Tabor College Undergraduate Studies

ACADEMIC PROGRAMS

ACADEMIC CALENDAR HIGHLIGHTS 2014-2015

Fall Semester

Aug. 9	Check-in and Registration/Financial Settlement for fall athletes
Aug. 15-18	Check-in and Registration/Financial Settlement for new freshman
Aug. 15-18	Freshman Orientation
Aug. 18	Transfer Student Orientation
Aug. 18	Confirmation of Registration and Financial Settlement for fall for returning students and new transfer students
Aug. 18	Evening Classes Begin (unless otherwise noted in the Course Schedule)
Aug. 19	Day Classes Begin
Aug. 20	Students who have not attended class will be dropped at end of day
Sept. 1	Labor Day – regular classes held
Sept. 30	Completion Date for Summer Incompletes
Oct. 3	End of First Half Semester Classes
Oct. 17-19	Homecoming
Oct. 6	Second-Half Semester Classes Begin
Oct. 10-14	Fall Break
Nov. 25	Thanksgiving Vacation Begins – 10 p.m.
Dec. 4-5, 8-9	Final Exams
Dec. 9	Semester Ends – 5 p.m.

Interterm

Jan. 5	New Student Registration and Orientation
Jan. 6	Classes Begin
Jan. 6	Completion Date for Fall Incompletes
Jan. 7	Students who have not attended class will be dropped at end of day
Jan. 29	Interterm Final Exams

Spring Semester

Jan.	Confirmation of Registration and Financial Settlement for spring
Feb. 2	Confirmation of Registration and Financial Settlement
Feb. 2	Evening Classes Begin
Feb. 3	Day Classes Begin
Feb. 4	Students who have not attended class will be dropped at end of day
Feb. 28	Completion Date for Interterm Incompletes
Mar. 20	End of First-Half Semester Classes
Mar. 20	Spring Break begins at 10:00 p.m.
Mar. 30	Classes resume
Mar. 30	Second-Half Semester Classes Begin
April 3	Good Friday-no class
May 18-21	Final Exams
May 21	Semester Ends
May 23	Commencement – 10:00 a.m.
June 30	Completion Date for Spring Incompletes

A CONTEXT FOR LIBERAL ARTS

Tabor College is a vibrant, Christ-centered community in which academic, social, and spiritual growth is fostered by creative, rigorous, and broad inquiry. This focus informs all aspects of college life in order to prepare students for service to the Kingdom of God, civic responsibility, and the demands of the contemporary global marketplace within a context informed by the Mennonite Brethren tradition and broader Christian thought.

OUTCOME STATEMENTS

Baccalaureate Outcomes: Tabor College graduates will demonstrate the following Christ-centered, learning, and service outcomes:

Outcome One. An understanding of themselves formed by an encounter with the example and teachings of Christ as understood by the Mennonite Brethren tradition within the context of broader Christian thought and which includes an awareness of personal and corporate vocation.

Outcome Two. The intellectual skills to engage the context in which they find themselves using the methods, resources, and standards of the academic disciplines; for example, analytic inquiry, information literacy, engagement of diverse perspectives, quantitative fluency, and communication fluency.

Outcome Three. Content knowledge and skills related to the major field of study that prepare the student to be successful in his or her chosen profession or advanced academic endeavors.

Outcome Four. A commitment to service, ethical reasoning and action, and intercultural sensitivity.

Core Curriculum Outcomes: Upon completing the general education core at Tabor College, students will demonstrate the following Christ-centered, learning, and service outcomes:

Outcome One. An understanding of biblical faith and calling within the context of the Mennonite Brethren tradition and broader Christian thought.

Outcome Two. An understanding and synthesis of knowledge across disciplines that prepares students for lifelong learning.

Outcome Three. Awareness of the call to service in personal, professional, and community contexts.

CORE CURRICULUM PROGRAM

A liberal arts curriculum is composed of three major segments: Core Curriculum courses, major courses, and electives. Our Core Curriculum program is defined as those courses the faculty of Tabor College consider to be essential for all students to take. It includes the courses we believe are central to a Christian liberal arts education. Within this package, Tabor College attempts to communicate its primary distinctives and core values.

Tabor College's distinctives as an institution of higher education center primarily on our heritage as a faith-centered, church-related liberal arts college. The overall commitment of Tabor College is to develop holistic collegiate-level competence, and a distinctly Christian lifestyle and world view. These attributes are developed through the curriculum as well as through student life activities. Our distinctives find expression in many places, including our Core Curriculum Program:

Christ-centeredness. We try to both teach and live the commandment to love God and neighbor. Our aim is to see faith development occur in our students. Instruction in the classroom proceeds from a Christian/biblical world view, and students are encouraged to develop such a perspective for themselves.

Community. We live in an academic community at Tabor College, and desire to live as a community of faith as well. We support each other, and hold each other accountable for excellence, personal, and spiritual growth.

Competence. We strive for holistic education that includes intellectual, emotional, spiritual, physical, and relational dimensions.

Service. We stress the importance of serving Christ in all vocations, and provide service/learning opportunities for students.

