required GPA
00.00-12.99	1.60
13.00-30.99	1.70
31.00-44.99	1.80
45.00-60.99	1.90
61.00 +	2.00

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. 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 2.30. Students who earn a 2.30 term GPA may be placed on extended probation, are not eligible to receive financial aid, and are required to enter a special advisement program under the direction of Taylor University Online.

First-time suspension is for one academic semester; a second-time suspension is for one academic year (consecutive fall, spring and summer semesters). Students may apply for readmission following the applicable suspension period. Readmission is not automatic and requires the approval of Taylor University Online. Students must present evidence that they are academically prepared to return to Taylor. Additionally, readmitted students will be placed on extended probation requiring reentrance to the special advisement program under the director of the Taylor University Online and the academic advisor 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.
- No academically suspended student may enroll in any Taylor courses, including those offered on campus or by Taylor University Online.
- 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 Taylor University Online in advance of such enrollment.

Contact the Taylor University Online office for additional information regarding academic progress.

Advanced Placement and Credit by Examination

Certificate and program students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

Certificate and program students may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. For the certificate and associate degree programs, contact the Taylor University Online office for the maximum AP and CLEP hours allowed. Score levels vary between subjects; score levels considered passing may be obtained by visiting <https://www.taylor.edu/how-to-apply/testing-and-placement>.

For additional information regarding advanced placement and credit by examination, contact the Taylor University Online office.

Advanced Placement Examinations (AP) and College Level Examination Program (CLEP)

Prior to entering Taylor, certificate and program students interested in AP or CLEP testing credit should contact the Taylor University Online to request information regarding testing policies, fees, deadlines, and limitations.

AP credit must be elected and the transcript posting fee paid in the student's first semester at Taylor. CLEP exams must be taken, credit elected, and transcript posting fee paid prior to reaching senior status at Taylor.

Refer to page 26 for specific policies, procedures, and deadlines related to AP/CLEP credit for ENG 110 College Composition.

International Baccalaureate (IB)

International Baccalaureate is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL), scores must be 5 or higher, and the transcript posting fee must be paid; courses for the major are subject to departmental review. Official transcripts must be requested from the IB office, not the high school; syllabi may be required if the course subject has not been reviewed recently.

Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level)

GCE A-Level credit may be awarded with a grade of D or higher. Students must submit a certified copy of the examination certificate and examination syllabus to the Office of the Registrar. Credit will not be awarded on the basis of a results slip. Academic departments must approve credit for exams and the transcript posting fee must be paid.

Change of Major

A program student with Taylor University Online may petition to change from one major to another. Students changing major must meet curricular requirements for the new major. The registrar will conduct a re-evaluation of transfer credits. Transfers and courses already taken from Taylor University may or may not apply to the new major.

Classification of Students

Taylor University Online serves two distinct groups: guest and program students. The information contained in the Academic Policies applies to both groups unless specifically marked as applying to only one group or the other.

Guest Student

A guest student is an individual who is seeking to take courses from Taylor University Online for transfer to other institutions or for one's own educational benefit who is not seeking a degree from Taylor. No formal application is required to enroll in courses. A student who pursues a certificate from Taylor University Online or a high school student is also classified as a guest student.

Program Student

A program student is an individual who has fully met the requirements for admission to an associate degree program with Taylor University Online and has enrolled in courses to meet program requirements. Program students are classified as:

Cumulative Earned Credit Hours	Class
0.00-30.99	Freshman
31.00-60.99	Sophomore
61.00-94.99	Junior
95.00 +	Senior

Entering students (first time or transfer) are classified consistent with the Integrated Postsecondary Data System. Those students identified as first-time students are entering a postsecondary institution as an undergraduate degree-seeking student for the first time after receiving their high school diploma. This includes students with dual credit earned before they graduated from high school, or an associate degree earned before or at the same time as high school graduation. Entering students who complete a high school diploma at the same time as an associate degree are classified as first-time students requiring them to participate in the Orientation to Distance Learning course. Classification is based upon the number of credit hours a student has earned which includes transfer credit.

Course Audit

Courses taken through Taylor University Online are not available for audit.

Dean's List

Full-time in-term students are named to the Dean's List when they have earned a 3.60 or better GPA for the term and when at least 12 credit hours carry quality point values.

Drop/Add

Guest and out-of-term program students may drop a course and add another within 7 days of the registration date. The student will pay or be refunded any disparity in tuition between the two courses. The dropped course will not appear on the transcript.

Dropping/Withdrawing from Courses

The refund schedule and transcript ramifications for guest and out-of-term program students who withdraw from a course are as follows:

- Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript.
- Withdraw between 8 to 28 days of registration: 75% refund and course appears as a "W" on the transcript.
- Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a "W" on the transcript.
- Withdraw during the extension period: 0% refund and course appears as a "WF" on the transcript.

To request to be withdrawn, contact the Taylor University Online office at online@taylor.edu or call 800-845-3149. The date the request is submitted will be honored as the withdrawal date. Refer to page 22, under Schedule Adjustments, for specific policies and procedures for in-term program students withdrawing from courses.

Examinations

The majority of examinations are completed online through Blackboard and do not require a proctor. However, if a proctor is required, the student is expected to choose a proctor. The proctor must be a pastor, librarian, or an educator and cannot be a relative.

Extensions

All guest students and out-of-term program students who register for a course will be eligible for one 4-month extension for a fee of \$250. The extension request and payment fee must be received two weeks prior to the expiration date of the course. The process of requesting an extension and submitting the associated fees is completed through the Taylor University Online website. Students will click "Pay Fees" and enter their course and payment information. The student will be notified within three business days of the approval of an extension.

If the course is not completed within the original enrollment period and the student does not complete the course by the end of the extension period, a grade of "F" is issued. Students have the option of re-enrolling in the course. The old course and grade will remain on the transcript; however, only the new grade from the repeated course will be counted in the cumulative statistics (GPA).

Final Grades

A course is completed when 1.) A student completes all requirements in the course syllabus. 2.) All outstanding fees have been paid. 3.) The final grade has been posted. Please allow one week per assignment submission for the instructor to process a final grade. Final grades are maintained as a permanent record by Taylor University and are reported on transcripts. If a grade is needed in a shorter timeframe than one week per assignment, contact the Taylor University Online office prior to enrolling in the course to make arrangements.

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 School Dean. Questions regarding the grade must be directed to the instructor within two weeks of the final submission for the student's course (exam or lesson). If the student is unable to come to an agreement with the instructor regarding the grade issued, the student must meet with the Department Chair. If a solution is not reached with the chair, or the chair is the instructor, the student would need to schedule an appointment with the School 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 they are below C-. Midterm grades are not recorded on the student's permanent record in any way. Allow approximately one week after the last course requirement is submitted for calculating and posting of final grades. Grade reports will not be mailed.

For information on accessing TOWER, students should visit <https://public.taylor.edu/academics/registrar/tower.shtml>.

Grades for Repeated Courses

Any course may be repeated at Taylor University Online. 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 Online, even if the new grade is lower than the original attempt. *Grades of W (withdrawn) will not replace previously earned grades of A-F or WF (withdrawn/failing) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.*

See *Transfer Credit Policy* on pages 18-19 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. An incomplete grade (INC) may only be given when an emergency prevents a program student (in-term) 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 School 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 final week of classes of the following 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 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 undergraduate students at Taylor University Online 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 Good	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Satisfactory	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D Minimally acceptable	1.00	Yes
D-	.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
EXT Course Extended	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

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 and Taylor University Online courses taken for a grade as outlined above.

High School Students

High school juniors and seniors (students 16 to 19 years old) can start college early by taking Taylor University courses online. Students are welcome to take any course and may take up to 24 credit hours prior to high school graduation. These college courses can also count as high school credits, as determined by guidance counselors or homeschool parents. All courses taken through Taylor University Online are transferrable to other institutions, upon the discretion of that institution. Students still pursuing a high school education are not eligible to enroll in a degree program or apply for a certificate.

Student Complaint Resolution

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the "Program Integrity Rule". This amendment provides, among other things, regulations associated with the federal student financial aid program that require colleges or universities authorized to offer postsecondary education in one or more states to ensure access to a complaint process 34 CFR 668.43(b) that will permit student consumers to address the following:

- Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
- Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
- Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <https://public.taylor.edu/about/services/student-consumer-information/student-complaint-process.shtml>.

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. Additional information on accessing TOWER is available online at <http://public.taylor.edu/academics/registrar/tower.shtml>.

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 may request official transcripts by following the instructions available at: <http://public.taylor.edu/academics/registrar/transcripts.shtml>. Transcripts may not be released unless all financial obligations to the University have been fulfilled according to an agreement with the Office of the Bursar. Guest student registration dates will appear on the transcript as the actual registration and due date of his/her course.

Students may view an unofficial copy of their academic transcript via their TOWER accounts, provided all financial obligations to the University have been fulfilled. This abstract is useful to students and academic advisors only; it is not an official transcript of academic record.

Transfer Credit Policy

Transfer request forms are typically available from the college in which courses have been completed. Taylor University does not accept transfer credit older than 10 years.

New Program and Certificate Students

To receive credit for coursework earned at other accredited universities, new students should request that college transcripts be sent directly to Taylor University Online. These transcripts are then forwarded to the Office of the Registrar for transfer credit evaluation; a copy of the evaluation is sent to the student. The Registrar evaluates courses for general education and elective credit and confers with the appropriate department chair to have major courses evaluated for transfer credit. Course descriptions and syllabi may be required in order to evaluate transfer courses.

Current Program and Certificate Students

After enrolling at Taylor, students who plan to take a course at another university and wish to transfer credit to apply toward a degree, must complete a transfer credit course approval form signed by the Registrar and student's academic advisor prior to enrolling in the course. The major department chair's signature may be required if the course is a major requirement. Upon completion of the course, students should request that transcripts be sent directly to Taylor University Online.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.
- Accepting courses for transfer credit and applying them toward degree requirements are separate considerations. Courses that transfer as elective credit may not be applicable to specific requirements.
- Courses accepted for transfer, but not equivalent to a Taylor University course, may be transferred in as 199 or 399 under the appropriate discipline; general electives not eligible toward any program may be transferred in as ELCT 199 or 399.
- Only coursework with a grade of C- or better will be accepted. Courses taken for a grade mode of pass, credit or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C-. 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.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of D- or better at Taylor. However, the grade on the transfer institution's transcript will 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.*

- Graduation honors for program students are computed only on Taylor University coursework.
- Credit by examination (e.g., AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor standards in order to be accepted for credit. Procedures for acceptance of credit may be obtained from Taylor University Online. Departmental challenge exams from other institutions are not transferable.
- Certificate requirements: a student can transfer one-third of the academic credit for a Taylor University certificate from accredited colleges.
- Associate requirements: a student can transfer one-half of the academic credit for a Taylor University Associate's Degree from accredited colleges.
- Degree requirements: (1) students must complete 50 percent of the minimum degree hours at Taylor University [e.g., 32 of the minimum 64 hours required for the associate degree;]; (2) students must complete 50 percent of the major hours at Taylor University; and (3) at least 22 of the last 30 hours must be taken at Taylor University.

