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**Academic Catalog
2018-2019**

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INVITATION TO TABOR COLLEGE

Catalogs, dreams, and plans seem to go together. As a kid, when a catalog came, I would page through it and dream about what I saw and make plans to acquire whatever captured my attention. The Tabor College Catalog is similar in nature.

On these pages you will find information that will inspire you to make plans to fulfill your vocational dreams. Degree programs, major fields of study, and course descriptions give you the content that will prepare you for your chosen vocation. Questions that you have about financial aid, degree requirements, and student life are answered. Procedures and steps that you will need to take to enroll in Tabor College are listed. All of this is to assist you as you work to make your vocational dream become a reality.

Tabor College is committed to preparing you for a life of learning, work, and service for Christ and his Kingdom. These pages are designed to help you get started on a path for your vocational goals to become a reality in your life. Enjoy the dreaming. Begin making your plans. Do not hesitate to contact us directly either by phone or email, or by going to our website to find out more about how Tabor can help your vocational dreams become a reality.

With Joy,

A handwritten signature in dark ink, which appears to read "Jules Glanzer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jules Glanzer
Tabor College President

READER'S GUIDE TO THE COLLEGE CATALOG

The catalog is one of the most important documents you will receive from Tabor. Almost everything you need to know about the College can be found within its pages. At first glance, some of the information may seem complicated, but if you spend time familiarizing yourself with the way it is organized, you should soon feel comfortable with it. Students are responsible for knowing the contents of the catalog. The most current version of the catalog is available in the Academics resources at www.tabor.edu.

Chapters. The catalog is divided into clearly labeled chapters. The table of contents on page iii lists the beginning page of each chapter. For example, the chapter titled “Admissions” explains how to go about applying to Tabor. Information about the lifestyle code for Tabor students is found in the chapter labeled “Student Life.”

The Index. If you are not sure in which chapter to look for specific information, refer to the index in the back of the catalog. Subjects of importance are listed in alphabetical order.

Major Requirements. The chapter titled “Programs of Study” includes a listing of the required courses for every major or concentration offered at Tabor. The majors are arranged alphabetically with numerous cross-references.

Course Descriptions. The chapter titled “Program/Course Descriptions” contains the title, number, and description of all courses, arranged alphabetically by prefix.

Course Schedule. In addition to the course information listed in the Academic Catalog, detailed course schedules can be found by contacting the Registrar’s Office or by consulting www.tabor.edu. While every effort is made to create accurate course schedules, please keep in mind that they are subject to change.

Tabor College Hillsboro Campus

Traditional Programs

400 South Jefferson
Hillsboro, Kansas 67063
Phone: (620) 947-3121
Toll-free: (800) TABOR 99 or (800) 822-6799
Email: admissions@tabor.edu
Website: www.tabor.edu

Tabor College School of Adult and Graduate Studies

7348 West 21st, Suite 117
Wichita, Kansas 67205
Phone: (316) 729-6333
Toll-free: (800) 546-8616
Email: tcwadmissions@tabor.edu
Website: www.tabor.edu

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If after reading the catalog you have questions about some aspect of life at Tabor, please contact one of our representatives. Call or write:

Tabor College Enrollment
Management
400 S. Jefferson
Hillsboro, KS 67063
(620) 947-3121 ext. 1723
or (800) TABOR-99
or visit: www.tabor.edu

Tabor College School of
Adult and Graduate Studies
7348 West 21st, Suite 117
Wichita, KS 67205
(316) 729-6333 or
(800) 546-8616
or visit: www.tabor.edu



Tabor College is accredited by the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1-800-621-7440.

In fulfilling its mission, vision, and values, Tabor College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. All forms of sexual harassment and violence are included in the Tabor College commitment to non-discrimination. Title IX and Non-Discrimination policies can be found at <http://tabor.edu/consumer-information-disclosure/>.

Student complaint/grievance procedures can be found at <http://tabor.edu/consumer-information-disclosure/>.



Tabor College Undergraduate Studies

ABOUT THE COLLEGE

MISSION

Preparing people for a life of learning, work, and service for Christ and his kingdom.

VISION STATEMENT

Tabor College's vision is to be the college of choice for students who seek a life-transforming, academically excellent, globally relevant, and decidedly Christian education.

CORE VALUES

The core values that influence the mission and vision of Tabor College include a commitment to being Christ-centered in all aspects of life, a passion for learning, the promotion of service to others, and meaningful involvement in college and community activities.

Christ-centered: The primary value of Tabor College is its desire to be a Christ-centered institution. All activities and programs flow out of this value and are evaluated in reference to it. The Mennonite Brethren Confession of Faith provides the biblical and theological foundation for the institution.

Learning: The purpose of Tabor is to promote learning. Tabor recognizes that learning occurs in informal settings as well as in the classroom and organized field experiences. Our goal is to develop broadly educated students who are competent and who embrace the joy of learning, which will last a lifetime.

Service: Service is at the heart of Christ-centered education. We emphasize the value of caring for others in all that we do.

Involvement: We believe that being engaged increases learning. Participation, both in the formal classroom and outside of it, is an effective way to prepare students for a life of work and service.

Community: Tabor values community. It desires to be a place where individuals feel like they belong, where there is a sense of mutual support, and where members hold each other accountable.

COMMITMENTS

Tabor is...a Christian College

Tabor is more than just a "church-related" college. Its goal of providing a Christ-centered higher education is taken very seriously. Tabor requires that its faculty and staff be able to articulate and practice a strong faith in Jesus Christ as Savior and Lord. Tabor also integrates Christian convictions and values into its learning experiences throughout the College.

Tabor is...a Liberal Arts College

Tabor provides a Christian worldview, infusing the entire curriculum with important dimensions of meaning and purpose. A Christian perspective redeems the educational process from the moral crisis, despair, and the lack of purpose in a secular worldview.

In the liberal arts tradition, students, faculty, and staff demonstrate:

1. An understanding of the main fields of knowledge.
2. An understanding of the relationships between the fields of knowledge.
3. An understanding of value systems in order to develop the mind and character for free and mature decision-making.
4. Methods of inquiry unique to the various disciplines of knowledge.
5. An understanding of the creative arts in a wide range of human experience and knowledge.
6. Independent scholarship.
7. Competency in reading, writing, speaking, and the functional use of numbers.
8. An understanding of how to care for the human body, use the environment, and use leisure time in order to maintain and improve physical and mental well-being.

Tabor is...a Community of Learners

Aided by divine grace, love, and power, a community of learners may achieve high moral standards and experience the deepest meaning and potential of human nature.

In such a community, students, faculty, and staff practice Christian virtues by demonstrating:

1. Healthy interpersonal relationships in order to be free to learn. Disengagement from people is an evasion of the educative task.
2. The ability to converse with people. Faculty serve as models for students as they think and talk through their own positions on various issues. Teachers share their own views and are willing to take a positive stance, but do not force students to subscribe to those views. The integrity of the student's perspective is respected.
3. Self-acceptance. Only persons who have come to terms with themselves are free to learn.
4. A loving and supportive attitude toward others. Because new knowledge and insights threaten a person's identity and world views, loving acceptance allows a person to learn, change, and make new and meaningful commitments that give identity and perspective.
5. Self-discipline, integrity, and responsibility. These are key ingredients of the learning process.
6. Respect for others, regardless of socioeconomic background, gender, ethnic/cultural background, racial differences, and maturity of their personal faith.

Tabor is...a Church/Career Training Center

The first calling of all Christians is to follow Christ and bear witness to their faith. Skills should be acquired to do this as effectively as possible. One's vocation or profession becomes the arena in which one lives out his or her faith.

As a part of a church/career training center, students, faculty, and staff demonstrate:

1. Skill in churchmanship, meeting the Church's need for qualified workers. This is an important reason for Tabor's existence.

2. Career skills consistent with liberal arts and Christian objectives. Tabor offers a select number of majors and professional programs to help develop technical skills and competencies required for effective service.
3. Personal compassion, dedication to honesty and integrity, sensitivity to socio-political realities, and understanding of technological developments, adaptivity to change, and ecological sanity and harmony, as evidenced through a chosen career or profession.

Tabor is...a Center for Life-long Learning

The College is a center for continuing education in central Kansas, among its alumni, in the Mennonite Brethren Church, and in the larger evangelical community.

As part of a center for continuing education, students, faculty, and staff demonstrate an understanding that:

1. Learning is a life-long process
2. Education is an enrichment of life rather than merely a prerequisite for employment

TABOR'S HISTORY AND THE MENNONITE BRETHREN CHURCH

The Mennonite Brethren denomination is part of the broader Mennonite family of Christian believers who trace their origins to Menno Simons and others in Europe during the sixteenth century. These believers were often called "Anabaptists" because they felt strongly that believers should be baptized "again," giving witness as adults to their mature and determined commitment to Christ as Savior and Lord. They were also convinced that the new birth is into an accountable community in which believers read the Bible together to grow as disciples of Christ.

Along with these emphases, Mennonite Brethren have drawn on the mainstream of what is today called "evangelical Christianity," characterized by personal commitment to Christ, a high view of the Bible's authority, and the importance of proclaiming the good news of the gospel.