Cross-cultural Sensitivity. We believe that students must be prepared to live and work in a diverse world.

Core Curriculum Conceptual Framework

The Core Curriculum is based on the Tabor College Mission, Vision, and Core Values. Students can expect that Tabor's Core Curriculum will:

1. Be broad in scope, covering a wide range of topics.
2. Deal with worldviews, constructs, and concepts and their applications to the Christian life.
3. Be interrelated, asking general questions within historical contexts and seeking meaningful connections across multiple areas of inquiry.
4. Be descriptive about the nature of inquiry within any given discipline.
5. Be outcome-related, designed to develop or enhance the skills and knowledge identified by the faculty and other constituents as essential traits of a Tabor College graduate.
6. Be characterized by principles of Christian theology and ethics from a Mennonite Brethren perspective within the core curriculum course content.
7. Be community-focused, where students learn to listen to each other, respectfully critique ideas, and support each others' learning.
8. Be respectful of all persons from different cultures and backgrounds, where students grow in their understanding of the increasing interdependence of people of diverse cultures throughout the world, including the United States.

TABOR COLLEGE CORE CURRICULUM REQUIREMENTS

Tabor Distinctives (These courses must be taken in residence at Tabor College)

	Hours	*Term Taken*	*Grade*
Choose one of the following:			
CO 201-G Intercultural Communication	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
Any approved IAE trip (any 295-G/495-G or 296-G/496-G)	3-4	_____	_____

AND

TC 101 Introduction to the Tabor Experience (first-time freshmen) OR TC 310 College, Christianity, and Culture (transfers)	1	_____	_____
RS 110-G Bible, Community, and Culture	3	_____	_____
PL 110-G Worldviews in Christian Perspective	3	_____	_____
Followed by:			
RS 400-G Christian Faith in Contemporary Culture	3	_____	_____

OR

TC 101 Introduction to the Tabor Experience (first-time freshmen) OR TC 310 College, Christianity, and Culture (transfer)	1	_____	_____
RS 110-G Bible, Community, and Culture	3	_____	_____
Followed by one of the following:			
RS 202-GC Life and Teachings of Jesus	3	_____	_____
RS 203-GC Prophets and Kings	3	_____	_____
RS 204-GC The Gospel of John	3	_____	_____
RS 212-GC Life and Teachings of Paul	3	_____	_____
RS 213-GC Poets and Sages	3	_____	_____
Followed by:			
RS 400-G Christian Faith in Contemporary Culture	3	_____	_____

OR

TC 101 Introduction to the Tabor Experience (first-time freshmen) OR TC 310 College, Christianity, and Culture (transfer)	1	_____	_____
PL 110-G Worldviews in Christian Perspective	3	_____	_____
Followed by:			
PL 263-G Christian Ethics	3	_____	_____
Followed by:			
RS 400-G Christian Faith in Contemporary Culture	3	_____	_____
TOTAL HOURS	13-14		

General Core

Twelve to fourteen (12-14) hours of basic skills including two writing courses, public speaking, and math.

	Hours	*Term Taken*	*Grade*
Required:			
EN 101-G English Composition*	3	_____	_____
EN 211-G English Composition and Literature	3	_____	_____
CO 131-G Public Speaking	3	_____	_____
Choose one of the following:			
MA 105-G College Algebra**	3	_____	_____
MA 106-G Precalculus**	5	_____	_____
MA 114-G Calculus I**	4	_____	_____
MA 204-G Nature of Math***	4	_____	_____
MA 221-G Elementary Statistics***	4	_____	_____
TOTAL HOURS	12-14		

Basic Skills Prerequisites

*ACT English sub-score of 19 or SAT Critical Reading score of 470 or higher or at least C- in EN 100 Basic Writing

**ACT Math sub-score of 21, or SAT Math score of 500, or COMPASS Algebra score of 50, or at least a C- in MA 103 Basic Math or MA 104 Intermediate Algebra

***ACT Math sub-score of 19, or SAT Math score of 460, or COMPASS Pre-Algebra score of 50, or COMPASS Algebra score of 40, or grade of at least C- in Basic Math or Intermediate Algebra, or consent of instructor

Students who do not meet the ACT, SAT, or PPST minimum prerequisites for mathematics and who do not obtain a successful score on the Compass exam will be required to enroll in MA 103 during the first semester it is offered. Students who fail to receive a minimum grade of C- in MA 103 will be required to repeat the course the following year unless a successful score on the Compass exam is obtained during the subsequent time period.

Four (4) hours of a laboratory science course from of the following disciplines: biology, chemistry, or physics.

	Hours	*Term Taken*	*Grade*
Approved options include:			
BI 100-G Environmental Science	4	_____	_____
BI 207-G Zoology	4	_____	_____
BI 208-G Botany	4	_____	
BI 211-G Human Anatomy and Physiology	5	_____	_____
BI 295-G /495-G Belize Trip	4	_____	_____
CH 111-G General Chemistry I*	4	_____	_____
PH 101 Physical Science	4	_____	_____
PH 110-G Astronomy	4	_____	_____

*Prerequisite: ACT math score of at least 20 or consent of instructor

Five or six (5-6) hours of humanities/arts from ***two*** of the following disciplines: English, history, humanities, communications, music, theater, and visual arts.

