

# Off-Campus/International Studies Programs

*Jeff Miller, Director, Off-Campus Programs*

One of Taylor University's objectives is to prepare students for a variety of professions on a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives. Off-campus study programs challenge values and stimulate critical thinking, whether they take place in the United States or abroad. Many students return home from their off-campus experience with new perspectives, new questions, and a deeper hunger to learn more about their own society. In order to keep within its mission, Taylor University offers many opportunities for students to earn undergraduate credit for a semester, January interterm, or summer in an environment of total academic and cultural immersion.

The following policies apply to off-campus/international studies programs:

- Applicants must have completed one semester in residence on campus prior to applying to any off-campus program, with the exception being programs specifically designed for a select group of students (e.g., freshmen, transfers).
- A minimum GPA of 2.75 is required for application to off-campus programs. Certain programs may require a higher GPA for participation.
- Students must maintain full-time status (12-17 hours) during off-campus program participation, except in the case where the program is specifically designed for 18 credit hours.
- Overload hours, independent study courses (offered by Taylor professors), and online distance learning courses are not permitted without prior approval during off-campus program semesters.
- All off-campus program courses must be taken for a grade—not pass/fail or audit.
- Upper-division and lower-division credit is attributed to the off-campus program course number or course-level standard. In most cases, course equivalencies are offered at the same level; however, there are exceptions: If a program's upper-division course is approved to meet a lower-division Taylor course, upper-division credit will be awarded; if a program's lower-division course is approved to meet an upper-division Taylor course, lower-division credit will be awarded.
- Grades from all approved off-campus programs listed below are considered to be credits through Taylor and will be attributed to the student's transcript and factored into the GPA.
- Within two weeks of the start of a semester, each student must provide the Department of Off-Campus Programs with a confirmed schedule for the semester along with syllabi for all enrolled courses.

Acceptance to off-campus study programs is two-fold and requires: (1) Taylor University approval; and (2) Program approval. In order to participate in any semester off-campus program, students must obtain approval from their academic advisors and the Offices of Off-Campus Programs, Student Development, the Bursar, and the Registrar. Students interested in participating in off-campus/international studies programs should consult with the Department of Off-Campus Programs.

Since most off-campus programs are independent organizations or universities not operated by Taylor University, students should understand that not every course will fulfill a Taylor requirement, and due to international registration procedures some students may not receive every class for which they make a request. Applicability of credits earned while participating in an off-campus program to major, minor, foundational core, or general elective degree requirements are determined in advance (usually after Taylor University approval and acceptance by the program) in coordination with the appropriate department(s). Upon their return, students are responsible for any graduation requirements missed during their time off campus.

Billing for off-campus programs is facilitated through the student account of Taylor University based on the formula of: Taylor University tuition (or the program's, if higher); an off-campus study program fee; applicable on-campus fees including insurance coverage through CISI; plus the program's room, board, and other fees. If not included in whole or in part in the program's fees, travel to and from the off-campus study program is the responsibility of the student. Students approved and accepted to off-campus study programs attend several pre-departure orientation sessions in the semester prior to program participation. Topics covered include on-campus logistics (e.g., registration, housing), health and safety, cultural adjustment, and growing spiritual faith.

For additional information and a link to the online application, refer to the website at <http://www.taylor.edu/academics/study-abroad> or contact the Department of Off-Campus Programs ([OCP@TAYLOR.EDU](mailto:OCP@TAYLOR.EDU)) in the Spencer Centre for Global Engagement.

## American Studies Program

The American Studies Program (ASP), located in Washington, D.C., is designed for juniors and seniors and is sponsored by the Council for Christian Colleges and Universities. ASP is an intensive fall or spring semester, blending seminars and hands-on internships. Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. The curriculum allows students to choose either the Public Policy Initiatives Track or Strategic Communication Track. Students may earn 15-16 hours of credit through this interdisciplinary program.

### **ASP 305** **3 hours** **Topics in Leadership and Vocation**

The Topics in Leadership and Vocation course spans the entire semester and is divided into three sections including 1) Identity and Responsibility, 2) The Centrality of Hope and God's Kingdom, and 3) Calling and Career. With respect to identity, personal narratives will be explored to find one's fullest expression and deepest sense of true place when we yield to God's calling (vocation) to embed who we are and what we do within the larger Biblical narrative. Responsibility will be examined in light of desire to live Biblically coherent lives. Properly deciphering personal responsibilities requires the hard work of using the Bible authentically and connecting knowing with doing. The role of narrative as a framework for analysis when unpacking critical questions will be used. Alternative worldview narratives are also considered in light of the biblical narrative. In particular, the modern Western culture's claim that we must personalize all normative concerns will be examined. Responsibilities are viewed as being shaped by the institutional settings (through roles and responsibilities) that normatively structure the places where we learn, work, play, and worship. The centrality of Hope and God's Kingdom is explored as motivations to be intentional actors of hopes is compared with obstructions or distractions from living Biblically coherent lives. Attention is given to view of hope as being justified and efforts not made in vain (in the reality of the Kingdom and Holy Spirit) amidst a fallen world marked by brokenness, disappointment, and suffering.