Transfer credit course approval forms are available at the Taylor University Online office or <https://public.taylor.edu/academics/registrar/forms.shtml>.

University Communication

The University communicates to students most often via email. Professors will also respond to students within 48 hours via the email address listed in Blackboard. Students must be sure to notify the Taylor University Online office when a name, address, phone number, or email address changes in order for it to be updated in the system. The appropriate documents are required for name changes. Students are responsible for checking their email accounts regularly and complying with correspondence received from advisors, professors, and University administrators.

Taylor University Online has established a general email address (online@taylor.edu) to facilitate contact with the appropriate staff or department to assist students with course and program enrollment, financial matters, academic concerns and advisement, etc.

University Withdrawal

Program and certificate students *with no intent to return to Taylor* for the next term must apply for formal withdrawal through the Taylor University Online office. Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Program and certificate students *withdrawing with the intent to return to Taylor* must initiate the withdrawal process through Taylor University Online and apply for readmission through Taylor University Online. Program students planning to take courses at another institution during their time away from Taylor University Online should submit transfer credit request forms to the Taylor University Online office before registering for courses at the other university to ensure proper credit will be granted by Taylor.

Program and certificate 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 Taylor University Online office. Students failing to request withdrawal from Taylor Online risk receiving failing grades in their courses and being financially responsible for tuition fees.

Program and certificate students *who find it necessary to withdraw from all credit classes after the semester begins* must apply for formal withdrawal through Taylor University Online. If a student withdraws from Taylor Online after the first week of classes (first five class days), he/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 on pages 43-44.* To withdraw from a single course, students should contact the Taylor Online office for details.

Registration

It is the responsibility of each student to follow directives published annually relating to registration, billing, payment of bills, financial aid, etc. While Taylor University Online 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 may be added to, amended or canceled by the decision of a department or Taylor University Online.

Course Format

Taylor University Online serves two distinct types of students-guest and program students-and uses an ISO (Independent Study Online) format.

In order to offer the utmost in flexibility, the ISO format is open enrollment, self-paced (correspondence) based. Open enrollment allows registration on any business day. The student has four months to complete the coursework. Students may complete a course as soon as they have met the expected learning results, as outlined within the course, and within four months from the registration date. All course requirements including reports, papers and examinations must be completed and submitted before a final grade will be issued. An emphasis is placed on use of interactive electronic resources and interaction between instructor and student. In-term program students take ISO courses within the University term dates.

Courses are facilitated through Blackboard, an online management system, which stores all of the course information including the syllabus, instructor information, assignments, quizzes etc. Blackboard is accessed through myTAYLOR, a password-protected website for Taylor students.

Course Numbers

The three letters (e.g. BIB) indicate the discipline or category in which a course is placed. The set of three numbers (e.g. 110) indicate the level of the course:

- 100-200 Level Courses – First and second year college courses
- 300-400 Level Courses – Upper division courses; require advanced writing, cognitive and critical thinking skills

Elective Courses

Various degree programs require elective credit. Unless otherwise noted, the student may choose to fulfill this requirement with any course not specifically required by the program. When the degree plan requires elective hours from a specific discipline, any course from within that discipline and not already specifically required by the program can fulfill the requirement.

Enrollment/Registration

Note: The words “enrollment” and “registration” are used synonymously.

Guest Students

- The enrollment procedure is a two-step process. First is to create a student account, which is completed through the Taylor University Online website. The account is accessed by clicking the “enroll now” button and collects general contact information as well as the course selection. The student is then emailed an estore link which they can click on and enter payment information.
- Tuition must be paid in full at the time of registration. Accepted forms of payment include check, VISA, MasterCard and Discover credit cards. A student who selects a course, but does not submit payment information or whose payment fails, will not be enrolled. In either case, Taylor University Online will contact the student.
- Upon submitting a course selection and payment information, the student will receive course access information via email within two business days. The business day the enrollment procedure is completed serves as the official start date of the course. The student will have four months from that date to complete the course.

Program Students

- Upon acceptance into a program, a student will work with his/her assigned advisor to determine a course schedule and to register for classes. Courses are offered in two ways, contingent upon financial aid.
- If financial aid is utilized, courses are taken within traditional fall, spring and summer 12-15 week semesters and therefore, have set start dates within the term. Courses will be ISO format and will have assignment due dates. The registration process is completed through the advisor.
- Without financial aid, a student can be enrolled in a course any day of the year and will have four months to complete the coursework. Courses will be ISO format and will not have assignment due dates.

The enrollment procedure is a two-step process. First is to create a student account, which is completed through the Taylor University Online website. The account is accessed by clicking the "enroll now" button and collects general contact information as well as the course selection. The student is then emailed an estore link which they can click on and enter payment information.

Tuition must be paid in full at the time of registration. Accepted forms of payment include check, VISA, MasterCard and Discover credit cards. A student who submits an enrollment form with no payment information or whose payment fails will not be enrolled. In either case, Taylor University Online will contact the student.

Holds on Registration

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

Bursar

- If a student fails to meet payment requirements by the due date, the Bursar 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. *Graduating seniors are not exempt from registration holds.*
- 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 Bursar about unresolved account balances.

Registrar

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

Students should contact the respective office who initiated the registration hold well in advance of the 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. Contact Taylor University Online for additional details regarding course registration.

Pre-Registration Advising

Program and certificate students must talk with their advisor during the pre-registration advising period to decide upon courses to take. In-term program students will receive a Course Registration Form that must be signed and returned prior to registration. This will serve as confirmation of the courses the student plans to take. Certificate and out-of-term program students complete the online registration form as confirmation of the courses the student plans to take.

While Taylor University Online publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Repeat Registration

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, even if the new grade is lower than the original attempt. Program students receiving financial aid should inquire about eligibility for repeated courses.

**Grades of W (withdrawn) or WP (withdrawn/passing) will not replace previously earned grades of A-F or WF (withdrawn/failing) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.*

Requesting a Syllabus

Students may request to have syllabi sent to their academic advisor or university registrar for review to determine transferability to the student's home institution. Syllabi will not be given to the student prior to registration for the course. To request a copy of a syllabus for an advisor or registrar, a student must contact the Taylor University Online office with the applicable contact information.

Textbooks and Course Materials

It is the responsibility of the student to obtain textbooks and course materials. Students can go to the Taylor Online website, click on "course catalog," click on the discipline and then select their course. Within the course page, there will be a link for the required textbook or course materials. Students should order their books and course materials prior to the start of their course to ensure prompt delivery.

Time Commitment

The standard formula to determine the time investment for a class is to multiply the number of credit hours by 3. For example, a 3 credit hour course will require about 9-10 hours of work a week.

Schedule Adjustments for In-term Program Students

In-term program students are solely responsible for each course in which they choose to be registered for and for notifying their advisors of any schedule adjustments.

Courses may be added during the first week of classes (first five class days of fall/spring/summer semesters). After the first week of classes, no additional coursework may be added or changed. Courses may be dropped during the first five class days by contacting their advisor.

After the first week of classes (first five class days of fall/spring/summer semester), withdrawing from a course requires submission of a course withdrawal form available from the Taylor University Online office. It is the student's responsibility to formally withdraw from courses. Discontinuation 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 midterms receive either a grade of withdraw/passing (WVP) or withdrawn/failing (WVF). When a student withdraws from a course later than one week beyond midterm, the grade is automatically WVF. The effect of WVF on the GPA carries the same weight as that of a full-term failing grade. Course withdrawals are not permitted during the final week of the term.

The official process of withdrawing from a course (after the last day to drop a class without a transcript entry) begins by contacting your advisor; notifying instructors 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 participate will automatically remove a student from a course. Students failing to properly withdraw from a course risk owing Taylor University Online all tuition and fees, repayment of financial aid and failing grades in those courses.

Academic Programs and Requirements

Taylor University Online's academic programs provide quality Christian higher education using innovative methods that enable students to accomplish their educational goals, advance their careers, and minister Christ's truth and love to a world in need.

Degree and Certificate Requirements

Taylor University Online offers programs leading to a Certificate and to the degree Associate of Arts. All certificates or degrees require students to fulfill general education and major field courses. Students must also demonstrate proficiency in mathematics and writing.

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 degree or certificate graduation requirements that were in effect at the time they entered Taylor University Online or may elect to declare a subsequent year's catalog requirements. All programs completed by a student must be under the same catalog year.

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

Associate of Arts Degree Requirements

An Associate of Arts degree is an award that requires the completion of at least two academic years of college-level work, or the equivalent, in an academic or occupationally specific field of study and meets institutional standards for satisfying the requirements for this degree level.

The Associate of Arts degree requires foundational core and major area courses, along with demonstrated proficiency in mathematics and writing. At Taylor Online, many of the degree programs are designed to prepare students for occupational-specific fields. An Associate of Arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The Associate of Arts is not to be taken with or awarded with any baccalaureate degree.

The following requirements apply to the associate's degree:

- Minimum of 64 semester hours
- A minimum of fifty percent of the hours must be earned through Taylor University
- At least 22 of the last 30 hours must be taken at Taylor University
- Completion of all foundational core and major area requirements
- Demonstrated proficiency in mathematics and writing placement
- Cumulative GPA of 2.00
- Passing grade in all hours for graduation
- Grade of C- or better for all major requirements
- This degree does not allow for more than one major area of study

Certificate Requirements

A certificate is an award that requires the completion of foundational core and major area courses. Acceptance in a certificate program does not constitute admission to any other academic program offered by Taylor University. The certificate will be mailed to the student within 30 days of the audit verification.

The following requirements apply to the certificate:

- Minimum of 22 semester hours
- Completion of all required courses
- Cumulative GPA of 2.00

Foundational Core

Jeffry Cramer, Coordinator of Foundational Core

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

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

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

Seven Objectives for the Foundational Core Curriculum

1. Aesthetic Literacy

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

Outcomes

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

2. Civic Mindedness

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

Outcomes

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

3. Communication Fluency

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

Outcomes

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

¹Spiegel, Jim "Seven Reasons for the Liberal Arts," Taylor University Faculty Chapel Address Sept 2, 2011

4. Critical Thinking and Information Literacy

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

Outcomes

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

5. Quantitative and Scientific Literacy

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

Outcomes

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

6. Responsible Stewardship

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

Outcomes

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

7. Spiritual Maturity

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

Outcomes

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

Proficiencies and Placements - Degree Programs and Certificates

English/Writing Placement Requirements

English Placement

In order to ensure writing success at Taylor, all program students will place into the freshman writing course that best meets their needs as college writers:

- ENG 101 Fundamentals of College Composition
- ENG 110 College Composition

Most students' writing placement is determined by using SAT Critical Reading or ACT English test scores and the high school GPA. Students whose combined scores are high will be placed into ENG 110 (unless they choose to attempt CLEP or AP credit); students whose combined scores are not high will be placed into ENG 101.

