

# THE CAMPUS PULSE

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# THE BEGINNING OF KNOWLEDGE

CHRISTIAN EDUCATION  
AND FACING DIFFICULT  
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# HELLO & WELCOME TO TAYLOR UNIVERSITY'S THE LOOP.

**THE LOOP** is named for the 1.1-mile road that circles Taylor's campus. Every word and visual in these pages is designed to give you an inside look at what it's like to live in The Loop. As you read, you'll find we take life seriously. We believe God places us where

we are for a purpose, and our responsibility is to step up, invest in those around us, and honor Him in and out of the classroom. Flip through. Read what strikes you. And when the time is right, go ahead and set up a visit—come see what it's like to really be in The Loop.



[THELOOP.TAYLOR.EDU](http://THELOOP.TAYLOR.EDU)

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To request a free copy of this publication please contact Taylor University's admissions office at 1-800-882-3456 or [admissions@taylor.edu](mailto:admissions@taylor.edu). You may also learn more about Taylor University by visiting our website at [www.taylor.edu](http://www.taylor.edu).



THE LOOP

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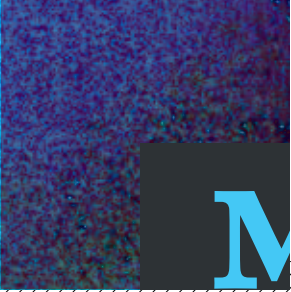
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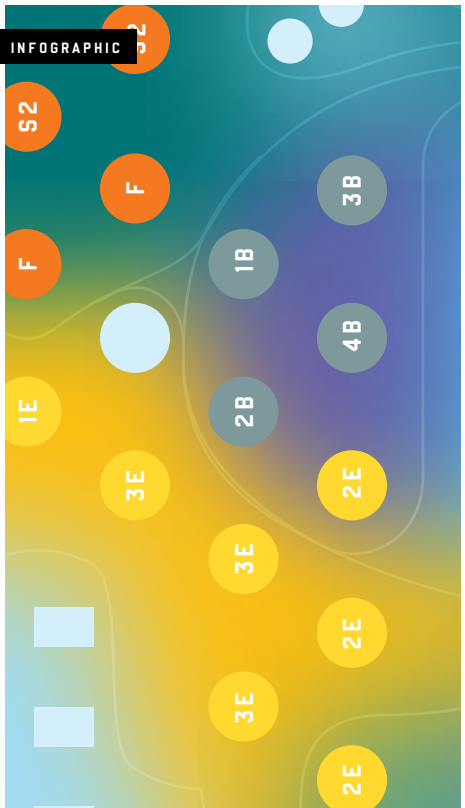
PROGRAM PROFILE

BY AUSTIN LINDNER



STUDENT PROFILE

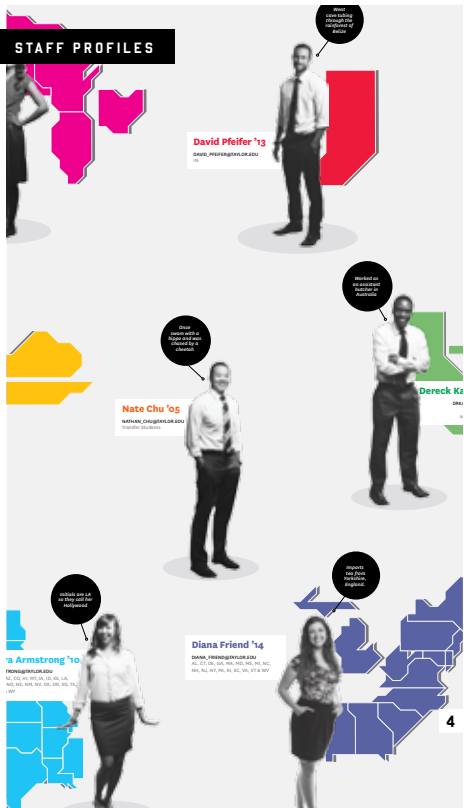
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INFOGRAPHIC



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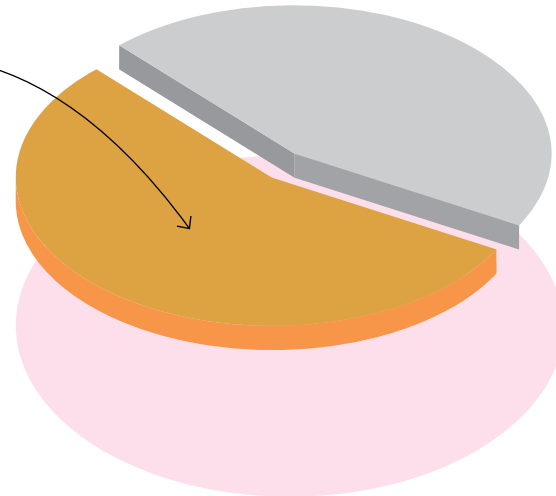
# Sum/ Whole

## Taylor University by the Numbers

DATA COLLECTION: Steve Dayton

# 55

PERCENTAGE OF TAYLOR'S GRADUATING CLASS OF 2015 THAT TOOK OUT STUDENT LOANS, WITH AN AVERAGE TOTAL DEBT OF **\$26,235**, COMPARED TO THE NATIONAL AVERAGE OF \$28,950.



**TOP 10 IN THE COUNTRY  
WITH 92% OF STUDENTS  
GRADUATING WITH AN  
INTERNSHIP EXPERIENCE.**



### RANKING IN AMERICA

BY POSITION

## #1

COLLEGE IN THE  
MIDWEST ACCORDING  
TO U.S. NEWS & WORLD  
REPORT.

## 2ND

"SMARTEST COLLEGE  
IN AMERICA" IN THE  
COUNTRY AMONG ALL  
CCCU INSTITUTIONS.

BUSINESS INSIDER

## 8TH

"FRIENDLIEST  
STUDENTS" IN THE  
COUNTRY AMONG  
ALL HIGHER ED  
INSTITUTIONS.