	Hours	*Term Taken*	*Grade*
Approved options include:			
AR 105-G Ceramics I	3	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 108-G Painting I	3	_____	_____
AR 211-G Art History I	3	_____	_____
AR 241-G Introduction to Graphic Design	2	_____	_____
EN 304-G Advanced Writing: Expository	3	_____	_____
EN 314-G Ethnic and Minority Literature	3	_____	_____
EN 316-G World Literature	3	_____	_____
EN 350-G Topics in Language and Literature	3	_____	_____
EN 412-G Shakespeare	3	_____	_____
CO 102-G Introduction to Mass Communication	3	_____	_____
HI 121-G United States History I	3	_____	_____
HI 122-G United States History II	3	_____	_____
HI 160-G World Civilizations I	3	_____	_____
HI 161-G World Civilizations II	3	_____	_____
HI 318-G American Religious History	3	_____	_____
HU 100-G Introduction to Fine Arts	3	_____	_____
MU 141-G Music Theory I	3	_____	_____
TH 230-G Acting I	3	_____	_____
TH 203-G Introduction to Theater	3	_____	_____

Six (6) hours of social sciences/health from at least ***two*** of the following disciplines: business or economics, geography, health, political science, psychology, and sociology.

	Hours	*Term Taken*	*Grade*
Approved options include:			
BA 345-G Introduction to International Business w/travel trip	4	_____	_____
EC 223-G Macroeconomics*	3	_____	_____
EC/PS 240-G Political and Economic Ideologies	3	_____	_____
GEO 160-G World Geography	3	_____	_____
PE 100-G Wellness Concepts (2) AND			
one of the following:			
PE 104-G Aerobic Activities	1	_____	_____
PE 108-G Outdoor Adventures	1	_____	_____
PE 109-G Fitness Walking	1	_____	_____
PE 111-G Jogging	1	_____	_____
PE 112-G Tennis	1	_____	_____
PE 113-G Tumbling	1	_____	_____
PE 114-G Beginning Weight Training	1	_____	_____
PE 115-G Rhythmic Activities	1	_____	_____
PE 116-G Advanced Weight Training	1	_____	_____
PE 117-G Intermediate Swimming	2	_____	_____
PE 118-G Physical Conditioning	1	_____	_____
PE 216-G Introduction to Health and Wellness*	3	_____	_____
PS 112-G American Government	3	_____	_____
PY 111-G General Psychology	3	_____	_____
SO 113-G Introduction to Sociology	3	_____	_____

*Sophomore standing required

Work and Service Emphasis
Minimum 10 hours. Transfer students with approved AA degrees complete TC 330. All other students must complete one Work and Service Emphasis.

Global Studies

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
IAE trip* or semester abroad program+	3-4	_____	_____
PS 240-G Political and Economic Ideologies	3	_____	_____
BI 100-G Environmental Science	4	_____	_____
BA 345-G International Business	3-4	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
EN 316-G World Literature	3	_____	_____
FL 101/102/131/132 Modern Foreign Language Course	4	_____	_____
GEO 160-G World Geography	3	_____	_____
HI 160-G World Civilizations OR HI 161-G World Civilizations II	3	_____	_____
RS 330 Religions of the World	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
TH 433 Performance in Cultural Context	3	_____	_____

*Repeatable up to 9 hours +Satisfies 9 hours

Conflict Mediation

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
IAE trip	3-4	_____	_____
AR 415 Interaction Design	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BI 330 Animal Behavior	3	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
CO 360 Group Communication and Decision-Making	3	_____	_____
PY 205 Helping Relationships	3	_____	_____
PY 305 Counseling	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
RS 352 Conflict and Reconciliation	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____

Leadership

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
IAE trip	3-4	_____	_____
BA 430 Organizational Behavior and Leadership	3	_____	_____
CO 360 Group Communication and Decision-Making	3	_____	_____
EN 306 Studies in Rhetoric	3	_____	_____
MU 372 Conducting I	3	_____	_____
PE 330 Coaching Theory	3	_____	_____
PS 240-G Political and Economic Ideologies	3	_____	_____
PY 315 Social Psychology	3	_____	_____
RS 203-GCC Prophets and Kings	3	_____	_____
TC 201 /202 /203 /204 /401 /402 /403 /404*	0-1	_____	_____
TH 385 Directing	3	_____	_____

*Presidential Scholars meet 3 of 9 hours through PLS programming

Social Justice

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
IAE trip	3-4	_____	_____
BI 100-G Environmental Science	4	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
EN 314-G Ethnic and Minority Literature	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
PL 263-G Christian Ethics	3	_____	_____
RS 210 The Church and Its Mission	3	_____	_____
SO 315 Social Psychology	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
SW 350 Social Welfare Policy	3	_____	_____