### **ASP 321** **3 hours** **Case Studies in Strategic Communication**

Students produce a portfolio comprising group and individual case-study findings, informational interviews, communications materials, and ethical reflections on strategic communication practices. The all-track case study investigates the role strategic communication—coordinating and measuring the impact of advertising, direct response, fundraising and development, marketing, and public relations—plays in achieving organizational goals. Direct engagement with Washington, D.C. organizations and communication professionals helps students learn from experience how to differentiate between the practices of strategic, tactical, operational, and contingency plans. Each student produces a case study tied to his or her internship or another national or international organization. A concluding conference allows students to share and compare research findings across institutional types and sizes.

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American Studies Program continued from previous page

**ASP 322** **3 hours**  
**Advocacy, Fundraising, and Development**

Students work collaboratively in small teams for a real-world client to research and propose a communications strategy and an optimal target audience. This exercise in persuasive communication seeks to build constituent commitment to the client's mission, strategic initiatives, and fundraising activities. Consequently, communication objectives aim to achieve clearly specified and measurable educational, advocacy, and revenue goals. Students reflect on the ethical considerations in this work, and explain how biblical principles shaped their strategic and tactical decisions.

**ASP 330** **1 hour**  
**Professional Mentorship**

This optional course matches students with an experienced professional engaged in vocational service relevant to one's own vocational aspirations. Monthly group meetings—consisting of 2 to 3 students sharing common professional interests—provide opportunities for you to explore further matters of both professional development and callings in your field. Meetings are structured, in part, around discussions a *Supplemental Mentorship Text*. The professional mentor selects the text, which is typically a novel or (auto) biography. The book serves as a basis of inquiry and insight into the challenges of weaving together our understandings of calling and career. Students submit a *Mentorship Write-Up* after each meeting, which includes notes from and reflections on the meeting. The first meeting between mentor and student is organized by ASP, scheduled to take place within the first three weeks of the semester. Mentors will schedule all additional meetings.

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**Public Policy Initiatives Track**

**ASP 315** **3 hours**  
**Public Policy Analysis Field Seminar**

This seminar provides a detailed survey of the public policy issue of international migration. International migration refers to the movement—both emigration and immigration—of people across international borders. International migration patterns always carry important *political* implications for both the sending and receiving countries. Its study provides opportunity for learners to address critical questions pertaining to contemporary citizenship, democratic practice, equality, freedom, globalization, and liberalism. In this course, ASP faculty equips students through course lectures with the conceptual and analytical tools required to design a research agenda for a Washington, D.C. audience. Area experts and practitioners deliver professional briefings to introduce the myriad institutions and policy positions that animate three key public debates on migration—economics/social welfare, security, and national identity. Early in the course, students choose a salient topic within the issue area. The research proposal—the course's final project—presents a literature review on the migration topic, a preliminary assessment of how competing public arguments on the selected topic resonate you're your own (bourgeoning) understanding of what biblical justice requires in this matter, and a strategy for engaging leading institutions and individuals in Washington, D.C. through future field work.

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**Strategic Communication Track**

**ASP 321** **3 hours**  
**Case Studies in Strategic Communication**

Students produce a portfolio comprising group and individual case-study findings, informational interviews, communications materials, and ethical reflections on strategic communication practices. The all-track case study investigates the role strategic communication—coordinating and measuring the impact of advertising, direct response, fundraising and development, marketing, and public relations—plays in achieving organizational goals. Direct engagement with Washington, D.C. organizations and communication professionals helps students learn from experience how to differentiate between the practices of strategic, tactical, operational, and contingency plans. Each student produces a case study tied to his or her internship or another national or international organization. A concluding conference allows students to share and compare research findings across institutional types and sizes.

**ASP 390** **2 hours**  
**Internship I**

The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that work to deepen faith, facilitate learning, and know more fully how God is calling them.

**ASP 393** **4 hours**  
**Internship II**

The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that work to deepen faith, facilitate learning, and know more fully how God is calling them.

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**ASP 325** **3 hours**  
**Advocacy and Diplomacy Field Seminar**

The Public Policy Research Project supports the student-researcher to complete individual research projects from the Applied Politics and Public Policy Seminar and fashion empirical findings into an effective advocacy agenda. The advocacy component is designed as a group project. Students organize into a small research team tasked with the responsibility of providing policy recommendations that address three key areas of debate on immigration—economic/social welfare, security, and national identity. Research teams conduct personal interviews from among leading institutions and individuals in Washington, D.C., as well as attend area briefings, conferences, hearings, and other events related to the policy issue. Support of their domestic policy recommendations must include international sources. The final project requires each group to present an executive summary of their findings and recommendations in a mock Congressional briefing held in a Congressional office building. The executive summary should exhibit a mature policy analysis and advocate a position that connects its findings with the authors' shared understanding of the biblical themes of shalom and justice in public (i.e., non-sectarian) language.