NICHE.COM

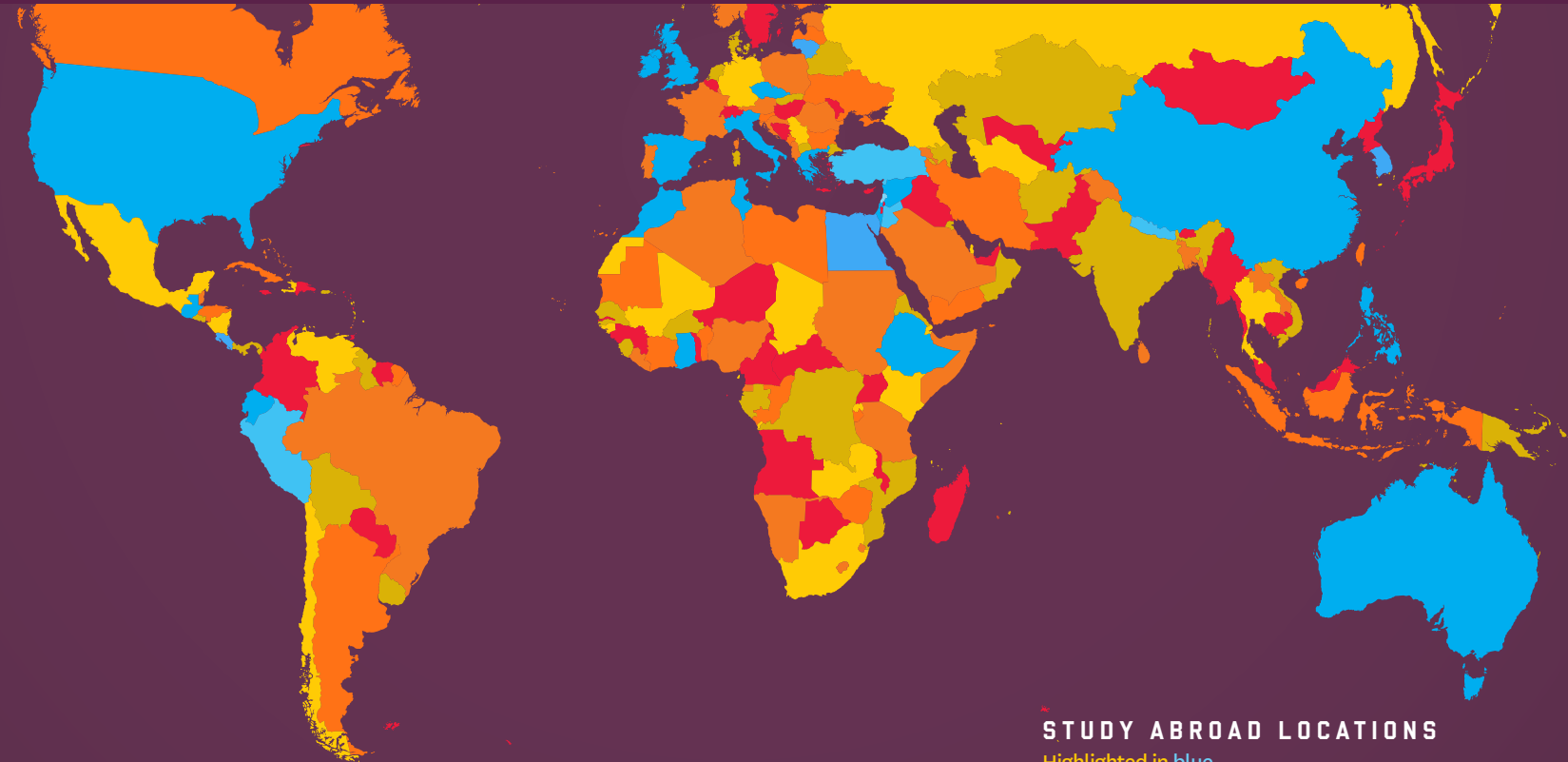
## TOP 5

"FRIENDLIEST  
STUDENTS" AMONG  
ALL CCCU SCHOOLS IN  
COUNTRY

89% RETENTION RATE (RATE OF STUDENTS WHO RETURN THE FALL AFTER THEIR FIRST YEAR)



TAYLOR IS **THIRD IN THE COUNTRY** FOR SHORT-TERM  
DURATION STUDY ABROAD EXPERIENCES.



### GRADUATION RATE

Of Taylor students who graduated, 90%  
finished in 4 years or less.

AVERAGE FACULTY AGES:

PROFESSOR-58

/

ASSOCIATE-47

/

ASSISTANT-45





# EDU TRACKS

## ELEMENTARY EDUCATION TRACKS

Middle school licensure  
Special education licensure  
Teaching English to Speakers of Other Languages (TESOL)

## K-12 EDUCATION TRACKS

Music  
Art

## SECONDARY EDUCATION TRACKS

Biology  
Chemistry  
English  
Mathematics  
Physics  
Spanish  
Social Studies

[TAYLOR.EDU/EDUCATION](http://TAYLOR.EDU/EDUCATION)

# LEARNING TO TEACH

Studying education at Taylor

✍️ **TEXT** Austin Lindner '17

As early as their first semester, Taylor education students are placed into classrooms of local elementary schools for observation and firsthand experience. These experiences build on each other each year, allowing students to see if teaching fits their strengths.

All junior elementary education majors participate in Junior Methods Practicum (JUMP), which puts them in local classrooms all day on Tuesdays and Thursdays. JUMP immerses students in real

classroom dynamics and helps them hone their lesson planning skills.

Senior year, education students split a semester in half to student teach full-time in two different classrooms. Student teaching can take place virtually anywhere, from a mile down the road in Upland, Ind., to a charter school in China, through Taylor's partnership with CCTECC, a Christian international student teaching placement organization.

# BEYOND X'S AND O'S

✍️ **TEXT** Austin Lindner '17      📷 **PHOTOGRAPH** Adam Perry

SOPHOMORE GRANT HOHLBEIN WAS RECRUITED TO TAYLOR'S FOOTBALL TEAM, BUT HIS ROLE ON CAMPUS GOES BEYOND PLAYING WIDE RECEIVER. HAILING FROM ADRIAN, MICH., THE POLITICAL SCIENCE, PHILOSOPHY & ECONOMICS MAJOR NOW LIVES AND WORKS ON SECOND BERGWALL, SERVING AS A PA (PERSONNEL ASSISTANT). FOOTBALL, HE SAYS, IS "THE ICING ON THE CAKE."

## WHAT SETS TAYLOR'S FOOTBALL TEAM APART?

I got recruited by a lot of different places in high school and what stood out to me the most about Taylor was just who the guys were as people. A lot of times in sports, you'll be surrounded by guys who come from a lot of different backgrounds and might not necessarily share the same worldview as you. It's been really great to have guys with the same understanding and

to have people to push you on the football field the same way they push you in your faith. It's been great to have that kind of accountability in teammates—not just in football, but teammates in life.

## WHY DID YOU CHOOSE THE POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS MAJOR?

I came in originally as a political science major, and the fact that they offered philosophy and economics

with the major really appealed to me. It offers a more well-rounded approach to what I want to do, which is become a lawyer and, from there, I want to become a judge. It's essential to not just have a political viewpoint but also a philosophical view on all the world.

## WHAT HAVE YOU LEARNED FROM YOUR EXPERIENCE AS A PA IN BERGWALL?

I've learned to have a broader per-

spective on people's backgrounds. I think too often we come in and we think people are very similar to ourselves, but really there are people from all sorts of different backgrounds. Understanding people on a deeper level—what they've been through, what makes them click and who they are—that's been really eye-opening. It makes you appreciate people on a whole new level.

Grant Hohlbein, sophomore PPE major

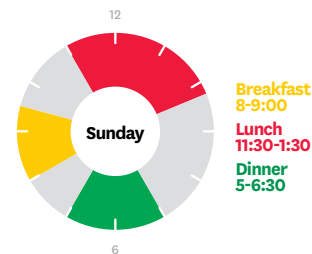
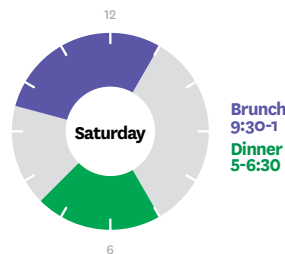
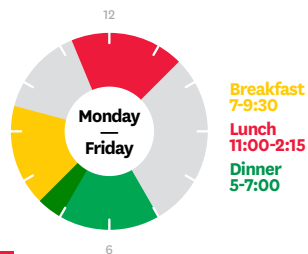
98% OF EDUCATION GRADUATES ARE EMPLOYED OR IN GRADUATE SCHOOL SIX MONTHS AFTER GRADUATION.

FROM 2008-2015, 136 STUDENTS COMPLETED STUDENT TEACHING ASSIGNMENTS ABROAD.



DINING  
COMMONS  
HOURS

SumWhole



YOU NEVER  
KNOW WHAT  
WILL HAPPEN...

**BROTHERHOOD MUSICALS**  
No one knows the date or time—except the men from the third floor of Samuel Morris, a.k.a. The Brotherhood or Broho. They show up to the DC in costume and break out in song. Recently performed: The Lion King, complete with Simba being held up at the top of the DC stairs.

**DARE WARS**  
The ladies of Second South English arrive to dinner and set a time for the final, most ridiculous dare. Until that time, everyone around the table must perform a dare and challenge the person next to them to another. Hilarity ensues.