Faith and Ministry

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
IAE trip*	3-4	_____	_____
RS 217 Life and Writings of C.S. Lewis	3	_____	_____
RS 245 Youth Ministries I OR			
RS 345 Youth Ministries II	3	_____	_____
RS 260 Spiritual Formation OR			
RS 343 Discipleship and Evangelism	3	_____	_____
RS 290/390 History of Christianity OR			
RS 313 Mennonite History OR			
RS 318 American Religious History	3	_____	_____
RS 301-GC/317-GC/318/320-GC/322-GC			
Upper-level Bible Content course	3-4	_____	_____
RS 348 Christian Missiology	3	_____	_____
RS 367 Music in Christian Worship	3	_____	_____
RS 440 Field Work	3	_____	_____

*Approved trips with a religion, ministry and/or relief component

Educational Outreach

TC 330 Portfolio Project	1	_____	_____
AND at least 9 hours from the following options:			
SO 355-G Cultural Anthropology and Diversity OR			
CO 201-G Intercultural Communications	3-4	_____	_____
SE 210 Exceptional Learners	3	_____	_____
ED 206 Development and Learning	3	_____	_____
ED 100 Introduction to Education Package	4	_____	_____
ED 110 Culturally Diverse Field Experience			
ED 120 Early Field Experience			
RS 245 Youth Ministries I	3	_____	_____
PY/SW 205 Helping Relationships	3	_____	_____
PE 330 Coaching Theory	3	_____	_____

DISTINCTIVES HOURS	13-14
GENERAL CORE HOURS	27-30
WORK AND SERVICE EMPHASIS HOURS	10
TOTAL HOURS	**41-53**

CORE CURRICULUM REQUIREMENTS FOR EDUCATION MAJORS

All Elementary Education Students must take:

CO 131-G Public Speaking ..... 3 _____ _____
PY 111-G General Psychology ..... 3 _____ _____
PE 100-G Wellness Concepts ..... 2 _____ _____
PE Activity Course ..... 1 _____ _____
HI 121-G U.S. History I OR
HI 122-G U.S. History II OR
HI 160-G World Civilizations I OR
HI 161-G World Civilizations II ..... 3 _____ _____
HU 100-G Introduction to Fine Arts (or one course from two of the three columns in the chart below) ..... 3 _____ _____
MA 204-G Nature of Mathematics
OR MA 221-G Elementary Statistics ..... 4 _____ _____

Theater	Visual Arts	Music
TH 200 Theater Appreciation	AR 101 Basic Design	MU 141-G Music Theory I
TH 203-G Introduction to Theater	AR 105-G Ceramics I	
	AR 106 Basic Photography	
	AR 107-G Drawing I	
	AR 108-G Painting I	
	AR 211-G /212 Art History I or II	

Elementary candidates must take two science classes, one from each of the following lists:

Life Science
BI 100-G Environmental Science
BI 110 College Biology
BI 207-G Zoology
BI 208-G Botany
BI 211-G Human A & P
BI 214 Microbiology ..... 5 _____ _____
Physical Science
PH 101 Physical Science
PH 105 Earth Science
PH 233 General Physics
CH 111-G General Chemistry ..... 4 _____ _____

All Secondary Education Students must take:

CO 131-G Public Speaking ..... 3 _____ _____
PY 111-G General Psychology ..... 3 _____ _____
PE 100-G Wellness Concepts ..... 2 _____ _____
PE Activity Course ..... 1 _____ _____

HI 121-G U.S. History I OR
HI 122-G U.S. History II OR
HI 160-G World Civilizations I OR
HI 161-G World Civilizations II ..... 3 _____ _____
HU 100-G Introduction to Fine Arts ..... 3 _____ _____
MA 204-G Nature of Mathematics
OR MA 221-G Elementary Statistics ..... 4 _____ _____

Note: We will no longer accept Algebra I for transfers students due to the increasing pressure on educators to make data-driven decisions.

Core Curriculum Requirements for Transfer Students.

All non-applied Associate Degrees from any accredited college earned prior to entrance to Tabor will be accepted as meeting Tabor Core Curriculum requirements with the exception of the following institutional distinctives:

- Intercultural Awareness Experience (IAE)
    - Option 1: IAE Experience (3-4 hours)
    - Option 2: CO/SO 201-G (3 hours) OR SO 355-G (3 hours)
- TC 101 (freshmen) OR TC 310 (transfers)
- Choose one of the following:
    - Option 1: RS 110-G Bible, Community & Culture (3 hours) AND PL 110-G Worldviews in Christian Perspective (3 hours)
    - Option 2: RS 110-G Bible, Community & Culture (3 hours) AND any RS 200-level Bible Content course (3 hours)
    - Option 3: PL 110-G Worldviews in Christian Perspective (3 hours) AND PL 263-G Christian Ethics (3 hours)
- RS 400-G Christian Faith in Contemporary Culture (3 hours)
- TC 330 Portfolio Project

Completion of the Tabor College Core Curriculum does not necessarily satisfy all program requirements (e.g. Teacher Education and GPA stipulations). Specific core curriculum courses required for a program of study are published in the Catalog. Some transfer students may need more than four years of study to complete all degree requirements."

Note that all transfer students who do not have a non-applied Associate Degree are subject to the core curriculum requirements of the Tabor College catalog that is in force at the time of their transfer.