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**ASP 322** **3 hours**  
**Advocacy, Fundraising, and Development**

Students work collaboratively in small teams for a real-world client to research and propose a communications strategy and an optimal target audience. This exercise in persuasive communication seeks to build constituent commitment to the client's mission, strategic initiatives, and fundraising activities. Consequently, communication objectives aim to achieve clearly specified and measurable educational, advocacy, and revenue goals. Students reflect on the ethical considerations in this work, and explain how biblical principles shaped their strategic and tactical decisions.

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**AuSable Institute of Environmental Studies**

Taylor's School of Natural and Applied Sciences is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, Michigan. Students may take summer courses for credit at AuSable to fulfill departmental major/minor requirements. Students may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts; however, certification will not be reflected on the Taylor transcript.

## Australia Studies Centre

The Australia Studies Centre (ASC) is a partner program through the Council for Christian Colleges and Universities. The ASC is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The program is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics, and Indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business, Ministries, Social Sciences, Education, and Humanities. The program is comprised of two core units designed especially for ASC students and two elective units or an internship.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### ASC xxx

17 hours

#### Study in Australia

The program is comprised of two required culture classes designed especially for ASC students and two discipline units chosen from Christian Heritage College's list of courses. All students take the View From Australia course and then choose between Australian Aboriginal Cultures or Indigenous Cultures in Australia and Aotearoa (New Zealand).

### ASC IN203

4 hours

#### The View from Australia

The emphasis of this course is on historical and current local and world issues which affect Australia, as interpreted from an Australian perspective. Through examination of Australians' reactions to and handling of these matters, students should develop a basic understanding of the Australian culture and worldview and be able to articulate, appreciate and critique the orienting values of Australian society. Students will also compare, contrast and critique their own cultural value structures through Biblical reflection exercises, and begin to distinguish these cultural virtues from Christian truth.

## China Studies Program

Students are offered an opportunity to discover the richness of China through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Students explore the complex past of one of the world's oldest cultures; experience the economic, political, and social realities of contemporary China; and study China's challenges as a rapidly emerging world power. Students live in the beautiful seaside port of Xiamen, and the curriculum incorporates travel and visits to well-known sites throughout the country such as Beijing, Fujian, Shanghai, Xi'an, and Hong Kong.

In addition to the program's four (student selects either Chinese I or Chinese II) required core courses listed below, each student selects an additional 3-6 credit hours from elective course offerings: Eastern Philosophy and Religions, Dimensions of East Asian Culture, Chinese Painting, Tai Chi, International Business in China, and China Business Internship.

### CSP 101

3 hours

#### Chinese I

This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China.

### CSP 102

3 hours

#### Chinese II

This course focuses on acquiring low-intermediate fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. There will also be lectures on Chinese dialects, simplified vs. traditional characters, and word radicals.

### CSP 310

3 hours

#### Chinese History I

This seminar course covers the history of China from its earliest beginnings up to the present. In addition to reading the course text, each student will read and make a class presentation on a book that goes into more detail about a major person, event, or aspect of Chinese history and culture.

### CSP 314

3 hours

#### Intercultural Communication

This required course covers issues intended to help students understand and adjust to Chinese culture. Topics include culture and basic values, culture shock, introductory linguistics, contextualization, and factors involved in successful cross-cultural interaction. Students will write case studies based on personal experiences in China.

### CSP 316

3 hours

#### Contemporary Society: Public Policy and Economic Development

This course covers two key interrelated aspects of modern China: government policy and economic development. Public policy covers the structure of the Chinese government, legal system, and issues such as ethnic minorities, family planning, and education. Economic development covers the government policies from 1949 to present, from the commune system to the current market-oriented reforms. Other topics include foreign investment, pollution and the environment, and the World Trade Organization.

## Electives

### CSP 315

3 hours

#### Eastern Philosophy and Religions

This seminar course introduces the basic teachings, history, and development of Confucianism, Taoism, Buddhism, and folk religion, as well as their roles in China today. The course will examine topics from a Christian perspective, seeing to what extent they are compatible with Christian doctrine. Field trips to relevant sites will occur throughout the program.

### CSP 317

3 hours

#### Dimensions of East Asian Culture

This elective course introduces students to Chinese visual, physical, medical and culinary arts. Each component consists primarily of hands-on practice. In Chinese Painting, students learning how to hold a brush, mix pigments and paint water-colors in the Chinese style. Instruction about Chinese cooking and cuisines will guide how students prepare and cook ingredients into meals. For Tai Chi, students will practice for 90-minutes a day, three weeks in a row, to learn a standard Tai Chi routine, as well as some practice in martial arts. Lectures on Traditional Chinese Medicine are *not* hands-on, though you will see and (if you like) experience TCM treatment such as acupuncture. Students will also have several lectures on the unifying Chinese philosophy that underlies these dimensions of Chinese culture.