After receiving his or her placement, if a student believes that he or she has been placed into the wrong writing course—either at too high or too low of a level—the student should contact his or her advisor. The student will be given an online writing test to complete. Then, the English department and the writing center director will evaluate this writing sample, along with the SAT/ACT test scores and high school GPA in order to determine if the writing placement should be changed. The student will receive an email within two weeks of completing the writing test notifying them of the final writing placement.

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

Writing Requirements

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

Transfer Credit for ENG 110

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

AP Credit for ENG 110

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

CLEP Credit for ENG 110

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

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

Math Proficiency

All new program students, both first-time freshmen and transfer students, must demonstrate proficiency in mathematics. The main purpose of this proficiency requirement is to ensure that all students are prepared to successfully complete coursework at Taylor. All students must fulfill the math proficiency requirements according to the following guidelines:

- Students with an SAT math score of 570 or above taken after March 2016, SAT math score of 550 or above taken prior to March 2016, or ACT math score of 24 or above are considered to have met the math proficiency requirement.
- Students without sufficient SAT or ACT scores are required to attain a passing score of at least 35 on the math proficiency exam. Students in this group who do not pass the proficiency exam will be enrolled in MAT 100 Mathematics Fundamentals. Failure to pass the exam as part of the course will require re-enrollment in MAT 100 for the following term.
- No math courses, including Taylor and transfer credit, will meet the math proficiency requirement.

Majors – Degree Programs

Major

The major is the principal field of study usually consisting of 25 percent or more of the total hours required in an undergraduate curriculum. At Taylor University Online, fields of study require students to earn a minimum of 17-21 hours of credit for an associate's degree. The following requirements apply to the major:

- A 2.30 GPA in the major field is required.
- Only courses with a grade of C- or better will count in satisfying major requirements.
- The major GPA is calculated to include all courses that could be counted toward the major, including courses in which a grade below C- is earned. This includes courses taken in concentrations, cognates, tracks, supporting areas, etc. Some majors may utilize a specific methodology to calculate the major GPA.
- Fifty percent of the hours in the major field must be earned through Taylor University.

Associate of Arts (AA) Degree Majors

Biblical Studies

Human Services

Professional Writing

Graduation – Degree Programs

Application for Graduation

Candidates for graduation must complete and submit an application for graduation at least one year prior to the anticipated graduation date: May 1 for Spring/Summer graduates and December 1 for fall graduates. This student-initiated step begins the graduation tracking process.

The student and advisor should utilize My TU Degree to review all outstanding requirements for graduation. Once the student applies to graduate, the Director of Graduation will review the progress toward graduation for the student during summer (for Spring/Summer graduates) or January (for Fall graduates). Any outstanding requirement shown should be addressed by March 1 for Commencement participants and all requirements must be met for degree conferral. Students anticipating a Summer completion must register for or notify the Director of Graduation of all planned Summer courses by April 15 prior to Commencement.

If deficiencies exist in My TU Degree, the student will not be eligible for participation in Commencement; it is the student's responsibility to notify his or her family. If the deficiencies are addressed and My TU Degree shows no outstanding requirements (with the exception of 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.

Students should contact the Taylor University Online office for details regarding applying to graduate prior to the May 1 or December 1 preferred deadline. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

Commencement and Diplomas

A student may complete graduation requirements and officially graduate at the end of any of Taylor University's instructional terms concluding in December, May, or August. Only one Commencement ceremony is held in May at the end of the Spring term. While attendance at Commencement is optional for the Taylor University Online student, participation is encouraged. If a student is unable to participate, written notification of *in absentia* must be submitted to Taylor University Online 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.

A summer graduation candidate may participate in Commencement if no more than 8 credit hours remain and the student notifies Taylor University Online by April 15 of all planned summer courses to be completed by the respective official summer graduation date. Fall graduates are eligible to participate in the ceremony following their official graduation. Any exceptions must be approved by the School Dean and Taylor University Online 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.

Academic Honors

Associate degrees are not eligible to receive honors.

Major GPA Calculation

Only courses with a grade of C- or better will count in satisfying major credit hour requirements. However, the institutional methodology for computing the major GPA will be to include all courses that could be counted toward the major, including courses in which a grade below C- is earned. This includes excessive major electives and courses taken in concentrations, tracks, supporting areas, etc. For courses that have been repeated due to an unsatisfactory grade, the previous attempt is excluded from GPA calculations and credit totals, but remain on the transcript.

All major programs will continue to have a 2.30 major GPA requirement. Individual programs may have circumstances unique to the discipline that would suggest that major GPA requirements might be more appropriately computed in a specific manner; these exceptions are listed within the curriculum requirements for those majors.

My TU Degree Audit

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

Any student meeting a requirement by a course not listed in the audit must submit a course substitution form (approved by the chair of the department requiring the course); after submission to the Office of the Registrar, the student's My TU Degree audit will be updated to show the course meeting the specific requirement.

Students must contact the Taylor Online office for clarification of any discrepancies experienced with the catalog, curriculum guides, degree audit, staff, and faculty.

Academic Enrichment Center Academic Support Services

Academic Enrichment Center Director, Associate Professor S. Gaier
Academic Support Services Coordinator, K. Taylor
Academic Support Success Coordinator, Instructor L. Vanderberg
First-Year Experience Coordinator, Assistant Professor S. Freer
Tutor Coordinator, D. Nurkkala
Writing Center Director, Associate Professor J. Moore

The Academic Enrichment Center (AEC) is housed in the northwest wing of the Zondervan Library. In keeping with Taylor University's mission statement, the AEC serves as a compassionate outreach to all students by providing academic study support so that all students may reach their academic potential. Since these support services are offered on campus, Taylor University will try to accommodate online students who need these services as well.

Services provided by the Academic Enrichment Center include: academic skills courses, study counseling, tutoring, disabled student services, Writing Center, academic support for students on academic probation, and academic support for provisionally accepted students. In coordination with the Office of Academic Assessment, the AEC offers academic support for students who are unable to meet proficiencies required by the University, including the math and writing proficiencies.

Academic Degrees, Certificates and Courses

Associate of Arts in Biblical Studies

The Associate of Arts in Biblical Studies is designed for individuals who are interested in preparation for vocational or lay Christian ministry. The curriculum is designed to give the students a foundational understanding of the Bible, Christian theology and the knowledge and skills to serve in a church or para-church setting. The 65 credit hour program consists of: 44 hours of general education coursework and 21 hours of major requirements.

Associate of Arts in Biblical Studies: 65 credit hours

General Education Requirements (44 credit hours)

IAS102 Orientation to Distance Learning	1 hour
IAS112 Foundations of Christian Thought	3 hours
BIB110 Biblical Literature I - Old Testament	3 hours
BIB210 Biblical Literature II - New Testament	3 hours
REL313 Historic Christian Belief	3 hours
KIN100 Fitness for Life	2 hours
KIN200 Individualized Physical Education	1 hour
ENG110 College Composition	3 hours
ART172 Art Appreciation	2 hours
MUS149 Music Appreciation	2 hours
COS101 Information Technology Concepts	2 hours
History: any history course	3 hours
Communication: select one	
CAS110 Public Speaking	3 hours
CAS120 Interpersonal Communication	3 hours
Literature: select one	
ENG240 American Literature	3 hours
ENG250 British Literature	3 hours
Science: select one	
BIO106 Human Biology with Lab	4 hours
PHY197 Intro to Astronomy with Lab	4 hours

Cross-Culture: select one

REL324 World Religions	3 hours
REL375 Cross-Cultural Evangelism	3 hours
ANT200 Cultural Anthropology	3 hours

Social Science: select one

ANT200 Cultural Anthropology	3 hours
SOC210 Social Problems	3 hours
JUS100 Introduction to Criminal Justice	3 hours
PSY100 Introduction to Psychology	3 hours
PSY240 Child Psychology	3 hours
PSY495 Integration of Psychology and Christianity	3 hours
SWK355 Helping Troubled Families	3 hours

Major Requirements (21 credit hours)

BIB272 Inductive Study of the Bible	3 hours
BIB320 The Pentateuch	3 hours
BIB341 The Gospels	3 hours
Biblical Studies Electives	6 hours
Electives: choose any courses	6 hours

Associate of Arts in Human Services

This degree blends the disciplines of social work and psychology. Upon completion, students can seamlessly transition to campus to complete a BA/BS in social work in two additional years. The 64 credit hour program consists of: 47 hours of general education coursework and 17 hours of major requirements.

Associate of Arts in Human Services: 64 credit hours

General Education Requirements (47 credit hours)

IAS102 Orientation to Distance Learning	1 hour
IAS112 Foundations of Christian Thought	3 hours
BIB110 Biblical Literature I - Old Testament	3 hours
BIB210 Biblical Literature II - New Testament	3 hours
REL313 Historic Christian Belief	3 hours
KIN100 Fitness for Life	2 hours
KIN200 Individualized Physical Education	1 hour
ENG110 College Composition	3 hours
ART172 Art Appreciation	2 hours
MUS149 Music Appreciation	2 hours
COS101 Information Technology Concepts	2 hours
PHI413 Contemporary Christian Belief	3 hours
History: any history course	3 hours
Communication: select one	
CAS110 Public Speaking	3 hours
CAS120 Interpersonal Communication	3 hours
Literature: select one	
ENG240 American Literature	3 hours
ENG250 British Literature	3 hours

Science: select one

 BIO106 Human Biology with Lab 4 hours

Cross-Culture:

 ANT200 Cultural Anthropology 3 hours

Social Science:

 SWK320 Unleashing the Oppressed 3 hours

Major Requirements (17 credit hours)

PSY100 Introduction to Psychology	3 hours
PSY300 Abnormal Psychology	3 hours
SOC250 Principles and Analysis of Research	2 hours
SWK200 Explorations in Social Work	3 hours
SWK225 Diversity and the Disenfranchised	3 hours
SWK355 Helping Troubled Families	3 hours

Associate of Arts in Professional Writing

This degree emphasizes learning the different styles of publishable genres through courses in article writing, freelance writing, journalism and scriptwriting in order to train the student to deliver quality content in various forms. The 66 credit hour program consists of: 47 hours of general education coursework and 19 hours of major requirements.