Among the numerous Mennonites who migrated from Russia to the Great Plains of the United States and Canada, it was the Mennonite Brethren and a similar group, the Krimmer Mennonite Brethren, who saw the need for an institution of higher education and chose Hillsboro, Kansas, for its location. On September 5, 1908, the first classes (including 39 students and three instructors) were held at Tabor College. Before that school year ended, enrollment grew to 104, with a faculty of five. On April 30, 1918, a fire tragically destroyed the building that had housed the College for its first ten years. Supporters of the College quickly joined to construct two new buildings, a dormitory-dining hall and an administration-classroom building, at a cost of more than \$130,000. The two buildings are still in use.

While Tabor College has continued to be affiliated with the Mennonite Brethren Church since the College's inception, changes have been made in the organizational structure from time to time. The Tabor College Corporation owned and operated the College until 1934, when ownership was transferred to the Board of Trustees of the Conference of the Mennonite Brethren Church of North America. The College now operates under its own charter. Its Board of Directors is responsible to the Mennonite Brethren churches of the Central, Southern, Latin America, and North Carolina districts.

Tabor College began to offer academic programs in Wichita in 1994. The undergraduate programs include Business Administration, Christian Ministry, and Nursing. A master's degree in Business Administration was added in 2008.

DOCTRINE

Tabor College, as a ministry of the Mennonite Brethren Church, accepts the "Confession of Faith of the Mennonite Brethren Churches of the United States," adopted in 1999. Mennonite Brethren follow evangelical Anabaptist theology, which emphasizes new birth into Christ and faithful discipleship, a mission of personal evangelism and social justice, and obedience to the Bible as interpreted within the community of faith. A full copy of the MB Confession of Faith is available online at the conference website: <http://www.usmb.org/menus/Confession-of-Faith-Detailed-Version.html>.

THEOLOGICAL IDENTITY

Evangelicalism and Anabaptism have historically described the theological identity of Tabor College. In the late 1980s and early 1990s, Clarence Hiebert and Wes Prieb articulated this descriptor of Tabor in chapels and in church pulpits. They were quite assertive in their identification of Tabor as an Anabaptist/Evangelical school, even stating that Tabor was the only Anabaptist school with this combined theological understanding. Most significantly, these two theological streams were to receive equal importance in our identity with the evangelical descriptor differentiating us from other schools.

The political climate of our nation combined with the media's labeling of people groups and voter blocks has raised the question whether we should continue to use these terms to describe our theological identity. As a college, we become victims of our culture when we allow these labels to distort who we are and the mission and vision that we have been called to live out. Therefore...

We embrace the term *evangelical* for the following reasons:

- The literal meaning of the term. "Evangelicals take the Bible seriously and believe in Jesus Christ as Savior and Lord. The term *evangelical* comes from the Greek word *euangélion*, meaning 'the good news' or 'the gospel.' Thus, the evangelical faith focuses on the 'good news' of salvation brought to sinners by Jesus Christ." (<https://www.nae.net/what-is-an-evangelical/>)
- The inclusiveness that it represents. The label brings together many Christian traditions, forming a common community around theological convictions, doctrinal beliefs, and faith practices.
- The global acceptance and understanding of the term. Evangelicalism is a worldwide movement that transcends American politics. No one geopolitical region or political party should define a theological identity of the college.
- The affirmation of our constituency. The term is supported by the vast majority of our constituents. It also is a term that the families of prospective students recognize when asking what "decidedly Christian" means.
- The transforming power that it represents. Only the transforming love of Jesus Christ and the guidance of the scriptures, which are the core of Evangelicalism, can bring about the true transformation of a person. Incorporating true evangelical faith into the curriculum and practices of Tabor College enables us to fulfill our deepest desire for our students.
- The strong compatibility with our mission and vision statements. An evangelical faith is required to fulfill our mission statement and to provide the experience that we proclaim in our mission statement.

We embrace the term *Anabaptist* for the following reasons:

- The activism it promotes. It encourages people to become involved in helping make the world more as God intended it to be. “True evangelical faith...cannot lie dormant...it clothes the naked, it feeds the hungry, it comforts the sorrowful, it shelters the destitute...it serves those that harm it...it binds up what is wounded...it has become all things to all creatures.” (<https://themennonite.org/feature/true-evangelical-faith/>)
- The lifestyle to which it calls us. Living the way Anabaptism teaches is a healthy way of living. It makes for a meaningful and satisfying life that encourages reconciliation and peacemaking as a way of life.
- Our historical roots. The college was founded because of a desire to have a school that teaches and trains men and women a certain brand of evangelicalism.
- The focus on discipleship. Following Christ requires us to engage in a lifestyle that demonstrates the power of Christ in our lives. Being a Christ-follower is more than belief. It requires actions that demonstrate the beliefs.
- The positive impact it has on society. Our world would be a better place if as a society we all embraced the principles of Anabaptism.
- The strong compatibility with our mission and vision statements. An Anabaptist understanding of faith encompasses our mission statement and provides the experience that we proclaim in our vision statement.

Although Evangelicalism as a movement came considerably later than the Anabaptist movement, Anabaptism can be understood in many ways as a subset of Evangelicalism. It is common to combine theological terms with evangelical, such as Evangelical/Calvinist, Evangelical/Wesleyan, Evangelical/Dispensational, Evangelical/Charismatic, Evangelical/Arminian, Evangelical/Fundamentalist, or any one of a number of theological terms that convey an understanding of *evangelical*. Given our history and scriptural understanding, *Evangelical/Anabaptist* when combined define the heart and soul of Tabor College's theological identity.

ACCREDITATION

Tabor College is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, Phone: 800-621-7440). Tabor College programs are approved by the Kansas State Approving Agency for veteran educational benefits under the federal program.

The College holds membership in the Kansas Collegiate Athletic Conference, the Kansas Independent College Association, the Council of Mennonite Colleges, and the Council for Christian Colleges and Universities. In addition, Tabor College holds private accreditations in Athletic Training, Education, Music, Social Work, and Nursing. The RN-BSN program at Tabor College is accredited by the Commission on Collegiate Nursing Education. Students who complete the social work major are eligible to be licensed at the Licensed Bachelor of Social Work level.

OUR LOCATION

Our Hillsboro campus is located in Hillsboro, Kansas (population approximately 3,500), an agricultural area 50 miles north of Wichita, the largest city in Kansas.

In addition to Tabor College, the town of Hillsboro has a hospital, two medical clinics, a municipal park with a public swimming pool, and a golf course. Numerous educational

and cultural opportunities are available in communities within a one-hour drive of Hillsboro.

TABOR HILLSBORO CAMPUS

The campus consists of 43 buildings, located on an 86.5-acre tract in the southeast part of Hillsboro. Recent projects include the construction of the Solomon L. Loewen Natural Science Center, Dakota Hall, Hiebert Hall, Loewen Hall, and Wiebe Hall (a new residence hall and townhouses), a strength training facility addition to the Campus Recreation Center, a locker room, and the Joel Wiens Stadium.

Academic Facilities. The H. W. Lohrenz Building, built in 1920, contains classrooms, administrative offices, a small theater laboratory, and a chapel. The Mary J. Regier Hall was built in 1920. It houses the Visual Art Department and a general computer lab. The Business Studies building contains classrooms, offices of business faculty, and a computer laboratory. The Wohlgemuth Music Education Center, completed in 1990, houses the Music Department. It includes a rehearsal hall, practice rooms, classrooms, a piano laboratory, large reception area, and faculty offices/studios. The Solomon L. Loewen Natural Science Center, completed in 1998, is home to the departments of Biology, Chemistry, and Physics, and includes a lecture hall and classrooms, laboratories, computer room and conference room, nature library, and greenhouse.

Library. Tabor College Library provides and maintains a full range of technology, resources, and services to support the mission of Tabor College. Additionally, the library promotes awareness, understanding, and use of these resources through research skills classes, library orientation sessions, individualized instruction, and reference assistance. Tabor College students, faculty, and staff, as well as the surrounding community, are invited to use Tabor College Library to pursue academic and intellectual interests.

As the academic center for Tabor College, the library combines traditional library services with modern educational technology. Library users may browse the library shelves for more than 70,000 circulating and reference items, including books and print periodicals. In addition to books and periodicals, the library houses a growing collection of audiovisual materials (including DVDs, CDs, and phonographs) for use in the library or for in-classroom use. Equipment is available in the library for viewing or listening to these materials.

Tabor College Library's online information system, which is currently available via modern technology resources for both on- and off-campus users, connects library users to a listing of in-house print resources and full-text journal and magazine databases and provides access to more than 300 million records from over 72,000 libraries written in more than 470 languages. Items not held by Tabor College Library are provided to students, faculty, and staff via a resource-sharing program known as Interlibrary Loan. Generally speaking, most Interlibrary Loan items are available at no charge to the requesting patron.

Library orientation sessions are included as a part of the freshman and transfer student orientation classes and library instruction classes are scheduled by individual faculty members to meet the research needs of their classes. Any student in need of individual research instruction or any other library assistance may schedule an appointment with the Library's Reference Librarian. General reference assistance is available on a daily basis by contacting any library staff at the library's front desk.