**SOCRATES CAFÉ**  
Occasionally, residents of Gerig Hall gather in a corner of the DC and consider a scenario from as many perspectives as possible. Ex: What if all grass on earth was replaced by spaghetti?

DINING IN  
COMMON

**No matter where students live on campus,** The Dining Commons (DC) is the one place you can find Taylor’s entire student body together with no set agenda (other than eating). Come to the DC for lunch or dinner any day of the week, and you’ll find table after table crowded with wing and floormates sharing more than a meal.

Every round table starts with eight chairs, but as people come and go, chairs move and seem to multiply. A table may look full, but there’s always room for one more—and when one more comes, seating shifts, another chair wedges in, and the conversation continues.

WENGATZ & OLSON  
FLOOR/WING KEY  
2EW

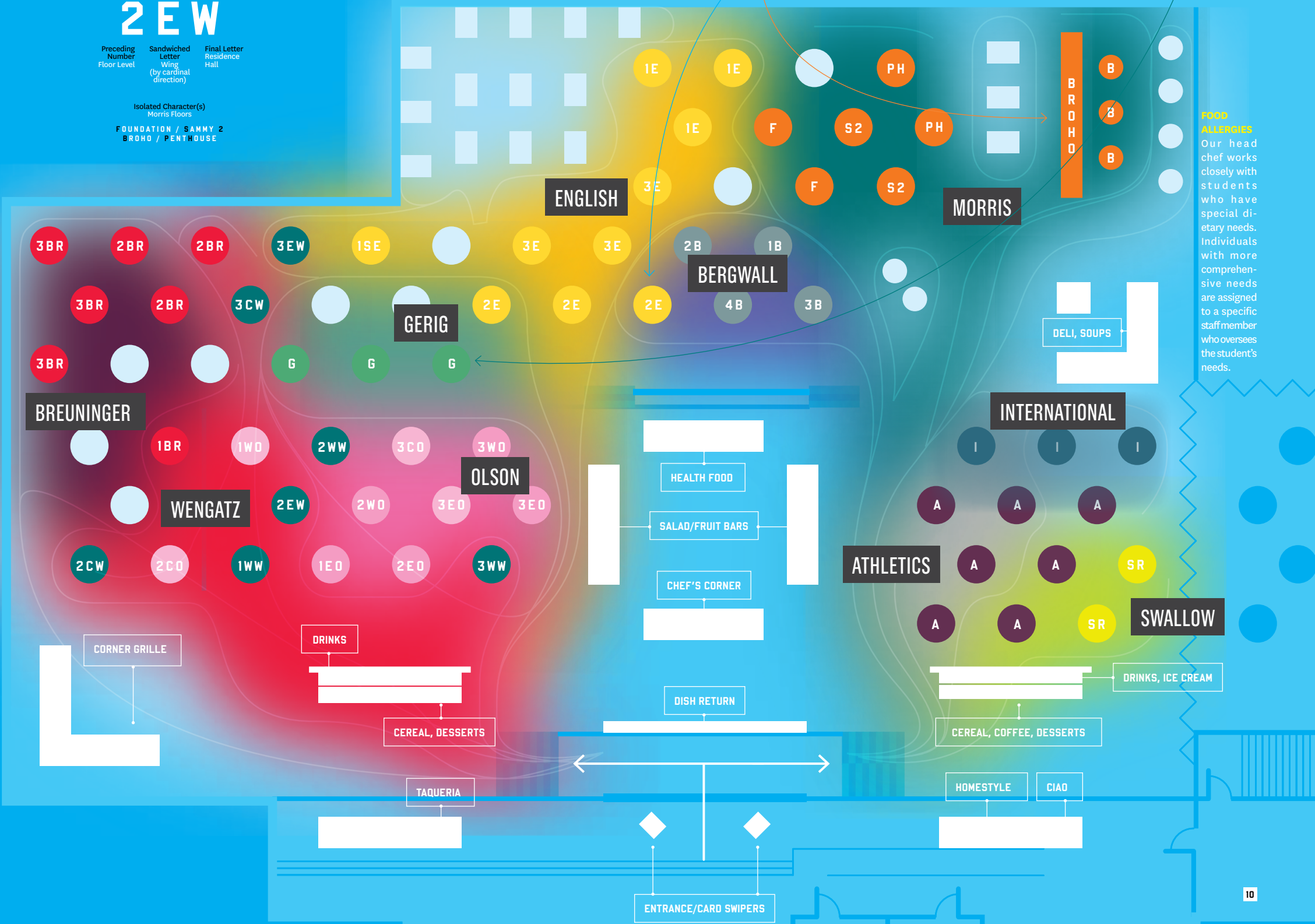
Preceding Number  
Floor Level

Sandwiched Letter  
Wing  
(by cardinal direction)

Final Letter  
Residence Hall

Isolated Character(s)  
Morris Floors

FOUNDATION / SAMMY 2  
BROHO / PENTHOUSE



**FOOD ALLERGIES**  
Our head chef works closely with students who have special dietary needs. Individuals with more comprehensive needs are assigned to a specific staff member who oversees the student's needs.



# CONNECT WITH TAYLOR



THELOOP.TAYLOR.EDU



@TAYLORU & @TAYLORTROJANS

**@KatieTupper15** Sometimes staying up till 2am to talk with your roommate is the right decision. #tayloru

**@tobiballantine** It wasn't a domination, but it was a threepeat nonetheless. Taylathon is the senior women's spiritual gift. #tayloru

**@JennyKeith52** When everyone in chapel stays even though its over because we refuse to leave without Robby reminding us its Friday #TaylorU



#TAYLORU



CHAT.TAYLOR.EDU

Have questions about coming to Taylor? Participate in one of our online chats to get your questions answered face-to-face. Check out [chat.taylor.edu](http://chat.taylor.edu) to sign up for reminders of chats you'd like to be involved in.

GET TO KNOW TAYLOR  
MKS, TCKS AND INTERNATIONAL STUDENTS  
FINANCIAL AID  
STUDENT-TO-STUDENT  
PARENT-TO-PARENT

Dates available online.

DON'T TAKE OUR WORD FOR IT—  
COME SEE FOR YOURSELF.  
[TAYLOR.EDU/VISIT](http://TAYLOR.EDU/VISIT)



**24@TAYLOR VISIT EVENT**  
Join other high school students on a set day to explore life at Taylor.  
FEB. 21-22, 2016 // APRIL 21-22, 2016

**PERSONAL VISIT**  
Schedule a campus visit for the day that best fits your schedule.



# INFLUENCE & IMPACT

✍️ TEXT Alycia Timm '17 & Mary Beasley '18



**DR. DAN KING**  
PROFESSOR, CHEMISTRY

When asked what he does, Dr. Dan King hesitates, but breaking into a smile, says, “I’m an analytical chemist.”

It may not immediately grab attention, but chemical analysis is something King is, in a quiet way, proud of and good at. Analysis is at the heart of his passion for research. He searches for answers to broad questions using the small and complex details of chemistry.

At Taylor, King and his students collaborate with other departments like kinesiology or environmental science. When kinesiology or environmental science needs analysis of blood or urine samples, plant, water, or soil samples, his students are there to sort out the details.

King wants his students to have this hands-on experience—not only will it help them later on, but the application also adds meaning to King’s lectures in the classroom.



**DR. COLLEEN WARREN**  
PROFESSOR, ENGLISH

As a college student, Dr. Colleen Warren developed a specific passion for American literature. She wrote her graduate thesis on the works of Flannery O’Connor, a fiction author who wrote about life in the South but, after that, she didn’t study O’Connor’s works much at all.