Associate of Arts in Professional Writing: 66 credit hours

General Education Requirements (47 credit hours)

IAS102 Orientation to Distance Learning	1 hour
IAS112 Foundations of Christian Thought	3 hours
BIB110 Biblical Literature I- Old Testament	3 hours
BIB210 Biblical Literature II - New Testament	3 hours
REL313 Historic Christian Belief	3 hours
KIN100 Fitness for Life	2 hours
KIN200 Individualized Physical Education	1 hour
ENG110 College Composition	3 hours
ART172 Art Appreciation	2 hours
MUS149 Music Appreciation	2 hours
COS101 Information Technology Concepts	2 hours
MAT110 Finite Mathematics	3 hours
History: any history course	3 hours
Communication: select one	
CAS110 Public Speaking	3 hours
CAS120 Interpersonal Communication	3 hours
Literature: select one	
ENG240 American Literature	3 hours
ENG250 British Literature	3 hours
Science: select one	
BIO106 Human Biology with Lab	4 hours
PHY197 Intro to Astronomy with Lab	4 hours

Cross-Culture: select one	
REL324 World Religions	3 hours
REL375 Cross-Cultural Evangelism	3 hours
ANT200 Cultural Anthropology	3 hours
Social Science: select one	
ANT200 Cultural Anthropology	3 hours
SOC210 Social Problems	3 hours
JUS100 Introduction to Criminal Justice	3 hours
PSY100 Introduction to Psychology	3 hours
PSY240 Child Psychology	3 hours
PSY495 Integration of Psychology and Christianity	3 hours
SWK355 Helping Troubled Families	3 hours

Major Requirements (19 credit hours)

JRN115 Introduction to Media Writing	3 hours
PWR313 Article Writing I	2 hours
PWR314 Article Writing II	2 hours
PWR323 Non-Fiction and Scriptwriting	3 hours
PWR472 Freelance Writing	3 hours
Electives: choose any courses	6 hours

Certificate in Professional Writing

The certificate in professional writing is a 22 credit hour program that emphasizes learning the different styles of writing.

Professional Writing Certificate: 22 credit hours

CAC220 Communication Writing Essentials	3 hours
ENG110 College Composition	3 hours
PWR313 Article Writing I	2 hours
PWR314 Article Writing II	2 hours
PWR323 Non-Fiction & Scriptwriting	3 hours
PWR327 Introduction to Fiction Writing	3 hours
PWR472 Freelance Writing	3 hours
Literature: select one	
ENG240 American Literature	3 hours
ENG250 British Literature	3 hours

Course Catalog

Biblical Studies

BIB110 Biblical Literature I - Old Testament, 3 hours

A course that has as its primary content the Old Testament, with special attention given to the law, the prophets and the history of Israel.

BIB210 Biblical Literature II - New Testament, 3 hours

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

BIB213 Survey of Biblical Literature, 4 hours

A survey of the Bible, both Old and New Testaments, designed to help students learn the central ideas and themes of the Bible; to become familiar with its chief persons, places and events; to become aware of the types of biblical literature; and to develop the ability to study the Bible effectively.

BIB217 Genesis, 3 hours

A detailed study of the book of "beginnings," giving attention to its authorship, authenticity, chronology, and spiritual implication.

BIB 218 Matthew, 3 hours

A detailed study of the purpose, structure, and theology of Matthew's Gospel, with special emphasis on the titles and teachings of Jesus, significant events in His life, and the application of the Gospel to the present time.

BIB272 Inductive Study of the Bible, 3 hours

Specific methods are taught to enable the students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings.

BIB311 The Gospel of John, 3 hours

An analytical study of the content of the fourth gospel, with special emphasis on the distinctive elements of John's message.

BIB313 Romans, 3 hours

A detailed study of the book of Romans with special emphasis on Paul's purpose in writing the book and the development of his argument throughout the book.

BIB320 The Pentateuch, 3 hours

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

BIB330 Acts & the Early Church, 3 hours

A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit and the place of the church in the world.

BIB331 Pauline Epistles, 3 hours

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

BIB332 Hebrews & General Epistles, 3 hours

A study of the non-Pauline epistles with attention to their introductory issues (authorship, audience, date, setting, etc.) and theological issues. The authors' arguments will be analyzed and various interpretations of debated passages will be examined. Critical thinking skills will be employed in studying the letters.

BIB341 The Gospels, 3 hours

This course explores the nature of the Gospel as told in the accounts of Matthew, Mark, Luke and John with an emphasis on understanding the various themes of the gospel writers as they tell the story of the life, death, and resurrection of Jesus and his significance in revealing God's message of salvation. Attention is given to the literary and theological characteristics of each account while also setting them within the context of both the message of the Old Testament and within first century Judaism. In doing so, students will learn the basic of gospel criticism. Finally, this course seeks to relate the message and mission of Jesus to today's world and our lives as followers of Jesus within the fellowship of the body of Christ, the church.

BIB350 Poetic & Wisdom Literature, 3 hours

Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon.

Business

ACC241 Accounting Principles I, 3 hours

An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets.

ACC242 Accounting Principles II, 3 hours

Continuation of ACC 241. Accounting problems and procedures pertaining to corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations.

ACC375 Accounting Ethics, 3 hours

This course develops students' knowledge of the codes of professional ethics for accountants (AICPA Professional Standards, CMA, CIA, etc.) covering various services (e.g., audit, attestation, review, compilation, tax). In addition, it will explore different theories of ethical behavior and development and Christian ethics.

BUA443 Ethics in Leadership, 3 hours

Exploration of how ethics shape the concept and practice of leadership and policy making in organizations, including the role of values in ethical decision making and determining the moral obligations of leaders and followers. Emphasis is on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations.

ECO201 Principles of Microeconomics, 3 hours

An introduction to microeconomics, emphasizing decision making by individual producers and consumers, consequences of such decisions for efficiency of resource use, and income distribution in a capitalistic economy are studied.

ECO202 Principles of Macroeconomics, 3 hours

An introduction to macroeconomics that emphasizes how the U.S. economy works. Topics of study include measuring domestic output, macroeconomic growth, business cycles, modeling, fiscal policy, money and banking, and international economics and trade issues.

ENT340 Leadership & Stewardship, 3 hours

This course explores the key entrepreneurial characteristics and attributes necessary to successfully innovate regardless of discipline or service activity. Students learn processes and stratagems within the context of a Biblical worldview that will assist in the creation of innovative workgroups and cultures of excellence in a variety of organizational environments. Students are exposed to stewardship principles critical to generating organizational excellence as well as maximizing stakeholder benefit through effective leadership, exercise of the innovation processes and how to leverage the entrepreneurial mindset through practical application. Each student will appreciate their entrepreneurial profile through self-assessments that will generate an understanding of essential entrepreneurial characteristics as well as their own entrepreneurial quotient. These truths, skills, and associations can be leveraged throughout the student's life regardless of vocation or calling.

ENT420 Creativity & Concept Development, 3 hours

Sometimes the most difficult part of innovation is knowing where to start or the creation of an idea. As a result of this course, students acquire skills, processes and models for enhancing the creative process and using these, develop a plausible business or ministry concept with real-world applicability.

ENT422 New Venture Planning, 3 hours

This course emphasizes the key aspects of engaging in entrepreneurial activities and the associated skill of creating a compelling business plan. The intent is to provide the business major as well as other disciplines methodologies for exploring business ideas, developing those ideas into viable enterprises, and securing financing to grow the business. Whenever possible real-world case studies including student developed ideas and plans to-date will be applied to analyze and learn these concepts in a business setting. Christian and ethical principles will be identified as appropriate as part of case discussions.

FIN361 Corporate Finance, 3 hours

A study of methods used in the evaluation of financing and investment alternatives and funds management, linking financial theory and practice to a firm's strategic and operational objectives. The course emphasizes basic financial principles and analytical skills including ratio analysis, breakeven analysis and leverage, net present value, internal rate of return, and standard forecasting techniques. The course pays special attention to financial planning and analysis for small businesses; emphasis on funds acquisition, pro-forma statement generation and valuation of small privately held firms.

ITB375 International Business, 3 hours

An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors and host countries.

MGT201 Introduction to Business, 3 hours

Students learn the foundational concepts of establishing and operating successful ventures in the highly competitive global economy. The business major as well as other disciplines are exposed to key business leadership principles, strategies, technologies and disciplines used in the 21st Century enterprise,

through a combination of case analysis, projects and simulation exercises.

MGT343 Legal & Ethical Environment of Business, 3 hours

A course designed to analyze the legal and ethical dilemmas described in case studies of managers in private and corporate businesses. The course studies the nature of the legal system in which society functions, including basic business agreements, business entities, and government regulations. Studies also include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution.

MGT352 Management Analysis & Practice, 3 hours

A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading and controlling). Management principles are learned in the context of a work team developing and administering a business project. Emphasizes business presentations and written reports involving current, real-life situations.

MGT362 Human Resource Management, 3 hours

A study of the role and functions of the human resource department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships.

MGT423 Strategic Planning & Leadership, 3 hours

Leadership requires vision and change, but bringing change often results in resistance. The course develops an understanding of the complex role of being a leader, and part of leading is planning. The course provides an integrative approach to strategic planning, focusing on formulating, implementing, evaluating, and overseeing the strategic plan. Time is also spent on the components of effective leadership, what a leader can do to develop high performance, and what team members can do to support the leader who wants to initiate such changes.

MGT431 Project Management, 3 hours

This course presents the specific concepts, techniques and tools for managing projects effectively. The role of the project manager as team leader is examined, together with important techniques for planning, scheduling and monitoring successful projects through the project life cycle. Case studies and projects are combined to develop skills needed by project managers in today's environment. In addition, special emphasis is placed on managing technology related projects, leading to the potential for obtaining industry certification in project management.

MGT442 Business Ethics, 3 hours

A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Particular business ethics issues are studied that are realistic and relevant to many business professions.

MGT462 Organizational Behavior & Development, 3 hours

Organizational behavior is the study and application of knowledge about how and why people, as individuals and as groups, act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels – group, intergroup, and total organization – to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students develop a capacity to analyze organizational behavior situations critically and to give thoughtful answers to situations and case studies.

MKT231 Principles of Marketing, 3 hours

This course emphasizes the foundational concepts of marketing, including the importance of strategic marketing with a Christian worldview, four P's, consumer buying behavior, market research, target markets, and global marketing. The intent is to provide the business major as well as other disciplines a well-rounded, yet firm, launching point to work or further study in the marketing arena. The primary text is a tool and information source establishing the basis for discussion, case studies, and projects.

MKT331 Marketing Management, 3 hours

An examination of effective uses of the tools and approaches for making marketing decisions. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Marketing is viewed as a broad technology for influencing behavior, beyond functions like selling and advertising.

MKT380 International Marketing, 3 hours

A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills.

MKT410 Marketing Research, 3 hours

This course is designed to provide learners with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies and decision-making of any modern organization. Topics include problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation, covered in both theory and application.

MKT445 Best Practices in Marketing, 3 hours

The dynamic business environment requires marketing professionals to continually reassess their position relative to changes in the industry. It will acquaint learners with the best thinking and practice currently being pursued by leading organizations. The course modules are designed to instigate critical thinking on case studies, solve problems, and address discussion questions from the reading materials.

MKT460 Consumer Behavior, 3 hours

A course which examines such fundamental areas as consumer decision-making, processes, information processing, external and internal influences and business effects on consumer purchase/choice patterns. An analysis of the psychological, social and economic influences on consumption.

SYS310 E-Commerce, 3 hours

This course examines the development of and future of Electronic Commerce (E-Commerce). It focuses on the underlying philosophies and business strategies, emphasizing building competitive advantage and customer loyalty through digital technologies. Students will consider the emerging changes in business as well as the new opportunities of entrepreneurship brought on by e-commerce. They will explore the dynamics of technical innovations as well as the organizational and societal consequences of moving commerce electronically.

SYS330 Human Relations in Organizations, 3 hours

The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships, planning techniques, and strategies as well as techniques of systems intervention and problem solving are studied.

