



Tabor College Undergraduate Studies

PROGRAM AND COURSE DESCRIPTIONS

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Note: The course descriptions are alphabetized by course prefix, with cross references (e.g. “Bible” appears alphabetically, directing the reader to “Religious Studies”). Courses within the prefix listings are in numerical order. Courses numbered 100-299 are lower level, and courses numbered 300 and above are upper level. Core Curriculum courses are identified with a “G.” Courses marked with a GC meet the Core Curriculum Bible content requirement. The college reserves the right to cancel courses that fail to enroll a sufficient number of students by the end of the registration period.

ART

The Department of Art & Design offers a rigorous art foundation program investigating the fundamental visual principles of composition, color, and drawing, along with a survey of art history and aesthetic theory. The skills and thought processes developed by students in the foundation program will form the basis for thoughtful work throughout their lives as artists and designers.

The Graphic Design Major provides students with the tools to give concrete communicative form to information and ideas. Studies begin with an intensive investigation of typography and visual representation from page composition to iconography and progress to more theoretical design problems. Majors are awarded studio space for a more concentrated experience with classmates and faculty. Students progress from learners to problem solvers to independent creators by addressing pragmatic design problems aimed at preparing a portfolio of work and targeted at the sector of graphic design in which they intend to practice. Throughout the program, emphasis is placed developing conceptually strong, visually sensitive, technically sound, contextually aware work that shows integrity between their faith and their practice. Students completing this course of study will be prepared for practice in the field of graphic design.

The Studio Art major introduces students to the fundamentals of art practice through courses in drawing, painting, ceramics, photography, art history, and artist practicum. Students in the Studio Art major receive a firm foundation blending a solid knowledge of art — past and present — with creative experiences. As they progress, students develop the critical and conceptual skills required to materialize their own artistic vision. The major culminates in a capstone course in which students learn to prepare a professional portfolio, including resume and artist statement, along with making an original body of artwork.

Graphic Design Major Overview

Freshman: Foundational skills: composition, hierarchy, iconography, drawing, art theory, and art history.

Sophomore: Principles of design: page composition, type and image, visual style, editorial design, packaging design, motion design, and letterform design.

Junior: Process of design: design history and philosophy, design research, creative process, problem solving, design strategy, information design, and interaction design.

Senior: Practice of design: design thinking, design for social change, business of design, design industry, and portfolio preparation.

Studio Art Major Overview

Freshman: Acquisition of drawing and composition skills. Learning of visual elements and art history.

Sophomore: Learning of fundamentals of composition, color theory, and advanced drawing skills.

Junior: Exploration of traditional fine art media and modern media (materials, techniques and process), and history/philosophy of art making.

Senior: Development of an individual theme and preparation of an art exhibit and art portfolio.

COURSE DESCRIPTIONS**AR 101 Basic Design: Principles of 2-D Composition/2**

Introduction to the visual organization of a two-dimensional surface. Exercises will explore and test the principles of composition (balance, rhythm, proportion, focal point, unity, and contrast) and their interaction with the elements of form (line, shape, texture, and value) in various black and white media. Emphasis will be placed on formal analysis, visual vocabulary, and the process of design. Fall semester, even-numbered years.

AR 105-G/205 Ceramics I and II/3, 3

Introduction to hand-built and wheel-thrown ceramic form. May be repeated for development of more advanced ceramic techniques.

AR 106 Basic Photography/2

An introduction to basic camera skills and photographic principles (composition, exposure, depth of field, focus, balance, perspective, storytelling and more) emphasizing seeing photographically, stimulating visual awareness and creativity, and demonstrating the visual literacy needed to critique photographs. Camera with manual aperture and shutter-speed controls required. Spring semester.

AR 107-G Drawing I: Structure, Perspective, and Rendering/2

This course centers on the most basic cognitive drawing skill: the complexity of translating the three dimensional world onto a two-dimensional surface. The principles of perspective are covered in detail with the focus on careful observation, achieving accurate optical measurement, and creating volume. The technique of rendering and the application of tonal value is introduced after fundamental drawing skills have been covered. Fall semester.

AR 108-G/208 Painting I and II/3, 3

An introduction to technical and formal problems in painting. Painting I explores methods of image development from realistic to abstract/experimental. Attention is given to the impact that color has on visual form, pictorial space, value, and balance. Emphasis is on the expressive development of the individual. Painting II seeks to build on these elements through an expanded palette, larger projects, and critique sessions. Emphasis given to painting as visual commentary. Prerequisite: AR 107-G or consent of instructor. Painting I offered Spring semester and Painting II offered Spring semester, even years.

AR 203 Watercolor/3

An introduction to the medium of watercolor. Development of the student's familiarity with the unique properties and effects of transparent color. Exercises in still life, landscape, figure, and experimental techniques. Prerequisite: AR 107-G or 108-G. Fall semester, even-numbered years.

AR 207 Drawing II: Still Life, Landscape, and Figure/2

Building on basic drawing skills developed in Drawing I, this course introduces the major themes of drawing, stressing awareness of the total paper—designing the whole page.

Prerequisite: AR 107-G. Spring semester, odd-numbered years.

AR 211-G Art History I: Ancient through Medieval/3

A survey of the chronological sequence of major art styles of art history from ancient through medieval, exploring the creative portion of the work in review. It will also examine the cultural influences on art production, analysis of individual styles, and the aesthetic criteria and recognition of style, and the integration of visual arts with the performing arts, such as dance, music, and theater. Students will experience galleries, museums, theaters, concerts, and/or performances as they explore the fine arts. Fall semester, odd-numbered years.

AR 212 Art History II: Renaissance through Modern/3

A survey of the chronological sequence of major art styles of art history from renaissance through 20th century, exploring the creative portion of the work in review. It will also examine the cultural influences on art production, analysis of individual styles, and the aesthetic criteria and recognition of style, and the integration of visual arts with the performing arts, such as dance, music, and theater. Students will experience galleries, museums, theaters, concerts, and/or performances as they explore the fine arts. Spring semester, even-numbered years.

AR 235 Basic Typography/2

A thorough introduction to the structure of our letter system and the forming of letters through extensive practice drawing letterforms. Lectures and reading will cover letterform anatomy, historical development, classification, and professional terminology. Fall semester.

AR 241-G Introduction to Graphic Design/2

An introductory course concentrating on the fundamental issues of page layout: establishing visual hierarchy, structuring a message, readability and legibility, the application of compositional principles, and the creation and support of content by typographic arrangement. Work will begin with a simple message and a single page and progress to more complex messages over a sequence of pages. Spring semester.

AR 301 Color Theory/2

A focused study of the formal element color. Exercises will explore color definition, properties of color, and various systems for structuring color application to two-dimensional surfaces. Work will range from fundamental exercises to original individual compositions, as well as written analysis of color usage by various artists. Prerequisite: either AR 101 or AR 241-G. Fall semester, odd-numbered years.

AR 306 Advanced Photography/2

A study of film formats, i.e., medium, and large (4x5), color processes (E-6, C-41), and large print production. Advanced black and white contrast controls in exposure and development techniques are also presented. Prerequisite: AR 106. Offered on demand.

AR 307 Drawing III: Advanced Drawing/3

A continued concern with the analytical, compositional, and expressive elements of drawing with an emphasis on development of individual projects. Prerequisite: AR 207. Spring semester, even-numbered years.

AR 308 Painting III/3

Enables students to further explore skills and concepts learned in Painting I and II. While a traditional approach to oil painting will be emphasized, students are strongly encouraged to develop individuality through conceptual and technical experiments. Possibilities of use of mixed media and abstract painting will be presented. Prerequisite: AR 203 or AR208. Fall semester.

AR 312 Illustration: Pictorial Communication/3

An exploration of drawing as a means of concrete visual communication in the form of a narrative or isolated concept. A variety of materials and techniques are explored with consideration of their impact on the message. Prerequisite: AR 207.

AR 328 Mixed Media/3

This course introduces students to the integration of mixed-media. It offers an opportunity to experiment with a wide variety of media: computer generated art, collage/assemblage, drawing, painting, and other media. Students are encouraged to pursue their own interests. Spring semester, even-numbered years.

AR 330 Printmaking/3

Designed to introduce students to various techniques of production of multiple-original works of art within a variety of techniques including woodcut, linocut, intaglio, and serigraph. Prerequisite: AR 101, AR 107-G, or AR 108-G.

AR 335 Advanced Typography/3

Experimental work in letterform, logotype, and typeface design. Problems range from theoretical to practical, from individual form to a series of forms, and from decorative to pragmatic. Prerequisite: AR 235. Spring semester, odd-numbered years.

AR 341 Advanced Graphic Design/3

An extended look at page layout that will push the relationship between form and content; how the visual structure of a message can impart and support content. Prerequisite: AR 241-G. Spring semester, even-numbered years.

AR 352 Digital Storytelling/3

An introduction to storytelling using multi-media, featuring digital media tools and techniques. Students will conceptualize, develop, and deliver short stories in digital format, using text, images, audio, video, and interactivity. Course includes a survey of digital media applications, fundamentals, and issues relating to the use of digital media. Prerequisite: CO 223 Mass Media Writing I or AR 241-G Introduction to Graphic Design or instructor's consent. Prerequisite: CO 223 Mass Media Writing I or AR 241-G Introduction to Graphic Design or instructor's consent. (Same as CO 352) Fall semester, even-numbered years.

AR 355 Graphic Design Process/4

An investigation of design methodology from problem definition to design solution along with a review of methods used by designers to generate original concepts. Prerequisites: AR 235 and AR 241-G. Every third semester.

AR 360 Graphic Design History and Philosophy/4

A studio course that surveys the history of graphic design from its origins to the late 20th century with emphasis on what philosophies lay behind the work of each period. After gaining a general overview of graphic design history, students will be able to target later projects to historical periods and designers that resonate with their own interests. In conclusion, students will be required to synthesize and defend an answer to the question, "What is good design?" Prerequisites: AR 235 and AR 241-G.

AR 410 Graphic Design Internship/3

Field experience in a corporate or nonprofit organization supervised by a faculty member. Students will have a hands-on experience that will allow them to apply knowledge and theory they have gained in their course work as well as experienced in the work place. In regular meetings with faculty and other interns, students will reflect on experiences. Prerequisites: AR 360 and consent of faculty.

AR 415 Practical Studies in Graphic Design/3

Exploration in a specific area of application, such as book design, website design, publication design, type design, exhibition design, advertising, signage, information design, identity systems, and packaging. Prerequisite: AR 241-G. Fall semester, odd-numbered years.

AR 420 Graphic Design Practice/4

A study of the relationship between art and business that is graphic design. Along with writing a basic business plan prior to designing, students will learn basic studio procedures for tracking and managing jobs, as well as solving design problems within a business context. Prerequisites: AR 235 and AR 241-G. Every third semester.

AR 425 Exhibition/2

This course teaches students how to plan an exhibition from idea to installation. It addresses issues specific to selecting their own theme, designing and installing the exhibition, making an announcement, preparing the labels, and planning a reception, among other tasks.

AR 430 Senior Practicum/1,2, or 3

Designed for students to get practical experience in a work setting on campus, outside studio course work. This experience will be supervised by faculty or staff members with appropriate experience. Must work at least 6 hours a week. May be repeated for credit. Prerequisite: Consent of instructor.

AR 435 Graphic Design Portfolio/2-4

Students begin by identifying the segment of the graphic design they wish to practice and then analyze their current body work in relation to this goal. Individual projects are planned and executed that will address the needs identified, and a portfolio is constructed to efficiently maintain the work. The course concludes with the senior exhibit. Prerequisite: Senior standing and consent of instructor. Spring semester.

ATHLETIC TRAINING

(All courses are offered at ACCK facilities in McPherson.)

Athletic Training

The Tabor College Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) through 2009. It includes courses from the Health and Physical Education Department. Students also take upper-level athletic training courses once a week in McPherson, North Newton, or Hillsboro, Kansas, through a partnership with Tabor College, Bethel College, and Bethany College. The coursework prepares students for the Board of Certification (BOC) exam and an entry-level career in athletic training. Coursework can also be added to prepare students for graduate school programs in physical therapy and other health care professions.

TC-ATEP Application Information

Admission into the Athletic Training Education Program is designed to be competitive. In order to apply for the ATEP, a student must meet academic pre-requisites and submit

a complete application for admission during the spring semester of the freshman year. Transfer students should review the transfer policies and contact the ATEP Director for additional information regarding transferring required courses. The application process consists of submitting an application, physical exam, current immunization record, current first aid and CPR card, criminal background questionnaire, technical and performance standards verification, and an essay explaining the student's interest in the athletic training profession.

Students must also receive a C or better in PE 120-CPR/First Aid, PE 125-Practical Introduction to Athletic Training, and PE 220-Care and Prevention of Athletic Injuries, maintain a 2.5 overall GPA, acquire 30 athletic training observation hours, complete a blood-borne pathogen in-service and quiz, participate in a formal interview with the Athletic Training Selection Committee and purchase student liability insurance once accepted into the ATEP and annually thereafter. Go to the athletic training webpage at <http://www.tabor.edu/academics/undergrad.php> for the complete application. Completing the application and meeting all requirements does not guarantee admission to the program due to an 8:1 faculty to student ratio restriction. Students not meeting the requirements or those denied admittance due to size limitations may reapply the following academic year.

ACCK-ATEP ATHLETIC TRAINING COURSE DESCRIPTIONS

AT 315 Therapeutic Exercise/3

The study of cardiovascular, neuromuscular, strength, and flexibility fitness components and their practical application during the phases of rehabilitation. Laboratory included. Prerequisites: BI 211-G and PE 220, or consent of instructor. Fall semester.

AT 351 Prevention & Evaluation of Upper and Lower Body Athletic Injuries and Illnesses I/3

A study of clinical and field evaluative processes and equipment used by the Athletic Trainer. Focus is on orthopedic and soft tissue trauma to the extremities. The preventive measures available to reduce the frequency of injury and illness are surveyed and discussed. Laboratory included. Prerequisites: BI 211-G and PE 220, or consent of instructor. Fall semester.

AT 352 Prevention & Evaluation of Upper and Lower Body Athletic Injuries and Illnesses II/3

A study of clinical and field evaluative processes and equipment used by the Athletic Trainer. Focus is on orthopedic and soft tissue trauma to the axial skeleton. The preventive measures available to reduce the frequency of injury and illness are surveyed and discussed. Laboratory included. Prerequisites: BI 211-G and PE 220, or consent of instructor. Spring semester.

AT 430 Therapeutic Modalities/3

A study of therapeutic modalities: selection, set-up, application, parameters and physiological effects. The use of pharmaceuticals will also be investigated. Focus is on incorporating modalities and pharmaceuticals in the facilitation of the tissue healing response in the various stages of rehabilitation from injury or illness. Laboratory included. Prerequisites: BI 211-G and PE 220 or consent of instructor. Spring semester.

AT 435 Administration in Athletic Training/2

This course deals with the organization, administration, and methods involved in both the practice and programming of athletic training. An emphasis is placed on problem solving and risk management. Prerequisite: PE 220 or consent of instructor. Fall semester.

AT 440 Pathology and General Medical Conditions for the Athletic Trainer/3

A study of the causes and physiological responses physically active persons encounter due to injury, illness, disease, and disabilities. Included are the recognition, treatment, and referral of general medical conditions. Spring semester.

BEHAVIORAL SCIENCE

This major emphasizes learning experiences from a wide scope of topics related to the social sciences. It provides students with a strong foundation valuable for further learning in related fields. Note: Students completing this major will not be eligible for Social Work licensure. (Course descriptions can be found under: Psychology, Sociology and Social Work.)

Objectives:

1. Acquire a broad-based foundation of knowledge in the social sciences.
2. Demonstrate critical thinking skills relating to social science research, theory and practice, including the integration of Christian faith.
3. Display a basic understanding of research methodologies commonly associated with the social sciences.

BUSINESS ADMINISTRATION

The Business Administration Department offers concentrations in Accounting-Finance, Agri-Business, Management, Sport Marketing/Management, and Marketing. Faculty with various academic and practical experience emphasize a Christian worldview and incorporate uses of technology in classroom teaching. An internship program provides students with opportunities for work experience and future employment.

COURSE DESCRIPTIONS**BA 110 Introduction to Business/3**

A survey course covering the environment of business, business trends, forms of business ownership, management and organizational structures, marketing, finance, and investments. Students are exposed to many career opportunities in business. Fall semester.

BA 205 Selecting a Business Career /1

The student will learn the practical contents of various professions within the business environment in order to enhance effective choices about what credentials are needed to enter the desired business field and to understand what work life would be like in that choice. In addition the student will learn the following skills: self-evaluation for professional choices, using information and resources for identifying opportunities, information interviewing, writing for job interviews, interviewing and assessment. The employer's perspective will be emphasized. Prerequisite: BA 221 or consent of instructor. Spring semester.

BA 215 Spreadsheet Applications for Business/2

The course stresses the use of the computer as a tool used in solving analytical business problems using a computer spreadsheet. The course covers a variety of problem solving techniques with the computer as well as software skill development. Fall or Spring semester.

BA 216 Database Applications for Business/1

The course stresses the use of the computer as a tool used in solving analytical business problems using a database application. The course covers a variety of problem solving techniques with the computer as well as software skill development. Fall or Spring semester.

BA 221 Financial Accounting/3

The study of accounting as a means of communicating financial information about the activities of the business enterprise. Emphasis is placed on concepts and principles underlying the measurement of income and financial position and how this information may be used to evaluate the progress of a firm. Sophomore standing or consent of instructor. Fall semester.

BA 222 Managerial Accounting/3

The study of accounting in terms of management's information requirements. Emphasis is given to the use of accounting in planning and controlling a firm's activities. Topics include budgeting, inventory valuation, cost volume profit analysis, standard costing, and financial statement analysis. Prerequisite: BA 221. Spring semester.

BA 310 Management Information Systems/3

Designed to provide an understanding of computerized information systems for the management of an enterprise, including collecting, verifying, and processing information to assist managers in making decisions to achieve organizational goals. Attention is given as to how the computer can be used to provide business data and information on a timely basis. Students are provided hands-on time with various software applications as they learn to solve business problems. Prerequisites: BA 215 and BA 216. Fall semester.

BA 312 Personal Finance/3

Principles of personal finance, budgeting, transportation, insurance, investing, and real estate will be stressed, along with a general look at the economic environment of the American consumer from a Christian perspective. Priority given to business majors and upper classmen. Interterm.

BA 320 Intermediate Accounting I/3

A further study of financial accounting including accounting theory, financial statements, the time value of money, cash and receivables, inventory valuation, fixed assets, intangible assets, and current liabilities. Prerequisite: BA 222. Fall semester.

BA 325 Intermediate Accounting II/3

A continuation of BA 320 covering investments, long-term liabilities, stockholders' equity, earnings per share, accounting for income tax, pensions, leases, accounting changes, the statement of cash flows, and financial statement analysis. Prerequisite: BA 320. Spring semester.

BA 326 Cost Accounting/3

A further study of managerial accounting including cost-volume-profit relationships, cost behavior, product costing, budgeting, variances, decision making, and cost allocation. Prerequisite: BA 222. Fall semester.

BA 327 Business Law/3

This course covers the basic principles of business law as it applies to business operations. Topics covered in this course include understanding of civil procedure and the courts; business and the constitution; torts, strict liability, negligence; intellectual property; common law contracts; Article 2 sales contracts; Article 3 negotiable instruments and commercial paper; Article 9 secured transactions; personal and real property; agency and employment relationships.

BA 329 Principles of Marketing/3

Marketing problems and practices from the managerial point of view: the market, the product, retailing, wholesaling, distribution, selling, and pricing. Prerequisite: Sophomore standing or consent of instructor. (Same as EC 329) Fall semester.

BA 335 Agri-Business Economics/3

A study of the economic principles of agriculture and related business enterprises. Economic problems of farm and agri-business operation. (Same as EC 335.) When needed.

BA 336 Individual Income Taxes/3

A study of the income tax laws as they relate to individuals. Prerequisites: BA 221 and BA 222. Spring semester.

BA 337 Corporate, Partnership, Estate, and Trust Income Taxes/3

A study of the income tax laws as they relate to corporations, partnerships, estates, and trusts. Prerequisites: BA 221, BA 222, and BA 336, or consent of the instructor. When needed.

BA 340 Accounting Information Systems/3

An introduction to accounting information systems, including objectives, concepts, techniques, tools, controls, and audit of systems that capture, process, and summarize accounting information for decision making and preparation of financial statements. The course will include the use of accounting software and case studies. Prerequisites: BA 222 and BA 310. Interterm, odd-numbered years.

BA 345-G Introduction to International Business/3-4

A study from the manager's perspective in the fields of international trade and investment, balance of payments, international financial markets and monetary systems, national trade policy and laws. Also addresses cultural variables in business, and examines how each of a number of basic management activities must be dealt with differently in the international environment than in a purely domestic setting. Fourth credit hour to be earned by participating in a 9 day trip experience during Spring Break. Every year.

BA 350 Small Business Management/3

A study of the problems and opportunities encountered and special knowledge needed for the successful operation of the small business enterprise. Case study, lectures, and invited business persons will cover formation and financing of the business, marketing, management, and governmental relations. Prerequisites: BA 221, BA 222, and junior standing, or consent of instructor. Alternate years.