Information regarding Core Curriculum requirements for Wichita is outlined in the Tabor College School of Adult and Graduate Studies Catalog.

INTERCULTURAL AWARENESS

Objectives

To help fulfill Tabor College's mission of "Preparing people for a life of learning, work, and service for Christ and his kingdom" and to fulfill the core curriculum objectives of preparing student for lifelong learning and being aware of their call to service, Tabor College has an Intercultural Awareness requirement. The educational objectives of Tabor College intercultural experiences are:

1. To assist in developing students into world Christians,
2. To transform students by increasing their intercultural sensitivity, and
3. To prepare students for the global workplace.
4.

A world Christian is a person who:

(i) is profoundly aware of the ways in which her/his understanding of the Gospel and the Christian life is influenced and shaped by her/his cultural context.

(ii) recognizes God's presence and work in other cultural contexts, both Christian and non-Christian.

(iii) can communicate with persons of other cultures in an authentic and culturally sensitive way.

Options for citizens of the United States or Canada.
For citizens of the United States or Canada, the Intercultural Awareness requirement may be met in one of the following ways.

1. International Experience. Some Tabor College faculty and administrators organize and lead international learning and service experiences. For students to fulfill their Intercultural Awareness Experience requirement by participating in one of these experiences, the experience must be consistent with the Tabor College Objectives for Intercultural Awareness and the Tabor College Requirements for Intercultural Experience. The experience must be approved by both the Director of the Carson Center and the Academic Policies Committee. Experiences that are substantially the same as those previously approved must be reviewed annually by the Carson Center Director but need not be approved again by APC**.**

2. Domestic Experience. Some Tabor College faculty and administrators organize and lead domestic learning and service experiences. For students to fulfill their Intercultural Awareness Experience requirement by participating in one of these experiences, the experience must be consistent with the Tabor College Objectives for Intercultural Awareness and the Tabor College Requirements for Intercultural Experience. The experience must be approved by both the Director of the Carson Center and the Academic Policies Committee. Experiences which are substantially the same as those previously approved must be reviewed annually by the Carson Center Director but need not be approved again by APC.

Requirements for both the International and Domestic Experiences

1. Length: Any trip taken under the supervision of a Tabor College faculty member must be a minimum of two weeks long. The leader of a trip with a duration of less than two weeks may appeal to APC, which will then determine if the trip is acceptable for meeting the IAE requirement.
2. Reading: Students will be given appropriate reading assignments to deepen their cultural understanding of the cultural setting in which they will be involved. To fulfill the International or Intercultural requirement, the reading should relate to the culture of the setting and be appropriate to the department sponsoring the learning experience.
3. Writing: Students will be asked to write about their experiences and their reading during and after the trip. This may take the form of a journal, a research paper, or a reflective essay.
4. Interaction: The leader of the trip will seek to arrange as much interaction with the nationals as possible. In some cases, it might be possible to arrange for home stays.
5. Credit: When credit is offered, the chair of the department through which credit is given will determine the number of credit hours and the suitability of the experience to that discipline. Trips during Interterm will normally be offered for three or four credits.

Faculty and staff will be encouraged to organize International and Intercultural Experiences at times that take into account the scheduling problems that arise for those participating in sports, employment, and required courses during Interterm. This may include trips during the early summer and urban experiences during Interterm (in nearby cities).

3. International Semester-Long Study Programs. These are programs sponsored by the Council for Christian Colleges and Universities or individually approved by the Academic Dean and the student's advisor. (See the Council for Christian Colleges and Universities Cooperative Programs section later in this section.)

4. On-Campus Courses. Students may take either CO/SO 201-G Intercultural Communication or SO 355-G Cultural Anthropology and Diversity. **Options for citizens of countries other than the United States or Canada:** Citizens of countries other than the United States or Canada must fulfill this requirement by taking CO 201-G Intercultural Communication or an approved IAE trip.

Substitution for the Intercultural Awareness Requirement

A student may have the opportunity for an international or intercultural experience through an organization or agency not affiliated with Tabor. In that case, the student must demonstrate that the five objectives of the IAE requirement (stated above) have been met. The student may write a life-learning paper for a minimum of one credit hour following the policy for Prior Learning Experiences. Alternatively, if the student wishes to receive credit for an experience in the summer, they may enroll through an independent study with IAE Faculty (designated by the Academic Dean).

INDIVIDUALIZED STUDIES

Experiential Learning

A student may engage in learning outside the classroom through two experiential learning programs at Tabor College: Experience-Based Learning (EBL) and Internships/Practicums.

Students may earn up to 16 hours of credit in experiential learning toward graduation. Experiential learning may occur during Fall or Spring semesters, Interterm, or Summer sessions. The student must have 40 hours of actual, on-site experience for each academic credit earned. All experiential learning courses must be approved by a student's academic advisor and require a learning contract that is developed in consultation with and signed by the College sponsor/supervisor of the experience. Learning contracts identify the reasons and objectives for the experience, methods of achieving those objectives, and methods of evaluation. All learning experiences require written materials for evaluation, including a mid-point and final written report in which the student relates the activities to objectives stated in the contract. A site supervisor's evaluation is also required. EBL experiences are graded CR/NC. Practica, internships, and field experiences offered by various departments may either use letter grades or be graded CR/NC. The department offering these learning experiences is responsible for determining the grading policy and indicating this in the catalog. It is irrelevant whether or not students are paid for work experiences for which they are getting EBL or internship credit. Tuition for experiential learning is the same cost as for other credits for that particular term.