### CSP 320

1 hour

#### Chinese Painting

Students are introduced to the regional folk art of China through presentations by various artisans. Students gain exposure to Chinese painting, opera, calligraphy, self-confidence, cooking, and painting through field trips to different artistic venues.

### CSP 321

1 hour

#### Tai Chi

This course emphasizes traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind.

### CSP 355

3 hours

#### International Business in China

Current issues such as fair and ethical business practices and the factors involved in out-sourcing jobs to China are presented by Christians who have done business in China for years. Students will be introduced to expectations in dealing with business in China and how to meet with business leaders in Shanghai. The overall goal is for students to understand the personal costs involved in approaching business overseas—not simply as an investment, but as a calling.

### CSP 390

3 hours

#### China Business Internship

Students are provided meaningful work experience with a Western or Chinese company for three weeks.

## Christian College Consortium

The Christian College Consortium's Student Visitor Program is designed to enrich the participant's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of the Consortium campuses without completing lengthy enrollment forms. Credits with grades are transferable to Taylor. Consortium Colleges include: Asbury College, Bethel University, George Fox University, Gordon College, Greenville College, Houghton College, Malone University, Messiah College, Seattle Pacific University, Taylor University, Trinity International University, Westmont College, and Wheaton College.

*Until confirmed schedules/official transcripts are received, students will be enrolled in the following course:*

**VIS xxx** 17 hours  
**Consortium Visitor**

## Contemporary Music Center

This Council for Christian Colleges and Universities' off-campus study program, located in Nashville, Tennessee, provides a curriculum and community designed to speak to the heads, hearts, and souls of young musicians and aspiring music executives. In addition to seminars, lectures, and practicum experiences, great attention is given to the actual creation and marketing of original music. Designed as an artists' community, the program seeks to develop artists and music executives with a Christ-centered vision for music content, production, and delivery.

*In addition to core courses listed below, students select courses from the Artist Track, Business Track, or Technical Track to earn 16 hours of credit.*

**CMC 300** 3 hours

### Faith, Music and Culture

The purpose of this course is to help students develop a Christian approach to the creation, marketing, and consumption of contemporary music. While engaging in studies of theory, history, and criticism, students explore the concept of culture and the nature of popular culture. Students examine popular art and music in contemporary aesthetic, social, cultural, and industrial contexts, and explore the issues involved in relating faith and worldview to the production and criticism of commercial music.

**CMC 301** 3 hours

### Inside the Music Industry

Through readings, lectures, and seminars delivered by leading industry figures, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas. Students will gain an understanding of the structure and methodologies of a typical U.S. record company.

**CMC 302** 1 hour

### Practicum: Contemporary Music Center Tour

Each student will participate in an intensive week-long road trip to a major music market. Briefings, tours, and meetings will be arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers, and artists in various cities.

### Artist Track

**CMC 401** 3 hours

### Studio Recording

Artists will work via both the classroom and lab with faculty, other students, and visiting experts to learn how to produce, record, mix, and edit recordings in a professional multi-track studio.

**CMC 402** 3 hours

### Performance

In consultation with staff and executive track students, artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers, and communicators. Both informal and public performances will be presented throughout the semester.

**CMC 400** 3 hours

### Essentials of Songwriting

Artists will receive classroom instruction, participate in directed study with staff, and work in collaboration with other students to develop their use of form, melody, harmony, rhythm, and lyric. Emphasis will be placed on the song as the vehicle for the artist's creative exploration and public communication.

### Business Track

**CMC 403** 3 hours

### Strategic Management

Through lecture, text, and visiting music industry experts, executive track students will gain an understanding of the economic, creative, and spiritual elements critical to a career in contemporary music. Students identify their gifts and develop a long-term career plan. Students prepare materials necessary to pitch an artist to a record company and negotiate a mock recording contract.

**CMC 404** 3 hours

### Music Business Survey

Executive track students will learn how to: (1) create a label business plan; (2) analyze and forecast trends in popular music; (3) assemble a successful artist roster; and, in tandem with the artists, (4) plan, budget, and produce recording sessions.

**CMC 405** 3 hours

### Advanced Media Marketing

Through classroom instruction and presentations by visiting industry experts, executive track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, and Internet marketing and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's artist recordings.

### Technical Track

**CMC 406** 3 hours

### Advanced Studio Recording

Each engineer in this course will work with a group of artists for the entire semester, recording, mixing and mastering their songs. Engineers are expected to show proficiency in mic placement and the musical application of software plug-ins.

**CMC 407** 3 hours

### Audio Engineering

This course is designed to train students for entry-level positions as a live sound engineer / front-of-house or monitor engineer. Each engineer must be able to complete line and sound checks quickly and reliably, trouble shoot problems and understand console and system signal flow.

**CMC 408** 3 hours

### Concert Production

This course is designed to train students for entry-level positions in live concert lighting. Students will manage power distribution, DMX control of lighting fixtures and ultimately the properties of light and dispersion that artfully blend to create alternate forms of reality.