Students are encouraged to browse the library's collection; to check out books with valid student ID; and to read, research, and study while in the library. Tabor College Library promotes a positive learning environment by providing a variety of work spaces: a computer lab, individual study carrels, group and individual study rooms, a music

listening station (headphones required), and a media room that has comfortable upholstered seating and the equipment needed to watch DVDs and VHS cassettes. Faculty are likewise encouraged to survey the library's holdings, recommend resources for acquisition, and utilize the facility for their classes and research. It is the goal of Tabor College Library to connect, both on-campus and on-line, to the resources and services that support academic coursework, research, and lifelong learning.

Services provided by the Tabor College Library are available to all on-campus students living in Hillsboro and all off-campus students affiliated with Tabor's Wichita campus and distance learning programs, as well as to community patrons.

Arts Facilities. The Shari Flaming Center for the Arts, dedicated in 2017, contains classrooms, performance venues, and gallery space. The Richert Auditorium holds 839 people for concerts, drama productions, and lectures and is the largest performance venue on campus. Chapel meets in the Richert Auditorium twice each week. The Prieb Harder Black Box Theater is a smaller venue created to be flexible in stage and set design. It accommodates up to 200 attendees. Other theater facilities include a green room, costume shop and scene shop. The Vogel Choral Room and Wohlgemuth Rehearsal Hall serve as rehearsal facilities and classrooms as well as venues for more intimate events, including student and guest recitals. Instrumental and vocal classes as well as student studio space are located in the Wohlgemuth Music Education Center on the south side of the arts center. Visual arts facilities include graphic design, studio art, and ceramics classrooms on the north end of the building. The Ebel Gallery houses student and guest artists' work throughout the year. Public events are hosted in the Regier Atrium and Franz Family Heritage Lobby, which were created for multipurpose use and include a "We Proudly Serve"© Starbucks coffee shop.

Athletic Facilities. Athletic facilities at Tabor include four outdoor tennis courts with floodlights, a baseball diamond, the Vernon R. Wiebe practice soccer field, a practice football field, an athletic complex with athletic offices and locker rooms, Joel H. Wiens Stadium, and Reimer Field (a curbed metric all-weather track and artificial turf football field).

The Gymnasium has a regulation-size game floor, which includes two cross-court playing floors and a seating capacity of 1,500 for varsity games. The Campus Recreation Center includes two basketball courts, two racquetball courts, exercise area, walking/jogging track, strength training facility, and office space.

Student Center. The Student Center includes classrooms, student offices, bookstore, lounge areas, snack bar, cafeteria, student game room, Center for Academic Development ("Branch Office"), Blue Gold Conference Room, Student Conference Room, and the student mailroom.

Residence Halls. Tabor is a residential campus. All residence halls are air-conditioned, carpeted, and furnished with a dresser, single beds, desk, chairs, and mini-blinds. Students are expected to furnish bed linens, blankets, pillows, and towels.

Hiebert, Loewen, and Wiebe Hall townhouses also provide housing for upper-class men and women. The College owns seven houses and a duplex adjacent to campus, which is used for additional student housing for upperclassmen.

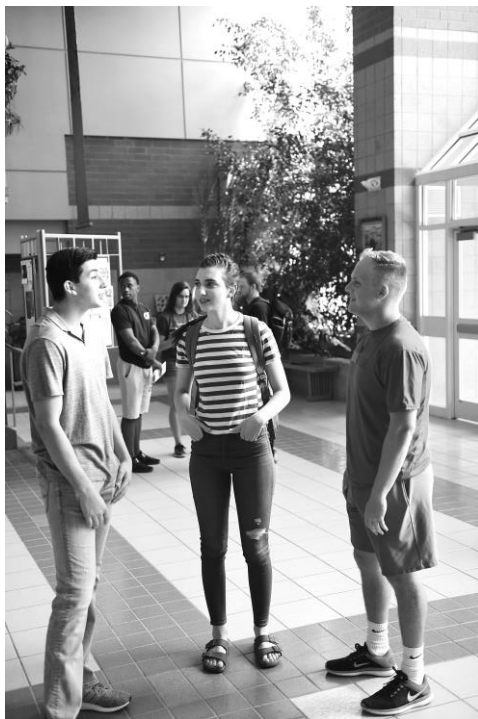
Lounges. The Schlichting Center, a student lounge, provides visiting areas for friends and parents of students. Kansas, Dakota, and Cedar Halls and Hiebert, Loewen, and Wiebe Hall Townhouses have coed lounges.

TABOR WICHITA CAMPUS

Tabor College School of Adult and Graduate Studies is located in the northwest portion of Wichita and is easily accessible from all directions, including Interstate 235 and Highway 96. Our facilities in Wichita feature three large classrooms with state-of-the-art technology as well as administrative offices, which house key services for adult and graduate students. Also housed in this location are offices of the District Minister for the Southern District of the Mennonite Brethren Church and of the Mennonite Brethren Missions and Services International.

TABOR COLLEGE ONLINE

Tabor College offers undergraduate and graduate degree programs completely online. Students attending Tabor College Online are serviced by the School of Adult & Graduate Studies and have access to a full range of student services. This site can be accessed through the college's website at tabor.edu/online.



Tabor College Undergraduate Studies

ADMISSIONS

ADMISSIONS

Tabor College is interested in men and women who are: 1) academically prepared and qualified to do college work, and 2) who are willing to become involved in the type of community life offered at Tabor College. Admission to Tabor College is granted to students who meet requirements set in each of these two areas. Tabor College admits students regardless of race, color, national origin, sex, disability, or age.

HOW TO APPLY

1. Applications
 - a. Application forms are available from the Enrollment Management Office. This form, along with a non-refundable \$50 application fee, should be submitted by all applicants.
 - b. Students can also apply electronically via the internet by accessing the Tabor College website: www.tabor.edu.
2. Each student is asked to respond as to his/her willingness to honor the lifestyle covenant established by the College. This is done by signing the back page of the Application for Admission.
3. Transcripts
 - a. Freshman Class Applicants. Submit an official transcript of your high school records. For acceptance purposes, this may be done as early as the first semester of the high school senior year. An official high school transcript indicating GPA, date of graduation, and rank in class or a GED certificate is required prior to enrollment.
 - b. Transfer Applicants. Submit official transcripts from each institution attended after high school and ACT/SAT scores if available. An official high school transcript or GED certificate may be requested to determine Title IV eligibility.
 - c. International Student Applicants. Submit official transcripts of all schools attended, as well as International Student Data sheet, TOEFL score, and certified financial resource statement. Courses completed at an institution outside of the United States from a non-ECTS institution or in a language other than English require evaluation by an international evaluation agency. The cost of this evaluation will be incurred by the student and payment will be arranged in advance of the evaluation. The student should request an official international course-by-course evaluation done after submitting the transcript to Tabor, as long as the evaluating agency is acceptable to the Registrar's Office. Contact the Counselor for International Admissions for details.
 - d. New students must list and provide official credentials from all schools attended prior to entering Tabor College, including any current or planned enrollment. Failure to list colleges previously attended could result in a denial of admission or an immediate suspension from the College.
4. Tabor College requires that all freshman class applicants take either the American College Testing Program Examination (ACT) or the Scholastic Aptitude Test (SAT). The ACT is preferred. The ACT Concordance Table (August 1995) is used to convert the SAT re-centered total score to its comparable ACT score. The college requires an official ACT/SAT score from all freshman applicants 23 years of age or younger.
5. When an applicant has supplied the Enrollment Management Office with the above information, the applicant's file (e.g., application form, test scores, and school

transcripts) is evaluated by the Enrollment Management staff and/or the Enrollment Management Committee. Students will be notified by letter of their admission standing by the Enrollment Management Office.

6. After a student has been accepted for admission, the next steps are as follows:
 - a. Complete a Student Services Information Form supplied by the College, indicating housing plans and residence hall preferences.
 - b. Submit a \$200 comprehensive deposit, which serves the following purposes: 1) guarantees any written financial aid offer made to the student, 2) reserves on-campus housing in the residence halls for residential students, and 3) allows a student to participate in scheduled pre-registration days. A full refund of the deposit is available until May 1. The deposit will be returned to the student after his or her time at Tabor, less any fines or unpaid bills.
 - c. We have three important Admissions deadlines to adhere to, and students will have the opportunity to meet our Early, Standard, or Final Admissions Deadlines. These dates will be determined in the fall, and students who meet specific deadlines will receive housing and registration benefits. After August 1, the comprehensive deposit will increase to \$225 and must be submitted to enroll.
 - c. After submitting the comprehensive deposit, the student is asked to have a medical form completed and signed by a physician. This form is supplied by the College. All new students are required to have this form completed before classes begin.

Guest Students. Students who are non-degree seeking students and who are enrolling in fewer than 12 hours per semester are considered guest students. To be admitted as a guest student, a completed Guest Student Enrollment Form should be submitted to the Enrollment Management Office. No high school or college transcripts are required until a guest student earns 24 hours at Tabor College. Any student who enrolls in 24.5 or more hours cumulatively must be admitted to Tabor College. High School Students may enroll as guest students while enrolled in high school, provided they have completed 13 high school units. High School student registration confirmation is held until after July 15. Approval to enroll in the desired class is required and may be granted through personal contact with the instructor of the class. Enrollment is capped at two classes per semester.