Experience-Based Learning. Courses numbered 222/422 allow the student to learn and earn academic credit from general out-of-the-classroom experiences such as: cross-cultural, career exploration, volunteer, leadership, missions/service, and other approved experiences. The student must have a faculty or staff member approve and sponsor the

EBL experience. If the EBL course is related to an academic department and/or has a departmental prefix in the course number, it must be approved by the academic department. If the course is not related to an academic department, it will have an Institutional Studies ("TC") prefix.

Internships. Internships allow students to pursue experiences related to their academic majors that correspond to their career aspirations. Internships provide opportunity for professional application of academic theory and skills outside the classroom. An internship enables a student to gain practical, relevant experience in a work environment and further develops his/her professional skills. As an upper-level course, internships are professional in nature and require supervision by a faculty member in the academic department related to the particular internship. Internships require an application process that includes the completion of an internship proposal and approval by a faculty supervisor. A student intern will meet certain criteria for being approved for an internship. These criteria include (but are not limited to): junior or senior standing, being in good academic standing with the minimum GPA for graduation, and any courses deemed as prerequisite by the faculty supervisor. Internship experiences also include one or more site visits by the faculty supervisor to evaluate the experience and facilitate the student's learning. Students must complete 40 required contact hours to receive one hour of credit.
Note: Prior Experiential Learning is also available to students who have had experiences not sponsored by Tabor College. Prior Experiential Learning is described in the Admissions section of the catalog.

Independent Studies

For a variety of reasons it may be necessary or desirable for a student to arrange with a faculty member for Independent Studies. These are of two distinct types: 1) Courses that appear in the catalog, but the student arranges to take them individually from a faculty member, and 2) Research and advanced study arranged by a student, under the supervision of a faculty member. The differences are explained further below. For both types of Independent Studies, the following guidelines must be followed:

1. Students must have demonstrated ability to do academic work on their own.
2. Students on probation will not be permitted to register for Independent Studies.
3. Faculty agreeing to supervise the Independent Studies will be those whose academic credentials are appropriate.
4. Adjunct faculty will generally not be available for supervising Independent Studies.
5. A form, available in the Academic Office, must be filled out, giving the reasons for taking the Independent Study, the content of the study, and the frequency of meeting. It will be signed by the faculty member, the student, the Division Chair, and the Academic Dean.

Independent Studies/Catalog Courses. These are courses listed in the catalog, but for some legitimate reason the student cannot take the course when it is offered. The following guidelines must be followed in addition to those above:

1. Freshmen and sophomores will generally not enroll in this type of independent study since they may have other opportunities to take the course.
2. Advisors will pursue all other options before approving registration for this type of independent study.
3. The faculty member and student will meet weekly to discuss the material in the course.
4. The content of the study will be as close as possible to that covered in the regular course, including exams, in keeping with the college credit hour policy.
5. Courses that depend on group interaction will not be offered in this way.

6. Generally, courses taken for Core Curriculum credit will not be taken by independent study.

Independent Studies/Research/Advanced Studies. These are research and learning projects undertaken by students with faculty supervision; they are by definition not listed in the catalog. The courses are given the number 218 or 418, with the prefix of the appropriate department. Students registering for this type of Independent Study will follow the guidelines below, as well as the general ones above:

1. Students should develop their own ideas for the topics of study, with guidance from a faculty member.
2. Students must be at least sophomores.
3. Students must have a 3.0 GPA the preceding semester.
4. There are to be at least five hours of student/faculty contact per credit hour during the semester.
5. The student and the faculty member will agree on the final product of the study, e.g., a paper, and the scope of this project will be included in the approval form.

Individualized Majors

Students may request a major not listed in the College catalog. This is then developed by utilizing various Tabor, ACCK, or other college course offerings. Individualized majors must consist of study available at Tabor and through the ACCK. A proposed individualized major with insufficient courses available will not be approved. The request must be submitted prior to engaging in the last 30 hours of the student's program. The following procedure should be used when structuring an individualized major (additional fees may apply):

1. Select an advisor and/or advisory committee according to the chosen major.
2. Select a minimum of 40 course hours taught by at least two instructors. Use ACCK as needed and appropriate.
3. Obtain approval of Academic Policies Committee.

SPECIAL SCHEDULES

January Interterm. The Tabor calendar provides for an Interterm during the month of January. Courses during the Interterm are planned to afford students an opportunity for uninterrupted and intensive study of a subject of particular interest. Interdepartmental study, independent research, and traveling seminars are offered.

Inter-institutional arrangements make it possible for students to enroll for courses on any of the ACCK campuses without additional tuition costs. Interterm courses may be different each year, and therefore may not be listed in the regular catalog offerings.