BA 355 Advanced Accounting/3

Accounting for combined corporate entities, consolidated statements, partnerships, fiduciary and institutional accounting, and other special topics. Prerequisite: BA 325. Spring semester, odd-numbered years.

BA 360 Investments/3

Introduction to investments in stocks, bonds, mutual funds, options, commodities, real estate, precious metals, etc. Field trips to various stock exchanges may be included. Prerequisite: Sophomore standing. (Same as EC 360) Interterm, even-numbered years.

BA 365 Sales Force Management/3

This course introduces you to the issues, strategies and relationships that relate to the job of developing sustainable revenue through well managed sales and business development activities. You will become acquainted with managing a sales force and helping them sell. Special emphasis will be put on developing a sales force program, managing strategic account relationships, team development, sales force automation and problem solving skills. Prerequisite: Junior standing or faculty consent. Alternate years.

BA 370 Consumer Behavior/3

A study of a variety of concepts in the behavioral sciences related to specific topics in consumer behavior, including mass communications, reference groups and sociological, psychological and economic aspects of consumer behavior. Prerequisites: BA 329 and junior standing, or consent of instructor. Fall semester, even-numbered years.

BA 375 E Business Marketing/3

The purpose of this course is to explore the cutting edge marketing strategies in the dynamic e-commerce environment. The course introduces students to a wide range of electronic commerce issues for marketers. This course includes readings, lectures, videos, and assignments. Prerequisite: Junior standing or faculty consent. Alternate years.

BA 385 Business to Business Marketing/3

The purpose of this course is to introduce students to Business to Business Marketing, which is a process that encompasses those management activities that enable a supplier firm to understand, create, and deliver value to other businesses, governments, or institutional customers. In the context of these business markets, value is the worth in monetary terms of the economic, technical, service, and social benefits a customer firm receives in exchange for the price it pays for a marketing offering. Prerequisite: Junior standing or faculty consent. Alternate years.

BA 395 Principles of Public Relations/3

Introduction to public relations contexts, issues, and practices, including research, planning, communicating, and evaluating. Application to both profit and nonprofit settings. (Same as CO 395) Prerequisite: BA 329. Fall semester.

BA 410 Financial Management/3

The study of financial concepts organized around the management objective of maximizing the value of the firm for its shareholders. This course requires an understanding of certain foundational concepts (cash flows, financial markets, financial performance evaluation, net present value, risk/return, securities valuation, and capital budgeting) and their application to specific management decisions that directly impact the value of the firm. Prerequisite: BA 222. (Same as EC 410) Fall semester.

BA 415 Human Resource Management/3

A study of human relations in industry; case studies of labor-management relationship; methods of recruitment, selection, training; employee development, compensation, and employee/labor relations. Prerequisite: Junior standing. Spring semester.

BA 424 Sports Management Internship/6-10

A course designed to give the student an in-depth practical work experience with an approved business (sporting goods, sport manufacturer, fitness center, or recreation center). The student will work under the direct supervision of a full-time professional in this area. Prerequisite: Physical Education or Business Administration major with senior status. (Same as PE 424.)

BA 430 Organizational Behavior and Leadership/3

Examines the complex relationships among individuals, groups, and organizations. Analyzes leadership styles with an emphasis on what constitutes effective leadership given the organization and its context. Focuses on how leaders emerge while assessing leadership styles, values and skills for empowering individuals as they confront organizational change. Spring semester.

BA 435 Agricultural Management/4

A study of land management, capital management, labor management, and finance management as it relates to the farm enterprise. Prerequisite: BA 335. When needed.

BA 440 Business Administration Internship/3-4

Supervised field experience in a corporate or nonprofit organization. Students gain hands-on experience and knowledge of a particular setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit. Prerequisite: Consent of instructor. Fall, Interterm, Spring semesters.

BA 442 Introduction to International Marketing/3

International marketing is concerned with planning and conducting transactions across national borders to achieve the objectives of individuals and organizations. In this course, students are introduced to the forms of international marketing: export/import, licensing, joint ventures, wholly-owned subsidiaries, turnkey operations, and management contracts and apply the marketing skills to develop a marketing plan for a regional business based on the four P's of marketing. Prerequisite: Junior standing or faculty consent. Alternate years.

BA 445 Advertising Management/3

The use of advertising, public relations, and personal selling in supplementing sales programs. Analyzing the market to determine the most effective sales promotion tools to be used. Students will complete an advertising campaign as part of the course. Prerequisites: BA 329 and junior standing. Spring semester, even numbered years.

BA 452 Auditing/3

Auditing principles and techniques as they apply to the examination of accounting records and financial statements. The course includes a comprehensive review of generally accepted auditing standards, auditing techniques, auditing procedures, and reporting requirements. Students will complete a comprehensive audit case as part of the course. Prerequisite: BA 325. Fall semester.

BA 455 Production Management/3

Capital installations, inventory control, purchasing, plant layout, site location, scheduling, and staffing. Experience in decision-making via the computer simulation. Prerequisites: Senior standing and consent of instructor. Spring semester, odd-numbered years.

BA 470 Marketing Management/3

Designed to acquaint the advanced marketing student with executive management decisions, capital and expense budgets, personnel problems, corporate marketing policies and pricing policies. Prerequisite: BA 329. Fall semester, odd-numbered years.

BA 475 Marketing Research Seminar/3-4

This course is designed to give the advanced marketing student the opportunity to increase his or her knowledge in a specific area of marketing through the completion of marketing research study. Students will be expected to do independent research on a project approved by the instructor, read and defend papers, and participate in group discussions. Must be final course in the Marketing Concentration. Spring semester, odd-numbered years.

BA 490 Business Policy/Ethics/3

A senior capstone seminar course that focuses on strategic planning, policy formulation, and the exploration of ethical dilemmas in business. Topics include: corporate social responsibilities, personal and corporate ethics, business regulation, and environmental

concerns. Comprehensive and integrative case studies will be used. Prerequisite: Senior standing or consent of instructor. Spring semester.

BUSINESS EDUCATION

BE 309 Desktop Publishing/3

Will introduce basic graphic design principles and provide hands-on experience with desktop publishing hardware and page layout software. Students will create various business publications such as newsletters, advertisements, catalogs, promotional materials, announcements, etc. Prerequisite: consent of instructor. Alternate years.

BIBLE SEE RELIGIOUS STUDIES LATER IN THIS SECTION

BIOLOGY

Biology is the study of life and is at the heart of a Christian liberal arts education. To this end, the overall goal of the Tabor College Biology Department is to explore the ever-changing mysteries of life in a curriculum that generates scientific curiosity and intellectual growth.

More specifically, the Biology curriculum is designed to prepare students for careers in research, education, environmental science, the health professions, conservation, or a range of other fields. It is also designed to help the student become more scientifically literate by learning how to pose questions as well as gather and interpret data. We are committed to the development of spiritual growth, personal integrity, and the responsible stewardship of resources in our community of faculty and students.

COURSE DESCRIPTIONS

BI 100-G Environmental Science/4

This is an introductory laboratory course in the fundamentals of environmental science. Environmental Science is a course that examines environmental issues such as environmental stewardship, sustainability, renewable resources, pollution, population growth, loss of biodiversity, and energy use. It is an integrated subject combining scientific areas of chemistry, biology, and earth science. Although a general education course, BI 100 also serves majors in environmental biology. Upon completion of this course, students should be able to incorporate a global world view to define their personal environmental belief systems and communicate a basic understanding of college environmental concepts. Spring semester.

BI 110 College Biology/4

A concentrated study of the principles and fundamentals of biology. Basic biochemistry, cellular structure and function, energetics, concepts of basic molecular biology, and genetics are included. Readings on the integration of Christian faith and science will be considered. A course for science majors. Three hours of laboratory per week. Spring semester.

BI 207-G Zoology/4

This is a rigorous lecture/laboratory course in the introduction to organismal diversity, structure, and function. Class discussions cover animal taxonomic characteristics, ecology, and physiology, while labs focus on a survey of the animal kingdom with emphasis on taxonomic, anatomical, and evolutionary topics. This course is appropriate for students pursuing further study in the sciences. Prerequisite: High School Biology with a grade of C or better and sophomore standing. Fall semester, odd-numbered years.

BI 208-G Botany/4

This introductory course covers the fundamentals of plant biology and ecology. Lectures and activities will focus on the breadth of plant biology from the cellular activities through studies of anatomical and physiological problems, growth, development, ecology, and diversity of the plant kingdom. Laboratory activities will also include regional plant identification. This course is appropriate for students pursuing further study in the sciences. Prerequisite: High School Biology with a grade of C or better and sophomore standing. Spring semester, odd-numbered years.

BI 211-G Human Anatomy and Physiology I/5

This introductory lecture/laboratory course explores the organization and processes of human systems from the cellular and tissue activities through studies of anatomical and physiological problems, growth, and development. Three laboratory hours per week complement the lecture topics and focus on intense anatomical study of human systems. Prerequisite: High School Biology with a grade of C or better and sophomore standing. Fall semester.

BI 214 Microbiology/5

This fundamental lecture/laboratory course will provide students with basic concepts in microbiology and the interaction with humans and the environment. Medical, biotechnical, and environmental aspects of microbiology will be covered. The laboratory exercises/experiences will provide practical exploration of lecture topics and stress lab safety/aseptic techniques in microbial culturing. In addition to learned course content, students will also pursue independent research and critical analysis in isolating and identifying unknown bacteria. Prerequisite: Introductory College Biology with Laboratory College Biology (BI 110) is highly recommended. Fall semester.

BI 301 Medical Terminology/1-3

This course is an interactive lecture/discussion course in the fundamentals of Scientific Terminology. It explores the Greek and Latin base of scientific terms utilized in the medical field. The application of terminology, pathophysiology description and abbreviations in particular areas of the medical profession will be accentuated in each unit. Upon completion of this course, students will be able to break down terms into their meaning, know how the term is applied in each area of the medical field and communicate a basic understanding of general anatomy/physiology terms and concepts. This course is a requirement for PA/PT (Physician Assistance and Physical Therapy) Graduate Programs. There is no laboratory component to this course. Prerequisites: BI 110 or BI/PE 211-G and Sophomore Standing. Fall/Interterm/Spring.

BI 311 Human Anatomy and Physiology II/4

This is a rigorous lecture/laboratory course in the study of human physiology, growth, and development. The topics deal with the various systems and organs and how they develop and function at the tissue, cellular, and molecular level to maintain life. Three hours of lab work complement the lecture topics and include experiential and experimental studies of human systems. Discussions will cover current research and ethical concerns. Prerequisite: General Biology, Chemistry I (Anatomy & Physiology and Genetics highly recommended). Spring semester, odd-numbered years.

BI 315 Nature Study/1-4

This course is an upper-level, field- and laboratory-oriented course designed to emphasize the principles of systematic identification of local animals and plants. The student is expected to master a certain body of fact (the vocabulary of science) to recognize the characteristics implied in the scientific naming system. Students will produce a pressed plant collection, an insect collection, and a photographic animal

collection to demonstrate learned content. In addition to learned course content, students will be challenged to articulate their understanding of the relevance of biodiversity and conversation. Course is designed for serious study in species identification. Prerequisite: introductory course in biology, zoology, and botany.

BI 321 Entomology/2-4

This is a rigorous lecture/field course on the taxonomic characteristics of insects (Arthropoda class Hexapoda). Class discussions and activities cover taxonomic characteristics, evolutionary relationships, ecology, and physiology. An insect collection emphasizes classification and identification of insect orders. Prerequisite: BI 110 and BI 207. Offered on demand.

BI 327 Cell Biology/4

This is a rigorous lecture/laboratory course focusing on metabolic pathways, cellular replication, interactions, signaling, and regulation. Laboratory exercises cover cell and tissue identification, cellular fractionation, cell tissue culture, and molecular techniques. Discussions will cover current research, research technology, and ethical concerns. Prerequisite: BI 110 and CH 330 (can be concurrent) or consent of instructor. Spring semester, even-numbered years.

BI 328 Genetics/4

This is a lecture/laboratory course in the basic genetic concepts including classical Mendelian inheritance, cytogenetics, population genetics, and the molecular basis of gene action. Laboratory experiences cover transmission genetics, electrophoretic studies, and simulations of evolutionary processes. A research project will emphasize the analysis of genes at the molecular level and the study of gene expression. Prerequisite: BI 110 and CH 112. Fall semester, odd-numbered years.

BI 330 Animal Behavior/4

The course entails a large amount of guided, independent work by the student and emphasizes an observational and scientific approach to the study of animal behavior, including humans. Course content focuses on the mechanisms and evolution of animal behavior, including neural, hormonal, and genetic substrates; foraging; anti-predator defenses; mating systems and sexual selection; social behavior; communication; parental care; kin selection and recognition; and territoriality. Laboratory and field work provide experience in quantifying behavioral observations and the process of designing independent study. Animal behavior is a seminar/discussion course designed for students majoring in biology or psychology. Same as PY 330. Prerequisite: BI 207 or BI 211. Fall semester, even-numbered years.

BI 400 Ecology/4

A field-based course with an experimental study of the natural environment, particularly the inter-relationships between organisms and their surroundings. Field experiences consist of studies of various biological communities (streams, ponds, prairies) where data will be collected on physical and biological factors, which determine the distribution and abundance of organisms in those habitats. Students engage in independent ecological research projects to demonstrate learned content and investigation and the critical evaluation of ideas in ecology. In addition to learned course content, students will be challenged to assess their personal value systems within an ecological context. Prerequisite: BI 207 or BI 208. Fall semester, even-numbered years.

BI 403 Immunology/2-4

This course will provide students with an introduction to fundamental concepts in immunology. Topics covered include innate and adaptive immunity as well as the

molecular activities and disorders of the system. The holistic function of the immune system as well as individual cells/tissues will be discussed. Discussions will cover current research, research technology, and ethical concerns. Upon completion of this course, students will be able to assess current immunology research, relate knowledge and application, and demonstrate an understanding of current immunopathology models, including cancer biology and AIDS. Prerequisite: A cellular- or physiology-based course; BI 214 Microbiology; or BI 211 Anatomy & Physiology and CH 112. Interterm.

BI 450 Topics in Biology/1-3

Specialized topics, such as neuroscience, cancer biology, population biology, or current research topics. Prerequisite: BI 110 and CH 112 and sophomore standing. Offered on demand.

AU SABLE INSTITUTE COURSES

(For program details, see current Au Sable Institute Bulletin.)

CHEMISTRY/BIOCHEMISTRY

Tabor College offers majors in both Biochemistry and Chemistry. A challenging curriculum prepares students for graduate school, secondary teaching, and work in industry. Either major provides excellent preparation for medical school and other health careers. Over 90% of the medical school applicants have been accepted in recent years. The Chemistry major also meets content licensure requirements for secondary teaching. Excellent up-to-date facilities and equipment, laboratory components to every science course, and experienced faculty offer students the opportunity for hands-on experience and individualized education.

COURSE DESCRIPTIONS

CH 111-G General Chemistry I/4

Fundamental principles of chemistry, including an introduction to atomic structure, stoichiometry, thermodynamics, gases, chemical bonding, solutions, and solids. A course for science majors. Three laboratory hours per week. Prerequisite: an ACT math score of at least 20 or Compass algebra score of at least 50 or at least C- in MA 103. Fall semester.

CH 112 General Chemistry II/4

A continuation of the topics introduced in General Chemistry, including chemical equilibrium, kinetics, electrochemistry, organic chemistry, and acids and bases. Three laboratory hours per week. Prerequisite: CH 111-G. Spring semester.

CH 303 Organic Chemistry I/4

Principles of organic chemistry with emphasis on reaction mechanisms and structure. Includes introduction to organic spectroscopy. Three laboratory hours per week. Prerequisite: CH 112. Fall semester, even-numbered years.

CH 304 Organic Chemistry II/4

Continuation of Organic Chemistry I with emphasis on mechanism of reactions, structural determination, and selected topics in organic chemistry. Three laboratory hours per week. Prerequisite: CH 303. Spring semester, odd-numbered years.

CH 312 Analytical Chemistry/4

Principles of analytical chemistry with emphasis on the fundamental reactions used for chemical analysis. Topics include chemical equilibria in acid/base, complexation, separations, and redox systems, data analysis, potentiometry, and spectroscopy. Six laboratory hours per week. Prerequisite: CH 112. Fall semester, odd-numbered years.

CH 403 Physical Chemistry I/4

A study of gases and the kinetic theory of gases, introductory atomic and molecular structure, thermodynamics and its molecular interpretation, and applications of thermodynamics to solutions and electrochemical cells. One laboratory session per week. Prerequisites: CH 312, PH 233, and MA 114. Fall semester, even-numbered years.

CH 404 Physical Chemistry II/4

Chemical kinetics, quantum mechanics, bonding, and molecular structure. Prerequisites: CH 403 and MA 214. Offered on demand.

CH 412 Instrumental Analysis/4

Optical, electrical, and chromatographic methods of analysis. Two laboratory sessions per week. Prerequisites: CH 312, PH 233, PH 234, and MA 114-G. Interterm, or spring, even-numbered years.

CH 416 Biochemistry I/4

Chemistry of the living organism, including carbohydrates, lipids, proteins, digestion, metabolism, and enzyme action. Three laboratory hours per week. Prerequisite: CH 303. Spring semester, even-numbered years.

CH 417 Biochemistry II/3

A continuation of the concepts presented in Biochemistry I with an emphasis on metabolism and gene expression and replication. Prerequisite: CH416. Offered online, Spring, even years.

CH 450 Topics in Chemistry/2-4

Selected topics in analytical, inorganic, organic, or physical chemistry, such as acid-base theories, coordination compounds, chemical bonding, reaction mechanism, quantum mechanics, and others. Laboratory work may be included. Offered on demand.

COMMUNICATIONS**Communication Program Mission Statement:**

To prepare students to be effective communicators in diverse settings of learning, work and service.

Communication Program Objectives:

- To convey ideas in a compelling manner to audiences through effective speaking, writing and technology skills;
- To analyze and critique messages in multiple contexts (ie. Theater, advertising, media, public speaking, intercultural);
- To practice conversational (or interpersonal) competence in varied relationships and settings (listening, conflict management, groups);
- To formulate and support a global perspective in their understanding of communication.

COURSE DESCRIPTIONS**CO 102-G Introduction to Mass Communication/3**

Prepares students to be literate media users by examining the history and functions of mass communication in society, including traditional and digital media. Social, economic, political, cultural and ethical issues will be emphasized. Offered Fall semester.

CO 131-G Public Speaking/3

A lecture-laboratory course designed to introduce students to the principles and skills of speech preparation, speech presentation, and processes of audience analysis. The

development of critical thinking and listening skills will be emphasized throughout the class. Every semester.

CO 201-G Intercultural Communication/3

The ability to effectively give and receive messages in different cultures is heightened by developing sensitivities about world views, cultural patterns, and appropriate communication behaviors. (Same as SO 201-G) Fall and Spring semesters.

CO 223 Mass Media Writing I/3

A basic course in journalism, dealing with the principles of news writing and reporting practices and providing an introduction to the ethics and challenges of the journalistic enterprise. Prerequisite: EN 101-G or concurrent. (Same as EN 223) Fall semester.

CO 225/425 Journalism Participation: Newspaper/0-1

Participation on Tabor View staff. Prerequisite: CO/EN 223 or consent of instructor. (Same as EN 225/425) Every semester.

CO 226/426 Journalism Participation: Yearbook/0-1

Participation on Tabor *Bluejay* staff. (Same as EN 226/426) Every semester.

CO 301 Theories of Communication/3

This class will examine various contemporary theories of communication, including social constructivist, psychological, phenomenological, socio-cultural and critical perspectives. Students will write a position paper and give an oral report on selected theoretical reading, provide outlines of assigned theories on certain topics, and write about their own perspective on communication theory. Prerequisite: CO 102-G. Fall semester, even-numbered years.

CO 310 Mass Media Writing II/3

Focuses on refining reporting and journalistic writing skills beyond basic news writing. The journalist will work at conceptualizing and writing articles for a contemporary audience. Styles of writing include features, profiles, specialized reporting, editorial writing, and sports writing. Prerequisite: CO/EN 223. (Same as EN 310). Spring semester, even-numbered years.

CO 315 Topics in Communication/3-6

Selected topics of interest in communication. Possible subjects could include the study of gender and communication, interpersonal communication, writing for the Web, sports writing, ethnic media, or advanced public speaking. Spring semester.

CO 323 Communication Law and Ethics/3

Designed to acquaint students with moral and legal issues involving the practice of journalism and other communication professions. Topics such as freedom of expression, slander, libel, privacy, commercial speech, intellectual property, and the public's right to know will be taught. (Same as EN 323) Fall semester, odd-numbered years.

CO 352 Digital Storytelling/3

An introduction to storytelling using multi-media, featuring digital media tools and techniques. Students will conceptualize, develop, and deliver short stories in digital format, using text, images, audio, video, and interactivity. Course includes a survey of digital media applications, fundamentals, and issues relating to the use of digital media. (Same as AR 352) Fall semester, even-numbered years.

CO 360 Group Communication and Decision Making/3

Theory and practice of work groups and teams in corporate and nonprofit settings. Decision-making processes and problems are analyzed. Emphasis on communication skills for leading and participating in groups. Spring semester, odd-numbered years.