### **Ecuador Semester Program**

The Ecuador semester program is a partnership with the Verbo Church and the Universidad del Azuay in Cuenca, Ecuador. This multi-disciplinary program incorporates culture and language study, departmental courses, and practicum experience in the students' respective areas of specialization. Academic areas currently participating in programs include Biology, Business, Christian Educational Ministries, and Exercise Science. The Ecuador program is a full immersion semester with students living in home-stays facilitated through the Verbo Church.

### **Greece Study Tour**

The department of biblical studies sponsors a 3-week trip to Greece and Italy or Greece and Turkey during January Interterm. The trip focuses on biblical developments of the New Testament era and includes visits to key biblical sites. Special emphasis is placed on the life and journeys of the apostle Paul.

**BIB 203** 3 hours

#### **In the Footsteps of Paul**

A study of the biblical background and contemporary significance of cities Paul visited and wrote to in Greece and Turkey or Greece and Italy. *This course may count for BIB 210 or a departmental elective. Meets the foundational core cross-cultural requirement. Offered January interterm.*

### **Handong Global University**

An articulation agreement with Handong Global University (HGU) allows Taylor University students with a minimum GPA of 3.30 an opportunity to spend a Fall or Spring semester studying in South Korea. While living in the International House dormitory alongside many English-speaking students with vastly different backgrounds, participants can earn 12 hours of course credit. This program may appeal especially to students in the areas of Engineering, TESOL, International Law, International Relations, Global Studies, Politics, and Business.

*Until confirmed schedules are received, students will be enrolled in the following course:*

**HGU xxx** 12 hours

#### **Study in Korea**

### **HEART Program**

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication and community development, nutrition/food preparation, and primary healthcare. Students receive three hours of cross-cultural credit for this program, which takes place at the Heart Institute in Lake Wales, Florida.

**HEA 370** 3 hours

#### **Heart Institute**

*Meets foundational core cross-cultural requirement. Offered January interterm.*

### **Hollywood Internship Program**

The Media Communication Department is piloting a semester-long immersion in the film industry, called the Taylor University Hollywood Internship Semester (TUHIP). This program is designed for exceptional junior and senior students in the media communication department. The program consists of an internship, a course taught by qualified Christian professionals in Los Angeles, extensive networking, and opportunities for mentoring and reflection about living as a Christian in Hollywood.

**MCM 365** 3 hours  
**Inside the Entertainment Industry**

**MCM 493** 12-13 hours  
**Internship**

### **Hong Kong Baptist University**

A consortium agreement with Hong Kong Baptist University (HKBU) allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU in the People's Republic of China. While living in campus dormitories with Chinese students, participants can earn 12-17 hours of course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation, and the humanities.

*Until confirmed schedules are received, students will be enrolled in the following course:*

**HKB xxx** 17 hours

#### **Study in Hong Kong**

## Irish Studies Program

The Irish Studies Program of Taylor University is designed to help students expand cultural and spiritual awareness by studying and experiencing the history and culture of Ireland. With an emphasis on the integration of faith, learning, and living, the program seeks to develop an understanding of Ireland and its people through curricular and co-curricular activities. Students earn 16-17 hours of credit. Located outside the capital city of Dublin, the program provides students with a safe and pleasant community.

### ISP 200

1 hour

#### Hill Climbing

This course is designed to introduce students to a variety of basic techniques and principles necessary for a safe and enjoyable hiking experience, as well as to promote lifelong activity that aids in developing a healthy lifestyle. Particular areas of content include gear selection, basic land navigation skills, hiking technique, trip planning, "Leave No Trace" ethic, and first aid. Students complete a variety of reading assignments and keep a journal of their hiking experiences. *Prerequisite: EXS 111, KIN 100, or KIN 221. Meets a foundational core requirement.*

### ISP 220

3 hours

#### Contemporary Ireland

This course entails an investigation into the theory and application of contemporary Irish society. It includes a study of the geographic, social, cultural, political, artistic and religious aspects of Ireland. Attention will also be paid to an understanding of historical conflict and reconciliation, especially as it is currently being played out in Northern Ireland, and its effects on the people in the Republic. Exploration of these topics occurs through involvement with Irish people, engagement in cultural activities, studying the history, culture, geography and literature of Ireland, conversations with one another and personal journaling. *Meets the foundational core civic engagement requirement.*

### ISP 225

3 hours

#### History of Ireland

This course deals with the different people who became permanent settlers in Ireland over the centuries and the contribution that each has made to the development of an Irish society and economy, as well as a distinctive Irish artistic and political life. The early lectures consider the Celts, Vikings and Anglo-Normans, but the principal focus is on the modern centuries, with a detailed treatment of English and Scottish Protestant settlements in Ireland and the interaction of these settlers and their descendants with the Catholic population. Special attention is given to the major conflicts that occurred, especially those of 1642-52, the 1790s, and the current conflict in Northern Ireland. Finally, consideration is given to the Anglo-Irish War of Independence and the Irish Civil War. *Meets the foundational core history requirement. History majors who have already fulfilled the foundational core requirement may take the course for upper-division credit, by approval of the instructor.*