Then, April 2014, Warren applied for a research seminar to study Flannery O’Connor. Two months later, Warren traveled to O’Connor’s hometown of Milledgeville, Georgia, and spent a month examining many of O’Connor’s writings and early manuscripts. During Warren’s research, the president of The Flannery O’Connor Society offered her the positions of Vice President of the society and Editor of the society’s newsletter, Cheers! Warren accepted and, since then, has tied her work with the society to Taylor: students can contribute to the society’s newsletter and blog.

“Flannery O’Connor, as an author, fits well with our mission at Taylor—she’s explicit about her faith in her text,” Warren said. “I’m hoping [this] will raise Christian students’ awareness of her work and encourage them to do the same.”



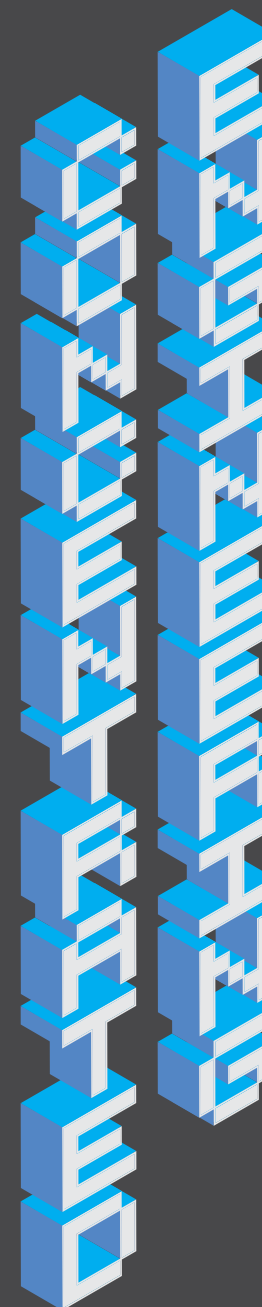
**ERIC HERNANDEZ**  
ASSISTANT PROFESSOR, ACCOUNTING

In 2014, Eric Hernandez left his job in company finance at Chevron Oil Corporation in Houston, Texas, to join the Taylor staff as Assistant Professor of Accounting. Hernandez’s career had taken him all over the world, participating in various roles of finance from sitting on a trading floor to benchmarking industries.

During his time in corporate America, Hernandez was struck by the corruption in businesses around him. He determined it was crucial to remain grounded in his faith, especially in his role as an accountant.

“We bear witness to financial conditions,” he said. “Sometimes people will want to do the wrong things, and it’s an accountant’s job to say no.”

To Hernandez, the classroom is for more than teaching the fundamentals of his field. “We are learning accounting, that’s what we do ... but at the end of the day, we are all servants of God,” he said. Hernandez implements faith in the classroom so his students are prepared to enter the business world and keep Christ at the forefront.



AFTER A YEAR OF HARD WORK, 14 DIFFERENT DESIGNS FOR FOUR-YEAR PLANS, AND WORKING KINKS OUT OF NEW CLASSES, THE PHYSICS AND ENGINEERING DEPARTMENT HAS GROWN ITS PROGRAM TO INCLUDE SEVEN ABET (ACCREDITATION BOARD OF ENGINEERING AND TECHNOLOGY) CERTIFIED CONCENTRATIONS TO COMPLEMENT A GENERAL ENGINEERING DEGREE: ELECTRICAL, MECHANICAL, BIOMEDICAL, CHEMICAL, ENVIRONMENTAL, PHYSICS, AND GENERAL.

✍️ TEXT Alycia Timm '17

The department chose the route of concentrations rather than specified majors in order to keep the program interdisciplinary.

“The reality of working as an engineer in the world today is that you very rarely have the opportunity to work just within your narrow discipline, so you’ve got to be able to understand the perspectives that are outside of your particular focus,” said Dr. Scott Steckenrider, Assistant Professor of Engineering, who headed a large portion of the project.

The program seeks to graduate well-rounded engineers, rather than engineers with an understanding of only one field. To achieve this, three-quarters of the required classes are general engineering. Freshman year curriculums are identical in order to give students a feel for each field before decisions have to be made about the route they choose.

“Sophomore year is the first time you will begin to get a little differentiation and, in reality, if you don’t decide until your junior year, you can still fit it in,” Steckenrider said.

Daniel Luke, a current junior, is picking up a mechanical engineering focus. Luke is appreciative of the general engineering education he received during his first two years at Taylor, but he also finds value in a concentration.

“[The general engineering foundation] gives me the ability to interface with people who are in different engineering facets so, to an extent, I’ll understand what they’re doing and how it will affect what I’m doing,” Luke said, “but there is definitely a lot of benefit to getting a little more focused in some of the classes. The concentration makes it easier to apply for jobs, and there will also be a few more classes offered in my field.”



# THE CAMPUS PULSE

IN THE MIDDLE OF THE CORNFIELDS IN UPLAND, INDIANA, SITS THIS COLLEGE CAMPUS BURSTING WITH ACTIVITY. FROM CONCERTS AND INTRAMURAL SPORTS TO THEMED GROUP DATES AND OPEN HOUSES, OUR CAMPUS CALENDAR IS JAM-PACKED WITH EVENTS AND TRADITIONS THAT KEEP TAYLOR PULSING.

**BROOMBALL PICK-A-DAT E** The third floor of English Hall organizes one of Taylor's most popular pick-a-dates. Interested Taylor men apply to be considered for this annual tournament involving brooms, a ball, and ice.

**RED, WHITE & BREU OPEN HOUSE** The second floor of Breuninger Hall hosts a patriotic party where visitors can experience everything American, from home-grilled hotdogs to Western exploration.

**FUTURE GREAT DADZ OPEN HOUSE** Each resident of Third East Wengatz portrays a cliché dad character. Visitors can expect everything from breakfast served by Pancake Dad to a game of ball with Coach Dad.

**GRACE OLSON WEEK** The first week of October, the ladies of Olson Hall celebrate the birth of their hall's namesake. Events culminate with a pageant where each wing sends a contestant dressed up like Grace Olson to compete in trivia and lip syncing contests.

**TAYLATHON** An annual bicycle relay race where the bike never stops, but the rider changes, passing the bike like a baton to the next rider.

**FRISBEE GOLF** Frisbee golf sends players and discs all around campus—but careful, if you hit someone with your frisbee, you have to ask them on a date or pick-a-date.

**ENVISION FILM FESTIVAL** An annual event where film professionals share their expertise and student films are shown on the big screen.

**FOUNDATION HALLOWEEN OPEN HOUSE** Around Halloween, the men of Samuel Morris Hall's first floor, a.k.a. Foundation, transform the lowest level into a haunted house.

**CHRISTMAS INTERACTIVE OPEN HOUSE** Every Christmas season, Swallow Robin residents create an all-hall interactive open house with games, snacks, and entertainment centered around a theme. Past themes: Mario Brothers, Peter Pan, The Grinch.

**FOURTH BERG SLIP-N-SLIDE** Bergwall's long, wide hallways are the perfect size for the 30-foot long tarp that the women of Fourth Berg set up each year. Participants get a running start before hitting the soapy surface.

**SILENT NIGHT** The last Friday before fall finals, students silently assemble in Odle Gymnasium in Christmas-themed pajamas and costumes. When the Trojans score their tenth point, the crowd goes wild.

**SUPERFANS** Taylor Athletics doesn't have an off-season—and neither do Taylor fans. Afternoons, weekends, and night games under the lights give sport lovers ample opportunities to reach superfan status.

**AIRBAND/MOSAIC NIGHT/NOSTALGIA NIGHT** Along with chapel services three times a week, Rediger Chapel/Auditorium hosts a variety of performance-based events involving song, dance, and theatrics.