CO 395 Principles of Public Relations/3

Introduction to public relations contexts, issues, and practices, including research, planning, communicating, and evaluating. Application to both profit and nonprofit settings. (Same as BA 395) Fall semester, odd-numbered years.

CO 412 Senior Seminar/3

A special interest course for upper-level students. Students will be expected to do independent research on a project approved by the instructor, read and defend papers, and participate in group discussions. Prerequisite: CO 301 or approval of department. Spring semester.

CO 440 Communication Internship/1-4

Supervised field experience in a corporate or nonprofit organization. Students gain hands-on work experience and knowledge of a particular setting, as well as develop reflective thinking skills. Students meet regularly with the faculty supervisor and other interns. May be repeated for additional credit. Prerequisite: Consent of instructor. Fall, Interterm, and Spring semesters.

ECONOMICS**EC 223-G Macroeconomics/3**

Develops an understanding of economics with respect to unemployment, inflation, GNP and the price level, money and the banking system, the role of economics in relation to government policy (fiscal policy and monetary policy), international trade, and the international monetary system. Prerequisite: Sophomore standing.

EC 224 Microeconomics/3

Introduces the student to the basic concepts underlying all of economics. These concepts include supply and demand relationships, prices, scarcity, elasticity, the concept of opportunity cost, market efficiency, economic decision making, questions of monopoly, profit and the government's role in the economic market.

EC 240-G Political and Economic Ideologies/4

A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. (Same as PS 240-G) Spring semester, alternate years.

EC 329 Principles of Marketing/4

Marketing problems and practices from the managerial point of view: the market, the product, retailing, wholesaling, distribution, selling, and pricing. Prerequisite: Sophomore standing, or consent of instructor. (Same as BA 329)

EC 335 Agri-Business Economics/4

A study of the economic principles of agriculture and related business enterprises. Economic problems of farm and agri-business operation. (Same as BA 335)

EC 340-G Political and Economic Ideologies/4

A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism,

democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. (Same as PS 340-G) Spring semester, alternate years.

EC 360 Investments/4

Introduction to investments in stocks, bonds, mutual funds, options, commodities, real estate, precious metals, etc. Field trips to various stock exchanges may be included. Prerequisite: Sophomore standing. (Same as BA 360) Interterm, even-numbered years.

EC 410 Financial Management/3

The study of financial concepts organized around the management objective of maximizing the value of the firm for its shareholders. This course requires an understanding of certain foundational concepts (cash flows, financial markets, financial performance evaluation, net present value, risk/return, securities valuation, and capital budgeting) and their application to specific management decisions that directly impact the value of the firm. Prerequisite: BA 222. (Same as BA 410)

EC 415 Banking and Financial Markets/3

The course is a study of the financial system, its technology; the role of government in the system; banking and the banking industry; insurance; pension plans and mutual funds; understanding equity markets; understanding government securities markets; understanding the mortgage market; understanding the bond market; and understanding derivatives markets; understanding. Prerequisites: EC 223 & EC 224. Spring semester, even-numbered years.

EDUCATION

All programs leading to licensure are approved by the Kansas State Board of Education, and the unit is accredited with the National Council for Accreditation of Colleges of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). Program completers qualify for initial teacher licensure through Association of Christian Schools International (ACSI).

The College holds membership in the Kansas Association of Private Colleges of Teacher Education (KAPCOTE).

ELEMENTS OF THE CONCEPTUAL FRAMEWORK FOR THE TABOR COLLEGE TEACHER EDUCATION PROGRAM

The Vision for the Tabor College Teacher Education Program

The vision of the Teacher Education Program at Tabor College is to prepare exemplary educators who are committed to Christian values, competent instruction, compassionate service, and collaborative leadership.

This vision embraces the mission of Tabor College which is “Preparing people of a life of learning, work and service for Christ and his kingdom.”

Goals and Objectives of the Tabor College Teacher Education Program

Goal I: Commitment

The Teacher Education Program at Tabor College is designed for committed candidates who have a passion for teaching and a love for students. They are life-long learners who have a strong desire to continue their professional development.

Evidence of this commitment will be shown by the candidates who meet the following objectives:

1. Involvement with children and youth within or outside education.
2. Integrate research into instructional strategies.

Goal II: Christian Values

The Teacher Education Program at Tabor College is designed for exemplary educators who are committed to Christian values. These values are characterized in Luke 2:52: “And Jesus grew in wisdom and stature, and in favor with God and men.” This assumes a holistic view that incorporates the intellectual, physical, spiritual, and social dimensions of educating the child.

This commitment to Christian values will be shown by the candidates who meet the following objectives:

1. Intellectual: Integrity and academic mastery.
2. Physical: Live a balanced and disciplined life.
3. Spiritual: Embrace a Christian worldview.
4. Social: Lovingly and humbly serve all human beings.

Goal III: Competent in Content and Pedagogy

Upon the foundation of a strong general (liberal arts) education, the Teacher Education Program is designed for exemplary educators who are committed to competent instruction. This requires demonstrated excellence in content knowledge and pedagogical skills, resulting in a positive impact on the learning of all students. It assumes that the educator is knowledgeable regarding the national, state, and local standards in both Core Curriculum and those related to specific content areas.

This commitment to competent instruction will be seen in the candidates who meet the following objectives:

1. Possess a thorough knowledge of the content to be taught.
2. Exhibit scholarship in professional education.
3. Effectively communicate both orally and in writing.
4. Show an understanding of child and adolescent development.
5. Participate successfully in a wide range of successful clinical experiences.
6. Manage a safe and stimulating classroom environment.
7. Incorporate learning strategies appropriate for varied learning styles.
8. Relate to students of varied cultural, racial, socio, and economic backgrounds.
9. Can adapt instruction to meet the needs of students with special needs.
10. Creatively motivate students by planning engaging lessons with varied teaching strategies.
11. Skillfully utilize technology to enhance learning.
12. Design curriculum that integrates material from several disciplines and teaches reading across the curriculum.
13. Utilize problem-solving and effective questioning strategies to assist students in developing critical thinking.
14. Use assessment results to plan instruction.

Goal IV: Compassionate Service

The Teacher Education Program at Tabor College is designed to provide opportunities for educators to demonstrate their commitment to compassionate service. These opportunities are built through an emphasis upon self-acceptance and personal growth, a loving and respectful attitude toward others, regardless of gender, ethnic/cultural, racial, and religious differences.

This commitment to compassionate service will be observed in the candidates who meet the following objectives:

1. Lovingly and humbly serve all.
2. Model before their students a caring spirit toward those who have special needs.

Goal V: Collaborative Leadership

The Teacher Education Program at Tabor College is designed to develop and enhance skills for those candidates committed to collaborative leadership. The basis for collaboration is the extended community of learners involved in the education of the child: parents, extended family, religious and civic leaders, business owners, law enforcement, health providers, and general citizenry.

This commitment to collaborative leadership will be validated in the candidates who meet the following objectives:

1. Serve as a team member.
2. Interact with Special Education teachers.
3. Support all school personnel.

EDUCATION PROGRAMS

Programs available at Tabor College that have been approved by the State of Kansas for teacher licensure are:

Business (6-12)	Instrumental Music (PreK-12)
Elementary (K-6)	Physical Education (PreK-12)
English Language Arts (6-12)	Biology (6-12)
Health (PreK-12)	Chemistry (6-12)
History and Government (6-12)	Special Education (ACCK) - See advisor for most current information.
Mathematics (6-12)	Grade Levels K-6
Music (PreK-12)	Grade Levels 6-12
Vocal Music (PreK-12)	

Programs are detailed alphabetically in the section called Programs of Study.

PHASES

The Education Program has four phases that are designed to prepare students to become professional teachers. Students move through each phase sequentially, completing requirements and meeting major outcomes along the way.

PHASE 1: Foundation Phase (Freshman or Sophomore Year)

Students planning to enroll in the Teacher Education Program must meet the following Preliminary Requirements:

1. Complete and submit the Phase Student Response Form by the third Friday in November prior to Interterm. Forms are available in LOHR 19.
2. Students interested in either elementary or secondary education are advised to enroll in ED 100 during their freshman year.
3. Students on "academic probation" are not advised to enroll in ED 100.
4. Students with a sophomore or higher classification need a cumulative GPA of 2.50 or higher to enroll in ED 100.
5. Name Tags. Tabor students and faculty are required to wear approved name tags whenever they are in elementary or secondary schools, i.e. all field and clinical experiences. These name tags provide immediate identification for school personnel and families that the individual has a purpose for being in the school. Name tags may be ordered in the Tabor College Bookstore. Lost name tags should be replaced immediately.
6. Tabor students must provide verification of a negative Tuberculosis test within the last year. This verification is required by local school districts for the safety of their students.

PHASE 2: Admission to Teacher Education Program - Professional Courses Sequence (Junior and Senior years)

The following admission criteria to this phase should be met by no later than the end of the sophomore year so that students are eligible to enroll in 300- or 400-level education courses beginning their junior year. Juniors and seniors seeking admission to the program may not be admitted provisionally.

1. A grade of “C” or above in ED 100.
2. Completion of two early Field Experience Practica (ED 110, ED 120, etc.) with satisfactory references from supervising teachers. Students who receive unsatisfactory references from either of their two field-experiences may be required to repeat one or both of them prior to applying to full acceptance in Phase 2.
3. Completion of a PHASE 2 Application to the Teacher Education Program
4. A grade of “C” or above in SE 210.
5. A cumulative college grade point average (GPA) of 2.5 or higher.
6. Basic Skills testing requirements:
Students must verify basic skills through one of the following:
 - a. Demonstrate competency in reading, writing, and mathematics with the following minimums:
 - Work Keys Reading for Information Level 5
 - Tabor Writing Competence C.U.N.Y. Level 4
 - Meet Tabor’s Mathematics Competency requirement
 - b. Pass all three sections of the PPST in reading, writing, and mathematics with the following minimums:
 - Reading - 173
 - Writing - 172
 - Mathematics - 174Test dates and Registration Bulletins are available in the Education offices (LOHR 19).
Original scores must be sent directly to the Education Department from the test administrators.
 - c. Satisfactory disposition review.
 - d. Provide certifiable scores of test comparable to the PPST or other nationally normed test from other states or institutions, subject to approval by the Teacher Education Committee.

PHASE 3: Student Teaching/Clinical Experience

This phase should normally be completed by the end of spring semester of the junior year or one semester prior to student teaching.

Students will:

1. Complete a Phase 3 Student Teaching Application form by the first Friday of December, of the year prior to student teaching. Applications are available in LOHR 19. The application must include a one page essay: Experiences that have prepared me to be a teacher.
2. Submit the name of their advisor or department chair for a departmental recommendation for student teaching. The Department Chair and the Candidate’s Academic Advisor should complete reference forms.
3. Submit a name for Faculty Reference from one additional faculty member (half time or more) outside their major department.
4. Have a cumulative college grade point average (GPA) of 2.5 or higher. (History/Government must have a Cumulative GPA of 3.0 or higher in the major content area)

5. Secure advisor's assurance that the student will have completed all Professional Education Core Courses (with the exception of ED 448) prior to the beginning of the student teaching semester.
6. Prior to an interview by the Teacher Education Committee, all candidates for student teaching must be in good standing in all facets of Tabor College life, including a satisfactory dispositional review.
7. Be interviewed by the Teacher Education Committee prior to assignment of student teaching. Candidates will only be eligible for an interview after all references have been submitted, and they have met all other criteria.

PHASE 4: Teacher Licensure

Qualifications for Teacher Licensure includes the following:

1. A bachelor's degree with a "C" or higher grade in all subject areas and professional education courses. Students must have a cumulative GPA of 2.5 on all college courses taken.
2. Professional Testing Requirements:

The Kansas State Board of Education requires that persons seeking a teaching license from a Kansas college complete professional testing requirements through the Principles of Learning and Teaching Test (PLT) with a score of 160 on one or more of the following tests:

- a. PLT Level K-6 codes 5622 or 0622
- b. PLT Level 7-12 codes 5624 or 0624

Students are required to take only one PLT test for Teacher Licensure and should choose the most appropriate test for the level of Teacher Licensure or level of specialization they are seeking. Check with Tabor College Licensure Officer for details about registration for these tests.

3. Licensure candidate must also pass one or more content tests.

Test No.	Test Name	Passing Score
0011 or 5011	Elementary	163
5038	English Language Arts	162
5161	Mathematics	152
0081 or 5081	History/Government	158
0091 or 5091	Physical Education	148
5101	Business	150
5113	Music	152
0235 or 5235	Biology	150
0245 or 5245	Chemistry	152
5543 or 0543	Adaptive Special Education	155
5551	Health	153

All education students are required to pass the PRAXIS II content and PLT exams in their major program areas as a program completion requirement. For Elementary Education majors, failure to pass the exams would result in receiving an Educational Studies major instead of a major in Elementary Education. For Secondary Education and PK-12 Education Majors, failure to pass the exams would result in receiving their content area major.

All education students must complete the Kansas Performance Teaching Portfolio with a score of 20 or higher as a program completion requirement. Candidates are asked to refer to the remediation policy in the student teaching handbook in case a passing score has not been obtained on the first attempt.

4. Completion and submission of Teacher Licensure Application (available on KSDE website).
5. Students wanting to teach in states other than Kansas should check their program of courses with requirements for Teacher Licensure in other states.
6. Candidates for licensure must submit their fingerprints to KSDE who will process them through the KBI and FBI.
7. For ACSJ licensure, an application can be found in the Coordinator of Education's office.

Provisional status may be granted for one deficiency or lack of completion for any of the above that the Teacher Education Committee feels is temporary or can be remediated. Students must be removed from provisional status by the end of the spring semester prior to fall student-teaching term and are not eligible to take ED 455, ED 446, and the secondary methods classes while on provisional status. Juniors and seniors cannot be admitted on provisional status.

Transfer Students

The entire program of a transfer student will be reviewed by the Chair of the Education Department prior to enrollment to determine the equivalency of professional education courses and to plan the remainder of the program at Tabor. Upper-division courses numbered 300- or 400-level in Professional Education are required to be taken at an approved teacher education college. Students who transfer from community colleges are encouraged to take Core Curriculum courses there and complete their professional education courses at Tabor College. Students who transfer to Tabor College who have had Introduction to Education at a previous institution must take ED 101 in their first semester at Tabor College.

COURSE DESCRIPTIONS

ED 100 Introduction to Education/2

The entry-level course for students entering the teacher education program. It is designed to create awareness of current education trends and assist students in career decisions about the teaching profession. Prerequisite: See Teacher Education Handbook for GPA requirements. Concurrent enrollment in ED 110 and one other field experience. Interterm.

ED 101 Tabor College Education Program/0-1

Designed for transfer students. Provides introduction to education program requirements and conceptual framework. **Must** be taken during the first semester at Tabor College.

ED 110 Culturally Diverse Field Experience/1

This course requires 30 clock hours of observation and participation in a culturally and ethnically diverse school setting and is usually taken concurrently with ED 100 during Interterm; also offered fall and spring. Student is responsible for transportation costs to and from school site. Graded CR/NC. Fall, Interterm, and Spring.

ED 120 Early Field Experience/1

This course requires 30 clock hours of observation and participation in a school setting and is usually taken concurrently with ED 100 during Interterm; also offered fall and spring. Student is responsible for transportation costs to and from school site. Graded CR/NC. Fall, Interterm and Spring.

ED 206 Development and Learning/3

Develop an understanding of major learning and developmental theories as applied to students in K-12 classrooms. Behaviorist, Cognitive, Humanistic, and Socialist learning theories are explored. Physical, Cognitive, Social, Emotional and Moral Development

theories are outlined for humans from birth through late adolescence. Practical classroom models of application for each theory are discussed. Harmony and conflict of various applications with a biblical world view are examined. Prerequisite: PY111-G. Fall semester.

ED 215 Planning for Instruction/2

Provides preparation in methods for teaching in 6-12 classrooms and serves as a prerequisite to all upper level secondary methods courses. Students will plan, create and evaluate lessons that integrate state standards into lesson goals and objectives. Students will be introduced to Bloom's Taxonomy of Educational Objectives as well as learning modalities and the theory of multiple intelligences. A fifteen hour practicum in a nearby school is attached. Sophomore standing required. Fall semester.

ED 216 Methods in the Arts/3

Students will develop an understanding of the goals and objectives of art, music, dance, and drama in the elementary classroom. Emphasis will be placed on techniques and strategies to integrate these arts into other content areas of the elementary classroom. Fall semester.

ED 220 Children's Literature/3

The reading, discussing, and evaluation of stories, poems, and factual material for children. Students explore a variety of authors, books, and sources of material for children. Includes field experience. Spring semester.

ED 224 Technology in the PreK-12 Classroom/2

Designed to introduce teacher candidates (preK-adult) to computer technology and its applications to the classroom and curriculum. The major focus of the course will be interactive technology via the computer, although other forms of technology will be explored. Special emphasis will be placed on customizing instruction to meet learning styles of a diverse student population and evaluation of current software applications. Spring semester.

ED 317 Adaptive Physical Education/2

Course deals with planning, organizing, and conducting physical education for the disadvantaged student. (Same as PE 317) Fall semester, even-numbered years.

ED 328 Classroom Management in the Elementary/Secondary School/2

Building upon the foundation established in the elementary school, the course provides techniques for preventing and resolving behavioral issues of children and youth in the classroom and school. Includes resources for working with challenging students. It provides a foundation for discipline policies in middle and high schools. Prerequisite: Admission to Teacher Education Program. Fall semester.

ED 329 Human Sexuality/2

A study of biological, psychological, behavioral, and cultural dimensions of human sexuality. How human sexuality affects people in their relationships to others in terms of development is explained. Includes the study of acquired immune deficiency syndrome and sexually transmitted diseases. Prerequisite: Junior standing or consent of instructor. (Same as PE/PY 329) Spring semester.

ED 345 Methods of Teaching Reading/3

Provides preparation in methods and materials of teaching reading in the elementary classroom. Students will explore, evaluate, and plan units of instruction based on state and national recommendations for reading curriculum and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365. Fall semester.

ED 347 Elementary School Language Arts/3

Provides preparation in methods and materials of teaching language arts in the elementary classroom in the integrated approach of reading, listening, speaking, and writing. Students will explore, evaluate, and plan units of instruction based upon state and national recommendations for language arts curriculum and relate instruction to local, state, and national assessments. Prerequisites: ED 345 and Admission to Teacher Education Program. Concurrent enrollment in ED 365. Spring semester.

ED 357 Methods of Teaching Mathematics I/3

Provides preparation in methods and materials and professional guidelines for teaching mathematics in elementary school classrooms. Candidates will explore the major concepts, procedures and reasoning processes of mathematics; developmentally appropriate instructional strategies; national, state and local standards; and assessment strategies. Candidates will explore, evaluate and design units of instruction culminating in a micro-teaching exercise. Prerequisite or concurrent enrollment in MA 204-G and ED 365, and admission to Teacher Education Program. Fall semester.

ED 358 Methods of Teaching Mathematics II/3

Provides preparation in methods and materials for teaching mathematics in elementary school classrooms. Candidates will explore the major concepts, procedures, and reasoning processes of mathematics; developmentally appropriate instructional strategies; national, state and local standards; and assessment strategies. Candidates will plan units of instruction and micro-teach. Prerequisite MA 204-G. Concurrent enrollment in MA 205 and ED 365; Admission to Teacher Education Program. Spring semester.

ED 365 Elementary Field Experience I/1

This field experience requires five weeks of observation, participation, and teaching of reading, science, and mathematics in an approved elementary school. Taken concurrently with elementary methods courses during the fall semester or with consent of department chair. Student is responsible for transportation costs to and from school site. Fall semester.

ED 367 Instructional Strategies for Adaptive Learning Needs/2

This course will focus on planning and participation in adaptive teaching strategies designed by a collaborative, interdisciplinary team and will focus on strategies for individualizing outcomes in the instruction and assessment of exceptional students in the regular classroom. Prerequisite: SE 210; Concurrent enrollment in ED 365. Spring semester.

ED 368 Elementary Field Experience II/1

This field experience requires four weeks of observation, participation, and teaching of reading, language arts, science, adaptive learning strategies, and mathematics in an approved elementary school. Emphasis is on adapting instruction to meet the needs of special learners. Taken concurrently with elementary methods courses during the spring semester or with consent of department chair. Student is responsible for transportation costs to and from school site. Spring semester.

ED 374 Elementary School Health and Physical Education/3

A study of appropriate health, sexuality, and physical education instruction for the elementary teacher. Selection of activities for appropriate developmental level of students is stressed. This course includes exposure to a wide variety of health and physical education methods, materials, and resources. Spring semester.

ED 385 Elementary School Science/2

Provides preparation in methods and materials of teaching science in elementary school classrooms. Students will explore, evaluate and plan units of instruction based upon state and national recommendations for science curriculum, and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365.

ED 395 Elementary School Social Studies/2

Provides preparation in methods and materials of teaching social studies in elementary school classrooms. Students will explore, evaluate, and plan units of instruction based upon state and national recommendations for social studies curriculum, and relate instruction to local, state, and national assessments. Prerequisite: Admission to Teacher Education Program. Concurrent enrollment in ED 365.