Agreements with other 4-1-4 colleges may allow Tabor College students to take courses at other colleges during the January term without paying extra tuition. This does not apply to off-campus programs such as the Au Sable Institute.

Tabor has offered a number of interterm travel experiences for interested students in recent years. Study groups have traveled to Russia, Europe, Central America, Belize, and other destinations. Students are strongly encouraged to take advantage of at least one Interterm travel opportunity during their years at Tabor College.

A non-credit participant in an interterm travel experience must be admitted as a course auditor and pay the audit fee. See "Auditing courses" in the "Academic Information" section of this catalog.

Summer School. Tabor College offers a summer program of online, individualized study for students wishing to obtain college credit during the summer months. Those interested

in this option should contact the Registrar's Office for procedural guidelines and further information.

OFFICE FOR STUDENT SUCCESS AND CAREER CENTER

The Office for Student Success and Career Center provides a wide range of services to any and all Tabor College students to help improve their academic effectiveness. Students are evaluated to determine which services might be of greatest benefit. Special needs, such as learning disabilities, are taken into account in the evaluation process and in planning steps toward effective learning. Among the programs offered are course-based tutoring, group tutoring, computer-assisted skill development, and time management planning.

ARTICULATION AGREEMENTS

Tabor College has articulation agreements with a number of institutions with Butler Community College, Colby Community College, and Hesston College. For more information about the articulation agreements, contact the Registrar.

COOPERATIVE PROGRAMS

Participation in cooperative programs may require additional tuition and room and board charges, over and above those charged by Tabor College. Any additional charges must be borne by the student. Participation in the Au Sable Institute, CCCU Focus on the Family Institute, and CASAS Programs are competitive and require an application, which is available in the Academic Office.

ACCK. Tabor College is a member of the Associated Colleges of Central Kansas (Bethany, Bethel, Kansas Wesleyan, McPherson, Sterling, and Tabor), founded in 1966. The ACCK provides a wide range of curricular offerings. Through reciprocal agreements, Tabor students may enroll in ACCK courses as well as regular courses offered by the member colleges. A state-approved special education endorsement is available through the consortium.

Mathematics. Bethel and Tabor Colleges have developed a cooperative mathematics program. Through a pooling of students and faculty resources, the Cooperative Department of Mathematical Sciences is able to offer a full complement of lower-level courses on each campus, as well as a wide selection of upper-level courses.

Through this cooperative program, students are able to choose options in secondary education or actuarial science as well as programs in preparing for graduate school in pure/applied mathematics or computer science. Combined upper- level courses are taught on the various campuses depending on the needs of the students. Instructors for all courses are chosen from the cooperative faculty based on the professors' interests and competencies.

Music. Bethel and Tabor Colleges have developed cooperative music education methods courses. Classes are combined and taught by faculty from each campus.

Private lessons are available on other ACCK campuses through an additional cooperative arrangement.

A piano pedagogy major is available through a cooperative program with Bethel, Hesston, and Tabor colleges.

Foreign Language. Students may enroll in advanced courses in several colleges that are members of the ACCK.

Special Education. A state-approved program for licensure in special education is available through ACCK. Programs and course titles may be found in the Department of Education section of this catalog.

Environmental Studies. Tabor College participates in the program of Au Sable Institute of Environmental Studies. This institute serves a number of evangelical Christian colleges with summer field courses in environmental study that lead up to the granting of vocational certificates. January term and May term courses are also available. In combination with courses offered at Tabor College, students can complete a concentration in Environmental Biology as well. Persons taking courses from Au Sable remain students at Tabor College, which controls enrollment, grading, credits, refunds, and student conduct policy.

Tabor College has been designated by the institute as one of a select number of colleges eligible for financial grants each year. Institute fellowships and scholarships are available to Tabor College students to assist in attendance costs, and additional travel aid is also available. Information on application and eligibility for these awards may be obtained from the Academic Dean.

A listing of domestic and international environmental courses may be found in the current Au Sable Institute Bulletin, which is available in the Academic Offices.

Council for Christian College and Universities. Tabor College is one of more than 100 members of the Council for Christian Colleges and Universities. By virtue of this membership, Tabor College students are eligible to participate in CCCU-sponsored programs. For detailed information on the curricula, course descriptions, qualifications, costs, and applications procedures for any of the programs outlined below, see the Academic Office or www.BestSemester.com.

1. *American Studies Program.* The American Studies Program in Washington, D.C., is a semester-long program that combines intensive study of public policy issues with internship experiences in the offices of government officials or various national organizations. Students live in community with Christians from varied backgrounds and regions, with an emphasis on integrating faith, learning, and living into all aspects of life.
   The American Studies Program is designed for juniors and seniors from a wide range of academic majors and vocational interests. In addition to the regular semester internship/seminar program, summer internships are also available.
2. *Contemporary Music Center.* The Contemporary Music Center is located in Music City USA, Nashville, Tennessee. Over 100 CMC alumni live in the city and continue to interact with students of the program. CMC students have the option to choose one of three study tracks for their semester: artist track, business track or technical track. In each of these tracks, students hone their skills alongside mentors from the industry. All CMC students participate in a music tour at the end of the semester as part of a practicum course.
3. *Los Angeles Film Studies Center.* Tabor College is able to offer a semester of learning and living in Hollywood with a focus on the film industry from a Christian perspective. This program is structured in the same way as the American Studies Program.
4. *Washington Journalism Center.* The Washington Journalism Center offers an advanced experience-based semester on Capitol Hill and encourages students to critically analyze the legal, ethical, and moral implications of being a Christian in the media.