Communication**CAS110 Public Speaking, 3 hours**

Concentrates on the development of public speaking skills, including audience analysis, library research, organization, the use of evidence to support a point of view, delivery and listening.

CAS120 Interpersonal Communication, 3 hours

The study of self-esteem, empathic listening, language, nonverbal behavior, conflict and ethics in interpersonal communication designed to expand students' understanding of themselves and human relationships.

CAS340 Intercultural Communications, 3 hours

Intercultural Communication is designed to explore the processes involved in intercultural communication while applying practical tools to improve intercultural relationships. This course will facilitate discussions of identity in domestic and international intercultural communication, emphasizing values, worldview, and barriers in the communication process. Practical application, in addition to basic theory, will create empathy and cultural-awareness in order to address common assumptions made during intercultural interactions.

CAS382 Family Communication, 3 hours

The study of messages and meanings in contemporary family relationships, including family diversity, spousal relationships, custodial and autonomous child-parent relationships, rules and roles, family stories and rituals, and the religious, legal, and media messages about families.

Computer Science**COS101 Information Technology Concepts, 2 hours**

The course focuses on practical understanding and application of computing technology in educational and small business or organizational environments. Specific topics addressed include an overview of operating systems, application software, computing hardware, telecommunications, networking, and information management systems and analysis. In addition, it heavily emphasizes the impact of technology on modern society, and the ethical issues related to use of information and communication systems.

IAS102 Orientation to Distance Learning, 1 hour

This course is an introduction to Blackboard, TU Online history and staff, and University policies that pertain to the distance learner. An overview of learning styles and time management strategies make up the content of the course which is supplemented by John Stott's *Your Mind Matters*. Student will use Blackboard communication tools to complete assignments.

Criminal Justice**JUS100 Introduction to Criminal Justice, 3 hours**

A survey of the organization, administration, and function of the three primary components of the American criminal justice system: law enforcement, the courts, and corrections. The course examines the processes and implementation of justice in historical, legal, and contemporary context. An emphasis is placed on both offenses and offenders at each stage of the process.

JUS347 Courts, 3 hours

This course will examine the American court system and the components of the legal system that feed cases into the system, in both the civil and criminal legal process. Students will learn about the many elements of the court system and their interlocking relationships to the judicial process. Jurisdictional issues between state and local and federal courts will be examined, as well as the trial and appellate process. Students will have the opportunity to do a paper on a high profile case and review the social impact of decisions. Emphasis will be on the criminal justice system, since criminal cases make up the vast majority of court cases.

Education

EDU110 History & Philosophy of Education in America, 3 hours

The goal of this course is to provide students with an understanding of how philosophy and worldviews have impacted education in America. The course emphasizes the influences of the Christian faith on education. Much of this influence has been within the public school system.

EDU115 Teaching about Religion in Public Schools, 3 hours

Teaching about religion in public schools is constitutional and necessary for a sound education. Teaching about religion is not religious indoctrination or religious devotional exercises; it is fair and objective presentation of the history and beliefs of religions and the study of the influence of religion on human society. This course examines the historical, constitutional and scholarly foundations for such teaching. It explores how teachers can practically incorporate teaching about religion into their classes in a constitutionally and age-appropriate manner.

EDU223 Supervised Early Childhood Education Field Experience, 4 hours

To give students an opportunity to be involved in an early childhood setting, on a daily basis.

EDU260 Educational Psychology, 3 hours

This course focuses on the study and application of learning theories and psychological concepts & principles to the teaching-learning process. Some topics include developmental stages, age-level characteristics of students, gender differences, learning styles, contemporary views of intelligence, effects of ethnicity & social class on teaching and learning, principles of multicultural education, the teacher's role in accommodating special needs in the regular classroom, learning theories, various instructional approaches, theories of motivation, and various types of assessment (including standardized and high-stakes tests). There is an emphasis on reflective teaching and learning.

EDU290 Social Studies, Science and Math for the Preschool and Kindergarten Classroom, 3 hours

The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a worldview, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this world view. Weekly observation of and participation with children in preschool, kindergarten, and Head Start classrooms help students become aware of meaningful teaching modes and methods of the areas covered in this course along with the wide range of student abilities within these classrooms.

EDU371 Literature for Children & Adolescents, 3 hours

The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Teaching methodologies in language arts are included. Literature dealing with diversity and special needs is included.

SED220 Exceptional Children, 3 hours

This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

SED330 Foundations of Special Education, 3 hours

This course is an overview of the history and development of laws which mandate the provision of Special Education and related services to students with disabilities.

English

ENG101 Fundamentals of College Composition, 3 hours

Students learn writing strategies for every phase of the writing process, compose a variety of texts, and practice standards for academic writing, including sentence style, grammar, and punctuation.

ENG110 College Composition, 3 hours

The course provides practice in reading academic articles related to composing, writing clear and effective prose through expository modes including summaries, locating main points, responding to quotes with explanation, relating to quotes with specific personal illustrations, exploratory writing, a formal research paper, and reflections over course objectives and growth as a writer. A brief review of grammar and mechanics is provided via instructive comments in every graded assignment.

ENG240 American Literature, 3 hours

A survey of American literary tradition from its origin to present.

ENG250 British Literature, 3 hours

Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language.

Fine Arts

ART172 Art Appreciation, 2-3 hours

This class is a basic historical survey of the visual arts from the western world. We will discover the aesthetic value of visual art forms, how art is a part of our daily life, study the great masters and art periods of the past, discover how the arts affect and are affected by our culture, and expand your appreciation and understanding of the arts as a whole. Overall, I would hope that in the end, you are inspired to further study in this area and to further appreciate the arts as an integral part of a fuller life.

MUSI49 Music Appreciation, 2-3 hours

A major focus of this course is experiencing music. Written critiques on selected events are part of the course curriculum. Students will also learn about the elements of music, major instruments, time periods in music, composers, and identification of major compositions.

Health Sciences

KIN100 Fitness for Life, 2 hours

This course will assist students in developing an understanding of human flourishing founded on biblical principles and scientific evidence in the areas of sleep, stress and time management, nutrition, and various aspects of physical fitness. Students will engage in various assignments and physical activities related to these areas with the purpose of providing the abilities to make healthy lifestyle and behavior choices.

KIN200 Individualized Physical Education, 1 hour

This course provides the opportunity to develop and implement a physical fitness program to meet your specific needs and desires for a healthy lifestyle.

History

HIS103 World History I, 3 hours

This course investigates the foundations and developments of the major world civilizations and complex societies from approximately 3500 BC to AD 1500. It provides an overview of the key developments in the history of global peoples and cultures during this time period.

HIS104 World History II, 3 hours

This course is a survey of the early modern and modern world (AD 1500 to the present), with attention given to international economic, political, and cultural contact, and its consequences for peoples and cultures. Thus our attention will be on the dynamic interactions of Europe, Asia, Africa, and Latin America. We will consider how Europe became the center of global power during the early modern and modern eras, which was not by any means inevitable but has made an indelible impression on the world of today.

HIS124 History of the United States to 1877, 3 hours

A survey of the social, political, and cultural development of the people of the United States from the colonization period through reconstruction.

HIS125 History of the United States Since 1877, 3 hours

A survey of the social, political, and cultural development of the people of the United States from Reconstruction to the present.

HIS232 Early Christianity through Medieval Times, 3 hours

The course covers early Christianity from its inception in the first century of the Common Era (C.E.) until the sixteenth century. The course explores the development of ideas, institutions and the people who were critical to the shaping of Christianity in the world. Students will utilize texts, maps, images, and videos in their study of the beginning of the Christian movement and its contact with Judaism, paganism and Greek philosophy, the Roman Empire and the Renaissance, including the great personalities, documents and developments of the church up to the Reformation.

HIS233 Reformation Christianity, 3 hours

A study of the Protestant and Catholic Reformations in Europe between 1500 and 1650. The course includes a review of the major social, political and religious events of the Reformation era, an examination of the fundamental changes in Christian beliefs and practices prompted by the Reformation, a study of leading religious figures of the period such as Martin Luther, Ulrich Zwingli, John Calvin, and an assessment of the impact and effects of Reformation on European religion and society.

HIS234 European Christianity: 1650 to Present, 3 hours

A study of the development of Christianity in Europe from 1650 to the present within the context of demographic, political, economic, social and cultural change. Attention will be given to the main

institutional and theological developments within Protestant and Catholic Christianity, alongside explorations of innovation in mission and evangelism, the growth of religious freedom, intellectual challenges to faith, and the response of the church to global conflict.

HIS376 History of Constitutional Issues: Institutional Powers, 3 hours

This course considers the development of judicial review in relation to the powers of the President and Congress. The course focuses on judicial interpretations of the commerce and taxing clauses as well as state powers under the due process clause of the 14th Amendment. The Supreme Court was considered the "least dangerous branch" by Alexander Hamilton, but the power of the Court to affect policy and expand or check the power of the other branches has grown tremendously since the Constitution was first written. This course will examine the important role that the Court played in interpreting the Constitution to allow for this growth in the institutional powers of the federal government.

Mathematics

MAT100 Mathematics Fundamentals, 1 hour

A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. Students taking this course must pass the mathematics proficiency exam to pass the course.

MAT110 Finite Mathematics, 3 hours

A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics and mathematics of finance. *Prerequisite: A good understanding of algebra.*

MAT210 Introductory Statistics, 4 hours

The course covers the basic statistical methods for describing data, linear regression and correlation, sampling, experimental design, probability and probability distributions, confidence intervals and tests of hypotheses.

Philosophy

PHI110 Introduction to Philosophy, 3 hours

The purpose of this course is to equip students to think critically and Christianly about key issues in the Western philosophical tradition.

PHI201 Logic, 3 hours

A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined.

PHI262 Contemporary Moral Issues, 3 hours

The purpose of this course is to equip students to think critically and Christianly about key contemporary moral issues.

PHI322 World Religions: Western Tradition, 3 hours

A study of Judaism, Islam, Zoroastrianism, and related religious movements.

PHI323 World Religions: Eastern Tradition, 3 hours

A study of Hinduism, Buddhism, Sikhism, Shinto and Chinese Religions.

PHI371 Principles of Ethics, 3 hours

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

PHI410 Bioethics, 3 hours

This course examines many of the important moral issues about life, particularly human life, with emphasis on those that arise in the areas of medicine and health care. These issues are addressed with a focus on communicating and living a Christ-centered moral philosophy in a pluralistic world.

PHI413 Contemporary Christian Belief, 3 hours

An engagement with those questions which pose the greatest challenge to Christian faith in contemporary culture, focusing on the strengthening of faith by the Spirit through well-reasoned and prayerful reflection, with a view to enhancing patterns of thinking and living better anchored in Christ, promoting the fellowship of His church and providing for a more fruitful interaction with the world He created and loves.

PHI452 Philosophy of Religion, 3 hours

The purpose of this course is to equip students to engage critically with central issues in the philosophy of religion, including the existence of God, religious pluralism, the problem of evil, the relationship between religion and science, and the philosophical tenability of several Christian doctrines.