ED 414 Classroom Assessment/2

Develop classroom assessment skills common to classrooms at any level. Includes working with local, state, and national standards as well as the accreditation process. Prerequisite: Admission to Teacher Education Program. Spring semester.

ED 415 Methods for Teaching English Language Arts in the Secondary School/3

Designed to assist student teachers in becoming confident, effective professional educators in secondary level English (Grades 6-12). Students will become familiar with a variety of specific methods to use in teaching literature, composition, and language. Among topics to be considered will be: current trends in English curriculum development, the six-trait writing process, inclusionary practices, classroom organization, assessment, classroom application of various forms of technology, and professional organizations. Each student will develop a unit of instruction suitable for a secondary level classroom. Prerequisite: ED 215 and acceptance into the Teacher Education Program.. Spring semester.

ED 416 Methods for Teaching Speech and Theater in the Secondary School/3

Requires students to apply speech and drama content to the techniques needed for effective secondary level (Grades 6-12) classroom teaching. Opportunities are provided for students to exercise their teaching skills in the areas of unit plans, daily lesson plans, teaching strategies, evaluation, assessment, classroom management, inclusion, and different learning styles. Discussions of resource allocation, safety, classroom application of various forms of technology, and professional organizations are also included. Each student is encouraged to develop his/her personal philosophy of education and incorporate it in relation to integrity/ethics in the classroom and personal evaluation to maintain a sense of balance and growth. Prerequisite: ED 446. Spring semester.

ED 417 Methods of Teaching English Language Learners/3

This course is designed to explore contemporary approaches, methods, and best practices for appropriate instruction of second language learners. Candidates will be instructed in language proficiency assessment and placement for programming in second language classrooms. Philosophical perspectives on ESL and dual language approaches, including communicative, cognitive, and grammatical implications will also be discussed. Strategies for advocating for ELLs in the school environment and effectively collaborating with parents of ELLs will be presented. Approaches to differentiation of regular classroom instruction for cultural and linguistic diversity will be presented. Spring semester.

ED 419 Opening School Clinical Experience/1

This one-credit hour clinical experience requires a minimum of five days in a school under the direction of a cooperating teacher. Required experiences include: 1) preparing the classroom for opening school; 2) attending staff meetings, 3) the first day of school for students; and 4) two more days during the first week of school for students. .

Prerequisite: Full acceptance for student teaching or the department chair. August only.

ED 421 Elementary School Clinical Experience/4, 10-12

Practical application of professional education preparation. Includes lesson planning and participation in school activities. Candidates will be assigned to an elementary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall and spring semester.

ED 423 K-12 Clinical Experience/10-12

Practical application of professional education preparation. Includes lesson planning and participation in school activities. Clinical experience for music and physical education. Candidates will be assigned to both an elementary and secondary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education course work. Fall and Spring semester.

ED 424 Secondary School Clinical Experience/4, 10-12

Practical application of professional education preparation. Includes lesson planning and participation in school activities. Candidates will be assigned to a secondary classroom and cooperating teacher, with gradual assumption of full responsibility for instruction. Includes attendance at clinical and professional seminars. Prerequisite: Approval for clinical experience and completion of major and professional education coursework. Fall and spring semester.

ED 425 Methods for Teaching Business in the Secondary School/3

Designed to provide the prospective secondary-level (Grades 6-12) Business teacher techniques for effective classroom teaching, including such issues as inclusionary practices, assessment, classroom application of various forms of technology, and professional organizations. It pulls together business and education concepts and theories just prior to one's student teaching experience and covers methods and materials for teaching business courses such as accounting, general business, keyboarding, and office practice. (Shorthand is covered on demand.) Prerequisite: ED 215 and acceptance into the Teacher Education Program. Spring semester.

ED 428 ESL/Dual Language Field Experience/3

A minimum of 90 clock hours is spent in the field with a licensed ESOL teacher that is actively teaching ELLs in either an ESOL setting or a dual language setting. This practicum involves a minimum of 30 hours of the actual delivering of ESOL instruction implementing ESL lessons and methodology. This instruction can be delivered either as a team teacher or primary instructor as agreed upon by the candidate and the cooperating teacher. This is a culminating course for the minor. Prerequisites: Completion of all other courses in the minor, liability insurance, GPA of 2.5 or higher.

ED 430 Methods for Teaching Mathematics in the Secondary School/3

Designed to provide the prospective secondary-level (Grades 6-12) mathematics teacher the methods of teaching contemporary mathematics content. Topics include methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, micro-teaching of a mathematics lesson, selecting materials, inclusionary practices, classroom application of various forms of technology, and techniques of assessment. Prerequisite: ED 215 and acceptance into the Teacher Education Program. Spring semester.

ED 435 Methods for Teaching Natural Science in the Secondary School/3

Designed to provide the prospective teacher with knowledge and skills for teaching the natural sciences at the secondary level (Grades 6-12). Content includes curriculum selection and design, safe laboratory management and operation, integration of curriculum, inclusionary practices, methods and modalities of teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Prerequisite: ED 215 and acceptance into the Teacher Education Program.. Spring semester.

ED 440 Methods for Teaching Social and Behavioral Science in the Secondary School/3

Designed to prepare students for successful teaching at the secondary level (Grades 6-12) in both the social and behavioral sciences. Emphasis is placed on different approaches and practices of instruction planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state assessments, research methods, professional organizations, and the inclusive classroom. Prerequisite: Admission to Teacher Education Program. Prerequisite: ED 215 and acceptance into the Teacher Education Program. .Spring semester.

ED 446 Reading/Strategies for Secondary Teaching/2

Develop teaching skills common to various content areas in secondary education. Includes instruction in reading and study skills improvement, writing objectives, lesson planning, evaluation of learning and videotaping of teaching. Includes field experience. Prerequisite: ED 215 and acceptance into the Teacher Education Program.

ED 447 Reading in the Content Area for K-12 Classroom/1

Designed for candidates seeking K-12 licensure, this course focuses on improving student reading competencies in specific content areas. Attention is given to improving study skills, selecting appropriate supplementary resources, and learning alternative teaching strategies to meet the needs of students with low reading achievement. Prerequisite: Full acceptance into the Teacher Education Program.

ED 448 Philosophy in Education/2

Capstone course for students completing Teacher Licensure requirements. Includes international education as well as historical, philosophical, scientific, and structural multicultural foundations of education in the United States. Prerequisite: Admission to Teacher Education Program or consent of department chair. Interterm.

ED 455 Reading Diagnosis/1

An advanced seminar designed for learning diagnostic methods of assessing students' needs in reading, with an emphasis on developmental approaches to teaching reading. Prerequisites: ED 345 and ED 346. Concurrent enrollment in ED 416? or consent of department chair. Spring semester.

ED 495-G International Education Service Practicum/2

This course involves team teaching English-speaking PreK-12 students in an underdeveloped country with native teachers. The course is service-oriented to team with culturally diverse teachers for the purpose of both the TC student and the local teacher gaining insight into improvement of teaching. The native teacher contributes to the TC students' understanding of educating people of a different culture. The TC students contribute to the local teachers' understanding of methods and techniques that create better learning opportunities for their students. Tabor students are exposed to the impacts of poverty and inadequate infrastructures. Attendance at three orientation meetings is required prior the Interterm experience. A course fee is assessed based on the number of students and the cost of airline tickets, food, and lodging. This course meets credit requirements for an IAE experience. Priority is given to students who are in Tabor's Teacher Education Program. Class is limited to 20 persons, including the instructor, and no more than 10 of each sex.

ENGLISH**EN 100 Basic Writing/3**

A preparatory course for EN 101-G. Students in the course will develop writing competency with emphasis on sentence structure, paragraphs, and brief essays. Students who have an ACT English score less than 19, an SAT Critical Reading score less than 470 or have not received credit for EN 101-G are required to take EN 100 during their first semester of attendance.

EN 101-G English Composition/3

A study of various types of writing, including descriptive, argumentative, and expository (including the research paper), and a brief introduction into literary types and forms. Prerequisite: A grade of C- or higher in EN 100, or a score of 19 on the ACT English exam, or a score of 470 on the SAT Critical Reading exam.

EN 211-G English Composition and Literature/3

An introduction to literary genres: fiction, drama, poetry, and film. Emphasis is on continued development of writing and close reading skills as students study each genre, discern themes and concepts, and write essays (including the research essay) in response to the readings. Prerequisite: EN 101-G.

EN 223 Mass Media Writing I/3

A basic course in journalism, dealing with the principles of news writing and reporting practices and providing an introduction to the ethics and challenges of the journalistic enterprise. Prerequisite: EN 101-G or concurrent. (Same as CO 223) Spring semester.

EN 225/425 Journalism Participation: Newspaper/0-1

Participation on Tabor View staff. Prerequisite: EN 223 or consent of instructor. (Same as CO 225/425)

EN 226/426 Journalism Participation: Yearbook/0-1

Participation on Tabor *Bluejay* staff. (Same as CO 226/426)

EN 301 Study of Language/3

An examination of the core areas of linguistic theory: phonetics, phonology, morphology, syntax, and semantics. Additional areas of study include sociolinguistics, historical linguistics, cognitive linguistics, and language acquisition. Prerequisite: EN 101-G. Spring Semester.

EN 302 Modern English Grammar/3

An intensive study of the principles of grammar. Prerequisite: EN 101-G. Fall semester.

EN 303 Creative Writing/3

Emphasis on poetry, drama, and/or fiction. Prerequisite: EN 211-G. Fall semester, even-numbered years.

EN 304-G Advanced Writing: Expository/3

A rhetoric-with-readings course to help students master the essay writing process as well as research techniques. Prerequisite: EN 101-G and junior standing.

EN 305 Advanced Writing: Business/3

A course designed to help students master career-related writing including a research-based report. Priority given to business majors. Prerequisite: EN 101-G and junior standing. Spring semester.

EN 306 Studies in Rhetoric/3

A study of the principles of classical and contemporary rhetoric, including argumentation and stylistic analysis. This course will cover analysis rhetorical strategies used in text, visual art, public speaking, film, television, and electronic and social media. Prerequisite: EN 101-G. Spring semester.

EN 310 Mass Media Writing II/3

Focuses on refining reporting and journalistic writing skills beyond basic news writing. The journalist will work at conceptualizing and writing articles for a contemporary audience. Styles of writing include features, profiles, specialized reporting, editorial writing, and sports writing. Prerequisite: EN/CO 223. (Same as CO 310) Spring semester, even-numbered years.

EN 311 American Literature I/3

A study of major writers and genres from the colonial era to Emily Dickinson. The course will include works of ethnic and minority writers from the period. Prerequisite: EN 211-G. Fall semester, even-numbered years.

EN 314-G Ethnic/Minority Literature/3

Includes an examination of the contributions and impact of the work of authors and poets of African, Asian, Hispanic, Native American, and European ethnic heritage on literature in the United States. The course may be structured to intensively examine the literature of one or two groups, or may examine a broader spectrum of the literature of a number of groups. The course will include works by ethnic and minority writers of the past and of the present. Prerequisite: EN 211-G. Spring semester.

EN 316-G World Literature/3

A study of world views, authors, and genres in literature from ancient Hebrew, Greek, and Roman to modern Spanish, Russian, and French cultures. Prerequisite: EN 211-G. Fall semester, odd-numbered years.

EN 320 Approaches to Literary Analysis/2

A study of classical and contemporary literary analysis. Prerequisite: EN 211-G. Fall semester, even-numbered years.

EN 321 American Literature II/3

A study of major writers and genres from Mark Twain to the present. The course will include works of ethnic and minority writers from the period. Prerequisite: EN 211-G. Spring semester, even-numbered years.

EN 323 Communication Law and Ethics/3

Designed to acquaint students with moral and legal issues involving the practice of journalism and other communication professions. Topics such as freedom of expression, slander, libel, privacy, commercial speech, intellectual property, and the public's right to know will be taught. (Same as CO 323) Fall semester, odd-numbered years.

EN 324 Young Adult Literature and Praxis 2 Preparation/3

An analysis and evaluation of literature read by young adults. The course will include review and preparation for the Praxis 2 Language and Literature content exam. Spring semester, even-numbered years.

EN 350-G Topics in Language and Literature/3

Selected topics of interest in language and literature. Possible topics could include the study of major authors, literary movements, genres, or critical theories. Prerequisite: EN 211-G.

EN 411 British Literature I/3

A study of major writers and genres from Beowulf to the late eighteenth century. The course will include works of ethnic and minority writers from the period. Prerequisite: EN 211-G. Fall semester, odd-numbered years.

EN 412-G Shakespeare/3

A study of the major plays and sonnets. Prerequisite: EN 211-G. Fall semester, even-numbered years.

EN 421 British Literature II/3

A study of major writers and genres from the Romantic Period to the present. The course will include works of ethnic and minority writers from the period. Prerequisite: EN 211-G. Spring semester, even-numbered years.

EN 430 Practicum in Tutoring Writing/0-3

The practicum offers theoretical bases and practical techniques of tutoring writing. Students will read about tutoring and make weekly reports to the class, as well as gain practical experience throughout the semester. Prerequisite: Consent of the instructor.

EN 440 Senior Seminar/3 – Capstone

Students will develop an integrative understanding of the English discipline and, in consultation with members of the English faculty, will propose, produce, and present a significant work of scholarship in the field of language and literature. Prerequisite: EN 211-G and departmental permission. Fall semester.

FOREIGN LANGUAGES**FL 101 German I/4**

Introduces the essentials of German grammar and the development of the four basic skills: listening, speaking, reading, and writing. German cultural aspects are an integral part of the course. Fall semester.

FL 102 German II/4

Continued study of the essentials of German grammar and the development of the four basic skills: listening, speaking, reading, and writing. German cultural aspects are an integral part of the course. Prerequisite: FL 101 or its equivalent completed within two calendar years prior with earned grade of C or higher, or introductory German examination administered by the Tabor Language Department. Spring semester.

FL 106 Elementary Hebrew I/4

An introduction to Classical Hebrew, emphasizing vocabulary, grammar, and syntax (same as RS 106). Cannot be used toward IAE credit. Offered on demand.

FL 108 Elementary Greek I/4

An introduction to Classical Hebrew, emphasizing vocabulary, grammar, and syntax (same as RS 108). Cannot be used toward IAE credit. Offered on demand.

FL 131 Spanish I/4

Introduces the essentials of Spanish grammar and the development of the four basic skills: listening, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of the course. Fall semester.

FL 132 Spanish II/4

Continued study of the essentials of Spanish grammar and the development of the four basic skills: listening, speaking, reading, and writing. Latin American and Spanish cultural aspects are an integral part of the course. Prerequisite: FL 131 or its equivalent completed within two calendar years prior with earned grade of C or higher, or introductory Spanish examination administered by the Tabor Language Department. Spring semester.

GEOGRAPHY**GEO 160-G World Geography/3**

A study will be made of the major regions of the world. In addition to learning basic geographic locations, focus will be on the major cultural, environmental, political, and historical features of each region of the planet. Alternate years. Spring semester, even-numbered years.

HISTORY

Areas of strength in the History Department include western history with an emphasis in religious history, modern America, the Reformation era, British Empire, Greek and Roman history, and the American frontier. The program has a reputation for strong teaching, and faculty have published numerous books and articles. Graduates are prepared for teaching, international relations, law school, or graduate school.

COURSE DESCRIPTIONS**HI 121-G United States History I/3**

A survey of United States history from the early native Americans to the end of the Reconstruction era. Emphasis on the major social, economic, and political movements. Fall or Spring semester.

HI 122-G United States History II/3

A survey of United States history from the end of the Reconstruction era to the present. Emphasis on the major social, economic, and political movements. Fall or Spring semester.

HI 130 American Social History/4

A survey of the creative achievements of the American people from the colonial period to the present. Emphasis will be placed on issues of gender, race, and on the development of American literature, art, sports, and religion.

HI 160-G World Civilizations I/3

A survey of world civilizations from their inceptions in the ancient world until the seventeenth century. The course will focus on the major political, economical, social, and intellectual developments of the ancient and medieval worlds and during the transition to the modern world. Fall or Spring semester.

HI 161-G World Civilizations II/3

A survey of world civilizations from the seventeenth century to the present. The course will focus on the major political, economical, social, and intellectual developments of the early modern and modern worlds. Fall or Spring semester.

HI 220/420 History Seminar/2-4

Possible subjects include Minority History, African History, Far Eastern History, Latin American History, Russian History, Intellectual History, Social History, and other topical studies.

HI 239 Fringe Religions: Occult and Cultic Movements/3

A brief survey will be made of the major aspects of the occult and cults. Emphasis will be placed on the historical development and present status of witchcraft, Satanism, divination, spiritualism, parapsychology, and the prominent cultic groups. (Same as RS 239) Alternate years.

HI 290 /390 History of Christianity/4

A survey of the major events, institutions, ideas, movements, theological systems, missionary activities, and people that have made Christianity what it is today. The time span of the course is from the first century until the present. (Same as RS 290/390) Alternate years.

HI 300 Kansas History/2

This course will offer an overview of the culture and society of Kansas from prehistory to the present. Special emphasis will be placed on Native American culture, Euro-American conquest and settlement, the Civil War period, and the changes in Kansas since the Dust Bowl. The final third of the class will concentrate on the structure and operation of the state constitution and government.

HI 310 U.S. History: Revolutionary and Confederation Eras, 1763-1789/2

Survey of United States history from the end of the French and Indian War through the Revolutionary War and Confederation period to the ratification of the Constitution.

Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 313 Mennonite History/3-4

The origin, development, teachings, emphases, and lifestyles of persons of Anabaptist-Mennonite persuasion will be studied from a historical, theological, and sociological perspective. (Same as RS 313) Alternate years.

HI 315 U.S. History: Early National America, 1789-1861/2

Study of United States history from Washington to the eve of the Civil War. Emphasis on Jeffersonian republicanism, Jacksonian democracy, sectional strife, and their related political, social, and economic issues. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 318 American Religious History/4

A survey of religions in America from their European roots to the present day. Emphasis will be placed on the major movements, denominations, sects, theological trends, and forces of change within American religions. (Same as RS 318) Alternate years.

HI 320 U.S. History: Gilded Age and Reform Era, 1877-1920/2

United States history from the end of the Reconstruction through the Gilded Age and Progressive era to 1920. Emphasis on the major social, economic, and political movements. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 325 American West/3

Survey of the history of Western migration. Special emphasis will be placed on the Trans-Mississippi West, ethnic conflict in the West, and the image of the West.

HI 330 U.S. History I: The Twentieth Century, 1920-1945/2

Survey of United States history from the Republican ascendancy in 1920 through the Roosevelt era. Emphasis on the social, economic, and political issues. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 335 U.S. History II: The Twentieth Century, 1945 to Present/2

Survey of United States history from the end of World War II to the present. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 340 Ancient History/4

Survey of ancient civilization from prehistoric times to the fall of Rome. Emphasis on the cultural, religious, economic, intellectual, and military developments of Egypt, Mesopotamia, Israel, Greece, and Rome. Offered on demand.

HI 350 The Middle Ages, 300-1050/2

Medieval history from the late Roman times to the High Middle Ages. Emphasis on Medieval religion, social structure, and institutional development. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 351 The Middle Ages, 1050-1350/2

Medieval history from the High Middle Ages to the Renaissance. Emphasis on Medieval religion, social structure, and institutional development. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 361 The Reformation Era/4

European cultural, religious, intellectual, social, and political history from 1350 to 1600. Emphasis on the Italian Renaissance and the Protestant Reformation. (Same as RS 361) Offered on demand.

HI 370 Early Modern Europe, 1600-1715/2

Survey of the major events, ideas, institutions, and movements of Europe from 1600 to 1715. Particular emphasis on the development of strong governments, the decline of the ancient regime, the Enlightenment, the French Revolution, and Napoleon. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 371 Early Modern Europe, 1715-1815/2

Survey of the major events, ideas, institutions, and movements of Europe from 1715 to 1815. Particular emphasis on the development of strong governments, the decline of the ancient regime, the Enlightenment, the French Revolution, and Napoleon. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 380 Modern Europe, 1815-1914/2

Survey of the major events, ideas, institutions, and movements of Europe from 1815-1914. Particular emphasis on the isms, the wars, ideas, and movements that bear a marked effect on our lives. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 381 Modern Europe, 1914 to Present/2

Survey of the major events, ideas, institutions, and movements of Europe from 1914 to the present. Particular emphasis on the isms, the wars, ideas, and movements that bear a marked effect on our lives. Prerequisite: Early registration or consent of instructor. Offered on demand.

HI 400 Historiography/3

Readings and research project will focus on the philosophy of history and methods of historical research. Prerequisite: Consent of Instructor. Fall and Spring semesters.

HU 100-G Introduction to Fine Arts/3

An introduction to music, visual arts, dance, and theater as integrated art forms. The course is designed to expand understanding of art forms through studying stylistic periods, major figures, style traits, and societal issues. Students will experience galleries, museums, theaters, concerts, and/or performances as they explore fine arts. Interterm.

MATHEMATICS

The Mathematical Sciences curriculum prepares students for employment in business, industry, and education. Challenging courses and a strong pre-engineering program also prepare students for success in graduate school. The program is strengthened by its excellent faculty as well as its participation in the cooperative mathematical sciences program with Bethel College.