# THE GOOD MEN OF SECOND WEST

17

PHOTOGRAPHY + INFO COLLECTION Sean Maynor '17

**Second West Wengatz** aims high in every area of life. Known across campus for their annual open houses—Techno Night and biker-themed Tonight We Ride—Second West has a reputation of taking ideas to the Nth degree in the best possible ways. The wing’s tagline—the good men of Second West—extends their passion and creativity into more meaningful parts of life. “We have some of the best traditions and crazy stories,” said senior Michael Free, “but simply learning to be a ‘good man’ who worships Christ in all he does has been my favorite part of my four years living on the best wing on campus.”



## Sum/Whole

**Nate Henderson**  
SOPHOMORE  
Art  
Rockford, MI

**Taylor Christophel**  
SOPHOMORE  
Biology Pre-Medicine  
Rockford, MI

**Jake Hirsch**  
FRESHMAN  
Music Management  
Carol Stream, IL

**Grant Copple**  
FRESHMAN  
Finance  
Carol Stream, IL

**Drew Hanagan**  
JUNIOR  
Art  
Ballston Lake, NY

**Eric Castiglia**  
JUNIOR  
Art  
Wheeling, IL

**Brandon Klinger**  
SOPHOMORE  
Exercise Science  
Lansdale, PA

**Joe Duncan**  
SENIOR  
Professional Writing  
Wheaton, IL

**Kevin Boyers**  
SOPHOMORE  
Business Management  
Archbold, OH

**Jonathan Newhall**  
SENIOR  
Biology  
Mishawaka, IN

**Michael Free**  
SENIOR  
Finance & Accounting/Systems  
Yorkville, IL

**Jake Smith**  
SOPHOMORE  
Christian Educational Ministries  
Carmel, IN

**Jimmy Soderstrom**  
SOPHOMORE  
Biology Pre-Medicine  
Carmel, IN

**Joel Kiers**  
JUNIOR  
Engineering Physics  
Upland, IN

**Patrick Hubbard**  
SENIOR  
Political Science,  
Philosophy & Economics  
Walnut Shade, MO

**James Maina**  
SENIOR  
Marketing/Systems  
McKinney, TX

**Landon Stuart**  
SENIOR  
Biblical Literature  
Westerville, OH

**Seth Lugibihl**  
FRESHMAN  
Computer Science  
Lima, OH

**Luke White**  
FRESHMAN  
Computer Science  
Granger, IN

**Zach Ham**  
FRESHMAN  
Exercise Science  
Morton, IL

**Nick Yonce**  
JUNIOR  
Computer Science  
Digital Media  
Westfield, IN

**Kyalo Muindi**  
JUNIOR  
Marketing  
Kijabe, Kenya

**Joe Watson**  
JUNIOR  
Exercise Science  
South Lyon, MI

**Matt Thornburg**  
JUNIOR  
Environmental Science  
Losantville, IN

**Evan Miyakawa**  
JUNIOR  
Mathematics/ Systems  
Chiang Mai, Thailand

**Jonathan Siegelin**  
FRESHMAN  
Engineering  
Upland, IN

**Seth Johnson**  
FRESHMAN  
Business Management  
Pella, Iowa

**Blake Farias**  
JUNIOR  
Biology  
Noblesville, IN

**DJ Lundquist**  
SENIOR  
Finance & Accounting/Systems  
Wheaton, IL

**Alex Jackson**  
SENIOR  
Exercise Science  
Wheaton, IL

18



# THE BEGINNING OF KNOWLEDGE

CHRISTIAN EDUCATION AND FACING DIFFICULT QUESTIONS

 TEXT Meredith Sell '14

THERE'S NO DOUBT THE  
WORLD WE LIVE IN IS  
BROKEN. EVERY WEEK,  
EVERY DAY, A NEW HEADLINE  
OR VIRAL VIDEO EXHIBITS  
ANOTHER HORROR IMPACTING  
HUMANITY. EACH CORNER OF  
THE WORLD HAS ITS SHARE  
OF STRUGGLE. THE OBVIOUS:  
GENOCIDE, WARFARE,  
NATURAL DISASTERS. THE  
HIDDEN: EATING DISORDERS,  
DEPRESSION, ADDICTION.

EACH STRUGGLE RAISES ITS  
OWN QUESTIONS. ALL OF  
THEM ASK, "WHY?"

If there is a God, why would He allow this? How can God be loving and, yet, allow so much evil? If the mess of this world can be traced back to the Garden of Eden and the forbidden fruit, why did God allow fruit to grow on that tree in the first place? And why did He give Adam and Eve the ability to eat it?

There's a fallacy about Christianity and education. This fallacy says Christianity is opposed to learning, opposed to scholarship and science—that the Bible condemns skepticism, curiosity, and the pursuit of knowl-

edge. According to this view, Genesis chapter three is proof and the words of the serpent in verses four and five are trustworthy:

*You shall not surely die: For God knows that in the day you eat it, then your eyes shall be opened, and you shall be as gods, knowing good and evil.*

God is keeping you from knowledge, the serpent says, thus Christianity and education are in opposite corners of the boxing ring.



Open the book of Proverbs and you'll find the opposite argument:

*The heart of the discerning acquires knowledge, the ears of the wise seek it out* (Prov. 18:15).

Or in Daniel, where God specifically equipped Daniel, Hananiah, Mishael, and Azariah to excel in learning and wisdom to the point that the king of Babylon found them ten times better than all of his magicians and astrologers (Dan. 1:17, 20).

Throughout Scripture, the believer is encouraged to seek answers and pursue wisdom, knowledge, and understanding. But we can't uncover full-fledged truth on our own. We have to go to the source.

*The fear of the Lord is the beginning of knowledge*, Solomon writes in Proverbs 1:7, and in Proverbs 2:6: *For the Lord gives wisdom, and from his mouth come knowledge and understanding*.

"God created us to be knowers in a world which can be known," said Josh Stockslager '16, a philosophy and biblical literature major.

Christians are not opposed to education or skepticism or intellectual inquiry, but we view God as the ultimate source of all knowledge—recognizing that, as finite human beings, our ability to grasp God's infinite truth is limited. "Once we embrace this idea, Christians are free

to approach discussions . . . with a sincere humility that allows us to seriously consider the different voices and perspectives we hear around us," said Caitlin Recard '17, a social studies education major.

A truly Christian education is one that involves every discipline, considers all sides of every issue, and integrates the truth of Scripture in everything. A truly Christian education equips the believing student to face difficult—even unanswerable—questions with the awareness that our minds are as fallible as our hearts and the confidence that, even if we have no answer, we have access to the One who knows and understands it all.

This world's problems—and its questions—aren't going anywhere. We will see more hurt, more heartache, more sin, rebellion, chaos. Knowing this, we should consider God's purpose for us in such a time as this (Est. 4:14).

"Our culture will come up with answers to these unanswerable questions whether Christians participate in these conversations or not," said Josh Urban '16, a psychology pre-medicine major. "It is crucial we do not shy away from these questions, because the worldview we bring to the table—when professional, educated, and reasonable—can help shape culture for the better."

## Studying to understand the world

**CAITLIN RECARD '17**  
SOCIAL STUDIES EDUCATION  
MONT ALTO, PENN.

"History opens the door and invites us to explore the world in all its complexity. It causes us to wrestle with tough questions, because it brings us face-to-face with realities we would rather pretend do not exist and forces us to realize that humans are capable of great evil and great courage. At the same time, history can fill us with wonder over the diverse cultures that fill the pages of these stories. When we step back, history shows human beings for what we are—people in need of a savior."