Professional Writing

CAC220 Communication Writing Essentials, 3 hours

Practice in the fundamentals of business communication. Students complete a variety of assignments exemplifying the types of writing routinely practiced in business settings—including letters, résumés, news releases, reports, proposals, instructions, and other forms of business communication. Emphasis on real world experience and application.

JRN115 Introduction to Media Writing, 3 hours

This introductory course in media writing examines a variety of techniques and formats with an emphasis on news and telling the story. Emphasis is on improving writing, self-editing, and telling stories across different platforms, with the primary focus on learning to write in an accurate, compelling and precise manner. It will introduce you to news writing and to the world of nonfiction story telling. This course provides an essential foundation for students interested in print, online and broadcast journalism, public relations, sports information careers, as well as for those interested as communication directors for ministries, nonprofits, business, industry and political office holders.

PWR313 Article Writing I, 2 hours

An introduction to writing from a Christian worldview and an overview of the different writing genres, with an emphasis on writing articles for publication. Stresses functional skills such as self-editing, interviewing techniques, developing vocabulary skills, and learning to cover news. Through reading and writing assignments, the student will follow a step-by-step process of learning the foundations of article writing.

PWR314 Article Writing II, 2 hours

A course concentrating on finding, evaluating, researching, and writing the various kinds of non-fiction articles. Self-editing, interviewing techniques, and developing vocabulary skills are emphasized as students write humor, how-to, inspirational, investigative, opinion, and other types of articles. Building on the foundational skills learned in PWR313, students will learn the advanced specialty areas of article writing.

PWR323 Non-Fiction & Scriptwriting, 3 hours

Introductory course and workshop in the instruction and practice of writing non-fiction and scriptwriting.

PWR327 Introduction to Fiction Writing, 3 hours

An introductory course concentrating on the instruction and practice of writing fiction.

PWR343 Editing, 3 hours

Provides training in editing for copy in books, newspapers, magazines, and e-books.

PWR423 Advanced Non-Fiction Writing, 3 hours

The purpose of this course is to provide advanced academic instruction in applying ethical principles to the process of gathering, analyzing, and integrating information into powerful non-fiction books. The ultimate goal is to seek out powerful stories reflecting a Christian worldview, and in all work to clearly and accurately communicate truth.

PWR427 Advanced Fiction Writing, 3 hours

The purpose of this course is to provide academic instruction in reviewing classic and current prominent fiction written from a Christian perspective, analyzing current fiction and novels, and learning the basics of writing effective fiction. The ultimate goal is to clearly and accurately communicate themes that reflect a Christian worldview in an excellent and effective manner.

PWR472 Freelance Writing, 3 hours

This class is designed to expose writers to the wide range of freelance writing options open to them, along with experimenting with numerous formats and venues of professional writing. Students will be expected to complete their assignments and submit some of them for publication consideration to online and print media.

Psychology

PSY100 Introduction to Psychology, 3 hours

Introduction to Psychology is designed to provide you with a comprehensive survey of the field by introducing you to its major concepts, theoretical perspectives, and empirical findings. Topics include worldviews in psychology, history of psychology, current perspectives in psychology, and models of integration of psychology and Christianity.

This course will provide you with a broader understanding of human behavior and how the field of psychology and its study affects our lives. The topics speak to your own experiences and behavior, and will apply to real world events and issues. Further, this course is designed for the purpose of laying the groundwork for the study of psychology. It is intended to give you an understanding of the background and philosophical ideas that influence psychology today.

PSY240 Child Psychology, 3 hours

This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development, and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, and others.

PSY250 Lifespan Development, 3 hours

This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, cognitive, spiritual, and psychosocial developments.

PSY272 Research in Psychology, 3 hours

Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments.

PSY300 Abnormal Psychology, 3 hours

A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders.

PSY313 Statistics for Behavioral Science, 3 hours

The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class.

PSY317 Psychology of Learning, 3 hours

In this course the student will become acquainted with the major theories of the psychology of learning, along with basic biblical principles about humanity. Through personal investigation, observation, and basic research, students will learn to recognize and apply the theories of psychology of learning to their own lives as well as in the lives of others.

PSY321 Social Psychology, 3 hours

This class is designed to expose the student to the various topics of study related to social psychology.

PSY400 Theories of Personality, 3 hours

A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic process.

PSY461 Fundamentals of Counseling, 3 hours

An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory will be dealt with in light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth.

PSY495 Integration of Psychology & Christianity, 3 hours

An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology.

Religion

IAS110 Foundations of the Christian Liberal Arts, 4 hours

An introduction to the liberal arts and the integration of faith and learning. The primary thrust is to use the central concept of human flourishing to begin thinking about a life worth living and the role of the liberal arts in connecting our faith to everything we think and do.

IAS403 A Christian Worldview, 4 hours

A foundational course designed to introduce students to a Christian worldview. Attention is given to the definition, function, formation and evaluation of worldview. The course then explores significant biblical and theological perspectives on the ultimate issues of life, including God's purposes for humans, the reality of sin, God's redemption of humanity, and the ultimate realization of glory. Students will also learn how the church historically has faced these issues and how these issues have shaped the church.

REL246 History of the Bible, 3 hours

This course will bring the student through a study of the production, collection, and transmissions of the Holy Scriptures including attention to the various historic English translations and their backgrounds.

REL313 Historic Christian Belief, 3 hours

A survey of Christian belief as developed during the history of the church.

THE243 Introduction to Theology, 3 hours

This course is a survey of the classical categories of Christian thought concerning Theology Proper (i.e., divinity), Christology, Pneumatology, Soteriology, Anthropology (insofar as it determines Soteriology), Ecclesiology, and Eschatology.

Science

BIO106 Human Biology with Lab, 4 hours

This course is an introduction to the structure and function of the human body. This course will focus on the anatomy and physiology of human cells, tissues, organs, organ systems, and the whole organism. Practical health applications will also be explored.

PHY197 Introductory Astronomy with Lab, 4 hours

A descriptive course about celestial mechanics, the solar system, stars, galaxies and the universe. The course is divided into eight modules. Each module contains chapter readings, chapter questions, lab exercise or short research paper and test.

Social Work

SWK200 Explorations in Social Work, 3 hours

This class is an initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value and skill base, practice settings, education and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Service learning component provides interaction with a variety of community based agencies.

SWK225 Diversity & the Disenfranchised, 3 hours

An online course integrating theory and application of concepts through case study dealing with issues related to diversity, oppression, discrimination, human rights and social justice. Dimensions related to Women's Issues, Immigration and Acculturation, Religion and Spirituality, Social Class and Sexual Orientation will be explored.

SWK231 Social Welfare: Historical Perspectives & Development, 3 hours

This course follows the development of social welfare efforts from early civilization to the present time. The course focuses on the emergence of the profession of social work and explores the question: "Am I my brother's keeper?" in the light of biblical principles.

SWK 320 Unleashing the Oppressed, 3 hours

This course is designed to provide the student with the necessary knowledge, values, and skills to empower people who fall into "at-risk population" groups. These groups who are at-risk for prejudice and discrimination typically include mental disability, physical disability, developmental disability, women, elderly, sexual orientation, and religious diversity. The student has the opportunity to meet and learn from people who are members of several of these diversity groups. Service learning component creates opportunities for direct involvement with these population groups.

SWK355 Helping Troubled Families, 3 hours

This course is one of four courses in the social work practice sequence that prepare graduates for generalist social work practice. The specific focus of this course is working with families. The course will explore the variations found in modern families and focus on some of the more common difficulties family units experience. It will provide theoretical frameworks that help understand the causes and dynamics of the various situations including homelessness, substance abuse, domestic violence, sexual abuse, and sustained conflict. It will also provide students with appropriate beginning level professional social work skills to help intervene in situations needing professional help.

Sociology

ANT200 Cultural Anthropology, 3 hours

Comparative study of human cultures (past and present): technological, economical, political, religious, kinship and family systems with examples from selected cultures throughout the world. Topics include cultural change, worldview and perception, and Christian applications such as cross-cultural communication of the gospel. The course will present a Christian perspective on anthropology and an anthropological perspective on Christianity.

SOC220 Ethnic & Minority Issues, 3 hours

Films/documentaries are ways of looking at the social constructions that pattern our lives and provide us with glimpses into the forces that shape our social world. Films tell stories -- stories of identity, interaction, inequality, and institutions. In this class, students will watch, discuss, process, and deconstruct films using the sociological imagination.

SOC313 Statistics for Behavioral Science, 3 hours

The major concepts covered in the class will be descriptive statistics, basic probability theory, and inferential statistics. Demonstrations of Microsoft Excel competency will be assigned for each segment of the class.

Admissions – Degree Programs and Certificates

Application Process

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

Application Procedures

Students may apply year round, but are encouraged to apply as early as possible before the term of desired enrollment. The process to apply for a program is outlined on the Taylor University Online website at <https://www.taylor.edu/online/programs-licensure/online-associates-degree-application>. The application process requires the submission of the following items.

Certificate

- Application
- Official high school and college transcripts*

Degree Program

- Application
- Personal recommendation
- Official high school and college transcripts*
- Official SAT or ACT scores* (usually found on high school transcripts)
- Proficiency math exam and English placement (when applicable)
- Application fee of \$40

Applications will not be reviewed until all materials are submitted. Students will be notified of acceptance within a week of the Taylor University Online office receiving the last portion of the application process. See page 15 for Advanced Placement (AP) and Credit by Examination.

*Official transcripts/scores are sealed documents sent directly from the institution to Taylor University Online. Photocopies or previously opened documents are not accepted.

Application Review

The application review is intended to evaluate the whole person. Applications are assessed to determine if the student has articulated having a personal relationship with Jesus Christ and if the student's academic information will ensure success in collegiate online courses. Each component of the application file is thoroughly reviewed. Programs offered through Taylor University Online are specifically designed for motivated, self-directed learners who desire to maximize their learning experience through a unique, flexible and learner-empowered educational process. Thus, qualified applicants possess:

- Motivation to work toward the completion of a program with Taylor University Online
- An ability to successfully engage in college-level coursework as demonstrated by transcribed credits from previously attended colleges or universities or related experiences
- An ability to become a self-directed learner
- Computer capabilities for involvement in electronic communications with other learners, faculty and staff
- A clear sense of educational direction

Decisions and Notification

Based on the evaluation of the application, prospective program and certificate students will receive one of three types of notification:

• Standard Notification of Acceptance

This admission classification is for applicants who meet the admissions standards and are found to be a good fit for the institution. Applicants will be notified of acceptance into a program and can enroll in ISO courses immediately; students choosing to use financial aid must wait until the beginning of the next term. Taylor University Online reserves the right to withdraw a course, program, or certificate or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

• Provisional Acceptance

This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a minimum GPA of 1.70 during the first year as a full-time student in order to remain at Taylor University Online. Students accepted under this classification are given a prescribed schedule that is less than 12 hours per semester.