COURSE DESCRIPTIONS

A general prerequisite for all mathematical sciences courses (except MA 103) is that each student has satisfactorily met the Tabor College mathematics competency requirement. The Cooperative Department of Mathematical Sciences requires a student to have achieved at least a C grade in any prerequisite before going on to the next course.

MA 103 Basic Mathematics/3

Subject matter includes elementary algebra and flow charts. The student acquires some technical competence in computer use to aid in solving elementary practical problems. Does not meet Core Curriculum requirement. Spring semester.

MA 104 Intermediate Algebra/3

Emphasis on using simple mathematical operations to explore polynomials, linear equations and inequalities, quadratic equations, exponential and logarithmic functions, and graphs of each. Prepares students to take MA 105-G, MA 106-G, MA 221-G, and MA 222. This course does not meet the Core Curriculum deductive reasoning requirement. Fall semester.

MA 105-G College Algebra/3

A study of elementary concepts of sets, logic, linear and nonlinear relations, algebraic functions and their graphical representations, matrices and determinants, and mathematical induction. Prerequisite: ACT Math score of 21, COMPASS Algebra score of 50 or C- or higher in Basic Math. Spring semester.

MA 106-G Precalculus/5

A detailed study and analysis of algebraic and transcendental functions. Includes their properties, related analytic geometry, limits, continuity, propositional logic, sets, relations, and functions. Prerequisite: ACT sub score of 21 or COMPASS Algebra score of 50 or at least C- in MA 103. Fall semester.

MA 114-G Calculus I/4

Logic, sets, relations and functions. An introduction to limits, the derivative, and the Riemann integral for algebraic and elementary transcendental functions.. Prerequisite: MA 106-G or ACT sub score of 25 or consent of instructor. Fall semester.

MA 203 Discrete Mathematics/3

Covers topics in mathematics that are especially useful in computer science: logic, functions and relations, combinatorics, trees, analysis of algorithms, and elementary modern algebra. Prerequisite: MA 106-G. Spring semester, even-numbered years.

MA 204-G Nature of Mathematics/3

A course designed to acquaint the students with the nature, philosophy, methodology, significance, and use of mathematics from ancient times to the present and in various cultural contexts. The concept of a mathematical system is emphasized. The following topics are included: inductive/deductive reasoning, logic, set theory, concepts, and relations in number theory, numeration systems, probability, and statistics. This course is required of all prospective teachers preparing for licensure in the state of Kansas. Prerequisite: ACT sub score of 19 or consent of instructor. Fall semester.

MA 205 Mathematics for Elementary Teachers/3

This is a continuation of MA 204-G and is required of those preparing to teach kindergarten through sixth grade. The course will include topics from algebra, geometric figures and their properties, transformational geometry, analytic geometry, contrast of Euclidean and non-Euclidean geometries, measurement, representations of algebraic and geometric situations/solutions. Students will be encouraged to recognize patterns, and form and test conjectures. Prerequisite: MA 204-G. Spring semester.

MA 206 Linear Algebra/3

This course comprises an in-depth study of vectors, matrices and vector spaces, including systems of equations, vector methods, eigenvectors and eigenvalues, linear independence, dimension and linear transformations. Prerequisite: MA 114-G. Interterm.

MA 214 Calculus II/4

A continuation of MA 114-G, includes methods and applications of integration, indeterminate forms, parametric and polar equations, and sequences and series. Prerequisite: MA 114-G or MA 203. Spring semester.

MA 221-G Elementary Statistics/3

This course includes both discrete and inferential statistics, probability, binomial, normal and chi-squared distributions, tests of hypotheses, confidence intervals, regression, and correlation. A statistical package is used throughout the course. Recommended for students in biology, environmental studies, pre-nursing, economics, business, psychology, and sociology. Prerequisite: One of the following two courses: Plane Geometry or Algebra II, and Mathematics ACT score of 19, Mathematics SAT score of 460, or consent of instructor. Spring semester.

MA 222 Finite Mathematics and Calculus/4

Combinatorial analysis. Matrices and applications. Linear programming. Derivatives and integrals with applications. With MA 221-G this course provides the mathematics recommended for students in the social and biological sciences. Prerequisite: Algebra II in high school or MA 104.

MA 225 Statistical Reasoning/1

A course for students whose transfer of statistics does not meet deductive reasoning standards, this course will cover topics in basic logic, basic set theory, probability (including Bayes' Theorem) and the Central Limit Theorem. Spring and fall semesters.

MA 301 Multivariable Mathematics/4

A continuation of MA 214, this course is a generalization of Calculus concepts to multidimensional spaces. Topics include multidimensional limits, continuity, differentiation, and integration, also includes discussion of the grad, div, curl, and Laplace operators with the goal of reaching Green's and Stokes' theorems by the end of the semester. Prerequisite: MA 214. Fall semester.

MA 311 Advanced Analysis/4

Fundamental concepts of analysis, functions of bounded variation, integration, sequences of functions. Fourier series and functions of a complex variable. Prerequisite: MA 301. Fall semester, odd-numbered years.

MA 312 Topics in Advanced Analysis/1-3

A continuation of MA 311, demanding independent work by the students. Spring semester, even-numbered years.

MA 321 Applied Mathematics for the Physical Sciences/4

A continuation of MA 301. Differential equations, Laplace transforms, and Fourier series. Prerequisite: MA 301. Spring semester.

MA 341 Modern Geometry/4

A survey course that includes selected topics in Euclidean geometry, projective geometry, non-Euclidean geometry, foundations of geometry, and convex figures. Prerequisite: MA 301. Interterm, odd-numbered years.

MA 371 Operations Research/3

Mathematical techniques used in systems analysis including linear programming, dynamic programming, probability models, game theory, optimization, and statistical techniques. Prerequisite: MA 214 or MA 222. Spring semester, odd-numbered years.

MA 411 Modern Algebra/4

Groups, rings, polynomial rings, fields, vector spaces, and modules. Prerequisite: MA 301. Fall semester, even-numbered years.

MA 412 Topics in Modern Algebra/1-3

A continuation of MA 411, demanding more independent work by the student. Topics include field extensions and canonical forms. Spring semester, odd-numbered years.

MA 420 Readings/Research/1-3

The writing of a major paper based on a program of assigned readings. Students preparing for a career in secondary education will trace the historical development of a mathematical topic. Fall and Spring semesters.

MA 441 Combinatorics and Graph Theory/3

Directed graphs, trees, circuits, paths, network flows, basic combinatorics, generating functions, and difference equations. Emphasis on applications and use of computer in problem solving. Prerequisite: MA 214. Interterm, even-numbered years.

MA 462 Mathematical Theory of Statistics/4

Significance tests, the theory of estimation, theory of hypothesis testing, and elements of sequential analysis. Prerequisite: MA 301. Spring semester, even-numbered years.

MUSIC

The Music program is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700. The music program's mission statement and objectives are:

The Tabor College Music Department seeks to serve the students of Tabor College, as well as the Tabor College and greater Hillsboro communities, by preparing students for roles of musical leadership, and by providing enriching arts events, such as recitals, concerts and music theater productions.

Graduates of the Tabor College Music Department will be prepared to:

1. Fulfill roles of musical leadership in the classroom and studio through knowledge of music fundamentals, literature, pedagogy, and performance practice.
2. Fulfill roles of musical leadership in the church through knowledge of worship theology and knowledge of music fundamentals, literature, pedagogy, and performance practice.
3. Perform as soloists, ensemble members and conductors through experience in recitals, concerts, and rehearsals.
4. Demonstrate knowledge of music literature and theory through the study of standard classical music repertoire.

The Church Music Major is designed to prepare students for music ministry, specifically to train leaders for church music programs. Students in this program may substitute a semester in the Contemporary Music Program with the Council of Christian Colleges and Universities for one semester of study. A junior performance recital or equivalent capstone project is required for this degree.

COURSE DESCRIPTIONS**MU 016 Concert Music/0**

Attendance at professional, school, and church concerts. Meets weekly for student recitals. Required of all music majors, minors, and music concentrations.

MU 080 Piano Seminar/0

Weekly repertoire and technique sessions for performance and discussion of topics related to piano playing. Required for piano majors and minors.

MU 102-124 Private Lessons/1

Study and drill in the technique of solo performance using appropriate pedagogical materials and musical literature. The student receives a 30-minute lesson per week per hour of credit, and is expected to meet practice time requirements as established by the instructor. Credit includes a public performance and/or juried performance examination. Lesson fee. Prerequisite: consent of instructor.

MU 102 Voice**MU 106 Piano****MU 110 Organ****MU 112 Brass Instrument****MU 116 Woodwind Instrument****MU 117 Guitar****MU 120 String Instrument****MU 124 Percussion Instrument****MU 125/126/225/226 Piano Proficiency I, II, III, IV/I**

Instruction in keyboard skills in preparation for proficiency exams. See instructor for placement.

MU 128/328 Concert Choir/Concerto Bella Voce/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 328.

MU 132/332 Symphonic Band/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 332.

MU 136/336 Chamber Strings/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 336.

MU 138/338 Vocal Ensemble/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 338.

MU 139/339 Instrumental Ensemble - Handbell Choir/0-1

Enrollment by audition for both fall and spring semesters by demonstrating basic musical knowledge. Previous handbell experience is not required. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 339.

MU 140/340 Instrumental Ensemble – Jazz Band/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must be classified as juniors or seniors to enroll in MU 340. Enrollment in Jazz Band requires concurrent enrollment in MU 132 Symphonic Band.

MU 141-G Music Theory I/3

Introduction to the fundamental of music. Through study, listening, analysis, and part-writing, the student becomes familiar with scales, intervals, and chords of 18th-century harmony. Fall semester.

MU 142 Music Theory II/3

Through study, listening, analysis, part-writing, and composition, the student practices 18th-century harmony and compositional practice. Includes introduction to composition style periods. Concurrent with MU 143 Sight Singing/Ear Training I. Spring semester.

MU 143 Sight Singing and Ear Training I/1

Provides experiences and practice designed to develop the abilities and focus on the skills in reading and hearing necessary to become fluent in transforming written melody, harmony, and rhythm notation to performance. Taught as a companion course to MU 142 Music Theory II. Spring semester.

MU 144 Sight Singing and Ear Training II/1

Continues to provide experiences and practice designed to develop the abilities and focus on the skills in reading and hearing necessary to become fluent in transforming written melody, harmony, and rhythm notation to performance. Taught as a companion course to MU 241 Music Theory III. Prerequisite: MU143. Fall semester.

MU 148/348 Praise & Worship Band/0-1

Enrollment by audition for both fall and spring semesters. Prerequisite: Students must enroll in each level in consecutive order.

MU 241 Music Theory III/3

Through study, listening, analysis, part-writing, and composition, the student becomes familiar with 19th-century harmony, chromaticism, and compositional practice. Concurrent with MU 144 Sight Singing/Ear Training II. Fall semester.

MU 272 Conducting Techniques/1

An introduction to the technique and fundamentals of conducting, including proper beat patterns, cueing, expression, and musical terms. Meets first 5 weeks of semester. Meets concurrently with MU 372. Fall semester, odd-numbered years.

MU 280 Piano Pedagogy I/2

An introductory study of the philosophy, business procedures, methods, and materials for the independent music teacher. Primary focus will be on the elementary level of all ages of piano students. Spring semester, odd-numbered years.

MU 281/481 Preparatory School Practicum/1

Supervised practice teaching taken by all students doing teaching in the Music Preparatory School (or other approved music school). May be repeated every semester. Prerequisite: MU 280 for MU 281, and four semesters of MU 281 for MU 481.

MU 302-324 Private Lessons/1

Study and drill in the technique of solo performance using appropriate pedagogical materials and musical literature. The student receives a 30-minute lesson per week per hour of credit and is expected to meet practice time requirements as established by the instructor. Credit includes a public performance and/or juried performance examination. Lesson fee. Prerequisites: consent of instructor; junior or senior standing.

MU 302 Voice**MU 306 Piano****MU 312 Brass Instrument****MU 316 Woodwind Instrument****MU 317 Guitar****MU 320 String Instrument****MU 324 Percussion Instrument****MU 334 Music Technology Seminar/2**

This course has three components: the integration of the use of public address equipment in a performance setting; the use of electronic keyboard and computers including the integration into recording, performing, scoring and sequencing; the use of computers in generating worship materials for the contemporary church. Prerequisite: junior level standing. Taken in conjunction with MU 385. Internship in Church Music.

MU 341 Music Theory IV/3

Continued study of chromatic harmony through listening, analysis, part-writing, and composition, including the composition techniques of the 20th century. Spring semester.

MU 343 Music Composition I/3

This course offers continuation of melodic writing using a vocal model and the principles of music composition using traditional tonal harmony with strategies on incorporating counterpoint. Chromaticism in melodic writing as well as extended tonality and modern techniques are introduced. Offered on demand. Prerequisite: MU 342.

MU 353 Vocal Pedagogy and Diction/3

The study of the art of teaching voice. Topics include vocal technique and development, physiology of the voice, and teaching philosophies and strategies. Rules for pronunciation of Italian, German, French, and English are included, utilizing the International Phonetic Alphabet. The course will include a practicum in private teaching.

MU 354 Applied Composition/1

Individualized study in music composition. Offered on demand. Prerequisite: MU 342.

MU 355 Brass/Percussion Methods and Materials/1

Instruction in the pedagogy, technique, and care of brass and percussion instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, odd-numbered years.

MU 356 Woodwind Methods and Materials/1

Instruction in the pedagogy, technique, and care of woodwind instruments, including appropriate teaching materials to meet the wide range of individual differences in students. Spring semester, even-numbered years.

MU 357 String Methods and Materials/1

Instruction in the pedagogy, technique, and care of string instruments (violin, viola, cello, bass), including appropriate teaching materials to meet the wide range of individual differences in students. Fall semester, odd-numbered years.

MU 361 Music History and Literature I/3

A study of the history and literature of music from the pre-Christian era through the Baroque period. Fall semester, even-numbered years.

MU 362 Music History and Literature II/3

A study of the history and literature of music from the classical period until the present time. Spring semester, odd-numbered years.

MU 367 Music in Christian Worship/3

Reading and discussion regarding biblical definitions, directives, and the nature of Christian worship. Includes the study and formation of various worship practices, ranging from traditional Protestant to contemporary and blended forms of corporate worship. Exposure to the repertoire and resources of music for Christian worship and methods of organizing and leading corporate worship in a variety of formats. Spring semester, even-numbered years.

MU 372 Conducting I/3

An introduction to the technique of conducting, including proper beat patterns, cueing, expression, and score preparation. Introduction to orchestral score reading and instrument transposition is included in the course. Conducting small ensembles in both rehearsal and performance provides hands-on experience. Fall semester, odd-numbered years.

MU 380 Piano Pedagogy II/2

A continuation of Piano Pedagogy I. This course focuses on the intermediate level for private and group settings. Assessment and grading of teaching literature and research into pedagogical categories will be included. Prerequisite: MU 280. Spring semester, even-numbered years.

MU 382 Piano Literature/3

An examination of the history of the development of the piano and its literature, including music written for early keyboard instruments. Emphasis on 18th, 19th, and 20th century repertoire. Examination of style, structure, and performance practices. Reading and listening assignments will supplement the in-class presentation. Fall semester, odd-numbered years.

MU 385 Internship in Church Music/1-4

Supervised field experience in a church. Students gain hands-on experience and knowledge in a local church setting, as well as develop reflective thinking skills. Students must meet regularly with the faculty supervisor. May be repeated for additional credit. Prerequisite: Consent of the department.

MU 426 Composition Recital/1

A recital performance of compositions by the student composer. This will count as the final project for completion of the composition emphasis. Offered on demand. Prerequisite: MU 442.

MU 442 Music Composition II/3

This course focusses on music composition in larger forms, orchestration strategies, and music composition as an expressive language. A brief overview of music composition as a career is also offered. Offered on demand. Prerequisite: MU 343.

MU 445 Senior Project/1

A recital is presented as a culmination of the student's educational experience in the field of music.

MU 446 Capstone Project/1

A senior level project culminating the student's experience in the area of church music studies, demonstrating a synthesis of skills and knowledge developed through the coursework in church music. Students will be expected to do independent research on a project approved by the music faculty, read and defend church music processes, participate in group discussions and make a formal presentation of findings to church music majors and minors and the music faculty. Prerequisite: senior standing. Offered senior year. Spring semester.

MU 451 Methods and Materials for Teaching Vocal Music PreK-6/3

Materials and procedures for teaching general music in grades PreK-6. Emphasis is placed on understanding the basic concepts of music as they relate to specific age levels, as well as studying the major approaches to music education. Proper vocal technique for young students and the teaching of music fundamentals is covered as well. Spring semester, even-numbered years.

MU 452 Methods and Materials for Teaching Vocal Music 7-12/3

Materials and procedures for teaching vocal music in grades 7-12. Emphasis is placed on voice production, choral literature and rehearsal, diction, and administration of the classroom. Fall semester, even-numbered years.

MU 454 Instrumental Materials and Methods 4-12/3

Materials and procedures for teaching instrumental music in grades 4-12. Emphasis is placed on beginning instrumental ensembles and lesson procedures, advanced band-orchestra techniques, marching band, related materials, and instrumental administration. Prerequisite: MU 472. Interterm.

MU 460 Church Music Administration Seminar/1

Principles of structuring and developing a church music program, including graded choirs, music filing, recruiting, working with pastors and music education in the church. Field observations required. Prerequisite: Open to students completing a major or minor in music with an emphasis in church music or by permission. Taken in conjunction with MU 385 Internship in Church Music.

MU 472 Conducting II/3

Advanced instruction in conducting, delving deeper into choral and orchestral conducting and score preparation. Conducting ensembles in both rehearsal and performance provides hands-on experience. Prerequisite: MU 372. Spring semester, even-numbered years.

MU 480 Pedagogy Capstone/2

A senior-level course synthesizing skills and principles outlined and used in the pedagogy courses and practicums. Students will be expected to do a research project/presentation on an approved pedagogical topic, teach group piano lessons in the Music Preparatory School, as well as complete a literature review of piano repertoire. Prerequisite: MU 380, senior standing. Offered on demand.

NATURAL SCIENCES**COURSE DESCRIPTIONS****NS 219 Science Seminar I/1**

Introduces the scientific process and methodology of scientific research/exploration for the development and participation in an independent laboratory research project. Prerequisite: sophomore standing. 0.5 credit in fall, 0.5 credit in spring.

NS 230 Principles of Nutrition/3

This course is designed to give the most current information regarding nutritional standards and guidelines regarding diet, exercise, and health. Areas of emphasis include the physiological processes and requirements of carbohydrates, lipids, proteins, vitamins, and minerals. Research projects promote reflection on current nutritional concerns. Learning will be assessed with chapter exams, discussion, and research projects. Prerequisites: BI 110 or BI 211-G and CH 111-G. Interterm.

NS 311 History of Mathematics/Science Survey/1

This course comprises an in-depth study of the history of topic in mathematics and or science and culminates in comprehensive research report. Prerequisite: MA203 Junior Standing. Concurrent with enrollment in NS 319. Fall semester.

NS 319 Science Seminar II/1

Students will continue exploration of their research project proposed in NS 219. There will also be discussions about faith/science issues, ethics, and career options in the sciences. Prerequisites: NS 219 and junior standing. 0.5 credit in fall, 0.5 credit in spring.

NS 419 Science Seminar III/1

Students will continue exploration of their research project and present their results in the spring semester including oral, written, and poster presentations. Prerequisites: NS 319 and senior standing. 0 credit in fall, 1 credit in spring.

NS 420 Independent Research Project/2-4

A laboratory research experience for science majors in biology, chemistry, and biochemistry. Prerequisite or co-requisite: NS 419.

NS 440 Natural Sciences Internship /1-3

A supervised field experience in the areas of mathematics and the sciences. Students are involved in a practical professional experience in an approved setting. They will work and/or observe under the supervision of professionals in their field of interest. Students will be required to complete related academic assignments that could include provided readings, journaling, reports, and presentations. Pre-requisite: Declared Natural Sciences Division major (Biology, Biochemistry, Chemistry, Mathematics)

PHYSICAL EDUCATION

The Health & Physical Education Department offers programs designed to prepare students for teaching physical education and health in elementary and/or secondary schools. It also prepares students for graduate work in physical education and provides several options in areas related to physical education. These areas include camping, coaching, sports studies, sport management, and strength and conditioning. The Strength and Conditioning concentration is a National Strength and Conditioning Association recognized program. Additionally, an Athletic Training major is an option.

COURSE DESCRIPTIONS**PE 100-G Wellness Concepts/2**

A course designed to provide the individual with the basic understanding of the various components of wellness, including physical fitness, lifetime exercise, nutrition, diet control, and stress management. The focus will be on developing a sound attitude toward a positive wellness lifestyle. Fall, Interterm, and Spring.

PE 104-G Aerobic Activities/1

A course designed to develop physical fitness through a variety of aerobic activities. Spring semester.

PE 108-G Outdoor Adventure/1

Instruction in outdoor activities including orienteering, rock climbing, initiatives, canoeing, and personal camping skills. Lab fee for off-campus activities.