5. *International Semester-Long Study Programs.* Tabor College students may participate in international programs (in addition to the CCCU programs in the U.S.), described below:
   a. Australia Studies Centre, Sydney. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Additionally, students choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Credit: 16-18 hours.
   b. China Studies Program, Xiamen University. The program begins and finishes the semester in Hong Kong and introduces students to the diversity of China, including Beijing, Shanghai, Xian and Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. Credit: 16-17 hours.
   c. India Studies Program. This program offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues -poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians.
   d. Latin American Studies Program, San Jose, Costa Rica. Introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Students participate in one of four concentrations: Latin American studies, advanced language and literature, international business or environmental science. Credit: 16-18 hours.
   e. Middle East Studies Program, Cairo, Egypt. Offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. Credit: 16 hours.
   f. Scholar's Semester in Oxford, Oxford University, England. Designed for students who want to study intensively and to a high standard. Designed for students interested in classics, English language and literature, theology and the study of religion, philosophy, and history. For qualified honors students. Emphasis in the Humanities. Credit: 17 hours.
   g. Uganda Studies Program, Mukono, Uganda. Students explore issues such as poverty, aid and missions as they seek to reconcile the realities of East Africa with their Christian faith. Credit: 16 hours.

Summer Study Program. One summer study program is currently available for Tabor College students.

   a. Oxford Summer Programme. The Oxford Summer Programme allows students to study under Oxford tutors and travel the sites of England. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them most while exploring the relationship between Christianity and the development of the British Isles. The programme is structured for applicability to rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Credit: 5-6 hours.

Other Semester-Long Off-Campus Study Programs.

1. *Carson Semester*. The Carson Semester is an opportunity for students to participate in a mission/service organization for a semester for which they get a full semester of credit. The credit typically involved 6 hours of internship credit and several topics courses supervised by the department in which the student is majoring.
2. *Focus on the Family Institute.* The Institute is a college-level program that offers summer courses on family issues. The Institute is affiliated with Focus on the Family and is located in Colorado Springs. The following classes are offered: "Psychology and Family Studies;" "Leadership Development and Family Studies;" "Social Policy and Family Studies;" "Social Philosophy and Family Studies;" and "Family Studies Program." Tabor credit is available for the study done at the Institute. For details, contact the Academic Offices.
3. *Central American Study and Service (CASAS).* This program, affiliated with the Anabaptist Seminary for Central Americans, SEMILLA, in Guatemala City, is an intercultural experience offering intense Spanish language study and service-learning opportunity.

Tabor International Study. Tabor College faculty organize study trips to enhance students' global knowledge and to fulfill the Intercultural Awareness Experience (IAE) requirement. Typically, the trips occur during Interterm. For information on future study trips, contact the Academic Office.

PRE-PROFESSIONAL CURRICULA

1. Programs with Prescribed Course Selections. The following post-graduate, professional programs have definite course requirements and qualifying professional examinations. Tabor College graduates have been successful in being admitted in these fields, but it is important to seek advice from the appropriate Tabor faculty by the end of the freshman year at Tabor College. Contact the chair of the Natural Sciences Division to determine the appropriate advisor for each program.

a. Dentistry
b. Medicine
c. Optometry
d. Physical Therapy
e. Veterinary Medicine

2. Programs without Prescribed Course Requirements. Graduate and professional schools in the following fields are generally flexible in the undergraduate work they will accept for admission. Admissions staff are more concerned about the quality and breadth of an applicant's work and their critical thinking skills than about the major selected. Consult a faculty member in the departments indicated for advice in course selection and in taking graduate entrance examinations:

a. Foreign Service – An International Studies major is one option. Consult the Director of the Carson Center for Global Education.
b. Law – Pre-Law Advisor
c. Seminary – Religious Studies Department

3. Programs Requiring Transfer for Completion. The following programs must be completed by transferring to another institution. It is important to seek advice from faculty in the appropriate Tabor College department about the best choice of courses before transferring. Students may earn an A.A. degree at Tabor at the end of two years. See the Registrar for details.

a. Engineering - Two years in mathematics, physics, and the liberal arts at Tabor College, with completion at an appropriate institution. Seek advice from the chair of the Mathematics Department.

b. Nursing - Two years in biology, mathematics, chemistry, and the liberal arts at Tabor College, with completion at an appropriate institution.

Tabor College offers the Bachelor of Science in Nursing program to students with the Registered Nurse (RN) credential. This RN-BSN program is offered at the Tabor College School of Adult and Graduate Studies facility. Details of this program are outlined in the Tabor College School of Adult and Graduate Studies Catalog.