• Denial of Admissions

The review committee may feel that a student's success at Taylor University Online is in question and that a denial is in the best interest of the student. In such cases, students are notified of the decision. Applicants who are not accepted into the program may reapply after a six month waiting period.

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 courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- High school students who wish to take college courses.
- Students who attend one of the Christian College Consortium schools and desire to complement their preparation with coursework at Taylor University Online.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.
- Students who are pursuing a certificate.

Transfer credit is not accepted while the student holds guest status unless they are in a certificate program. Students who wish to apply credits toward a degree program must apply for regular admission to Taylor University Online through the website.

High School Students

High school juniors and seniors (16 to 19 years old) can start college early by taking college courses online. Students are welcome to take any course and may take up to 24 credit hours prior to high school graduation. These college courses can also count as high school credits, as determined by guidance counselors or homeschool parents. Courses taken through Taylor University Online are transferrable to other institutions. Students still pursuing a high school education are not eligible to enroll in a degree program or apply for a certificate.

International Students

International students desiring admission should provide the following for consideration:

- TOEFL iBT score of at least 80 or a 6.5 band score on the IELTS. 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 has a good academic record of study in an English medium high school or college within the last two years.
- Certificate showing completion of secondary school, including the results of any examinations. Official English translations of the certificates are required.
- SAT or ACT scores. These scores are used to determine proficiency requirements in math and writing.

An application will not be evaluated until the student submits a completed application, completed recommendation form, official academic records and test scores, and TOEFL scores.

Readmission Procedure

Students wishing to reenter a Taylor University Online program must submit an Application for Readmission form and a \$25 application fee. The application will be reviewed for possible re-admittance into the degree program or certificate. If changes are made to the degree program or certificate while the student is withdrawn, the student will be required to follow the catalog for the year of re-admittance. Students will be subject to the current tuition rate at the time of readmission. Contact the Taylor University Online office for more information.

Secondary School Preparation

Applicants to Taylor University should graduate from an accredited secondary school and present satisfactory aptitude test scores. They should pursue a challenging college preparatory course load, including four years of English, a minimum of three years of math, a minimum of three years of laboratory science, and two years of social science. Two years of a foreign language are recommended.

Required credentials include the application form, a personal statement of faith, official high school transcript (GED may also be accepted), a personal recommendation, and aptitude test scores (either SAT or ACT). For test scores to be considered official, they must be sent to the Taylor University Online office either through a high school guidance counselor or from the College Entrance Examination Board or the American College Testing Service.

Transfer Students

Transfer students must follow the application procedures on page 4 and can be accepted into a degree or certificate program. See Transfer Credit Policy (page 18-19) for information regarding the transfer of credit to Taylor University Online.

Finance

We know the sacrifices made by each family are significant in obtaining a Taylor University education. We thank God for you and the support of others as we prepare students to minister the redemptive love and truth of Christ to a world in need.

Advanced Placement (AP) Credit and College Level Examination Program (CLEP)

A \$20 posting fee is assessed for each hour of AP credit awarded and posted to the Taylor transcript. An examination fee of \$85 is charged for each CLEP test administered, plus a \$15 administration fee. A \$20 additional fee exists for each hour of CLEP college credit awarded and posted to the Taylor Transcript.

Course Tuition

Tuition is charged at \$400 per credit hour. The University reserves the right to increase rates if and when necessary.

Required Texts and Course Materials

Textbooks are not included in the cost of tuition. Textbooks and other required course materials are listed on the Taylor University Online website under the "course catalog" section. While the website links to Amazon or other sites, students are welcome to purchase materials from the vendor of their choosing.

Payment of Bills

Guest Students and Out-of-Term Program Students

Tuition must be paid in full at the time of registration. Accepted forms of payment include check, money order and credit card (MasterCard, VISA, or Discover). A student who submits an enrollment form with no payment information or whose payment fails will not be enrolled. In either case, Taylor University Online will contact the guest student or out-of-term program student.

In-Term Program Students

The billing statement notification is e-mailed on or about the last day of each month to the student's supplied e-mail address, with payment due the 20th of the month. The initial billing statement for the fall semester is sent on or about September 1, and is due in full September 20.

Statements are issued each month 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 the 20th of the month in which they are billed. Full account information is available through myTAYLOR and includes unbilled activity as well as statements. Payment can be submitted online through this secure site, over the phone with a credit card or by mailing a check. There is no fee to pay with electronic check. Payment by credit card (MasterCard, VISA, or Discover) will incur a convenience fee. If parental access is necessary, it is the student's responsibility to provide access to this information by completing that option at the secure billing site.

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

Payment options are available:

- Payment in full by the due date (20th of the month for which charges are billed).
- Student Loans – apply at <https://myfa.taylor.edu> or contact the financial aid office for assistance.

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 pursuant 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 Bursar hold on registration, and a student's account must be paid in full for release of transcripts or diploma.

Refund Schedule

The refund schedule and transcript ramifications for students who withdraw from a course are as follows:

Guest Students or Out-of-Term Program Students:

- Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript.
- Withdraw between 8 to 28 days of registration: 75% refund and course appears as a “W” on the transcript.
- Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a “W” on the transcript.
- Withdraw during the extension period: 0% refund and course appears as a “WF” on the transcript.

In-Term Program Students:

The schedule below applies only if the student withdraws from all courses taken within that term. If the student withdraws from some courses, he or she forfeits the cost of tuition for those courses.

Withdrawal from all courses to the end of:

Tuition Refund:

- | | | |
|-------------------------------|-----|---|
| • First Week* | 90% | <i>*First five class days of the fall/spring/summer terms</i> |
| • Second Week | 90% | |
| • Third Week | 75% | |
| • Fourth Week | 60% | |
| • Fifth Week | 45% | |
| • Sixth Week | 20% | |
| • Seventh Week to end of term | 0% | |

To request to be withdrawn, contact Taylor University Online. The date the request is submitted will be honored as the withdrawal date.

University Withdrawal Procedures

The withdrawal process is initiated by contacting the Taylor University Online office.

In cases of withdrawal of full-time program students from Taylor University Online, 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.

Refund of charges are based on the total term bill and on the date the official withdrawal is submitted. Any deviations from the refund policy are at the discretion of the Office of the Bursar and the Director of Taylor University Online.

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.

VA Benefits

Taylor University Online will accept payment for a student's tuition from the Department of Veterans Affairs. The student will need to apply and be approved for VA Education and Training Benefits, by following the instructions found at www.benefits.va.gov/gibill/. If approved, the student will receive a hard copy letter called “The Certificate of Eligibility”, which formally confirms the VA benefits program under which the student will receive payment and how many months of benefits the student is entitled to receive. The Office of the Registrar will need a copy of the Certificate of Eligibility document to create a VA benefits file for the student and report them as a Taylor University student. A copy of the student's Certificate of Eligibility can be emailed to the Office of the Registrar at registrar@taylor.edu.

Veterans, reserves, and active duty military receive a *reduced tuition rate of \$250 per credit hour*. (Note: This discount does not apply to professional writing courses taken in conjunction with the Jerry Jenkins Writers Guild.)

Financial Aid – Program Students

The following information regarding financial aid is accurate at the time of the catalog printing, 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://public.taylor.edu/admissions/undergraduate/tuition-financial-aid/> or contact the Financial Aid office.

The financial aid programs at Taylor University recognize that it is the basic responsibility of students and their families to finance their undergraduate education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor University Online regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants and loans. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor University Online (including all tuition, fees, books, supplies and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, household size and number of household members in college.

To determine the student's financial need and the family's ability to pay for education expenses, Taylor University uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines the student's eligibility for need-based grants and loans.

Students who plan to enroll on a part-time basis should consult Taylor University about the availability of financial aid programs. It should be noted that many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester).

To continue to receive need-based financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. View <https://public.taylor.edu/admissions/undergraduate/tuition-financial-aid/forms-and-documents.shtml> for a copy of this policy online. Satisfactory academic policy for financial aid applicants/recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, a student must successfully complete at least 50% of the credit hours attempted in a given term and 80% of the overall credit hours attempted. The student must also complete his/her associate degree within 80 credit hours attempted, including transfer hours, AP and CLEP credit and any other credits used to meet degree requirements.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the appropriate information from Taylor University Online.

In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:

1. Be accepted for admission to Taylor University Online. Students may apply for financial aid prior to their acceptance at Taylor University Online, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information.
2. Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after October 1. Please also consider the following:
 - The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).
 - Additional forms may be required in order to receive state aid from Vermont, Rhode Island or Massachusetts. Students should check with their high school guidance officer regarding which forms are required by their state.
 - *In order for Indiana residents to be considered for state aid, their FAFSA must be received by April 15.* No other form is required.

Church Matching Grant

This grant allows Taylor University Online to match 100% of a church's contribution, up to a maximum of \$100 per semester. The grant is available to all students who meet the following criteria:

- Seeking a degree from Taylor University Online
- Taking at least six credit hours within the semester

All interested students should request a grant pledge form due back to Taylor University Online by August 1 for fall semester, January 15 for spring semester and May 1 for summer semester. Taylor employees and their dependents are not eligible for this grant.

Merit Based Awards

Merit-based awards are presented to students who demonstrate outstanding scholarship. Financial need is not considered for this type of aid. This scholarship is available to all students beginning with their second term with Taylor University Online through the completion of their degrees. The scholarship will be based on the student's GPA from the first semester with Taylor University Online and is renewable each year based on the student's cumulative GPA. To be eligible for this scholarship, the student must meet the following criteria:

- Registered for at least six credit hours in the previous semester
- Earned a cumulative 3.5 GPA or above
- Registering for at least six credit hours the following term (NOTE: If the student takes one or more semesters off, he/she will not be eligible for the scholarship the semester he/she returns.)

The award is available to all students who meet this criteria and is renewable with a 3.5 cumulative Taylor GPA. Students are not required to file the FAFSA to receive the scholarship. Taylor employees and their dependents are not eligible for this scholarship.

This scholarship amount will be based on the number of hours a student is registering for in the term the scholarship will be applied and is as follows:

<u>Hours Registered</u>	<u>Scholarship Amount</u>
6-8 hours	\$250
9-11 hours	\$375
12 hours and above	\$500

Federal Aid and Pell Grant

Anyone may apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant is based on financial need as determined by the FAFSA, and you may receive up to a maximum of \$6,195 per year (*amount subject to change on a yearly basis*).

Loans

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

- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement before the term starts, you must apply online two weeks prior at <https://myfa.taylor.edu>. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of \$3,500 per year for freshmen; \$4,500 per year for sophomores; and \$5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 4.529 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limits when combined with a subsidized loan. This loan has a fixed interest rate of 4.529 percent.
- The Federal Direct PLUS Loan is a loan for parents provided directly from the federal government, and a separate application must be completed online at <https://studentloans.gov>. To ensure disbursement for the term, the online application must be completed two weeks prior. 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 or repayment can be deferred until six months after the student leaves school. Federal PLUS has a fixed interest rate of 7.079 percent.