PE 109-G Fitness Walking/1

A course designed to develop cardiovascular endurance through an individualized walking program. Fall semester.

PE 111-G Jogging/1

A course designed to develop cardiovascular endurance through an individualized jogging program. Spring semester.

PE 112-G Tennis/1

Instructions in rules, skills, and strategy. Not open to students earning varsity tennis credit. Fall semester.

PE 113-G Tumbling/1

Instruction in basic tumbling skills with an emphasis on technique progression. Seven week course. Spring semester.

PE 114-G Beginning Weight Training/1

Coeducational. This course is designed for the beginner. Emphasis is placed on proper use of equipment, lifting technique, safety precautions, and establishing a recreational program for non weight lifters. Fall semester.

PE 115-G Rhythmic Activities/1

Coeducational. A course designed to acquaint students with games, dances, customs, and traditions of various countries. Seven week course. Spring semester.

PE 116-G Advanced Weight Training/1

Coeducational. This course is designed for the experienced weight lifter. Emphasis is on establishing a knowledge of lifting, fitness, and body development, and developing a program for a specific muscle group or activity. Includes teaching methodology. Prerequisite: PE 105-G or consent of instructor. Spring semester.

PE 117-G Intermediate Swimming/2

Designed to analyze and develop the back crawl, side stroke, front crawl, and breast stroke.

PE 118-G Physical Conditioning/1

A course designed to integrate cardiovascular endurance and strength training for a lifetime of fitness. Every semester.

PE 120 CPR/First Aid/1

Instruction in the recognition, prevention, and care of accidents and injuries according to the American Red Cross procedures. The certification includes first aid, and adult, child, and infant CPR. Provision is made for laboratory and field experience. Lab fee: \$40 Fall semester and Interterm.

PE 125 Practical Introduction to Athletic Training/2

Orientation to the athletic training education process, profession and facilities. A series of basic skills will be presented, practiced and evaluated for safe application. Students will complete 30 hours of observation of Tabor College Certified Athletic Trainers as assigned. Prerequisites: PE 120, PE 220 or concurrent. Spring semester.

PE 131 Field Experience/1

A laboratory experience assisting with on campus athletic events, an individual sport program, or related activities. Prerequisite: Consent of instructor. May be repeated one time. Graded CR/NR.

PE 150 Varsity Baseball/0-1*

One season of continuous participation in varsity baseball. Fall and Spring semesters.

PE 152 Varsity Basketball/0-1*

One season of continuous participation in varsity basketball. Fall and Spring semesters.

PE 154 Varsity Cross-Country/0-1*

One season of continuous participation in varsity cross-country. Fall semester.

PE 156 Varsity Football/0-1*

One season of continuous participation in varsity football. Fall semester.

PE 160 Varsity Soccer/0-1*

One season of continuous participation in varsity soccer. Fall semester.

PE 162 Varsity Softball/0-1*

One season of continuous participation in varsity softball. Fall and spring semesters.

PE 164 Varsity Tennis/0-1*

One season of continuous participation in varsity tennis. Fall and Spring semesters.

PE 166 Varsity Track and Field/0-1*

One season of continuous participation in varsity track and field. Spring semester.

PE 168 Varsity Volleyball/0-1*

One season of continuous participation in varsity volleyball. Fall semester.

**Note: Prerequisite for varsity sports: Must be eligible according to NAIA standards and be listed on the NAIA Participation Sheet. A maximum of four hours may be earned.*

PE185 Anatomy and Physiology Survey/3

An introductory survey of the structure and function of the systems of the human body with an emphasis on the skeletal and musculature systems. This course does not meet the lab science requirement. Spring semester.

PE 200 Individual and Dual Sports/1

A study of the rules, strategy, and techniques of selected individual and dual sports usually found in school physical education programs. Fall and spring semesters.

PE 201 Team Sports/2

A study of rules, strategy, and techniques of selected team sports usually included in school physical education programs. Fall and spring semesters.

PE 205 Introduction to Coaching/3

This is an introductory course for students interested in coaching at the middle or high school level. Focus is on qualities and roles of an assistant and head coach; coaching styles; off-season, preseason, and season planning; winning and losing; motivation; coaching relationships; dealing parents; risk management, and coaching ethics.

PE 216-G Introduction to Health and Wellness/3

An introduction to health and wellness, including the major health content areas, including mental and emotional health, family living, nutrition, personal health, physical activity, alcohol, tobacco, drugs, communicable and chronic disease, consumer health and environmental health. Application will focus on personal and community responsibility. Prerequisite: sophomore standing. Fall semester.

PE 217 Advanced Swimming and Lifesaving/2

Methods of teaching water safety and developing skills necessary for Senior Lifesaving certification. Lab fee. Interterm, odd-numbered years.

PE 220 Care and Prevention of Athletic Injuries/3

A basic overview of athletic training. Emphasis on the history of athletic training, general principles of sports medicine, and care and prevention of athletic injuries. Prerequisite: PE 120. Spring semester.

PE 221 Care and Prevention of Athletic Injuries for the Athletic Trainer/3

This course is designed to give athletic training majors an overview of the athletic training profession, including history of the profession and general principles of sports medicine. Emphasis will be put on the methods athletic trainers utilize to recognize, prevent, and manage specific sports-related injuries. Prerequisites: 18 ACT; PE 120; PE 125 and PE 185 (concurrently); and declared Athletic Training major. Spring semester.

PE 241 Introduction to Clinical Experience/2

This course is the first in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous risk management, injury prevention, and acute care competencies, and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training clinical proficiencies is expected as well as completion of a minimum of 120 field experience hours with Tabor College Certified Athletic Trainers as assigned. Prerequisites: PE 120, PE 220, and admission in the ATEP. Fall semester.

PE 242 Clinical Experience I/2

This course is the second in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous anatomy and injury evaluation competencies and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training proficiencies is expected in the course as well as completion of a minimum of 120 field experience hours with Tabor College Certified Athletic Trainers as assigned. Prerequisites: AT 351, BI 211-G; Prerequisite or concurrent: PE 322 and admission in the ATEP. Spring semester.

PE 245 Nutrition for Performance/2

A study of essential nutrients and the principles of nutrition with an emphasis on the effects on athletic performance and the overall wellness of the individual. Prerequisite: Sophomore standing or consent of instructor. Spring semester, odd-numbered years.

PE 301 Field Experience/1-4

A laboratory experience in a health, physical education, wellness, or athletic program that includes student assistantships in teaching, intramurals, wellness, and varsity athletics. Prerequisite: Physical Education major or consent of instructor. Graded CR/NC.

PE 306 Psychology of Sport/3

A study of psychological theories and principles applied to sport. Focus is on performance enhancement and topics include the role of stress, goal setting, motivation, group dynamics, and personality. Prerequisites: PY 111-G and junior standing or consent of instructor. Spring semester, odd-numbered years.

PE 308 Scientific Approach to Teaching Tennis/3

An analysis of tennis using a scientific viewpoint with information based on current research and studies. This course will include the use of video analysis in the detection and correction of stroke production errors. Corequisite: PE 301 and PE 346.

PE 312 Elementary School Physical Education/3

A study of directed play and physical activities for the physical education teacher. Selection of activities for appropriate developmental level of students is stressed. Focuses on methods of assessing the cognitive, psychomotor, and affective domains. Includes micro teaching and a practicum. Spring semester, odd-numbered years.

PE 314 Strategies for Teaching Secondary Physical Education/3

A study of physical education activities for the secondary level with emphasis on curriculum planning, progressive selection of materials for middle and high school, community and school involvement, and methods of presentation and strategies for diverse populations. Focuses on methods of assessing the cognitive, psychomotor, and affective domains. Includes micro teaching. Prerequisite: PE 200 or PE 201. Spring semester, even-numbered years.

PE 316 Advanced Health Concepts/3

Advanced principles and concepts of the health content areas and adolescent risk behaviors. Application will focus on public health and collaboration with community resources. Prerequisite: PE 216-G. Spring semester, even-numbered years.

PE 317 Adaptive Physical Education/2

Course deals with planning, organizing, and conducting physical education for the disadvantaged student. (Same as ED 317) Fall semester, even-numbered years.

PE 318 Event and Facility Management/3

A study of the management of sporting events and sport facilities. Event management focus is on finance, sponsorship, public relations, site preparation, tournament operations, and risk management. Facility management focus is on principles and standards for planning, constructing, using, and maintaining sport venues. Prerequisite: Junior standing or consent of instructor. Fall semester, odd-numbered years.

PE 321 Leadership in Recreation/Camping/2-3

An introduction to the field of recreation and camping. Implications and potentials of leisure activities are emphasized with opportunities provided for developing leadership skills. Students enrolled for 3 hours will participate in an approved camping experience for which there may be a lab fee. Prerequisite: Physical Education major or consent of instructor. Offered on demand.

PE 322 Kinesiology/3

A study of the anatomical and mechanical principles involved in human movement. Integrates and applies principles of motor learning. Prerequisite: BI 211-G, PE 185 or consent of instructor. Fall semester.

PE 323 Outdoor Pursuits/3

This course discusses planning, organizing, leading, and managing outdoor pursuit activities. Risk management will also be discussed. Emphasis is divided between achieving cognitive and physical experience in selected outdoor pursuits. Interterm. Offered on demand.

PE 324 Physiology of Exercise/3

A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Prerequisite: BI 211-G, PE 185 or consent of instructor. Interterm.

PE 326 Strategies for Teaching Health/3

A study of health education in grades K-12. Emphasis is on examining and evaluating appropriate health education content information, establishing community and school involvement, selecting methods of presentation, and developing strategies for diverse populations. Prerequisite: PE 320. Fall semester, even-numbered years.

PE 327 Principles of Personal Training/3

A study of the principles of aerobic conditioning. Stresses the integration of health-related fitness components with exercise testing and prescription and the design and implementation of individual training programs. Prerequisite: PE 324. Spring semester, even-numbered years.

PE 329 Human Sexuality/3

A study of biological, psychological, behavioral, and cultural dimensions of human sexuality. How human sexuality affects people in their relationships to others in terms of development, sex role socialization, gender identity, sexually transmitted diseases, sexual dysfunction, and acquired immune deficiency are examined. Includes teaching strategies

and methods. Prerequisite: Junior standing or consent of instructor. (Same as ED/PY 329) Spring semester.

PE 330 Coaching Theory/3

Designed for students who intend to enter the coaching profession. Theory, philosophy, administration, and the socio-psychological dimensions of physical activity and sports are included, along with a study of successful coaching styles employed by modern-day coaches. Prerequisite: Junior standing. Fall semester, odd-numbered years.

PE 331 Coaching of Football/2

Offensive and defensive philosophies, organization, and scouting are included along with a study of the skills and training necessary for different positions. Prerequisite: Sophomore standing. Fall semester, even-numbered years.

PE 332 Coaching of Basketball/2

Theory, strategy, fundamentals, and coaching techniques are included along with a study of offensive and defensive play. Prerequisite: Sophomore standing. Fall semester, odd-numbered years.

PE 334 Coaching of Volleyball/2

Offensive and defensive strategies, skill fundamentals and team organization are included. Prerequisite: Sophomore standing. Offered on demand.

PE 335 Coaching of Soccer/2

Strategies and fundamentals are included along with a study of successful modern offensive and defensive play. Prerequisite: Sophomore standing. Fall semester, even-numbered years.

PE 336 Coaching of Track, Field, and Cross Country/2

Meet preparation and management are included along with a study of the skills and training necessary for individual events. Prerequisite: Sophomore standing. Offered on demand.

PE 337 Coaching of Tennis/2

Match preparation and management are included along with a study of skills and strategies. Prerequisite: Sophomore standing. Offered on demand.

PE 339 Coaching of Baseball/Softball/2

Fundamentals in hitting, pitching, and fielding are included along with a study of offensive and defensive strategies. Prerequisite: Sophomore standing. Fall semester, even-numbered years.

PE 342 Sport Promotion and Marketing/3

A study of marketing concepts applied to sport. Focus is on sport consumer behavior, pricing, distribution, promotion of sporting goods and services, and sponsorship. Prerequisites: BA 329 and junior standing or consent of instructor. Fall semester, even-numbered years.

PE 343 Clinical Experience II/2

This course is the third in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous injury evaluation and therapeutic modality competencies and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training proficiencies is expected in the course as well as completion of a minimum of 135 field experience hours in a

Physical Therapy setting and with Tabor College Certified Athletic Trainers as assigned. Prerequisites: AT 352, AT 430, and admission in the ATEP. Fall semester.

PE 344 Clinical Experience III/2

This course is the fourth in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous therapeutic exercise competencies and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training proficiencies is expected in the course as well as completion of a minimum of 120 field experience hours in an Orthopedic Office setting and with Tabor College Certified Athletic Trainers as assigned. Prerequisites: AT 315, PE 324 or concurrent, and admission in the ATEP. Spring semester.

PE 345 Tennis Teaching Clinic #1/1

A laboratory experience teaching basic stroke production of serve, forehand, backhand, volley, overhead, lob, and drop shot; basic footwork for baseline, transition, and net; basic feeding skills including toss and racket; basic fundamental skills; basic private lesson; and basic group lesson. Corequisite with PE 337.

PE 346 Tennis Teaching Clinic #2/1

A laboratory experience teaching advanced stroke production for modern game, serve, forehand, and backhand; advanced footwork for modern game including baseline and transition; on-court error recognition and correction for basic and modern strokes including serve, forehand, backhand, volley, overhead, lob, and drop shot; video analysis for recognition and correction of basic and modern strokes including serve, forehand, backhand, volley, overhead, lob, and drop shot; advanced private lesson; and advanced group lesson. Prerequisite: PE 337. Corequisite: PE 318.

PE 347 Tennis Teaching Clinic #3/1

A laboratory experience for managing a tennis complex, making a pro shop profitable, and applying tennis business management. Prerequisite: PE 415. Corequisite: PE 318.

PE 348 Tennis Teaching Clinic #4/1

A laboratory experience that includes running a Little Tennis Program (USTA and USPTA), running a weekend tournament, running a weekend tennis camp, and preparing for USPTA Certification Exam. Prerequisite: PE 318 and PE 415. Corequisite: PE 342.

PE 402 Sport in American Culture/3

A study of the institution of sport and its cultural role in society. Focus is on socialization, stratification, gender relations, race and ethnicity, and social change. Prerequisite: Junior standing or consent of instructor. Spring semester, even-numbered years.

PE 412 Wilderness Seminar/3

A wilderness experience that encourages students to develop leadership skills and outdoor living competencies. Opportunities for personal growth are encountered in physical challenges, small group dynamics, and personal reflection. Prerequisite: Physical Education major with a camping or recreation concentration or consent of instructor. Summer. Offered on demand.

PE 413 History, Philosophy, and Principles of Physical Education and Sport /3

A study of the forces that have influenced the development of physical education and sport, with a critical analysis of accepted principles and trends. Includes a research project. Fall semester.

PE 415 Principles of Sport Management/3

A study of management procedures for sport programs. Emphasis is on organization, finance, accounting, marketing, human resources, facilities, contest management, and travel. Prerequisite: Junior standing or consent of instructor. Spring semester, even-numbered years.

PE 424 Sports Management Internship/1-10

A course designed to give the student an in-depth practical work experience with an approved business (sporting goods, sport manufacturer, fitness center, or recreation center). The student will work under the direct supervision of a full-time professional in this area. Prerequisite: Physical Education or Business Administration major with senior status. (Same as BA 424)

PE 426 Camping Internship/1-10

A course designed to give the student an in-depth practical work experience with an approved camp. The student will work under the direct supervision of a full-time camping professional. Prerequisite: Physical Education major with senior status.

PE 428 Strength and Conditioning Internship/1-10

A course designed to give the student an in-depth practical work experience in strength training in an approved sport or agency setting. The student will work under the direct supervision of a qualified strength training specialist. Prerequisite: Physical Education major with senior status.

PE 429 Sports Studies Internship/1-10

A course designed to give the student an in-depth practical work experience in an approved sport setting. The student will work under the direct supervision of a full-time professional. Prerequisite: Physical Education major with senior status.

PE 445 Clinical Experience IV/2

This course is the fifth in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous general medical and nutrition competencies and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training proficiencies is expected in the course as well as completion of a minimum of 120 field experience hours in a General Medical Physician's office and with Tabor College Certified Athletic Trainers as assigned. Prerequisites: AT 440, PE 322, PE 245, and admission in the ATEP. Fall semester.

PE 446 Clinical Experience V/2

This course is the sixth in a series of experiences designed to reinforce information learned in the classroom setting. Students will review previous health care administration and professional development competencies and apply the knowledge to practical simulations of common athletic training situations. Mastery of applicable athletic training proficiencies is expected as well as completion of a minimum of 120 field experience hours observing orthopedic surgery and with Tabor College Certified Athletic Trainers as assigned. Prerequisites: AT 435 and admission in the ATEP. Spring semester.

PHYSICS**PH 101 Physical Science/4**

A Core Curriculum course designed to expose the student to various aspects of the physical world. Chemistry and physics are emphasized. Two laboratory hours per week. Offered interterm, odd-numbered years.

PH 110-G Astronomy/4

An introductory course in astronomy that includes history, descriptions of solar system, sun-moon system, beyond the solar system, cosmology, light, and telescopes. Two laboratory hours per week. Also will include night-time observations and a possible field trip. Recommended for non-science majors. Offered interterm, even-numbered years.

PH 233 General Physics I/4

Physics course covering the topics generally classified as classical mechanics. The class will meet 3 lecture hours per week with a 3 hour lab each week. This course is designed for students in the medical profession or physical science fields of study. All students are expected to have some knowledge of calculus from high school or MA 114-G. Fall semester.

PH 234 General Physics II/4

Physics course covering the topics of electricity, magnetism, light, and selected topics from modern physics. The class will meet 3 lecture hours per week with a 3 hour lab each week. This course is designed for students in the medical profession or physical science fields of study. Prerequisite PH 233. Spring semester.

PHILOSOPHY**PL 110-G Worldviews in Christian Perspective/3**

Students will be introduced to the idea of a worldview and to several contemporary, living worldviews. The course specially emphasizes the content and plausibility of Christianity as a worldview. It does not presume prior knowledge of or commitment to Christianity or any other worldview. Freshmen on academic probation are not eligible during their first semester. Fall and spring semesters.

PL 210 Aesthetics/2

An introduction to the philosophy of art. Includes a comparative study of visual arts, dance, theater, and music as aesthetic expression. Student will experience galleries, museums, theaters, concerts, and/or performances as they explore the fine arts. Prerequisite: Consent of instructor. Spring semester, even-numbered years.

PL 250/450 Topical Philosophical Seminars/2-4

Topics could include: Violence and War, Medical Ethics, Business Ethics, Philosophical Anthropology, and others.

PL 263-G Christian Ethics/3

An introductory study of the elements of ethics, including metaethics, normative principles, moral character, moral development, and case studies. The development of the Christian tradition in ethics will be emphasized. Prerequisite: PL 110-G or PL 170-G or consent of instructor. Spring semester.

PL 271 Introduction to Logic/3

An introduction to informal inductive and deductive logic. An emphasis is placed on syllogistic logic and informal logical fallacies. Recommended for social science, and applied arts majors.

PL 378 Philosophy of Religion/3

A study of philosophical objections to and defenses of religion in general and Christianity in particular. Topics include, but are not limited to, arguments for God's existence; the problem of evil and other arguments against God's existence; issues regarding the nature of God; and issues regarding the nature of revelation. Spring semester, odd-numbered years.

POLITICAL SCIENCE

PS 112-G American Government/4

An introductory course devoted to the organization and actual working of the federal government. Spring semester, odd-numbered years.

PS 240-G Political and Economic Ideologies/4

A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. (Same as EC 240-G) Spring semester, alternate years.

PS 318 American Political Parties/4

An analysis of party politics in the function of American Government; the part various pressure groups and ideology play in molding party concerns; the use of propaganda, platforms and the communications media in winning elections; the election process itself; and the viability of the present party structure and its alternatives in performing the decision-making function in a democratic society. Offered on demand.

PS 340-G Political and Economic Ideologies/4

A study will be made of the major political and economic ideologies of the world. Emphasis will be placed on the variations and historical development of authoritarianism, democracy, totalitarianism, Communism, Fascism, socialism, capitalism, and the welfare state. (Same as EC 340-G) Spring semester, alternate years.

PS 345 Comparative Politics/4

A comparison of major governments of Europe non-western nations with that of the United States. Offered on demand.

PS 350 International Relations/4

Basic factors of world politics; theories of international relations, the nation-state system, nationalism, the sources of conflict among nations, the means of adjustment of conflict, war diplomacy, and international law agencies of control. Spring semester, even-numbered years.

PS 360 Politics and the Developing World/4

A study will be made of the major political institutions and ideologies that prevail in the developing world. The focus will be on select countries in various parts of the developing world. Offered on demand.

PS 375 History of Political Thought/4

A study will be made of political thought in the western tradition from the ancient Greeks to the modern day. Emphasis will be placed on the major ideas of prominent individuals and movements. Offered on demand.

PSYCHOLOGY

The mission of Tabor College Department of Psychology is to prepare students for a lifetime of integrative faith, critical thought, and open inquiry in the broad field of psychology science, equipping them to serve Christ as they serve others.