### ISP 230

3 hours

#### Irish Literature

This course concentrates upon literature written by Irish writers within Irish contexts and landscapes—intellectual and emotional when not physical. Assignments exploit unique opportunities available while studying in Ireland itself, adjacent to England. More complicated is the colonial influence upon Ireland, the island's currently divided space, "the troubles," and the connection between high art and popular expression. Thus, a focus of the course will be how the search for a literary voice not only parallels, but indeed facilitates the search for a national Irish identity. Acknowledging writers' interest in Gaelic language and culture, students read works in English. Noting the role of musical performances in pubs and the rhetoric of the public sphere, the course concentrates upon fiction, poetry, and drama. *Meets the foundational core literature requirement. English majors who have already fulfilled the foundational core requirement may take the course for upper-division credit, by approval of the instructor.*

### ISP 250

1 hour

#### Participation in the Arts

This course introduces the student to part of the Irish cultural heritage through dance and music. Students learn the basics of Irish dancing and playing the bodhran drum. *Meets the foundational core participation in the arts requirement.*

### ISP 320

2 hours

#### Living Cross Culturally

This course helps students reflect on their values, attitudes and behaviors and those of their home culture in comparison to the Irish culture. Students are encouraged to develop understanding of and adaptation to a different culture, as well as empathize with persons from that culture. Personal development through this process is emphasized. *Meets the foundational core cross-cultural requirement.*

### ISP 325

3 hours

#### History of Ireland

See ISP 225.

### ISP 330

4 hours

#### Irish Literature

See ISP 230.

### ISP 350

3 hours

#### History and Culture of Ireland

Students are introduced to Irish culture, history, society, and modern Ireland. Students are encouraged to develop understanding of and adaptation to a different culture as well as empathize with persons from that culture.

### ISP 355

3 hours

#### Celtic Christianity

A survey of Christian belief as developed during the history of the Church, with a special focus on Medieval Christianity in Ireland. *Meets the foundational core requirement of REL 313.*

## International Business Study Tour

The Business Department sponsors this business study tour during January interterm or in the summer. Students visit various international sites and use these locations as their classroom to study trade, economics, and other business topics.

### ITB 381

3-4 hours

#### International Business Study Tour

This study tour of selected international locations focuses on regional trade, economics, and other business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Instructor permission required. Prerequisites: MKT 231; ECO 202 or 190; and sophomore standing within a business major/minor. Offered January interterm or summer.*

## Jerusalem University College

Jerusalem University College (JUC) offers an opportunity for fall or spring semester studies in the ancient city of Jerusalem. A choice of several course offerings is available, particularly in the area of Biblical and International Studies. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and of the Middle East. *Availability of the program is dependent upon review of current security conditions.*

*Until confirmed schedules are received, students will be enrolled in the following course:*

### JUC xxx

17 hours

#### Holy Land Studies/Israel

## Latin American Studies Program

This semester program based in San José, Costa Rica, is offered through the Council for Christian Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program (LAS) offers four concentrations: Advanced Language and Literature (offered both semesters); Environmental Science (offered spring semester); International Business (offered fall semester); and Latin American Studies (offered both semesters). All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in service projects, and travel within Central America.

*In addition to core courses listed below, students select a concentration area in either Advanced Language and Literature, Environmental Science, International Business, or Latin American Studies.*

### **LAS 300** 6 hours

#### **Spanish Acquisition**

Students participating in LAS study grammar, conversation and literature in a Spanish class that is determined by the student's level of proficiency.

### **LAS 315** 3 hours

#### **Perspectives on Latin America**

This seminar introduces the social, historical, political, economic, philosophical and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latinos and field trips to various sites designed to introduce students to the: (1) historical development of Latin America, including selected case studies; (2) variety of analytical perspectives from which the Latin American reality is explained and understood; (3) character, past and present, of the U.S. policy in the region; and (4) nature and influence of the economic reality in the region.

### **LAS 318** 1-3 hours

#### **Regional Study Travel**

The LAS group travels to several countries in Central America during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Among other assignments, students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

## Advanced Language and Literature Concentration

This concentration focuses on the social, cultural, political, economic, and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences, and related literature. This concentration is designed to: (1) expand students' Spanish language skills through a seminar taught exclusively in Spanish, a practicum with a Latin American organization, and the daily use of Spanish while living with a Costa Rican host family; (2) examine Latin America through its literature, using it as a means to examine society and culture; (3) meet and interact with prominent literary figures in the region; (4) take part in work/service opportunities; and (5) attend local theatrical and film productions.

### **LAS 350** 3 hours

#### **Language and Literature Seminar**

### **LAS 355** 3 hours

#### **Community Immersion/Internship**

## International Business Concentration

Business concentration students spend an intense five weeks (fall only) addressing the fundamentals and application of international business. Business concentration students are exposed firsthand to the political, social, and economic realities of Latin America and must constantly answer the question: "What should the role of Christians be in the face of these realities?" Throughout this concentration, students will: (1) meet Latin American business and government leaders; (2) visit plantations, cooperatives, maquilas, and the Bolsa de Valores [the Costa Rican stock exchange]; and (3) participate in a hands-on case study project.