State Aid

Full-time students from Indiana may qualify for the following:

- If you are a 21st Century Scholar and qualify as determined by the FAFSA, you may receive up to a maximum of \$8,567 per year (amount subject to change on yearly basis).
- The Freedom of Choice Grant (part of the Frank O'Bannon Grant Program) is based on financial need as determined by the FAFSA. It offers a maximum of \$9,000 per year (*amount subject to change on yearly basis*).

The following states offer applicable state grants: Rhode Island, and Vermont. These state grants are awarded to students even if they attend out-of-state colleges. These grants are based on financial need as determined by the FAFSA and additional forms.

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Dae-Hyun Jin, Co-Chair, Physics and Engineering

Daniel King, Co-Chair, Chemistry and Biochemistry

Jeffrey Regier, Chair, Biology

Matthew Renfrow, Co-Chair, Kinesiology

Patricia Stan, Co-Chair, Chemistry and Biochemistry

Amy Stucky, Co-Chair, Kinesiology

School of Social Sciences, Education, and Business

Rhoda Sommers, Dean of Social Sciences, Education, and Business

Diane Dungan, Chair, Psychology

Cathy Harner, Chair, Social Work

Timothy Herrmann, Graduate Chair, Master of Arts in Higher Education

Mary Jo Hirschy, Chair, Business

Benjamin Hotmire, Chair, Education

Michael Jessup, Chair, Sociology

Pamela Medows, Director, Transition to Teaching/Licensure Programs

Scott Moeschberger, Director, Orphans and Vulnerable Children

Kristen Regier, Chair, English Language Teaching

Taylor University Online Staff

Carrie Meyer, Director of Online Learning & Instructional Technology

Noelle Brennan, Recruitment & Programs Manager

Katy Hobbs, Project Manager

Leah Kimbrell, Operations Manager

Cassie Lemberg, Marketing & Communications Manager

Faculty of Instruction

Taylor University Online utilizes the services of qualified and experienced faculty from the Taylor University campus as well as those from other colleges and universities. All faculty are Christian men and women who sign a copy of Taylor University's Life Together Covenant before being assigned to develop or grade any course.

Lisa Adkins, Education & Mathematics. BS, Taylor University, 1988; MAE, Ball State University, 1992.

Christopher Bade, Music. BME, Illinois Wesleyan University, 1980; MM, University of Akron, 1982; DMA, University of Illinois, 1989.

Russell Baker, History. BA, Huntington College, 1981; MA, Kent State University, 1983; EdD, Ball State University, 2001.

Mike Bassous, Marketing. BS, Long Island University, 1987; MBA, American University of Beirut, 1993; ThM, Near East School of Theology, 2002; DM, University of Phoenix, 2010.

Amy Bessin, Communication. BA, Taylor University, 2007; MA, Western Kentucky University, December 2009; MS, University of Kentucky, 2013.

Alan Blanchard, Communication. BA, Eastern New Mexico University, 1988; PhD, Michigan State University, 2014.

Patrick Buesching, Business. BS, Indiana University, 1986; MBA, Taylor University, 2006.

Amanda Burge, Human Resources. BS, Huntington University, 2004; MBA, Indiana University, 2008.

Jeremy Case, Mathematics. BA, Taylor University, 1987; MA, Miami University, 1989; MS, University of Minnesota, 1995; PhD University of Minnesota, 1995.

Daniel Chadwick, Biblical Studies. BA, University of Buffalo, 1981; MAH, University of Buffalo, 1990; MA, Jewish Theological Seminary, 1992; MA, Fordham University, 1995; PhD, Trinity Theological Seminary, 1999.

Nick Corduan, Sociology. BA, Taylor University, 1999; Graduate Studies, University of Indianapolis; Graduate Studies, Trinity International University; MA, University of Alaska Fairbanks, 2007.

Jeffrey Cramer, Computer Science and Engineering. BS, Taylor University, 1990; MS, Indiana University, 1998; PhD, Purdue University, 2007.

Robbie Danielson, Philosophy. BA, Florida State University 1991; MA, McGill University, 1994; MS, University of Kentucky, 2011; PhD Asbury Theological Seminary, 2005.

Kevin Diller, Philosophy. BA, Taylor University, 1993; MDiv, Princeton Theological Seminary, 1997; ThM, Calvin Theological Seminary, 2001; PhD, University of St. Andrews, 2008.

Patrick Eggleton, Mathematics. BS, University of South Florida, 1987; MEd, University of South Florida, 1991; PhD, University of Georgia, 1995.

Bertha Fagan-McKeever, English. BA, Bob Jones University, 1962; MA, Rhode Island College, 1978.

John Grant, Criminal Justice. BA, University of Southern Florida, 1964; MS, Florida State University, 1965; DJur, Stetson University College of Law, 1968.

Cathy Harner, Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

Elizabeth Hasenmyer, Science. BS, Taylor University, 2000; MS, Ball State University, 2005.

Deborah Hatland, Business. BA, York University, 1979; BEd, University of Windsor, 1983; MS, Indiana Wesleyan University, 2006.

Roberta Hayes, Art. BS, Indiana University, 2001; MS, Indiana University, 2003; MS, Indiana University, 2006.

Katy Hobbs, Business & Marketing. BS, Taylor University, 2007; MBA, Taylor University, 2009.

Mike Jessup, Sociology. BA, Idaho State University, 1985; BA, Idaho State University, 1985; MS, Iowa State University, 1987; PhD, Southern Illinois University, 1992.

Carolyn Jones, English. BS, Huntington University, 1966; MA, University of Missouri at Columbia, 1967; MA, Ball State University, 2009; PhD, Ball State University, 2010.

Brent Kelly, Philosophy. BS, Multnomah Bible College, 1985; MDiv, Southern Baptist Theological Seminary, 1999; PhD, Southern Baptist Theological Seminary, 2004.

Timothy Kneeland, History. BA, State University of New York, 1987; MA, State University of New York, 1989; MA, University of Oklahoma, 1993; PhD, University of Oklahoma, 1996.

Shannon Lewis, Communication. BS, Taylor University, 2004; MA, Indiana University Purdue University Indianapolis, 2010.

Julie Little, Business. BS, Indiana University, 1997; MSM, Indiana Wesleyan University 1999; PhD, Purdue University, 2012.

Tammy Mahon, Education. BA, Anderson University, 1993; MA, Ball State University, 2001; EdD, Ball State University, 2006.

Vance Maloney, Psychology. BA, Cedarville University, 1979; MA, Ball State University, 1981; PhD, Ball State University, 1989.

Tim McAboy, Education. BA, Spring Arbor University, 1995; MA, University of Kentucky, 1999.

Edward Meadors, Biblical Studies. BA, Wheaton College, 1986; MA, Wheaton College Graduate School, 1988; PhD, University of Aberdeen, Scotland, 1993.

Kim Miller, Business. BS, Indiana University, 1985; MBA, Indiana University, 1989.

Hadley Mitchell, Business. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster Theological Seminary, 1980; MA, Villanova University, 1984; MA, University of Tennessee, 1985; PhD, University of Tennessee, 1993.

David Moore, Biblical Studies. BA, Hardin-Simmons University, 1982; MDiv, Southwestern Baptist Theological Seminary, 1985; PhD, Southwestern Baptist Theological Seminary, 1999; DMin, Southwestern Baptist Theological Seminary, 2002.

Jason Myers, Biblical Studies. BA, Cedarville University, 2007; MDiv, Grand Rapids Theological Seminary, 2010; PhD, Asbury Theological Seminary, 2015.

Paul Nesselroade, Psychology & Sociology. BS, Asbury College, 1989; MA, University of Louisville, 1993; PhD, University of Louisville, 1998.

Joseph Pak, Biblical Studies. BS, Virginia Tech, 1985; MDiv, Liberty Baptist Theological Seminary, 1988; STM, Dallas Theological Seminary, 1993; PhD, Dallas Theological Seminary, 1993.

Terry Portis, Psychology. BS, Covenant College, 1989; MS, North Carolina A&T State University, 1996; EdD, University of Sarasota, 2004.

David Poucher, Business. BS, Taylor University, 1981; MA, Fuller Theological Seminary, 1986; MBA, University of North Carolina, 1999.

Bruce Pratt, Kinesiology. BS, Taylor University, 1974; MA, Ball State University, 1978; EdD, Ball State University, 2001.

Susan Semer, Literature. BS, The Ohio State University; MS, The Ohio State University.

Doug Read, Management. BS, Taylor University, 1990; MBA Taylor University, 2008.

Jeffrey Sherlock, Business. BBA, Ohio University, 1988; MBA, Ohio University, 1990; EdD, Ball State University, 1997.

Carol Sisson, Education. BA, Taylor University, 1988; MA, Ball State University, 1990; EdS, Ball State University, 1991; EdD, Regent University, 2006.

Traci Slager, Social Work. BA, Taylor University Fort Wayne, 2001; MSW, Indiana University, 2005.

David Sparks, Biblical Studies. BA, Wheaton College, 1975; MDiv, Gordon-Conwell Theological Seminary, 1979; DMin, Drew University, 1986.

Martin Spence, History. BA, Oxford University, 2002; MSt, Oxford University, 2004; PhD, Oxford University, 2008.

Deborah Stiles, Social Work. BSW, Northwest Nazarene University, 1990; MSW, University of Kansas, 1994.

Amy Stucky, Physical Education. BS, Taylor University, 1992; MA, Ball State University, 1998.

Richard Studebaker, Biblical Studies & Theology. BA, Bethel College, 1978; MDiv, Trinity Evangelical Divinity School, 1982; PhD, Trinity International University, 1998.

Linda Taylor, Professional Writing. BA, Houghton College, 1980; MA, Ball State University, 2013.

Cindy Tyner, Education. BS, Taylor University, 1976; MA, Ball State University, 1978; EdD, Ball State University, 1996.

Jeff Wallace, Criminal Justice. BS, Taylor University, 1989; MA, Taylor University, 2014.

Marcia Wiinamaki, Psychology. MEd, Southwest Texas State University, 1987; MA, George Fox College, 1991; PsyD, George Fox College, 1993.

Evan Wood, Business. BA, Cedarville University, 1997; MBA, Indiana University-Fort Wayne, 2004; PhD, Indiana State University, 2010.

Robert Zimmerman, Management. BS, Metropolitan State College, 1984; MBA, Nova Southeastern University, 2000.

Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008; the Federal Family Rights and Educational 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 the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; and 3) by submission of evidence that the parents declare the student as a dependent on their most recent 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.
- 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. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Chief Notification Officer:
Jesse Brown, Dean of Students and Title IX Coordinator
236 West Reade Avenue
Upland, IN 46989
(765) 998-5344

Deputy Notification Officer:
Rhoda Sommers, Dean of the School of Social Sciences, Education and Business
236 West Reade Avenue
Upland, IN 46989
(765) 998-5108

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, photograph, field of study, grade level, enrollment status, date and place 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. 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, videos, 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 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 Act of 1990

The Student Right to Know Act of 1990 (Public Law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically related financial aid. This data is available on the Taylor website and upon request from the Office of Institutional Research, Taylor University, 236 West Reade Avenue, Upland, IN 46989, (765-998-4627).