ADMISSIONS POLICIES

Academic Standards

1. Entering Freshmen

Admission will be granted to freshmen students using an ACT/GPA product formula. The ACT composite score will be multiplied by the cumulative Grade Point Average (using a four-point scale). Transcripts will be reviewed for successful completion of college preparatory courses. All admission is considered provisional until a final high school transcript is submitted.

- a. Applicants with an ACT/GPA product of 45 or above and a minimum ACT composite score of 18 (SAT score of 860 if taken before March 2016, or 940 if taken March 2016 or later, based on Evidence-Based Reading/Writing and Mathematics Composite scores) will be considered for admission to Tabor College.
- b. Annually, the Enrollment Management Committee (EMC) will determine the number of students who will be accepted on conditional status. Conditional Admittance may be granted at the discretion of the VP of Enrollment Management or his/her designee if a student meets the following three criteria: 1) a minimum

ACT/GPA product of 38; 2) a minimum ACT composite score of 16 or a minimum SAT score of 770 (if taken before March 2016), based on Critical Reading and Mathematics composite scores, or a minimum SAT score of 860 (if taken March 2016 or later), based on Evidence-Based Reading/Writing and Mathematics composite scores; 3) a minimum ACT English sub-score of 15 or a minimum SAT Critical Reading score of 390 (if taken before March 2016) or a minimum SAT Reading score of 22 (if taken March 2016 or later). Applicants who do not meet all three of the criteria for Conditional Admittance will not be admitted to Tabor College, unless granted an exception by the Enrollment Management Committee. For the fall semester, appeals for exceptions to the policy will be considered by the committee in two separate groups with a portion of the exceptions processed on or before June 1 and another group on or before July 15 each year. Any other appeals for exceptions to the policy must be endorsed by the Vice President of Enrollment Management if brought less than four weeks before the semester in which they wish to enroll. Supportive evidence for any exception will be provided to the EMC to include, but not be limited to: the complete application packet with all transcripts and testing scores, a written letter of appeal from the student, recommendation letter provided by a member of the Tabor community (e.g., admissions counselor, coach, professor etc.) and at least one letter of recommendation from a non-relative of the student who can provide a reference for the applicant (e.g., high school principal, counselor, pastor, teacher, coach etc.).

2. Transfer Students

- a. Transfer students with fewer than 10 attempted semester credit hours shall be considered for admission under the same standards as freshmen. See section above for freshman requirements.
- b. Transfer students who have attempted 10 semester hours or more will be considered for admission if they have a 2.0 GPA based on all classes attempted, excluding technical credit, developmental/skills classes, remedial credit, physical education activity courses, and physical education participation credits. This is referred to as the qualifying GPA.

Additionally, the two highest grades in physical education activity/ participation courses will be included in the qualifying GPA. Transfer students shall submit college transcripts and ACT/SAT scores if applicable. Transfer students are also required to submit high school transcripts.

- c. A transfer student under disciplinary suspension/probation/dismissal will be considered for admission when clearance and a statement of the reason for the disciplinary action are received from the previous college. An applicant granted admission under these circumstances will be subject to the Tabor College disciplinary policy.

3. GED Applicants

- a. Students with GED composite scores of 500 or more will be considered for admission to Tabor College.
- b. Students with GED composite scores between 450 and 500 will be considered for admission on academic probation. (See the Academic Information section for clarification.)
- c. Students with GED composite scores below 450 will not be considered for admission.

4. High School Equivalency Test (HiSET) Applicants

Admission requirements are a minimum score of 12 on each of the five subtests (Language Arts – Reading, Language Arts – Writing, Mathematics, Social Studies, Science) and a minimum total score of 60. Students who do not meet the minimum requirements will be considered on an individual basis.

5. Entering Home-Schooled Students

Students who have been home-schooled during the final portion of their high school career will be admitted to Tabor on the satisfactory submission of the following:

- a. Outline or transcript of coursework and topics covered.
- b. ACT or SAT scores. The ACT composite or converted SAT score should be 18 or above for full admission.
- c. Upon admission, individual instructors may require a placement exam, e.g. in Mathematics and Writing.

6. International Student Applicants

International students whose first language is not English must have an English Proficiency Score of more than 525 on the paper-based TOEFL, 195 on the computer-based test and 70 on the internet-based test to be considered for admission as a full-time student. Official academic records showing that the applicant has graduated from a secondary school or its equivalent, and has successfully completed college preparatory course work, must be submitted. International students must also submit a confidential Declaration and Certification of Finances showing ability to pay for their education at Tabor College. Full financial settlement (payment of a semester in full) must be made before the international student arrives on the Tabor College campus. Class attendance and housing will be denied until this requirement is met.

7. Exceptions

Students who fail to meet the above academic standards (points 2-5) may be considered for admission by the Enrollment Management Committee. For the fall semester, appeals for exceptions to policy will be considered by the committee in two separate groups, with a portion of the exceptions processed on or before June 1 and another group on or before July 15 each year. Any other appeals for exceptions to the policy must be endorsed by the Vice President of Enrollment Management if brought less than four weeks before the semester in which they wish to enroll. Supportive evidence for any exception will be provided to the EMC to include, but not be limited to: the complete application packet with all transcripts and testing scores, a written letter of appeal from the student, recommendation letter provided by a member of the Tabor community (e.g., admissions counselor, coach, professor, etc.) and at least one letter of recommendation from a non-relative of the student who can provide a reference for the applicant (e.g., high school principal, counselor, pastor, teacher, coach, etc.).

8. Deficiencies

Applicants with a deficiency in high school preparation may be admitted with the provision that all deficiencies be removed before the beginning of the sophomore year. Deficiencies may be made up by examination, by counting college courses for high school credit, or by entering as a special student until the ability to do satisfactory college work has been demonstrated.

9. Definitions

- a. *Provisional acceptance*: An acceptance status for students who have not provided the Enrollment Management Committee with complete admissions files. Complete files include a signed application form, final high school/college transcripts, ACT or SAT

scores, and application fee. Admissions files must be completed and full admission granted within the first semester of attendance. Confirmation of registration for subsequent semesters will not be allowed until the file is complete, and a hold will be placed on transcripts.

b. *Conditional acceptance*: An acceptance status for students who do not meet basic admissions requirements but the Enrollment Management Committee believes has the potential to succeed. Students accepted conditionally will be placed on academic probation and must abide by the following guidelines:

- 1) course load limit of 13 credit hours (in addition to TC 102, if applicable) per semester until they have achieved “satisfactory academic progress” as defined in the academic section of this catalog,
- 2) weekly meetings with a mentor assigned by the Student Success Office,
- 3) disclosure of class attendance, grades received, and hours spent studying (additional documentation may be required by mentors),
- 4) fulfill condition of probation contract (see Student Success Office), and
- 5) complete and receive credit for College Skills Seminar (TC 102) course.

Lifestyle Standards. Students desiring admission to Tabor College must demonstrate a willingness to live and learn on a Christian college campus by providing the following:

1. Statements indicating a personal view of Christian faith and a relationship with God.
2. Indicate, as requested on Application for Admission, their agreement to live by Tabor’s lifestyle covenant while attending the College.

ADVANCED STANDING

External Examinations

Tabor College believes that those deserving credit should receive it and therefore has established policies that reward and encourage self-motivated learning. The College has established policies that outline the acceptance of credit from the following four external examinations:

Advanced Placement Program (AP). Advanced Placement examinations are offered annually to give high school students opportunities to demonstrate college-level achievements. Credit is generally given for scores of 3 or higher.

International Baccalaureate (IB). The International Baccalaureate program is a comprehensive and rigorous two-year curriculum leading to examinations for students between the ages of 16 and 19. Generally credit will be awarded for higher level exams in which a grade of 5 or better has been earned. Subsidiary level subjects will be evaluated on an individual basis.

College Level Examination Program (CLEP). The College Level Examination Program provides people of all ages and backgrounds an opportunity to demonstrate college-level proficiency on the basis of examinations designed to reflect college course curriculums. The minimum scores required for credit are generally the scores recommended by the American Council on Education.

Defense Activity for Nontraditional Education Support (DANTES). The DANTES Program was designed in 1983 by the Department of Defense to help service members obtain credit for knowledge and skills acquired through non-traditional education experiences.

Registration for External Examinations. Registration information, including the locations of testing centers and the cost of examinations for all of the external examinations, is available from the Registrar’s Office in Hillsboro. The Wichita office

also has information concerning the CLEP and DANTES examinations. Tabor does not charge any fee for granting the credit.

Granting of Credit for External Examinations. The maximum amount of credit by examination that may be applied to the 124 semester hours required for the completion of a Bachelor's Degree is 30 hours. Credit received from external examinations will be graded "Credit" and will not be computed in the student's GPA. Examination credit will be identified on the transcript as credit received by examination, identifying the particular examination taken. Students need to submit a copy of their score reports so they can be evaluated according to our CLEP, Advanced Placement, or DANTES policy for both the minimum score and the amount of credit given. External examinations may not be used to replace grades earned in residence. A student may not receive credit by examination in a course if more advanced work has been taken in that subject. For a list of examinations that may receive Tabor credit and the required score, contact the Registrar's Office or see the Tabor website for Credit Policies.