**KAITLIN RUSS '16**  
MATHEMATICS - INTERDISCIPLINARY  
LITTLE ROCK, ARK.

"Mathematics is the language of creation. It is so deeply embedded in every physical law and biological process that to study nature is to study math. Mathematical theories are often discovered before any application to the real world is known. Tens or even hundreds of years later, these theories have a tendency to show up in surprising and fascinating places. For example, when Riemannian geometry was developed, it was considered little more than a mathematician's frivolous entertainment—now, it is at the core of Einstein's theory of relativity. The intricate relationship between mathematics and the universe becomes more clear every day. By studying math, we come to a greater understanding of the logic and order at the foundation of the universe."

**JOSH URBAN '16**  
PSYCHOLOGY PRE-MEDICINE  
WINFIELD, ILL.

"Psychology defines many of the biases that keep us from seeing people as unique individuals created in the image of God. It also helps me see what common struggles and desires we share, such as the desire to receive unconditional love, to meet society's expectations, and to have our skills and opinions be seen as valuable in our social circles. Studying variables that impact mental health and human flourishing helps me understand the life God wants us to live, as well as how our fallen nature impacts life."

## THE MEASURE OF SUCCESS

 **TEXT** Lindsay Robinson '16

Kristen VandeBunte '11 sees success through the eyes of her patients. As a physical therapist at RehabCare - Warren Barr South Loop in Chicago, Ill., she helps adults recovering from debilitating injuries fight to complete simple everyday tasks. Each new movement is a milestone that brings her patients closer toward regaining complete independence.

"It's a joy to serve people and see them get better, to see them go home," Kristen said.

Each day, Kristen guides her patients and their families through the difficult process of recovery—a job that is both physically and emotionally demanding. Her end goal is to see her patients get back on their feet and return to living productive lives. Often, she is involved in teaching their families how best to take care of them as well.

The difficulties of her job are the parts Kristen finds most rewarding.

Kristen majored in exercise science and worked as an athletic trainer in Taylor's Fit into Health program. As a trainer, her job was to identify her clients' goals and design programs that would help them to succeed. Her professors encouraged her to pursue her passion for physical therapy.

"My professors were very supportive, encouraging and really built up my confidence in my ability to make it into a grad school program," Kristen said. "They made class relevant to what we were doing . . . what we would be doing in the workplace."

Physical therapy had been an interest of hers since high school. Then, as a Taylor student, Kristen played on the women's volleyball team and tore her ACL during her

senior year. Her experience as a physical therapy patient solidified her interest in the profession.

After earning her bachelor's degree in exercise science on the pre-professional track, she continued her studies at Grand Valley State University. In 2014, she graduated with her doctorate in physical therapy.

To Kristen, physical therapy is more than assisting a patient in movement. It is about helping them holistically.

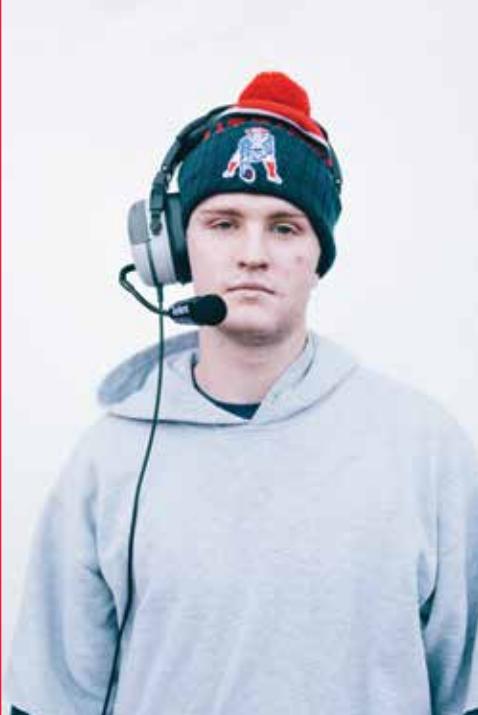
"I keep in mind how they're doing emotionally," Kristen said. "I have one patient right now who went from doing everything completely on his own to experiencing a stroke and needing help for everything. . . I think the main thing is to always keep them positive, keep them smiling and feeling confident in

who they are and their ability to still do things."

Kristen works with six to 10 patients during a typical eight-hour day. Each strength and conditioning exercise takes patience and perseverance.

Support is a theme in Kristen's journey as a physical therapist and something she enjoys providing for her patients. How well they achieve their goals, from being able to get dressed to learning how to walk again, is her measure of success.



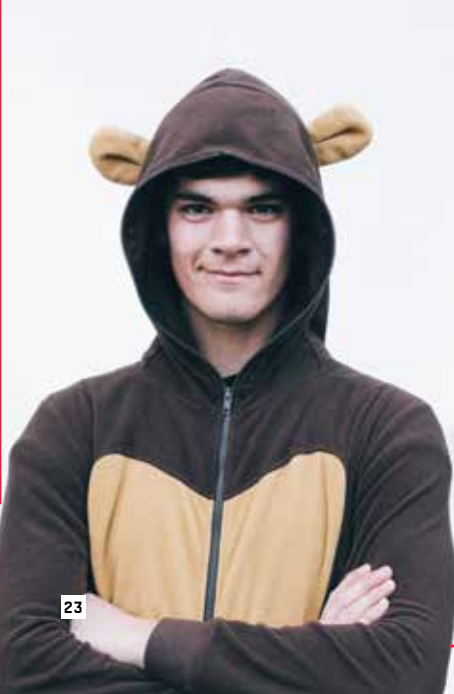


## Glimpse

### ► SILENT NIGHT

The Friday before fall semester finals, Taylor students don costumes and head to Odle Arena for a home basketball game. The crowd is silent until the tenth point, but the costumes are loud the whole time.

PHOTOS BY JENNA BORST '13





# A TEAM EFFORT

✍️ **TEXT** Lindsay Robinson '16 📷 **PHOTOGRAPHY** Adam Perry

**IT'S 4 P.M. WEDNESDAY.** Kelly Packard, head coach for the Taylor women's basketball team, walks into Odle Gymnasium, clipboard in hand. As her team warms up, she walks alongside and offers advice, at one point putting down her clipboard to work one-on-one with a player on technique. All around, the players shoot hoops, encourage and joke with each other. It's Coach Packard's favorite time of day.

Practice officially begins with a team huddle. The coaching staff lead the women in a time of prayer and preparation for the day's goals. "We are recognizing that we're coming from different places where we spent time before practice," Coach Packard said.

Being a part of the team means more than just attending practice. These women are here to pour into each other both on and off the court. This can mean a senior member of the team helping a freshman with her four-year-plan or players taking time to encourage each other in a game. The goal is to enhance not only the players' personal gifts, but the team as a whole.

Coaches, trainers, and everyone involved in the women's basketball program are committed to the success of team. Players work alongside devoted coaches who make it their mission to pour into their athletes in every area of life.

Packard says she wants her players to focus on pursuing God's plan for their lives. This means being excellent students as well as athletes—the team has a collective GPA of 3.7.

"People are coming to Taylor to get a high quality education and they happen to be talented athletes who play basketball, so they choose to incorporate that into their education," Coach Packard said.



## AUBREY WRIGHT

**FRESHMAN, POINT GUARD/SHOOTING GUARD**

Playing with Taylor's women's basketball team helped Aubrey Wright adjust to college. Her first day was overwhelming, but upperclassmen on the team helped her transition socially and gave her advice about classes. Doing homework while playing a sport, Aubrey said, is actually easier because the extra commitment helps you develop time management skills.

## TAYLOR DEGENKOLB

**SENIOR, FORWARD**

Throughout Taylor Degenkolb's last four years on the team, Trojan basketball has transformed how she defines community. The girls on the team are her closest friends. As a senior, she seeks to keep her team's dynamic healthy by setting an example—one seniors demonstrated when she was an underclassman.