### **LAS 330** 3 hours

#### **International Business Seminar**

### **LAS 335** 3 hours

#### **Community Immersion/Internship**

## Latin American Studies Concentration

This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspectives, broad readings, and group presentations that respond to scenarios drawn from the contemporary scene. Participants also gain valuable first-hand experience in related service opportunities. In recent semesters, these have been organized in neighboring countries throughout Latin America. Entitled "Uniting Faith and Practice in Latin America," the concentration is designed to: (1) introduce students to several perspectives on faith and practice in the context of Latin America; (2) consider the historical development and current character of multiple religious perspectives in Latin America [Protestant, Catholic, Maya, etc.] and the major issues the Christian church now confronts, including liberation theologies; (3) help students gain an understanding of the approaches to Third World development and the associated policies, especially those of para-church agencies; and (4) challenge students to reflect biblically on the above-mentioned faith perspectives and development theories in order to more fully develop their own Christian approaches to the dilemmas of Latin America. Course content is adapted to changes in Latin American society.

### **LAS 320** 3 hours

#### **Responses to Third World Reality Seminar**

### **LAS 325** 3 hours

#### **Community Immersion/Internship**

## LCC International University

LCC International University, formerly Lithuania Christian College, is located in the beautiful port city of Klaipeda, Lithuania. This one-semester program is available during the fall or spring semester. Students live in an urban European setting with roommates from throughout Europe, and study with students from over 20 countries. The semester includes programmed travel to Russia, Latvia, Estonia, and various sites in Lithuania.

The program allows Taylor students to enroll in 12-17 credit hours of university courses, including subjects in business, English, psychology, sociology, and biblical studies. A wide variety of courses fulfilling foundational core requirements are also available.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### **LCC xxx** 17 hours

#### **LCC International University**

## Lighthouse Projects

Since 1972 the Lighthouse program has been engaging students in carefully chosen international service-learning projects as they minister Christ's redemptive love and truth to a world in need. The program enables students to step out of the familiar in faith, study and build relationships in other cultures, develop and exercise their gifts and abilities, expand their global perspective, and explore vocational calling. As servant learners, teams partner with on-field ministries helping to implement their long-term ministry goals. Teams are selected in the spring for service projects the following January.

Students take a one-credit-hour fall course in cross-cultural ministry and team building. In January, students earn three cross-cultural credits while engaging in work projects, compassionate ministries, community development, teaching English, performing arts, medical missions, evangelism, discipleship, and other ministries under the direction of faculty sponsors and field leaders. Lighthouse is a ministry of Taylor World Outreach; refer to **Taylor World Outreach** on page 220.

### IAS 120 1 hour Introduction to International Ministry

To prepare for Lighthouse projects, students study the concept of culture, American cultural distinctives, and the cultural, religious, and historical characteristics of Lighthouse host nations. Students examine the components of effective intercultural ministry and communicating faith in Christ cross-culturally. Attention is given to personal character, spiritual life, commitment and teamwork essential for effective service. *Enrollment by permission of instructor. Grade only. Offered fall semester.*

### IAS 320 3 hours Cross-Cultural Outreach

Students are immersed in another culture and provide needed service to gain cross-cultural understanding, interpersonal and skill development and spiritual growth. Emphasis is given to reflection on God's global purposes, intercultural relationships and life stewardship. *Prerequisite: IAS 120 or permission of instructor. Meets foundational core cross-cultural requirement. Offered January interterm.*

## Literary London

A study of literature and culture is offered in England annually by the English department during January interterm. Students may receive credit in foundational core, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

### ENG 233 3 hours Literary London

An annual January-term course that travels to London and elsewhere in the United Kingdom, enriching the reading and discussion of assigned works of British Literature by experiencing the locations and culture that helped shape those works. *Meets foundational core literature requirement. Enrollment with permission of instructor. Offered January interterm.*

## Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC), located adjacent to Burbank, California, provides a values-based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Council for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester-study program with internship experiences to equip students to be positive Christian presences in the film industry. Students take three core courses: FSC 305; 332; 492; and one elective course chosen from: FSC 312, 327, 340, or 360. *Applicability to a major must be determined in advance by the department.*

### FSC 305 4 hours Hollywood Production Workshop

Students work collaboratively in groups to create a festival-ready piece including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources and protocol. All students participate in at least one key role in the production process. Designed to meet the needs of both novice and experienced students, this course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

### FSC 312 3 hours Professional Screenwriting

This course offers an introduction to contemporary screenwriting including an understanding of dramatic structure, character and dialog development and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

### FSC 327 3 hours Narrative Storytelling

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the technical story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

### FSC 332 3 hours Faith and Artistic Development in Film

This course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity, looking at film's historical impact, spiritual impact, audience trends, the auteur movement, and vision in film, as well as providing a basis for heart preparation for production. The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Motion Picture Production: roles and aspects of production, the production process, relationships on set, and communication. All students participate in a team-taught lecture seminar led by the faculty of the Los Angeles Film Studies Center.