Institutional Credit by Examination. Courses in the catalog may be challenged by examination if the appropriate faculty member is willing to offer the examination and with the approval of the Department Chair. Credit by examination will be graded CR/NC and will not replace a grade if the course has been taken previously. Students earning higher than a C- will receive credit and the course will be entered on the transcript with a grade of CR. There will be no transcript entry for exams not passed. A student may not receive credit by examination in a course if more advanced work has been taken in that subject. A nonrefundable examination fee must be paid before the examination is administered.

Prior Experiential Learning. Tabor College recognizes the value of educational experiences outside the realm of traditional higher education and believes that valid learning experience should be formally recognized. Credit will be granted only to the extent that the following criteria are met:

1. Experiences for which credit is requested are consistent with the College's mission.
2. The subject area is one in which the College has existing curriculum or is evaluated by a qualified expert in the subject area.
3. Credit should be awarded for learning and not merely for experience.
4. College credit should be awarded only for college-level learning.
5. Credit should be awarded only for learning that has a balance appropriate to the subject between theory and practical application.
6. Credit should not be granted for learning that would duplicate credit already awarded through previous course work.

Complete information, including guidelines for writing the life-learning paper, is available in the Registrar's Office.

Maximum Limit on Nontraditional Credit. The maximum amount of credit that can be given for nontraditional hours, which includes credit by examination and Prior Experiential Learning hours, is 45 hours.

Transfer Credit for Tabor College Hillsboro

1. ***Transfer Regulations.*** Transfer credit will normally be awarded for credit earned at regionally accredited institutions and completed with a grade of C- or better. Up to nine hours of D grades that are part of an AA, AGS or AS degree will be accepted. Transfer students who do not have an associate degree can petition to have Tabor accept up to nine hours of credit earned with a D if the credit was earned at a

regionally accredited institution. Credit earned with less than a C- grade may not be used to meet prerequisites or to meet the requirements of a major. Tabor's transcript reflects a cumulative grade point average for the transfer student, which is calculated only on credit earned in residence at Tabor.

Students are required to have 60 hours of credit from four-year institutions. There is no cap on the number of hours accepted from two-year institutions. Generally, credit from two-year institutions cannot be used to fulfill upper-level requirements unless a department chair can determine that the course can be equated to a resident upper-level course. All regulations that apply to resident credit also apply to transfer credit.

Courses that are considered "equivalent" are allowed to be counted toward the 40-hour upper level requirement and the 16-hour upper level major requirement. If the course is similar but the faculty member doesn't think it is worthy of upper level credit, the course can be "substituted" instead of making it "equivalent."

2. *Transfer from Non-Accredited Institutions.* Courses submitted for transfer from institutions not accredited by a regional accrediting agency will be accepted if one of the following criteria can be met:
 - a. Attainment of a grade of C or better in a succeeding course.
 - b. Passing an examination for a specific subject.
 - c. The ability of the Registrar and respective Department Chair to evaluate the content and equivalency of each course in question.
 - d. The verification that a minimum of three regionally accredited institutions will accept the courses being submitted from the institution where the credit was earned.

Only credit earned with a grade of C- or better will be accepted from institutions that are not regionally accredited.

IF ONE OF THE ABOVE CRITERIA IS MET, THE FOLLOWING GUIDELINES WILL APPLY:

- a. Credit will only be awarded for courses of study similar to subject areas offered at Tabor College.
- b. Credit will be awarded after the student completes 20 credit hours at Tabor College with a Grade Point Average of 2.0 or higher.
- c. The amount of credit awarded cannot exceed the following caps:
 1. 75 hours from each four-year institution
 2. 62 hours from each three-year institution (maximum 64 hours per cap below)
 3. 40 hours from each two-year institution (maximum 64 hours per cap below)
3. The following are CAPS THAT APPLY TO ALL TRANSFER CREDIT:
 - a. 64 hours from institutions that only offer programs that can be completed in fewer than four years.
 - b. 4 semester hour cap for Physical Education activity classes.
 - c. Cap on Technical Credit:

*The definition of "technical credit" is as follows:

- The course primarily teaches a person how to do something, i.e., its purpose is to allow students to learn a specific skill such as machinery or equipment, EMT, aviation, nursing (ward care, hands-on patient care), computer repair and usage, office studies, drafting, automotive, cosmetology, etc.

- The course content focuses on the applied aspects of the topic, with minimal attention to theoretical concepts.
- 1. 40-semester hour cap for technical credit taken toward an AA, AS, AGS, AAAS, and baccalaureate degree at a regionally accredited institution and for technical credit evaluated by ACE/PONSI that is recommended for upper-division baccalaureate credit.
- 2. 30-semester hour cap of any other technical credit, including credit earned through transfer, through ACE/PONSI-approved courses that are recommended for lower-division credit, and through portfolio assessment. Credit that was earned as part of an A.A.S. degree or vocational certificates is included under this cap.

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

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

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

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



Tabor College Undergraduate Studies

FINANCIAL AID

FINANCIAL AID

Tabor College is committed to the ideal of providing education to qualified students regardless of their financial means. Financial aid is offered to eligible students through scholarships, grants, loans, and employment. The Office of Student Financial Assistance is given final authority for all official offers and awards of financial aid on behalf of Tabor College under the supervision of the Director of Student Financial Assistance.

All applicants for aid are encouraged to file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. Paper forms are available from high school guidance counselors or by writing to the Tabor College Office of Student Financial Assistance.

The Office of Student Financial Assistance will act on all scholarship applications and FAFSA results. Notification of award will be made in writing to all students who are accepted for admission to Tabor College. The student is asked to accept or decline the financial aid awarded to him or her by the reply date indicated on the award notice. All students have the right to appeal for an extension of time to accept the financial aid award package. If a student would like to have the aid package reviewed again, he or she should contact the Office of Student Financial Assistance by the reply date.

Tabor College encourages all students to apply for and accept government grants, church scholarships, and other sources of aid outside of Tabor College.

Tabor College students are allowed access to personal financial aid applications materials contained in their financial aid file. Any student wishing to review the materials in his or her file must contact the Office of Student Financial Assistance for an appointment. Students will only have access to their personal information; materials relating to parents and/or guardians will not be available unless authorized by the parent or guardian. *Tabor College complies with the Federal Trade Commission rules related to the safeguarding of customer financial information as addressed by the Gramm-Leach-Bliley Act (GLB Act). The College is also in compliance with the Family Educational Rights and Privacy Act (FERPA). Academic and financial information retained in student files is secured from unauthorized access through administrative and electronic controls.*

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

Federal regulations require Tabor College to establish Satisfactory Academic Progress standards for student financial aid recipients. Tabor College's standards of SAP measure a student's academic performance both qualitatively and quantitatively by reviewing the following three areas of performance: completion rate for coursework enrolled, total cumulative grade point average (CUM GPA) earned and the maximum time frame to complete a degree. The Office of Student Financial Aid is responsible for ensuring that all students receiving federal financial aid are meeting these minimal standards. The standards of SAP apply for all federal financial assistance programs including Federal Pell Grant, Federal Perkins Loan, Federal Work-Study, Federal Supplemental Educational Opportunity Grant, Federal Direct loan program, and Federal Family Education Loans (Stafford and PLUS).

ITEMS TO CONSIDER:

- Financial aid SAP is similar to but not exactly the same as academic progress required for graduation.
- Being declared ineligible for financial aid does not mean a student has been academically dismissed from Tabor College. It means that students may not

receive government financial aid. They may still be eligible for Tabor College aid.

- Any appeal of ineligibility is good for only one term. Approval of an appeal places the student on “financial aid probation” only for the term the appeal was approved.
- No federal aid may be paid to a student’s account for a subsequent term until after grades for the probationary period have been reviewed and the student’s status determined to be satisfactory.
- Failure to meet the minimum SAP standards after an appeal was approved will place a student in ineligible status once again.
- Many scholarship recipients are required to maintain a higher credit hour level or grade point average than outlined in this policy. Guidelines on the minimum acceptable credits/grade point average for scholarship recipients are outlined by donors or in acceptance notices signed by the recipient.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

A student must be in an admitted/enrolled status as a regular student in a degree program and making satisfactory academic progress toward a degree in order to be considered for participation in federal financial aid programs administered by Tabor College’s Office of Student Financial Aid. Making satisfactory academic progress for these purposes includes three factors: 1) a minimum prescribed cumulative grade point average (CUM GPA) defined by Tabor College, 2) a prescribed completion rate of courses enrolled, and 3) proceeding through the program at a pace leading to completion in a time frame of 150 percent of the average length of a program. The specific expectations include the following:

Maintain a minimum cumulative grade point average (CUM GPA) from all coursework: The minimum CUM GPA for undergraduates is 1.70 for freshmen (0 – 23 credit hours), 1.80 for sophomores (24 – 55 credit hours), and 1.90 for juniors (56 – 87 credit hours) and 2.0 for seniors (88 -). Grade changes after the term has been completed will be reviewed on a case-by-case basis. Repeated courses – last recorded grade will be computed in the GPA.

Each student must earn at least 67 percent of all attempted hours. Attempted hours include transferred hours and all Tabor College hours including incompletes, withdrawals, repeated, pass/fail, and all earned hours. Students who enter during interterm or the spring semester must earn the same 67 percent of all attempted hours for the enrolled semester in order to maintain financial aid eligibility. Students are expected to complete degree requirements within 150 percent of the average length of their program of study, e.g. 186 credit hours. Maximum time frame will include all accepted and transferred credit hours. Change in majors or pursuit of a second degree, attempted hours will include all transferred and Tabor College credit hours.