## JOSIE COBB

**SOPHOMORE, POINT GUARD/SHOOTING GUARD**

For Josie Cobb, the women's basketball coaches have exceeded her expectations for mentors. The wisdom and knowledge she gains from them on a daily basis has significantly impacted how she views her sport and her purpose. Because of their guidance and the great friendships she has developed on the team, she finds joy—even when things get difficult—in playing basketball while attending college.

## MONICA COMPTON

**SENIOR, FORWARD**

Monica Compton sees devotions as an invaluable team activity. This year, the team is going through a book called *Not a Fan* by Kyle Idleman. Monica says team devotions allow her and her teammates to build closer bonds with each other as they seek to grow spiritually.



# MOSAIC

In a mosaic, every piece adds beauty and depth because it is different. There is no need to blend in. At Taylor, we believe each person is like a piece in a mosaic. Our different experiences, ideas, and perspectives add beauty to a larger work of art.

Juniors Olivia Zhang and Kyalo Muindi are two international students with very different stories:

Originally from China, Zhang grew up in New Zealand and came to the US in high school as an exchange student. Muindi spent chunks of his childhood in the United States and Kenya.

Since arriving at Taylor, Zhang has interned with Admissions, been President of the International Student Society, and gotten involved on her floor, Third Breu. Muindi has played rugby, hosted a radio show on WTUR, danced in Airband, and been involved in MESA, the Multi-Ethnic Student Association.

Both have grown through friendships with peers of different ethnic and cultural backgrounds.

"I have friends from Bolivia, India, Kenya and ... we offer so many different opinions because we all grew up with different backgrounds," Zhang said. "It's really interesting to see [the world] from their perspective ... and try to understand why they see it this way."

"When you engage with different people ... you learn a lot about yourself and a lot about them and a lot about how you see the world," Muindi said.



Olivia Zhang

13  
PERCENT OR 253 OF  
OUR 1,893 STUDENTS  
ARE ETHNIC

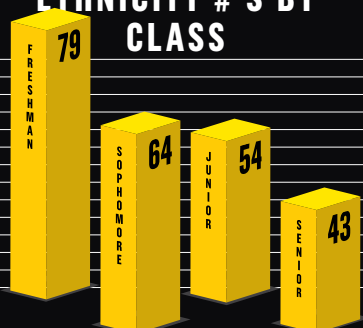
131  
FEMALE STUDENTS

122  
MALE STUDENTS

STUDENTS  
COME FROM 30  
DIFFERENT COUNTRIES



ETHNICITY #'S BY  
CLASS



EVERY MUSICAL THEATRE MAJOR TAKES 30 CREDITS IN MUSIC, 30 IN THEATRE, AND 12 IN DANCE.

PAST MUSICAL PRODUCTIONS: GODSPELL I LOVE A PIANO KISS ME KATE

## TRIPLE THREAT

THE MUSICAL  
THEATRE MAJOR  
UNITES THE BEST  
IN DANCE, SONG,  
AND DRAMA

TEXT Meredith Sell '14  
PHOTOGRAPH Alexa Gum '16



A dancer, a singer, and an actor walk on stage and break into a tap routine, an operatic solo, and a Shakespearean monologue...While that might sound like a joke, imagine if they coordinate their efforts. How powerful would the production be with all three art forms woven together?

Taylor's musical theatre major trains students to do just that. Rather than focusing exclusively on one art, musical theatre students study all three and bring them together to create productions that engage multiple senses to expose and reflect on the complexity of the human condition.

"The academy silos don't work in the real world," said Tracy Manning, Taylor's managing artistic director of theatre. A dancer, a singer, an actor can't avoid acting, dancing, or singing if they want to excel in their craft. The best performers can step into a variety of art forms and shine.

Musical theatre students develop their craft (and their faith) under faculty passionate about excellence.

Learn more at  
[taylor.edu/musicaltheatre](http://taylor.edu/musicaltheatre)



# State of the Art

✍️ TEXT Austin Lindner '17

The Modelle Metcalf Visual Arts Center is where faith meets expression. Where students spend hours turning dust and sweat into works of art.

At 38,000 square feet, the building boasts classrooms and workspaces, two different gallery spaces for both professional and student art shows, a lecture hall, and ample space for critiquing works displayed in the hallways. Naturally lit classrooms have storage spaces for student artwork and the option of directed spot lighting.

Equipped with all of the necessary tools for a variety of mediums, Metcalf has you covered whether your passion is woodworking, graphic design, sculpture, or portrait photography.

PRIVATE WORKSPACES ON METCALF'S LOWER LEVEL ARE GRANTED TO UPPER-DIVISION ART MAJORS WHO PUT TOGETHER A CONVINCING PROPOSAL TO THE DEPARTMENT. THIS ALLOWS STUDENTS A SEPARATE PLACE TO WORK ON THEIR INDIVIDUAL PROJECTS WHENEVER METCALF IS OPEN.



PHOTOGRAPHY: ADAM PERRY

## WHAT YOU'LL FIND IN THE ART BUILDING

### 2D ART

Metcalf is fully-equipped for 2D artistic expression with studios for painting and drawing, including easels and art horses.

### OTHER FEATURES

- A printmaking room for lithography, intaglio, relief printing, and screen printing
- Stone plates and acid bath for etching

### 3D ART

With different classrooms dedicated to sculpture, ceramics, and metals, Metcalf's 3D facilities are cutting-edge—and we're not just talking about our high-quality table saws. An outdoor sculpture yard has wood, gas, and raku kilns for pottery and ceramics.

### OTHER FEATURES

Every necessary sculpture tool including: jigsaws, chop saws, drill presses, planers, joiners • A foundry for bronze and aluminum casting • Crucible for heavy duty casting • 1 manual and 18 electric wheels for throwing pottery • A chemical room with ceramic glazes • Torches for welding and brazing

### PHOTOGRAPHY & GRAPHIC ARTS

For students interested in photography and graphic design, Metcalf features a Mac Lab with 21 iMacs and 7 Wacom Cintiq tablets, allowing art majors to draw and paint without a canvas. Metcalf also features a photo studio for product photography and portraiture, including a large format camera.

### OTHER FEATURES

- Adobe CC program on every iMac
- Corel Painter software
- A printing room with high-end inkjets and laser printers
- A photography wet lab with processing room and dark room
- A spray booth for finishes or spray mounting

### ART EDUCATION

A specialized classroom reserved for art education majors is utilized for afterschool art classes with local elementary school students.





# MAJORS & MINORS

KEY Major only Major and minor\* Minor only

## ARTS & COMMUNICATION

- Applied music*
- Art: graphic design, painting/drawing/printmaking, photography\*, sculpture
- Art education
- Art history*
- Communication studies\*: corporate communication, interpersonal & public communication
- English\*: creative writing, literature
- English education
- Film & media production
- Journalism/media writing
- Keyboard pedagogy*
- Music: church music ministries, management, marketing, theatre arts
- Music composition\*: instrumental, piano, vocal
- Music education
- Music performance
- Musical theatre
- Professional writing\*
- Public relations\*
- Studio art*
- Theatre arts\*
- Web communication

## BIBLICAL & RELIGIOUS STUDIES

- Applied missions/Ireland*
- Biblical languages*
- Biblical literature\*
- Christian educational ministries\*
- Intercultural studies/missions*
- Youth ministries\*