### FSC 340 3 hours Professional Acting for the Camera

An advanced workshop in the practice and process of acting for the camera aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

### FSC 360 3 hours Independent Study

This course may be set up by special request and arrangement. In order to be considered, students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor and approval from the home school's film/communications department head. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project.

### FSC 492 6 hours Internship: Inside Hollywood

Students complete an unpaid internship in some aspect of the Hollywood entertainment industry. Real-life exposure is provided to the business through placement with major Hollywood companies.





## Scholars' Semester in Oxford

The Scholars' Semester in Oxford (SSO) is a partnership with the Council for Christian Colleges and Universities. SSO presents an opportunity to learn about literature, the classics, history, theology, philosophy, and more in this city dedicated to scholarship. Through work with academic tutors, students hone their skills and delve into the areas that interest them most. As a visiting student of Oxford University, participants earn 17 credit hours as a member of Wycliffe Hall. *Due to Oxford's intense academic environment, a minimum GPA of 3.70 is required.*

### SSO 300 4 hours

#### The British Landscape

Students study how the British landscape was formed and reformed by societies which successively conquered and settled in it, looking at the dialectic relationship between culture (the economic, social, intellectual, religious, and artistic aspects of each group) and landscape (the natural landscape and the human imprint on that landscape). The aim is to enable students to 'read' and understand a long settled landscape through a sound knowledge of British culture, past and present. SSO recommends that credit be allocated in one or more of several disciplines, including literature, religion, philosophy, politics, history, and history of art.

### SSO 310 4 hours

#### Undergraduate Research Seminar

Students follow the research seminar most appropriate to their primary tutorial subject. Students attend 16 University seminar discussion classes which address methodological questions in the students' subject area, and consultations to help in planning and writing a substantial term paper. The course is graded by a long essay and a proposal for that essay, and participation. Seminars are available in Classics, English, History, Philosophy, and Theology.

### SSO 320 6 hours

#### Primary Tutorial

This course, chosen in the same field of study as the integrative seminar, is typically one-on-one, supplemented by Oxford faculty lectures. The tutorial is usually based on the presentation of one short essay responding to an assigned question, and is carried out as a conversation between the tutor and the student. Offered tutorials cover a range of topics.

### SSO 330 3 hours

#### Secondary Tutorial

Similar in structure to the primary tutorial, the secondary tutorial covers a different subject matter. Tutorials offered in a broad range of topics.

## Semester in Spain

The department of modern languages participates in the Semester in Spain program of Trinity Christian College. In this program, students earn up to 16 hours of credit while studying with faculty members who are natives of Spain. Living with families in Seville also enhances language and cultural understanding. The city's theatres, galleries, museums, and 400-year-old university provide many opportunities for cultural activities. Students also visit Córdoba, Toledo, Granada, and the small pueblos outside Seville. All courses are taught in Spanish. *Until confirmed schedules are received, students will be enrolled in the following course:*

### SIS xxx 17 hours

#### Study in Spain

## Uganda Studies Program

The Uganda Studies Program (USP) is a partner program through the Council for Christian Colleges and Universities. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with Uganda Christian University (UCU). Courses taught by local faculty in the English tutorial tradition immerse students in a uniquely African education. Topics such as African Literature, East African Politics since Independence, Understanding Worldviews, East African History from 1800 to Independence, Law and Christian Political Thought, Kiswahili, and Understanding the New Testament in Africa will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning, and daily interaction with UCU students form the backbone of the USP experience. Students apply to the Uganda Studies Emphasis (USE) or the Social Work Emphasis (SWE). In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

*Until confirmed schedules are received, students will be enrolled USP xxx:*

### USP xxx 16 hours

#### Study in Uganda

In addition to the core course listed below, students select courses from the Uganda Studies Emphasis (USE) or Social Work Emphasis (SWE).

### USP 300 4 hours

#### Faith and Action in the Ugandan Context

This course combines a traditional classroom component (consisting of reading, discussion, small group processing, and lecture) with a broad spectrum of experiential learning (e.g., living and studying with Ugandan students; home stays with Ugandan families; travel to various regions of Uganda and Rwanda; and exposure to both missionaries and Ugandans involved in various social services).

## York St. John University

Separated from the York Minister by the most complete example of medieval city walls still standing in England, York St. John University welcomes students from over 100 countries around the world. Approved as a 2-year pilot program, students must have approval of their department in order to apply. Approved students will enroll in 3 modules, equivalent to 5 credit hours each. Students have the option of living in on-campus housing at Lord Mayor's Walk, or off-campus at the self-catered Grange (a short walk away). Spring semester only. Courses taken do not count towards an English major or minor.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### YSJ xxx 15 hours

#### Study in York