SAP is measured after the fall, spring, and summer terms have ended. For SAP review purposes, Interterm will be included with the spring semester. All attempted hours, even in terms when a student did not receive federal financial aid, must be included in the SAP review. Failure to comply with any one of the following requirements will result in warning status or the loss of federal student aid eligibility.

FAILURE TO MEET SAP STANDARDS FINANCIAL AID WARNING

Satisfactory Academic Progress is reviewed at the end of each term (for traditional undergraduate students and after each term for AGS and Graduate students). Students not meeting the GPA and/or the completion percentage requirements at that time will be automatically placed on “financial aid warning.” [Students exceeding the 150 percent credit limit criteria for their first Bachelor’s degree are not eligible for “financial aid probation.”]

Financial aid warning provides an opportunity for students to correct deficiencies and to re-establish compliance with the SAP standards. Students have until the end of the succeeding term to correct their SAP problems. Students remain eligible for federal financial aid while on “financial aid warning.”

Students placed on financial aid warning will receive written notification of this action. However, it is the responsibility of the student to know whether his/her grade report, when compared to the SAP criteria, will cause placement on financial aid warning or the immediate loss of eligibility. The SAP policy is listed in the Catalog and the policy manual located in the financial aid office.

At the end of the probationary period, the student will either be:

- 1) Removed from warning status because all three components of the SAP policy are now met; OR
- 2) Suspended from receiving assistance from federal sources and will receive a Financial Aid Suspension Letter.

APPEAL PROCEDURE

Students not meeting the Satisfactory Academic Progress requirements may appeal their financial aid suspension. To do so, a student must submit an appeal no later than one month after the semester has ended. Appeal submission requires that a student provide the Office of Student Financial Aid with a signed SAP Appeal Form explaining why he/she should not be suspended. The SAP Appeal Form is available from the Office or online for downloading and printing. A student may appeal because of mitigating or extenuating circumstances that could not be influenced, planned for, or prevented by the student (e.g., hospitalization, prolonged illness, death in the immediate family, etc.). Documentation verifying the situation is required and must accompany the appeal.

The appeal will be reviewed by the Appeals Committee and a decision rendered and conveyed in writing by the Director of Student Financial Aid or her/his delegate to the student within two weeks of the receipt of student’s appeal. Decisions regarding appeals are final and, consequently, not subject to further review. If a student’s appeal is approved, federal aid may be allowed for one payment period. The outcome of a student’s appeal depends upon the nature of the circumstances causing the violation, documentation provided, and how well the student has demonstrated that he/she is now making good progress toward earning a degree.

Students may also submit an academic completion plan with an appeal for consideration if it will take longer than one payment term to regain good standing of academic progress. Prior to submission of the academic plan, the student must work with his/her academic advisor to ensure the ability to complete a degree within the described time frame(s).

FINANCIAL AID SUSPENSION AND RE-ESTABLISHING ELIGIBILITY

After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their completed courses and grade point averages through Tabor College at their own expense. Students should contact the Financial Aid Office at the end of the term in which two-thirds or more of the hours attempted have been completed. It may also involve dealing with issues that have hindered their progress. When two-thirds of the courses attempted have been completed and if all other academic progress requirements have been met, the student is removed from financial aid suspension. Suspended students are encouraged to speak with the Financial Aid Office about alternative loan opportunities available to them if they must supplement their own and/or their family's resources.

ACADEMIC SCHOLARSHIPS

To be considered for academic scholarships, a student should apply for admission and supply a transcript indicating at least seven semesters of work and SAT or ACT scores. Academic scholarships range in value from \$5,000 to \$19,500 per academic year.

For financial aid purposes, a transfer student is defined as one who has earned a high school diploma or G.E.D. and has earned 20 or more college hours since that time. Transfer students are awarded academic scholarships exclusively on the basis of their college work. First-time freshmen are awarded academic scholarships exclusively on the basis of a cumulative high school GPA (minimum of seven semesters) and an ACT score as described below.

TABOR COLLEGE SCHOLARSHIPS

The sources of Tabor College scholarships are the College's own financial resources. Tabor College scholarships are composed of the following list and explicitly exclude forms of aid from federal, state, or local government programs and third-party grants and scholarships. Each annual edition of the Tabor College Catalog will include definitions and values of Tabor College scholarships that will pertain to students admitted for the first time during that academic year represented by the catalog and will not pertain to students enrolled for the first time during any other academic year. Each student will be bound by the parameters of the Tabor College scholarships in effect when enrolled for the first time and continuously until graduation. For further clarification of this definition and policy, contact the Office of Student Financial Assistance.

Academic Transfer Scholarship. Students must have 20 transferable credit hours completed after high school graduation. Scholarship value: \$5,000 to \$8,000/year and is based on transferable GPA of 2.50-2.74, 2.75-2.99 or 3.0 or higher (not applicable to first-time freshmen). Subject to Institutional Aid Restrictions.

Alumni Legacy Grant. Available to any eligible child, grandchild, and/or sibling of a Tabor College alumnus (defined as completion of 24 semester credit hours). Children must be legal dependents; married children are not eligible. Award value is \$800 per year, divided equally between the two semesters. Subject to Institutional Aid Restrictions.

Athletic Scholarships. Awarded by the coaching staff in conjunction with the Office of Student Financial Assistance. Students should return player information cards (if provided by coaches) and supply a game tape and/or schedule a tryout. Subject to Institutional Aid Restrictions.

Church Scholarships and Church Matching Grants. Students are encouraged to seek financial assistance from their church congregations. Churches may provide scholarships in the names of students to be applied on accounts. The College will match that award up to \$350 per semester as financial aid. Church treasurers should inquire with the Office of Student Financial Assistance regarding details of this program.

Dean's. Students must have an ACT-GPA product of between 85 and 114. This scholarship is valued at \$46,000 (\$11,500/year) and is renewable with a cumulative college GPA of 3.00 or higher. Subject to Institutional Aid Restrictions.

Departmental Scholarships. Scholarships are awarded by appropriate departments in conjunction with the Office of Student Financial Assistance. Interested students should provide all required documents to the department chair. Contact the Admissions Office for all required documents for application. Subject to Institutional Aid Restrictions.

Hesston Grant. Any Hesston College student with a minimum of 30 transferable credit hours is eligible. Subject to Institutional Aid Restrictions.

Honors. Students must have an ACT-GPA product of between 60 and 84. Scholarship value: \$36,000 (\$9,000/year) and is renewable with a cumulative college GPA of 2.75. Subject to Institutional Aid Restrictions.

International Student Grant. International residents, including those from Canada, are eligible. Full financial settlement (payment of a semester in full) must be made before the international student arrives on the Tabor College campus. Class attendance will be denied until this requirement is met. Subject to Institutional Aid Restrictions.

Mennonite Grant. Members of a Mennonite church that supports the Mennonite Central Committee (MCC) are eligible. Subject to Institutional Aid Restrictions.

National Merit. Awarded to National Merit Finalists, Semi-finalists, Hispanic Honors, and Black Commended Scholars. Scholarship value: \$2,000/year. Subject to Institutional Aid Restrictions.

Performance Scholarships. Band, drama, or vocal scholarships. Scholarships are awarded by appropriate faculty in conjunction with the Office of Student Financial Assistance. Interested students should audition before a member of the music/drama faculty or supply an audition tape to the faculty. Contact the Admissions Office to schedule an audition. Subject to Institutional Aid Restrictions.

Phi Theta Kappa Grant. Confirmation of membership to Phi Theta Kappa Honor Society. Transfer GPA of 3.25 or higher. Subject to Institutional Aid Restrictions.

Premier. Freshman students must have an ACT – GPA product of 115 or higher. Students receiving this scholarship will be expected to exemplify Christian leadership. This scholarship is valued at \$54,000 (\$13,500/year) and is renewable with a cumulative college GPA of 3.2 or higher. Subject to Institutional Aid Restrictions.

Presidential Leadership Scholarship. Freshman students must meet standard admissions requirements to Tabor College. Students receiving this scholarship will be expected to contribute to Tabor College student campus life, excel in the classroom, and have the desire and passion to make a positive difference in the world and live on campus. This scholarship is valued at \$78,000 (\$19,500/year) and is renewable. Limited. Application, resume, and essay required. Subject to Institutional Aid Restrictions.

Promise Grant. Students must have an ACT-GPA product of between 45 and 59. Scholarship value: \$24,000 (\$6,000/year) and is renewable while in good academic standing. Subject to Institutional Aid Restrictions.

INSTITUTIONAL AID RESTRICTIONS

Students may receive one academic scholarship and one athletic or performance scholarship. The Alumni Award, Church Matching Grant, Mennonite Grant, National Merit Scholar, Hesston Grant, and International Student Grant are exceptions to this policy.

With the exception of dependent children of employees, recipients of Tabor College scholarships are limited to the value of each individual named scholarship and up to a maximum of 80 percent of tuition from any combination of Tabor College scholarships.