PY 111-G General Psychology/3

A comprehensive survey of the basic areas of psychology with emphasis on the scientific study of human behavior. A technical and critical evaluation of motivation, learning, perception, thinking, emotions, personality, and abnormal behavior. This course is a prerequisite for other psychology courses. Fall and Spring semesters.

PY 204 Child and Adolescent Development/3

An introduction to the psychological and developmental study of children and adolescents including their behavior and motivation. The course will emphasize techniques for observing and studying children and adolescents and the description of their behavior, identifying individuals at different age levels and their cognitive, moral, socio-emotional, and psychomotor developmental patterns. Spring semester, odd-numbered years.

PY 205 Helping Relationships/3

Intentional interviewing knowledge and skills are presented as a means of equipping persons to become more effective helpers. A microskills hierarchy is used as the guide for the sequence of skills taught. Application of these skills occurs through an ongoing individual relationship with another class member and systematic group practice. The objective of this course is to develop beginning helping skills applicable to community service work, summer camp work, or other “helping” situations. Prerequisite: PY 111-G or SO 113-G, or consent of instructor. (Same as SW 205) Every semester.

PY 215 Human Development/3

A study of theory and research related to human growth and development through each of the life cycle stages—prenatal through old age. The influence of adverse societal conditions on the “normal” developmental process will be explored. Attention will be given to intercultural aspects of child rearing, family practices, and adult/old age role expectations. Prerequisite: Consent of instructor. Spring semester, even-numbered years.

PY 302 Tests and Measurements/3

An overview of the basic concepts of psychological and educational testing, including construction and validation. The course surveys the application and limitations of testing and a variety of tests, including individual and group tests of abilities, interests, personality, and achievement for clinical, educational, and guidance purposes. Prerequisite: PY 111-G or consent of instructor. Spring semester odd-numbered years.

PY 305 Counseling/3

An analysis of the theoretical foundations and technical applications of the major approaches to counseling. It emphasizes the role of the counselor’s values and promotes appropriate methodologies and communication techniques. (Same as SW 305) Prerequisites: PY 111-G and PY/SW 205, or consent of instructor. Spring semester.

PY 311 Marriage and Family Life/3

This course addresses the problems and potential of family living, particularly for those who are married or thinking about marriage. Theoretical information about development, relationships, sociocultural influences on the family, and a biblical perspective will be gained through various readings of current authors. A discussion format will be used to apply these principles to students’ lives as they attempt to gather, separate, mature, argue, and communicate in today’s society. Interterm, odd-numbered years.

PY 313 Abnormal Psychology/3

An analysis of mental, emotional, and behavioral disorders. Emphasis is on etiology, symptomatology, classification, and methods of treatment. Prerequisite: PY 111-G or consent of instructor. Fall, even-numbered years.

PY 315 Social Psychology/3

An analysis of how people think about, influence, and relate to one another. Attention is given to such topics as persuasion, conformity, group dynamics, stereotyping, prejudice, altruism, and aggression. Prerequisite: PY 111-G or SO 113-G or consent of instructor. (Same as SO 315) Fall semester.

PY 328 Behavior Modification/3

From the base of a Christian worldview, this course considers the behavioral philosophy of human development and change. The methodology of behavioral modification and intervention used in counseling and educational settings will be emphasized. Prerequisite: PY 111-G. Fall semester, odd-numbered years.

PY 329 Human Sexuality/3

A study of biological, psychological, behavioral, and cultural dimensions of human sexuality. How human sexuality affects people in their relationships to others in terms of development, sex role socialization, gender identity, sexually transmitted diseases, sexual dysfunction, and acquired immune deficiency are examined. Includes teaching strategies and methods. Prerequisite: Junior standing or consent of instructor. (Same as ED/PE 329) Spring semester.

PY 330 Animal Behavior/4

Study of the known behavior of the various animal phyla including humans. Audiovisuals, laboratory work, and special problems. Prerequisite: BI 107 or equivalent. (Same as BI 330) Fall semester, even-numbered years.

PY 335 Psychology of Learning/3

This course provides a comprehensive overview of research and theory related to learning. Topics may include; theories of learning, problem solving, motivation, testing and evaluation, and the nature of intelligence. Prerequisite: PY 111-G or consent of instructor. Fall semester, odd-numbered years.

PY 360 Psychology of Personality/3

An analysis of the theoretical foundations and clinical applications of the major theorists who have contributed to the development of the psychology of personality. The course will cover the basic theoretical perspectives such as psychoanalytic, trait, cognitive, humanistic/existential, and social-behavioristic approaches to understanding personality. Prerequisites: PY 111-G or consent of instructor. Spring semester, even-numbered years.

PY 420 Psychology Seminar/2-4

A repeatable course for advanced students. Seminar topics vary from year to year depending on interest and needs of students. Topics included are group dynamics, health psychology, psychology of religion, contemporary problems, therapeutic issues, etc. Prerequisite: PY 111-G or consent of instructor. Offered on demand.

PY 430 Research Methods I/2

An introduction to methods of research in the social and behavioral sciences. Emphasis is on the structure of scientific theory, the logic of explanation and inquiry, experimental design, sources or variation and internal and external validity, and reliability. (Same as SW 430) Prerequisite: MA221-G or consent of instructor. Fall semester.

PY 432 Research Methods II/2

This course focuses on the formal completion of the Research Project proposed in PY 430 Research Methods I. A public presentation of research results will be required. (Same as SW 432) Prerequisites: PY 430 Research Methods I and MA221 Statistics). Spring semester.

PY 428 Field Instruction/3-10

The student will be placed in an agency setting under the supervision of an agency field instructor. Ten hours of field instruction is required for students double-majoring in psychology and social work. Spring semester.

RELIGIOUS STUDIES

The Department of Bible, Religion, and Philosophy offers bachelor's degrees in Biblical/Religious Studies, and Christian Ministry (Leadership, Youth, and Mission concentrations). Courses are designed to introduce students to vital contemporary issues of faith and reason, and to equip them for Christian service. In addition to classroom work, Tabor College works closely with regional churches to provide students with mentored ministry opportunities. These majors and the spectrum of courses allow students to tailor their study to meet specific vocational and educational goals. For example, some students may wish to prepare for youth work or music ministry, others for mission or Christian education, and yet others for graduate study or seminary. The course requirements for the Biblical/Religious Studies major (30 credits) overlap with the Core Curriculum. All majors require sixteen hours of upper-level credit.

COURSE DESCRIPTIONS

**NOTE: Courses marked with a GC meet the Core Curriculum Bible content requirement.*

RS 106 Elementary Hebrew I/4

An introduction to Classical Hebrew, emphasizing vocabulary, grammar, and syntax (same as FL 106). Cannot be used toward IAE credit. Offered on demand.

RS 108 Elementary Greek I/4

An introduction to Classical Hebrew, emphasizing vocabulary, grammar, and syntax (same as FL 108). Cannot be used toward IAE credit. Offered on demand.

RS 110-G The Bible, Community and Culture/3

An introduction to biblical Christian faith employing a variety of study methods. God's strategy of abundant life, human community, relationship with God, and salvation are central themes. Freshmen on academic probation are not eligible during their first semester. Fall and spring semesters.

RS 202-GC Life and Teachings of Jesus/3*

A study of the life and teachings of Jesus as presented in the gospels of Matthew, Mark, and Luke. The centrality of Jesus for contemporary discipleship will be emphasized, and the Sermon on the Mount will receive special attention. Prerequisite: RS 110-G. Fall semester, even-numbered years; interterm, odd-numbered years.

RS 203-GC Prophets and Kings/3*

An introduction to Old Testament history, with focus on the period represented by the books of Joshua, Judges, Samuel, and Kings. The study will evaluate recent research on the history and archaeology of Israel. Prerequisite: RS 110-G. Spring semester, odd-numbered years.

RS 204-GC The Gospel of John/3*

A careful study of the Fourth Gospel. An accent is placed on a narrative analysis of the Gospel, with concern for its historical context and contemporary significance. The Christological emphasis of the Gospel will receive special attention. Prerequisite: RS 110-G. Interterm, even-numbered years.

RS 210 The Church and Its Mission/3

An introduction to the nature of the church and to Christian ministry. The course includes biblical study, models of the church and of ministry, the life of the ministering person, and various practical ministry issues. Fall semester, even-numbered years.

RS 212-GC Life and Teachings of Paul/3*

A study of the apostle Paul and his ministry, with particular emphasis on the book of Romans. Themes such as the faithfulness of God, the power of sin, righteousness, and the law will be studied. Prerequisite: RS 104. Fall semester, odd-numbered years.

RS 213-GC Poets and Sages/3*

The first part of the course is a study of the Psalms, with concern for contemporary worship and for an understanding of God. The second part is a study of Proverbs, Job, and Ecclesiastes. The distinctive contribution of wisdom to the teachings of Scripture will be investigated. Prerequisite: RS 110-G. Spring semester, even-numbered years.

RS 217 Life and Writings of C.S. Lewis/3

An introduction to the writings of C. S. Lewis and to aspects of his life. The focus will include his fictional/imaginative works, theological/philosophical writings, and others as time permits. The heart of the course will be reading the material and discussing it together in class. Spring semester, odd-numbered years.

RS 223/323-GC Topics in Old Testament Literature/3*

Selected topics of interest in Old Testament studies. Possible examples include war and peace, the Dead Sea Scrolls, law and covenant, apocalyptic literature, and Old Testament theology. Prerequisites: RS 110-G (for RS 223) and any 200-level Bible content course (for RS 323).

RS 224/324-GC Topics in New Testament Literature/3*

Selected topics of interest in New Testament studies. Possible examples include the Jesus of history and Christ of faith, the Sermon on the Mount, Pauline theology, Johannine literature, and Christian apocalyptic literature (including the Book of Revelation). Prerequisites: RS 110-G (for RS 224) and any 200-level Bible content course (for RS 324).

RS 239 Fringe Religions: Occult and Cultic Movements/3

A brief survey will be made of the major aspects of the occult and cults. Emphasis will be placed on the historical development and present status of witchcraft, Satanism, divination, spiritualism, parapsychology, and the prominent cultic groups. (Same as HI 239)

RS 245 Youth Ministries I/3

A study of the philosophy and methodology of youth ministry in the light of adolescent development and the larger mission of the church. Prerequisite: RS 210 or consent of instructor. Fall semester, odd-numbered years.

RS 250 /450 Topical Religious Seminars/3-4

Topics offered in the past have included ethical issues in the medical profession, women in religion and society, post-biblical Judaism, and spiritual warfare.

RS 260 Spiritual Formation/3

An introduction to the classic personal and corporate disciplines of the spiritual life, examined biblically, historically, and experientially. The course also addresses mentoring/discipling and cell groups within the church. Spring semester, odd-numbered years.

RS 264 Ministry Discernment Seminar 1: Identity & Calling/5

The course provides a setting for processing and integration of personal, spiritual, academic and ministry development. It focuses on the identity and calling of the ministering person, particularly in relationship with the congregation. First in a sequence of four semesters. Prerequisite: Consent of instructor. Fall semester.

RS 265 Ministry Discernment Seminar 2: Strengths and Needs/5

The course provides a setting for assessing strengths and needs in order to develop a realistic self-understanding. From that assessment comes a plan for personal growth. Second in a sequence of four semesters. Prerequisite: RS 264. Spring semester.

RS 290/390 History of Christianity/4

A survey of the major events, institutions, ideas, movements, theological systems, missionary activities, and people that have made Christianity what it is today. The time span of the course is from the first century until the present. (Same as HI 290 /390)

RS 301-GC The Pentateuch/3*

A study of the first five books of the Old Testament, with concern for problems of interpretation and for contemporary relevance. The course will identify various forms of literature found in these texts, with an evaluation of proposed sources. Prerequisite: Any 200-level Bible content course. Fall semester, odd-numbered years.

RS 313 Mennonite History/3

The origin, development, teachings, emphases and lifestyles of persons of Anabaptist-Mennonite persuasion will be studied from a historical, theological, and sociological perspective. (Same as HI 313)

RS 317-GC Lovers, Rebels and Heroes/3*

A study of love, war, vengeance, and reconciliation in the Old Testament. Students will be introduced to principles of biblical ethics and theology. They will test the thesis that the Old Testament – in its poetry, law, prophecy, wisdom, and narratives - presents several perspectives on these issues that are in some tension with each other. The relevance of these materials for contemporary discipleship will be explored. Prerequisite: Any 200-level Bible content course. Fall semester, even-numbered years.

RS 318 American Religious History/4

A survey of religions in America from their European roots to the present day. Emphasis will be placed on the major movements, denominations, sects, theological trends, and forces of change within American religions. (Same as HI 318)

RS 320-GC Prison Epistles/3*

The intention of this course is to thoughtfully engage Paul's four prison epistles (Ephesians, Philippians, Colossians and Philemon), with concern for both the original context (exegesis) and relevant application to contemporary life. Though all four letters will be studied, an extended consideration will be given to Philippians. The course will include special emphases on the importance of understanding Paul in light of the letter's occasion and the careful use of syntactical and grammatical analysis of Paul's language. Several important theological concepts addressed in these letters will also be discussed in light of the full Pauline corpus. Prerequisite: Any 200-level Bible content course. Spring semester, even-numbered years.

RS 322-GC Revelation and Apocalyptic Literature/3*

This course seeks to help the student become familiar with the specific genre of biblical apocalyptic literature, especially the book of Revelation as its prime canonical representative. The main focus will be an exegesis of Revelation that takes into account the literary, historical, and theological context of the book. The course will also place an emphasis on the hermeneutical methods used to interpret apocalyptic literature. Other apocalyptic texts will also be read in order to better understand the roots, the standard images and language, and the worldview of apocalyptic communities. Attention will also

be given to the implications the book has for eschatology. Prerequisite: Any 200-level Bible content course. Spring semester, odd-numbered years.

RS 330 Religions of the World/3

A study of several major world religions including Islam, Buddhism, and Hinduism. Other religions may also be addressed. Fall semester, odd-numbered years.

RS 343 Discipleship and Evangelism/3

A study of the church's mandate to go and make disciples. In addition to biblical study, the course includes models of mission and outreach both within and outside the native culture, and the relationship between verbal witness and social concern. Interterm, odd-numbered years.

RS 345 Youth Ministries II/3

A further study of and training in ministry to youth. Special attention will be given to models of worship and the role of music in ministry. Prerequisite: RS 245 or consent of instructor. Spring semester, even-numbered years.

RS 348 Christian Missiology/3

Historical, philosophical, biblical, and methodological aspects of the relationships of Christians to non-Christians and fellow Christians in various parts of the world will be studied. Specific "case studies" will be pursued, focusing on evangelizing, church planting, fraternal relationships, interchurch ventures, and development assistance programs. Spring semester, odd-numbered years.

RS 352 Conflict and Reconciliation/3

A study of biblical and contemporary thought on conflict and its resolution. Old Testament study will provide the background for an investigation of Jesus as model, and the Church's responsibility in conflict and mediation. The course will focus on personal, congregational, community, and international settings. Interterm, even-numbered years.

RS 353 Communication in the Church/3

A biblical, theoretical, and practical study of preaching and other forms of Christian communication. Contemporary issues and proposals are studied, and skills developed toward clear and creative presentations of the Christian faith. The course includes instruction and practice in conducting a variety of congregational services. Prerequisite: CO 131-G or consent of instructor. Spring semester, even-numbered years.

RS 361 The Reformation Era/4

European cultural, religious, intellectual, social, and political history from 1350 to 1600. Emphasis on the Italian Renaissance and the Protestant Reformation. (Same as HI 361)

RS 364 Ministry Discernment Seminar 3: Growth and Gifts/5

The course places increased emphasis on a mentored relationship as the student continues to process spiritual growth and ministry gifts, with particular focus on relational systems. Third in a sequence of four semesters. Prerequisite: RS265. Fall semester.

RS 367 Music in Christian Worship/3

Reading and discussion regarding biblical definitions, directives, and the nature of Christian worship. Includes the study and formation of various worship practices, ranging from traditional Protestant to contemporary and blended forms of corporate worship. Exposure to the repertoire and resources of music for Christian worship and methods of organizing and leading corporate worship in a variety of formats. (Same as MU 367.) Spring semester, even-numbered years.

RS 400-G Christian Faith in Contemporary Culture/3

This seminar addresses dimensions of Christian faith and vocation, both individually and in groups. This Tabor distinctive course is required of all graduates. Prerequisites: senior standing or consent of instructor; additional requirement for spring semester only: graduation enrollment. Fall and spring semesters.

RS 440 Field Work/1-8

A supervised field experience of Christian ministry. Possible involvements include youth ministry, counseling, Christian education of adults and children, preaching, and worship leading. Fall and Spring semesters.

RS 442 Youth Ministry Practicum/1-6

Supervised orientation to youth ministry. Forty hours of experience per unit is required. Fall and Spring semesters.

RS 443 Christian Leadership Practicum/1-6

Supervised orientation to ministry in a church setting. Forty hours of experience per unit is required. Fall and Spring semesters.

RS 444 Mission Practicum/1-6

Supervised orientation to ministry in a mission or church setting. Forty hours of experience per unit is required. Fall and Spring semesters.

RS 464 Ministry Discernment Seminar 4: Portfolio & Context/5

The course requires a detailed assessment of readiness for ministry and finalizing a ministry portfolio. Special attention is given to the process of candidating for a ministry position. Along with RS 400-G, Christian Faith in Contemporary Culture, serves as the capstone for the Christian Ministry major. Fourth in a sequence of four semesters. Prerequisite: RS 364. Spring semester.

RS 470 Biblical and Religious Studies Senior Seminar/2

A senior-level capstone course for the Biblical and Religious Studies majors that invites the student into intentional reflection and preparation for anticipated educational, ministry, and/or professional contexts. Students will research and present a thesis project. Prerequisite or concurrent: RS 400-G Christian Faith in Contemporary Culture. Spring semester.

SOCIOLOGY**COURSE DESCRIPTIONS****SO 113-G Introduction to Sociology/3**

This course provides an introduction to sociological ways of thinking, social science research methods, and sociological theories. By examining various areas of social interaction, the course enables students to explore how groups influence each other at the macro and micro levels. Fall semester.

SO 201-G Intercultural Communication/3

The ability to effectively give and receive messages in different cultures is heightened by developing sensitivities about worldviews, cultural patterns, and appropriate communication behaviors. (Same as CO 201-G).

SO 212 Family Life Across Cultures/3

Overview of the family as basic social institution from ancient times to present; role of ancient Hebrew, Greek, and Roman cultures in shaping Western family and gender values; similarities and differences between family life in Western and non-Western cultures; polyandry, polygyny, communalism as adaptations to certain environmental and

social forces; acculturation factors in changing family and kinship systems in the non-Western world; influence of Native American, African, and Asian cultures on Euro-American family life and values. Offered on demand.

SO 216 Social Problems/3

This course is an introduction to the study of social problems. It will present views from numerous perspectives within sociology, with special emphasis of the social psychological aspects of the individual, family, and society. Topics include inequality, crime and violence, substance abuse, deviance, and family problems.

SO 311 Marriage and Family Life/3

This course addresses the problems and potential of family living, particularly for those who are married or thinking about marriage. Theoretical information about development, relationships, sociocultural influences on the family, and a biblical perspective will be gained through various readings of current authors. A discussion format will be used to apply these principles to students' lives as they attempt to gather, separate, mature, argue, and communicate in today's society. Interterm, odd-numbered years.

SO 312 Folklore of Family and Culture/3

Uses family as focus to explore heritage of customs, oral traditions, beliefs, and values of a people, and to develop written narrative of family folklore; develops research skills and methods through oral interviews and archives of Center for Mennonite Brethren Studies and other local, national, and international sources to study impact of social change and historical events on family structure and family and cultural identity. Spring semester, even-numbered years.

SO 315 Social Psychology/3

An analysis of how people think about, influence, and relate to one another. Attention is given to such topics as persuasion, conformity, group dynamics, stereotyping, prejudice, altruism, and aggression. Prerequisite: PY 111-G or SO 113-G. (Same as PY 315) Fall semester.

SO 327 Criminology and Deviance/3

Examines the history and theories of crime and deviance, including the rise of relativism in defining crime and deviance; explores the victim's rights and restorative justice movements, theories of the state in social control, and how ethnic stereotypes and prejudices influence law enforcement and the court system. Offered on demand.

SO 340 Social Change and Development/3

Examines social change via globalization, rise of independence movements by indigenous peoples, and impact of natural disasters and impact of local and regional warfare on societies and cultures. A range of Christian responses is examined and compared to non-sectarian efforts in aiding indigenous peoples and traditional cultures. Offered on demand.

SO 355-G Cultural Anthropology and Diversity/3

This course is an introduction to cultural anthropology and its role in looking at diversity, and its role as a science in examining culture. Cultural issues such as race, ethnicity, religion, education, sex and gender will be considered. Fall and spring semesters.

SO 406 History of Social Thought/3

Surveys development of social thought, emphasizing significant contributions from German, French, and British schools and their influence on the development of American sociology; overview of contemporary social thought including impact of Great Society concept of Sixties, influence of recent African and Asian social thought, and comparison

of Christian and secular sociology. Prerequisite: SO 113-G or SO 115 or consent of instructor. Offered on demand.