## MATH & SCIENCES

- Biology: pre-med
- Biochemistry
- Biology science education
- Chemistry\*: pre-med
- Chemistry – environmental science
- Chemistry education
- Computer engineering
- Computer science\*: graphics, intelligent systems, scientific computing, software studio
- Computer science – digital media
- Engineering: biomedical, chemical, electrical, environmental, general, mechanical, physics
- Environmental law & policy*
- Environmental science: biology, earth and physical science
- Environmental studies*
- Exercise science
- Mathematics\*
- Mathematics education
- Mathematics interdisciplinary: accounting, biology, chemistry, computer engineering, computer science, economics, engineering physics, environmental science, finance, physics
- Physics\*
- Physics/mathematics education
- Physics/science education
- Sustainable development
- Systems engineering

## BUSINESS, MANAGEMENT & MARKETING

- Accounting\*
- Business as mission*
- Developmental economics\*
- Economics\*
- Entrepreneurship*
- Finance\*
- Human resource management*
- International business
- Management\*
- Marketing\*
- Sport management\*

## HUMANITIES & SOCIAL SCIENCES

- Ethics*
- Geography\*
- History\*
- International studies\*: African/Asian/Latin American studies; cross-cultural ministries; East Asia studies; European studies; Middle East studies; Spanish language & literature;
- world literature; world politics & economics; Peace, Reconciliation & Justice
- Legal studies*
- Orphans & vulnerable children (OVC)*
- Philosophy\*
- Political science\*
- Political science, philosophy & economics (PPE)
- Psychology\*: pre-med
- Public health
- Social studies education: economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology
- Social work
- Sociology\*
- Spanish\*
- Spanish education

## EDUCATION

- Coaching*
- Educational studies
- Elementary education
- Secondary education: art, biology science education, chemistry education, English, mathematics education, music, physics/mathematics education, physics/science education, Spanish education
- Teaching English to Speakers of Other Languages (TESOL)*





# Glimpse

## ► SING NOEL

This annual concert put on by the music department features Christmas music from around the world and follows an annual Christmas banquet in the DC.

PHOTO BY JIM GARRINGER



# SIX STEPS TO A COMPLETE APPLICATION

## STEP 1

SHARE YOUR BASIC  
DEMOGRAPHIC INFORMATION.

## STEP 4

CHRISTIAN CHARACTER REFERENCE FROM A PASTOR,  
MENTOR, LEADER OR ANY ADULT WHO CAN SPEAK OF  
YOUR SPIRITUAL WALK TO FILL OUT THIS FORM. FAMILY  
MEMBERS ARE NOT PERMITTED TO COMPLETE THIS FORM  
ON YOUR BEHALF.

## STEP 3

TELL US ABOUT YOUR PERSONAL  
RELATIONSHIP WITH JESUS CHRIST. DO THIS  
ONE OF TWO WAYS:

- Write your story in 400-700 words and include it with your application.
- Share your story with your Admissions Counselor in person or over the phone or through a video uploaded to ZeeMee. *Your counselor is here to help you through the application process and advocate for you for scholarship opportunities.*

## STEP 5

REQUEST YOUR HIGH SCHOOL TRANSCRIPT BE  
SENT TO TAYLOR.

## STEP 6

HAVE YOUR SAT/ACT SCORES SENT TO  
TAYLOR. (YOU CAN SEND THE PDF OF YOUR  
ELECTRONIC SCORE REPORT.)

## STEP 2

COMPILE A RESUME  
OF ACTIVITIES  
FROM NINTH TO  
TWELFTH GRADE,  
INCLUDING SCHOOL,  
COMMUNITY,  
CHURCH,  
VOLUNTEER,  
WORK, AND TRAVEL  
EXPERIENCES.

### TRANSFER STUDENTS

Request your college transcript(s) be  
sent to Taylor

### INTERNATIONAL STUDENTS

Submit TOEFL test scores and Affidavit  
of Support

### STUDENT-ATHLETES

Complete the Athletic Recruiting Form  
at [www.taylor.edu/athletic\\_interest](http://www.taylor.edu/athletic_interest)

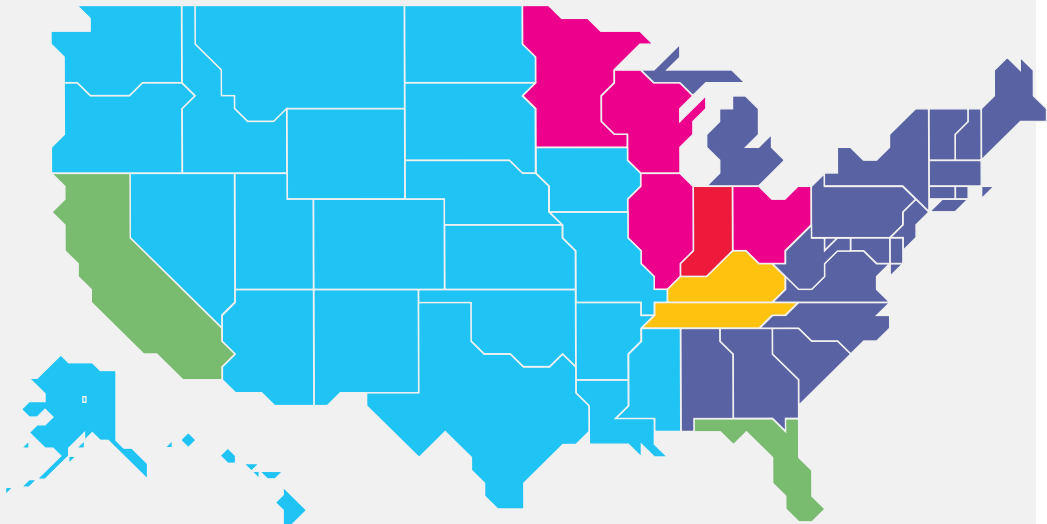
### MUSICIANS

Complete the music interest form at  
[www.taylor.edu/music\\_interest](http://www.taylor.edu/music_interest)



# Meet Your Counselor—

Need to know the most up-to-date information about your intended major or activities on campus? The Admissions team is ready to help. All of our admissions counselors are recent alums of Taylor who were and are involved in the community. They can provide you with a unique and personal perspective. Not only will your admissions counselor be able to answer your questions, he or she is interested in building a relationship with you and your family as you walk through the admissions process. Look for your state below to find your counselor’s contact information.



## Sum/Whole

WWW.TAYLOR.EDU/FINDYOURCOUNSELOR

*Come from a long history of Peacock farmers.*

**Hannah Pfau '14**  
HANNAH\_PFAU@TAYLOR.EDU  
IL, MI, MN, OH, WI

*Went cave tubing through the rainforest of Belize*

**David Pfeifer '13**  
DAVID\_PFEIFER@TAYLOR.EDU  
IN

*Aspires to play an egg shaker in a band*

**Amy Barnett '94**  
AMBARNETT@TAYLOR.EDU  
KY & TN

*Once swam with a hippo and was chased by a cheetah*

**Nate Chu '05**  
NATHAN\_CHU@TAYLOR.EDU  
Transfer Students

*Worked as an assistant butcher in Australia*

**Dereck Kamwesa '06**  
DRKAMWESA@TAYLOR.EDU  
CA, FL, & International and Missionary Students

*Initials are LA so they call her Hollywood*

**Laura Armstrong '10**  
LRARMSTRONG@TAYLOR.EDU  
AK, AR, AZ, CO, HI, MT, IA, ID, KS, LA, MO, MS, ND, NE, NM, NV, OK, OR, SD, TX, UT, WA & WY

*Imports tea from Yorkshire, England.*

**Diana Friend '14**  
DIANA\_FRIEND@TAYLOR.EDU  
AL, CT, DE, GA, MA, MD, ME, MI, NC, NH, NJ, NY, PA, RI, SC, VA, VT & WV

Homeschoolers: Contact your admissions counselor to walk through the unique questions you have in the application process! [TAYLOR.EDU/HOMESCHOOL](http://TAYLOR.EDU/HOMESCHOOL)