Financial aid for Tabor College students studying abroad or in off-campus settings is limited to “funded” forms of aid. Discounted forms of aid such as academic awards, church matching grant, participation awards, etc., and the Tabor College Employee/Dependent Tuition Waiver Benefit are only available for study on the Tabor College campus with the exception of approved internships. Should the internship require additional fees, those costs will be the responsibility of the student in addition to tuition and fees charged by Tabor College. Financial aid available while studying abroad or in off-campus settings includes state and federal aid/loans and scholarships from sources other than Tabor College for which the student is eligible. A scholarship limited to the lower of the program’s cost or 80 percent of the applicable Tabor College full-time tuition rate is available for participation in the Mennonite Brethren Missions and Services International (MBMSI) TREK program. The same premises will be applied for other “Christian, mission-related: off-campus study programs.” Participation in all off-campus study programs must be pre-approved by the college’s Academic Office and Office of Student Financial Assistance.

Tabor College scholarships for students not being charged for campus room and board will be limited to 40 percent of tuition. An exception to this policy will be granted to recipients of the National Merit Scholarship, Presidential Scholarship, Dean’s Scholarship, and the highest level of the Academic Transfer Scholarship for students who previously resided on campus but later live off campus. Presidential Leadership Scholarship recipients who choose to live off campus will have their scholarships reduced to the academic scholarship amount based on when they first enrolled at Tabor College. Students not being charged for campus room and board will continue to be eligible for church scholarships, church matching grants, state and federal aid/loans, Tabor College endowed scholarships, third-party scholarships, and the Tabor College Employee/Dependent Tuition Waiver Benefit in addition to the limitation of 40 percent of tuition for academic and participation awards to the maximum amount of tuition permitted by other policies of the college.

Tabor also has a reciprocal tuition exchange agreement with a number of colleges in the Council for Christian Colleges and Universities. A maximum of one eligible student per year will be accepted for enrollment qualified by a maximum of up to four eligible students being enrolled during any given year. Eligible students will be considered those who are not currently, and have not previously been, enrolled but will be full-time upon acceptance for admission and are dependent, unmarried children under age 25 of full-time employees of CCCU member institutions. A full tuition waiver for undergraduate courses taught during the regular academic year (summer courses are ineligible for a waiver) will be granted to eligible students who reside in campus housing. Eligible students residing off campus will be limited to a waiver for up to 40 percent of the tuition charged for their enrollment. Additional details of this program are available in the college business office.

The Office of Student Financial Assistance is given final authority for all official offers and awards of financial aid on behalf of Tabor College under the Director of Student Financial Assistance.

GOVERNMENT AND ELIGIBILITY-BASED AID

To apply for all eligibility-based aid, complete the FAFSA and code Tabor in Step 6. Title IV federal financial aid code is 001946. The resulting eligibility analysis forms determine your eligibility for the following programs. Note: Tabor College will determine eligibility on a preliminary basis. Final acceptance and granting of aid is done by the various government agencies for state and federal awards. Tabor College does not guarantee these awards and will not replace awards denied by these agencies.

In regards to financial aid and Title IV funding in relation to the repeating of a course, the following apply:

- A failed course may be repeated as many times as needed until passed.
- A previously passed course (defined as D- or higher) may only be repeated once.
 - This includes even those courses in which a higher grade is required for the major.
 - This does not include courses designated as repeatable (e.g. ensembles, varsity athletics, etc.) as these are not restricted and not limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.
- If a student repeats a course previously failed and receives a passing grade, he/she may repeat the course one more time to try to achieve a higher grade.
- If a student withdraws before completing the course that he/she is being paid Title IV funds for retaking, then that is not counted as the one allowed retake for that course. However, if a student passed a class once and then is repaid for retaking it and fails the second time, that failure counts as the paid retake and the student may not be paid for retaking the class a third time.

Federal Pell Grant. The Pell Grant is designed to provide financial assistance to those with financial eligibility who desire to attend post-high school educational institutions. Grants range from \$652 to \$6,095 for full-time students. Application for a Pell Grant is made by completing the FAFSA.

Federal Direct Student Loan Program. This program provides for a federal guarantee of a student loan from a commercial lending agency for those students demonstrating financial eligibility. Dependent students may borrow up to \$5,500 per year during the freshman year, up to \$6,500 for the sophomore year, and up to \$7,500 per year as juniors and seniors. Stafford loans may be considered Subsidized or Unsubsidized. Repayment with interest begins six months after the student ceases to be at least a half-time student. A student must be enrolled at least half time to be eligible for a Stafford Loan. If the student does not wish to utilize a certain lender, the Office of Student Financial Assistance is able to provide a list of lenders.

Federal Supplemental Educational Opportunity Grant (F.S.E.O.G.). At Tabor, these grants range in amount from \$100 to \$1,000 and are awarded by the Office of Student Financial Assistance based on the financial eligibility of applicants according to guidelines specified by the U.S. Department of Education. Application for the F.S.E.O.G. is made by completing the FAFSA.

Federal Work Study Program (F.W.S.). Part-time employment opportunities are available under this program throughout the school year. Most of these jobs are in the area of maintenance, clerical, library, and food service. Students who have financial eligibility may apply for employment under the F.W.S. Program. Those ineligible for the F.W.S. Program may also apply for campus employment. Students are encouraged to find their

own jobs on campus with guidance from the Office of Student Financial Assistance. Students are paid the Federal Minimum Wage. Employee benefits are not applicable under Title IV or campus student work programs. Maximums may be imposed in the number of hours a student can work for the College during any given week in compliance with Internal Revenue Codes.

Kansas Comprehensive Grant. The Kansas Comprehensive Grant program enables Kansas resident students attending private colleges to receive tuition grants of as much as \$3,000 based on financial eligibility. Priority application deadline is April 1. Apply for the Kansas Comprehensive Grant by completing the FAFSA and indicating Tabor among your choices of colleges.

Kansas Minority Scholarship. Available to minority students who are Kansas residents meeting certain academic requirements. Apply by completing the FAFSA and the Kansas Student Aid Application. Application deadline is May 1.

Kansas State Scholarship. This scholarship is awarded by the State on the basis of ACT score, completion of a required curriculum, grade point average, and financial eligibility. Notification of this award is made to the student by Tabor College. Apply by completing the FAFSA and Kansas State Aid Application by May 1.

Kansas Teacher Service Scholarship. This scholarship is available to Kansas residents majoring in certain fields of education who have high ACT scores and class rank. The value of this award is up to \$5,514 per year. A commitment to teaching is required following graduation. Apply by completing the FAFSA and Kansas Student Aid Application. Application deadline is May 1.

Veterans' Benefits. Students who have served in the Armed Forces are entitled to an educational expense allowance and a monthly subsistence allowance. The student should at the time of registration present a Certificate of Eligibility and Entitlement issued by the Veterans' Administration. The endorsement of this certificate by the institution completes the arrangements for receiving benefits granted by the GI Bill®. Credit is granted for college courses completed through the Armed Services as recommended by the American Council on Education. Individuals eligible for these benefits must comply with all Terms of Financial Settlement.

Verification Requirements. Some students' federal aid applications will be selected for verification by the Department of Education or by Tabor College. Those students selected will be notified on their Student Aid Report and by letter from Tabor College. An Institutional Verification Worksheet will be sent to the student. The Verification Worksheet should be completed, signed, and sent, along with the required Federal tax forms like an IRS tax return transcript(s) or the use of the IRS Data Retrieval on the FAFSA information or W-2s, to the Office of Student Financial Assistance.

All documentation must be provided by the student before any Title IV financial aid will be applied to the student's account. If a student does not respond with documentation, his or her account will only be credited with Tabor institutional aid, which is non-need-based. The Business Office will charge a delinquent account fee of \$30 per month for unpaid balances. No exception or waiver of this fee will be granted while state or federal aid applications and awards are pending or in transit. This is explained in supplemental information under Terms of Financial Settlement.

FAMILY SCHOLARSHIPS, SPECIAL AWARDS, AND MEMORIAL SCHOLARSHIPS

Students who wish to apply for Family Scholarships, Special Awards, and/or Memorial Scholarships should notify the Office of Student Financial Assistance by May 15. These scholarships are awarded in addition to other Tabor College awards.

Family Scholarships

Elden Boese Memorial Scholarship. Awarded to students preparing for missions or teacher education with preference to direct descendants of Elden F. Boese.

Tina Dick Memorial Scholarship. Preference to descendants of Tina Dick, given equal portion of the proceeds of the endowment. Second preference to a member of the Mountain Lake Mennonite Brethren Church. Third preference to a resident of Minnesota. Awards made at the discretion of the College.

Willard and Mary Schmidt Dahl Scholarship. Preference to church-related service.

Charlie Faul Memorial Endowed Scholarship. Preference to biological children of missionary parents; students interested in helping professions; descendants of Charlie F. and Carolina (Seibel) Faul through the great-great-grandchildren generation.

Jacob W. Friesen Memorial Scholarship. Preference to descendants of Rev. Jacob W. Friesen.

Anna B. Gaede Memorial Fund. Awards made at the discretion of the College.

Anna B. Gaede Scholarship. Preference to members of her extended family.

Menno S. Gaede Scholarship. Several annual awards are given for students with a 3.0 GPA, interest in athletics, and community involvement. One is given for science/mathematics major, other awards for any major.