SOCIAL WORK

The mission of the Tabor College Social Work program is to equip students with values, knowledge, and skills to be helping agents in a diverse world while integrating a Christian faith perspective and enabling students to serve those in need with compassion and professionalism. Students will integrate a Christian faith perspective with social work practice that emphasizes and promotes the following core social work values: utilizing a strengths-based perspective, social and economic justice, peace and reconciliation, and dignity and worth of all persons. *Currently this program is not accredited by the Council on Social Work Education, but application has been made for CSWE accreditation. Social Work students are eligible to be licensed at the Licensed Bachelor of Social Work level.*

Social Work Department - Student Suspension/Dismissal Policy

The Social Work program of Tabor College acknowledges the strong academic, professional, and ethical standards expected of professionals in the field of social work. While every effort should be made to help students develop in these areas, students whose performance fails to display such standards will be held accountable, and may be prevented from continuing in the program. The following guidelines are intended to maintain the integrity of the licensure program, and create a sense of responsibility in social work students.

I. Academic Integrity (refer to the Tabor College Academic Catalog for the definition of academic integrity) Any violations of the Academic Integrity Policy will be reviewed by the Social Work Review Committee to determine what steps, if any, need to be taken. Any violations that meet the conditions for dismissal from Tabor College may also result in dismissal from the Social Work program. The Social Work Review Committee is comprised of the Social and Behavioral Science Department Chair, the Social Work Program Director, and member(s) of the Social Work faculty. A member of the faculty may be appointed by the department chair or program director as necessary.

II. Academic Performance: A student must carry a cumulative 2.5 GPA in the social work major to graduate from the Social Work Program. If the student falls below a 2.5 in any semester after admittance to the Social Work Program the student is required to meet with the Social Work Review Committee. The committee will review the case and make recommendations to the student to foster improvement. Students who are Juniors (completed 56+ credit hours) and are below the 2.5 standard will be required to provide midterm status reports for all coursework to their Social Work advisor. The advisor will follow up with the Social Work Review Committee if further action is required. The Social Work Review Committee will decide what action is required such as, but not limited to, remedial work, tutoring, or conditional status in the Social Work Program.

III. Suspension: If a student has been suspended from Tabor College and is re-applying to the institution the student must also re-apply to the Social Work Program (refer to the Tabor College Academic Catalog for the suspension policy)

IV. Program Dismissal: Students will be considered for dismissal from the Social Work Program if they breach any of the criteria outlined in the NASW Code of Ethics or BSRB regulations. The NASW Code of Ethics can be obtained through www.socialworkers.org/pubs/code/default.asp. The BSRB unprofessional conduct section 102-2-7 can be obtained through http://www.kbsrb.org/pdf/statutes_regs/102-2-7.pdf. The Social Work Review Committee will convene to review each case and determine recommendation(s) on the offense which may result in dismissal from the Social Work Program.

COURSE DESCRIPTIONS

SW 200 Introduction to Social Work/ 3

This course will introduce the student to the field of social work as a profession. The perspective of the course will be one of a generalist, entry-level social work practitioner. The emphasis will be on the empowering function of social work in modern American society. Critical thinking perspectives are also emphasized by identification of values and evaluation of serious issues. Every semester.

SW 205 Helping Relationships/3

Intentional interviewing knowledge and skills are presented as a means of equipping persons to become more effective helpers. A microskills hierarchy is used as the guide for the sequence of skills taught. Application of these skills occurs through an ongoing individual relationship with another class member and systematic group practice. The objective of this course is to develop beginning helping skills applicable to community service work, summer camp work, or other “helping” situations. Prerequisite: PY 111-G or SO 113-G, or consent of instructor. (Same as PY205) Every semester.

Note: SW 200 and PY/SW 205 or consent of the Social Work Program Director is required prior to taking the following social work courses.

SW 215 Human Behavior and Social Environment/3

An introduction and survey of human growth and development over the life span including biological, psychological, social, cultural, and spiritual aspects of development. Multi-dimensional influences on growth and development. The micro, mezzo, and macro levels of social work, social justice, and the tenets of social work ethics and values are infused throughout this course. Prerequisites: SW 200, or consent of the instructor. Fall semester.

SW 305 Counseling/3

An analysis of the theoretical foundations and technical applications of the major approaches to counseling. It emphasizes the role of the counselor’s values and promotes appropriate methodologies and communication techniques. (Same as PY 305.) Prerequisites: PY 111-G and SW/PY 205, or consent of instructor. Spring semester.

SW 325 Child Welfare and Families/3

This is an upper level elective course that builds on basic understandings related to the child welfare system in social work or other disciplines. It will cover a range of services and issues in the child welfare field (i.e., abuse and neglect, mental illness in children, foster care, the juvenile court system, etc.). A wide variety of approaches will be used in the class: lecture, guest speakers, films, discussion, and individual and group projects. Prerequisites: SW 200 or PY 111-G or consent of instructor. Fall semester or interterm.

SW 335 Social Work in Today’s World/2

An elective that covers issues such as substance abuse identification and implications for individuals and families, HIV, health care, crisis intervention, international social work to keep students current on the field of social work. Fall semester or interterm.

SW 345 Practice Social Work I/3

A study and application of models, theories, strategies, and techniques of social work practice with individuals and families. Emphasis is placed on the integration and synthesis of valuing, thinking, and behaving in the social work practice process. Prerequisites: SW 200 or consent of instructor. Must be admitted to the social work program. Fall semester.

SW 350 Social Welfare Policy/3

The course examines policies and programs that have been developed to meet human needs in American society. The student will analyze current and past social welfare programs and reforms, policy responses to social issues, and strategies for shaping and influencing policy. This course establishes a connection between social welfare policy and social work practice. Spring semester.

SW 355 Social Work Practice II/3

Study and application of models, theories, strategies and techniques of social work practice with groups, organizations and communities. Emphasis is placed on the integration and synthesis of valuing, thinking, and behaving in the social practice process. A process model considers practicing three phases: beginning (engagement and assessment), middles (action/intervention), and endings (evaluating and concluding). Prerequisites: SW 200 or consent of instructor. Must be admitted to the social work program. Spring semester.

SW 428 Field Instruction for Social Work/10

The student will be placed in an agency setting under the supervision of an agency field instructor. The student will be exposed to a variety of professional roles and activities to achieve beginning-level social work practice skill. Ten hours of field instruction is required during the spring semester unless otherwise approved by the Social Work Director. To be taken concurrently with SW 442. Prerequisite: all social courses required for social work major (including those that do not begin with SW). Spring semester.

SW 430 Research Methods I/2

An introduction to methods of research in the social and behavioral sciences. Emphasis is on the structure of scientific theory, the logic of explanation and inquiry, experimental design, sources or variation and internal and external validity, and reliability. (Same as PY 430) Prerequisite: MA221-G or consent of instructor. Fall semester.

SW 432 Research Methods II/2

This course focuses on the formal completion of the Research Project proposed in SW 430 Research Methods I. A public presentation of research results will be required. (Same as PY 432) Prerequisites: SW 430 Research Methods I and MA221 Statistics. Spring semester.

SW 442 Senior Seminar/2

The course is a synthesizing experience whereby students bring together the various components of the social work practice generalist model through ethical case studies and presentations. Prerequisite: all social work courses required for Social Work major (including those that do not begin with SW), to be taken concurrently with SW 428. Spring semester.

SPECIAL EDUCATION

Tabor College offers licensure in Special Education through programs at the Associated Colleges of Central Kansas (ACCK). (*Students seeking a K-12 Special Education Minor should be enrolled in both ED345, Methods of Teaching Reading and ED357, Methods of Teaching Mathematics I to meet the requirements for the K-6 level of the endorsement.*)

COURSE DESCRIPTIONS

SE 210 Exceptional Learners/3

A survey of federal and state mandates for special education, including an overview of categorical exceptionalities delineated in the laws, service delivery systems, advocacy groups, the concept of natural environments and least restrictive alternatives, and the purpose and function of the IFSP and IEP. The class, which is required for all students seeking endorsement in education, is designed to introduce all preservice teachers to mild and moderate disabilities. A field experience is included that consists of 12 clock hours of observation and participation at an approved school working with special needs students. The course also serves as a foundation for additional special education coursework and is a prerequisite for SE 325, SE 330, and SE 338. Fall and Spring semesters.

SE 220 Field Experience in Services for Students with Special Needs/1

An early field placement for directed observation of special education teachers working with elementary- or secondary-level students with mild/moderate disabilities. Fall, Interterm, Spring, and Summer semesters.

SE 310 Foundations for Special Education Services

This course addresses historical perspectives and current practices (Module A), laws, regulations, and policies governing practice (Module B), and effects of individual differences, language, and culture on educational performance (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D.

SE 315 General Methods for Special Education Services

This course addresses assessments used for eligibility, placement and curricular decisions (Module A), the special education process from pre-identification through individual program implementation (Module B), and effective collaboration and communication skills with diverse learners, families, colleagues, and community stakeholders (Module C). The course includes a supervised field experience (Module D). Concurrent: Modules A-D. Prerequisite: SPED 310.

SE 320 Beginning American Sign Language/2

Provides a beginning study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. No prerequisites. Intended as an elective education course and is a prerequisite to SE 322. Fall and Spring semesters.

SE 321 Grades K-6 Methods for Special Needs/4

This course addresses IEP implementation using evidence-based practices. Emphasis is on collaborative teaching models. Topics of study include lesson planning, basic skill and content area instruction, adapting methods and materials, positive behavior supports, and progress monitoring. Must be taken concurrently with SE 331. Prerequisites: SE 310 and SE 315.

SE 322 Intermediate American Sign Language/2

Provides an intermediate study of ASL structure and teaches ASL, a visual-gestural language, using second language teaching techniques and learning strategies. American Sign Language is the sign language of the deaf community in the United States. Intended as an elective education course. Students may enroll for full credit only. Prerequisite: SE 320. Fall and Spring semesters.

SE 331 Grades K-6 Field Experience/1

This course is a supervised field experience with children in grades K-6 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE 321. Students will participate in IPE development, lesson planning, and instruction. Must be taken concurrently with SE 321. Prerequisites: SE 310 and SE 315.

SE 345 Behavior Management/2

This course addresses culturally sensitive methods for preventing and intervening with problem behavior. Topics include school-wide discipline systems classroom management, social skills instruction, student support meetings (Module A) and functional analysis, non-aversive intervention, and behavior intervention plans (Module B).

SE 359 Methods for Facilitating Child Development/2

This class deals with methods for facilitating the development of infants, toddlers, children, or youth with at-risk conditions or disabilities. It is intended for upper-level undergraduates or practicing professionals in a child-related field.

SE 361 Grades 6-12 Methods for Special Needs/4

This course addresses IEP implementation, including transition components. Emphasis is on self-determination, self-advocacy, career awareness, and post-school options in specific outcome areas. Topics of study include curriculum standards, lesson planning, basic skills instruction, learning strategies, adapting methods, materials and assessments, positive behavior supports, and progress monitoring. Must be taken concurrently with SE 371. Prerequisites: SE 310 and SE 315.

SE 371 Grades 6-12 Field Experience/1

This course is a supervised field experience with children in grades 5-12 who have an identified disability. The course will emphasize evidence-based practices and techniques presented in SE 361. Students will participate in IEP development, lesson planning, and instruction. Must be taken concurrently with SE 361. Prerequisites: SE 310 and SE 315.

SE 380 Topics in Special Education (variable secondary title)/1

This course will focus on bringing the students up to date on current methods, changes in the field of special education, and new information related to the characteristics of children and youth with special needs. Prerequisite: consent of advisor.

SE 381 Grades K-12 Functional Resources/4

This course focuses on building an understanding of how to plan and implement effective instruction for students with functional learning needs. Topics of study include service delivery options, personal profile assessments, community-based instruction, principle of partial participation, student instruction matrix, complex health, physical and emotional needs, related service providers, and social networks. This course includes a supervised field experience.

SE 431 Grades K-6 Clinical Experience/5-6

This course is a supervised teaching experience with a special educator who provides services for elementary-level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and

school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE 210, 310, 315, 345, 321 and 331. Concurrent or subsequent semester: SE 499.

SE 433: Grades K-6 Internship/4-6

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for elementary-level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades K-6 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 210, 310, 315, 345, 321 and 331. Concurrent or subsequent semester: SE 499.

SE 453 Grades 5-8 Internship/4-6

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for middle-level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 5-8 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 210, 310, 315, 345, 321, 331, 361 and 371. Concurrent or subsequent semester: SE 499.

SE 471 Grades 6-12 Clinical Experience/5-6

This course is a supervised teaching experience with a special educator who provides services for secondary-level students with adaptive learning needs. The pre-service teacher will work collaboratively with the cooperating special educator, families, and school team members to apply research-based knowledge of assessment, instruction aligned to IEP goals, and positive behavioral supports. Emphasis is on reflective, culturally sensitive practice. Prerequisites: SE 210, 310, 315, 345, 361 and 371. Concurrent or subsequent semester: SE 499.

SE 473 Grades 6-12 Internship/4-6

This course is a supervised teaching experience with an on-site mentor who provides or supervises services for secondary-level students with adaptive learning needs. Emphasis is on application of research-based content knowledge and pedagogy and reflective, culturally sensitive practice. This internship is designed for practicing teachers adding grades 6-12 adaptive endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 210, 310, 315, 361 and 371. Concurrent or subsequent semester: SE 499.

SE 499 Capstone Issues/1

This course is designed to provide students with an opportunity to reflect on their clinical experience or internship and profession role with peers, ACCK faculty, and special educators. Topics of discussion include professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SE 210, 310, 315, 345, 321 and 331 or 361 and 371. Concurrent or previous semester: SE 431 or SE 471.

SE 550 Topics in Special Education: Topic G: Current Issues in Special Education/1 graduate

This course is designed to be taken by the practicing teacher returning for endorsement in special education or adding an adaptive endorsement to an existing endorsement in special education. It will be taken in lieu of SE 310 for those that meet the qualification of three years of teaching children or youth with special needs, a letter documenting satisfactory

performance, and a copy of teaching license and transcripts. This course will focus on bringing the candidates up to date on current laws, changes in the field of special education, and new information related to the characteristics of children and youth with special needs.

Theater

TH 200 Theater Appreciation/2-3

This course provides a broad overview of the nature and fundamentals of theater and enhances the playgoer's ability to experience and respond to live theater performances. Fall or spring semester.

TH 203-G Introduction to Theater/3

A broad overview of the nature of theater, including its development throughout history, and an introduction to the fundamentals of all major aspects of theater production. Fall semester.

TH 216 Concepts in Production/3

This course will explore the production process from beginning to end, giving students an in-depth understanding of the roles and processes involved in producing a play and a fundamental knowledge of the backstage components of production. Students will gain practical experience in various areas of theatrical production including technical direction, scenic design, lighting, sound design, set construction, and scenic painting. Offered on demand.

TH 230-G Acting I /3

A course in foundational principles of acting theory and practice. Students will be introduced to key concepts through in-class exercise and begin to apply them through the development of scenes and monologues. Offered on demand.

TH 234/334 Participation in Drama/0-1

Techniques and principles of acting, makeup, costumes, stage design, and management by means of actual participation in drama productions. Every semester.

TH 270 Oral Interpretation/3

Instruction in the analysis of prose, poetry, and dramatic literature with practice in communicating orally both the intellectual and emotional meanings. Storytelling, reader's theater, and Scripture reading included. Offered on demand.

TH 306 Theater History: Origins to Neoclassicism/3

An overview of the global history of theater, from its origins through the Neoclassical period. Significant movements and representative plays and playwrights from Western and non-Western traditions will be explored. Offered on demand.

TH 307 Theater History: Restoration to Present/3

An overview of the global history of theater, from English Restoration through contemporary theater. Significant movements and representative plays and playwrights from Western and non-Western traditions will be explored. Offered on demand.

TH 315 Topics in Theater/3

Selected topics of interest in theater. Possible subjects could include fundamentals of acting, performance in cultural contexts, or advanced acting: scene study. Offered on demand.

TH 330 Acting II/3

Building on the work accomplished in TH 230-G, students will work toward fuller engagement of the voice and body, opening the performer to an enriched creative palette.

Through increasing vocal and physical agility, students of acting will improve skills in physical storytelling and character transformation. Prerequisite: TH 230-G. Offered on demand.

TH 385 Directing/3

Introduction to theories at work in directing for theater, and application of those theories through in-class exercises and the production of a one-act play. Includes the processes of choosing and analyzing a script, casting, blocking, rehearsing, and other aspects of realizing a production. Prerequisites: TH 203-G and TH 230-G, or permission of instructor. Offered on demand.

TH 433 Performance in Cultural Context/3

An examination of the interactions between theater and culture throughout human history. Through reading and analyzing selected play texts from various points in history, students will explore the ways in which social and political conversations are carried out on stage and how cultural climate has both influenced and been influenced by playwrights, performers, and theater makers. TH 203-G Introduction to Theater recommended but not required. Offered on demand.

INTRODUCTORY/INTERDISCIPLINARY COURSES

TC 100 Chapel/0

Chapels provide the community a shared opportunity to integrate faith, learning, and living through speakers, drama, music, and videos. Each chapel focuses on specific issues and ideas important to the college community ranging from issues related solely to our campus to broad world issues. One of the objectives is to provide the Tabor College community an opportunity to meet together for the purpose of developing a spirit of unity. Chapels are held every Monday and Wednesday mornings and occasionally on evenings and weekends. Enrollment in chapel is required for all full-time Tabor students and all students living on campus, each semester of attendance.

TC 101 Introduction to the Tabor Experience/1

An experience-based course designed to help first-time freshmen make a positive adjustment to and assimilation into the Tabor College experience by providing a social context for reflection and interaction on issues pertaining to the transition to college. This will be accomplished through small and large group sessions, readings, journaling and out-of-class activities. Required of first-time freshmen. Graded CR/NC. Fall semester.

TC 102 College Skills Seminar/1

This course seeks to help students acquire and develop specific skills for success in college through instruction and practice of skills such as time management, reading techniques, note taking, exam strategies, memory strategies, relating with professors, library usage, writing papers, critical thinking, and study groups. Students will be given the opportunity to consider motivational issues related to their success in college. Graded CR/NC. Offered each semester. Students on Academic Probation are required to enroll.

TC 103 Career Planning Seminar/1

This course seeks to help students discover and develop their own life purposes (even if tentative) and determine ways to carry out their life purposes by choosing a career and planning a path into that career. This will be accomplished through (1) discovering and articulating personal values, temperament, experiences, interests, beliefs, abilities, talents, and gifts as related to career choice; (2) guided exercises in seeking the will of God; (3) understanding the world of work and exploring possible careers; and (4) learning specific

job search skills. Graded CR/NC. Second seven weeks of fall semester; second seven weeks of spring semester.

TC 310 College, Christianity and Culture/1

The Christian liberal arts tradition will be explored and students will be encouraged to see their college experience and subsequent vocation in the context of God's redeeming work in the world. This course is required for all new transfer students (during their first semester) and is intended to aid students in their transition to Tabor College. Fall and spring semesters.

TC 330 Portfolio Project/1

Students will explore the interconnectedness of service minor course work by creating artifacts for their professional LiveText portfolios. The Portfolio Project will give evidence of meaningful reflection and application that will benefit preparation for employment or service. Fall and spring semesters.

Presidential Leadership Scholarship Program: Leadership Laboratory Mosaic

The Presidential Leadership Scholarship program is a Leadership Laboratory Mosaic is a four year, eight semester program. There are eight different courses that the students will enroll in during the four years:

TC 201 Leadership Basics/0-1

TC 401 Leading Change/0-1

TC 202 Leadership Persona/0-1

TC 402 Leading Others/0-1

TC 203 Self Leadership/0-1

TC 403 Leadership Hindrances/0-1

TC 204 Leadership Semiotics/0-1

TC 404 Leadership Legacy/0-1

Each of the courses receiving one credit hour are for those students that are considered "leadership scholars" and have received the Presidential Leadership Scholarship. Students who are leadership scholars need to enroll for 1 credit hour. Each course is designed around a leadership development mentoring question that will be discussed and explored. Class activities and assignments will provide insight to the questions. The course will meet once a month for a four hour block, engage in online asynchronous activities, and participate in excursions. The students will learn to lead and lead well. Emphasis will be placed on leading from the inside out, leadership as semiotics, the study of leaders, and the leadership encounter, with a focus on personal leadership development. Each Scholar will receive an iPad, which will be used in all their course work.

SPECIAL COURSES

Seminars 220/420.

Seminars provide groups of students the opportunity to do research under supervision. They may be offered on demand in any discipline.

Topics 250/450/550.

Topics courses are those not offered on a regular basis and not listed in the catalog.

Travel and Study Experiences 295-G /495-G, 296-G /496-G.

Various departments sponsor learning and service experiences off campus that fulfill the Intercultural Awareness requirement (see Intercultural Awareness in the Academic Programs section of this catalog). The department sponsoring the trip is responsible for obtaining the approval of other departments when course prefixes from those departments are used. Course sub-titles are used on the schedule to indicate the location of the experience, e.g., "Travel and Study Experience: Mexico." International trips are numbered 295-G /495-G; domestic trips are numbered 296/496-G.