Leo J. Goentzel Memorial Scholarship. Preference to descendants of the Leo J. Goentzel family or other students of high academic and moral standards.

Timothy James Harder Memorial Scholarship. Established for students who are physically disabled, or are in their junior or senior year of study preparing for careers serving the disabled, or qualifying family members. Given by his family in memory of Timothy James Harder.

Henry and Esther Gaede Lepp Scholarship. Preferences to members of the extended family. Students demonstrating academic potential and potential for leadership with preference to majors in business, teacher education, and natural science.

Kenneth and Sol L. Loewen Endowed Scholarships. Awarded to one student in mathematics and a second student in science. Preference given to great-grandchildren of Sol L. Loewen or grandchildren of Kenneth Loewen.

Vernon C. Penner Scholarship. Preference to members of his extended family and to pre-dental students.

D. D. and Thelma L. Regier Scholarship Fund. Preference to North American Baptist students through 1989-90. Thereafter, awards made at the discretion of the College, preference to descendants of the named scholarship.

Herbert C. Richert Scholarship. Primarily for descendants of Abraham J. Richert; preference to the Richert descendant of the highest classification of the College.

Emil A. and Gladys D. Thiessen Endowed Scholarship. Recipients must lead a Christ-centered life, participate in varsity basketball, and major in business.

Henry G. and Elsie Schmidt Toews Scholarship. Awards made at the discretion of the College to students possessing a commitment to Christian values. Preference to descendants of Henry G. or Elsie Schmidt Toews or to students who receive a minimum amount of need-based aid.

Heinrich and Helena Toews Scholarship. Preference to descendants of Heinrich and Helena Toews with financial need and potential for a positive contribution to the church, College, and larger community.

David and Martha Frantz Wiebe. Seventy-five percent of available funds primarily for direct descendants of David and Martha Frantz Wiebe. Beyond that, preference given to members of the Mennonite Brethren Church and students demonstrating potential for leadership, service, and/or performance in either music or speech and drama.

Special Awards and Memorial Scholarships.

Lovella M. “Dolly” Adrian Memorial Scholarship. Preference Christian ministry or biblical and religious studies majors. Commitment to Christ and Tabor College lifestyle covenant. Must be a full-time student.

Preference Christian ministry or biblical and religious studies majors. Commitment to Christ and Tabor College lifestyle covenant. Must be a full-time student.

Alumni Class of 1940 Scholarship Fund. Awards made at the discretion of the College.

Alumni Scholarship Fund. Need-based scholarship for returning students.

Sara Balzer Ministry Preparation Scholarship. Preference to students preparing for the ministry.

B. J. Braun Scholarship. For students preparing for missions or children of pastors and missionaries.

Class of 1996 Endowed Scholarship. To be given on an annual basis at the discretion of the Office of Student Financial Aid.

Gordon E. Ens Family Scholarship. Preference to students from families affiliated with the corporation. Next preference shall be given to students in pre-med, chemistry, or science in general.

Dean Deutschendorf Memorial Scholarship. Preference to students preparing for full-time, church-related service.

Dewitt-Wallace Reader’s Digest Scholarship Fund. Available to most students. Preference for independent children of teachers, clergy, lawyers, doctors, engineers, business persons, and farmers.

John W. Dick, Rhoda Krause (Dick) Friesen and Gilbert D. Friesen Endowed Scholarship. Preference to biology, chemistry, business administration, and accounting majors.

Karl F. Ehrlich Memorial Scholarship. Preference to students in the music program as academic majors or performers demonstrating above-average academic potential, Christian character, and potential for leadership in the church and/or society.

Dr. A. C. Eitzen Scholarship Fund. Preference to students planning to enter medicine or science-related profession.

Laura C. Eitzen Scholarship Fund. Awarded to academically and personally deserving students.

H. S. and Emma Ewert Memorial Scholarship. Preference given to descendants of Henry S. Ewert.

Dr. and Mrs. George Franz Family Scholarship. Awarded to students with above-average academic potential, Christian character, and potential for leadership in the church and/or society.

Jacob E. and Ruth Franz Memorial Scholarship Fund. Provided to assist pre-ministerial students.

Alfred W. Friesen Endowed Scholarship. Preference to students who have a disability.

Jake and Selma Friesen Music Scholarship. Recipient to be selected by the Music Department.

Delma Funk Memorial Scholarship. For students showing a positive contribution to their chosen professions. Must be a full-time student and live according to the Tabor lifestyle covenant.

Wilmer and Esther Harms Endowed Scholarship. Must be a full-time student showing need determined by the College, state and federal guidelines. Exhibit high moral standards of honesty, integrity, and self-discipline.

Tina Cecilia Seibel Harms Scholarship Fund. For students preparing for Christian social or professional service – foreign students as well as American.

Bedelia Marie Heinrichs and Ada Elizabeth Stout Endowed Scholarship Fund. Awards made at the discretion of the College.

C. N. Hiebert Scholarship. Awards made at the discretion of the College.

Clarence and Fern Hiebert Endowed Scholarship. Preference to students with an interest in international service or missions.

Awards made at the discretion of the College.

Edwin J. and Helen V. (Faul) Fadenrecht Endowment Fund. Awarded to Tabor College student(s) participating in vocal music initiatives of the college.

Ruth A. Friesen Memorial Endowment. Awarded to student(s) pursuing a nursing degree at Tabor College. Preference given to employees of Almost Home Health Care facilities.

The Hiebert Merit Award. To perpetuate the scholarship, faith, leadership, and desire to serve that characterized the founders of Tabor College. Endowed by the descendants of the Kornelius Hiebert (1835-1903) family. Awarded annually to two juniors (male and female) for their senior year.

Lando Hiebert Scholarship. Preference to students preparing for the ministry. Alternately designated to students from Canada and USA. Given to a freshman, the award continues for four years if student remains at Tabor.

Paul W. Hiebert Scholarship Fund. Preference to pre-ministerial students, those preparing for full-time Christian ministries, or those who demonstrate good potential for Christian impact in other professions and vocations.

Jenessa J. Hlad Memorial Scholarship Fund. Awarded to an athletic training major seeking BOC certification and entering the second year of the program.

Dwight and Adrienne Hodel Family Scholarship. Awarded to recipient(s) in the Presidential Leadership Program.

Dr. Karol R. Hunt Sport Mgmt Scholarship. Awarded to a physical education major with preference given to a student with a concentration in sport management. Must be a full-time student, preferably a junior or senior, with a minimum GPA of 3.0

William J. Johnson Scholarship. Preference to juniors and seniors, chemistry students, and those considering a graduate program.

Viola W. Klassen-Jost Endowed Scholarship Fund. Awarded to full-time students enrolled in teacher education courses, who have need for financial assistance, and who exhibit high moral standards of honesty, integrity, and self-discipline.

Surya Kanthamma Scholarship. Preference to international students to assist with school expenses.

Mike Karber Scholarship Fund. Preference to students planning to enter the ministry or medical profession.

Maria Klaassen Memorial Scholarship. Preference to dependents of Mennonite pastors and/or missionaries.

Jonah Kliewer Endowed Scholarship. Preference to students who are music majors.

Elmer Bob Kroeker Endowed Scholarship. Awarded at discretion of Scholarship Committee.

Dr. George Franz and E. B. Kroeker Scholarship. Awarded to a freshman or sophomore majoring in science or pre-medicine. Award available to each recipient for one year. Established in the name of Dr. Franz by E. B. Kroeker.

Solomon L. Loewen Scholarship. Preference to juniors and seniors, biology students, and those considering a graduate program.

Jacob E. Glanzer Men's Basketball Scholarship Endowment. Awarded according to the discretion of the Head Men's Basketball Coach.

Deena S. Miller Endowed Scholarship. Awarded on discretion of Scholarship Committee.

Andrew H. Nachtigall Family Endowed Scholarship. Preference to students majoring in the natural sciences, the mathematical sciences, or teacher education.

Ervin Nikkel Memorial Scholarship. Awarded to a freshman from Oklahoma or Kansas majoring in business. Established in the memory of Ervin Nikkel.

Abram and Lena Nikkel Scholarship. Awarded to recipient(s) in the Presidential Leadership Program.

D. C. Pauls Scholarship. Preference to students in fellowship with Zoar Mennonite Brethren Church in Inman, Kansas, actively pursuing a vocational career in ministry.

Bryan G. Penner Scholarship. Preference to a student noticeably demonstrating his/her devotion to God by ongoing involvement in Christian ministries. Next preference to a student enrolled in pre-medicine or a student who is the child of a missionary. Established by his family in memory of Bryan G. Penner.

Clarence and Ann Penner Scholarship. Preference to student from Mennonite Brethren background preparing for a vocation in ministry while meeting academic standards of the college.

Lois Penner Scholarship Fund. Preference to music students.

Olga Penner Endowed Scholarship. Preference to a junior or senior majoring in education, science or business. Have a GPA of 3.0 or higher and participation in campus activities.

Don C. and Frieda K. Peters Endowed Scholarship. Preference to a female who has completed her freshman year in good standing, majoring in the Natural Science department.

David L. Regier Endowed Scholarship. Awarded to students majoring in the business area.

Floyd Bergen Del Reimer Endowed Scholarship Fund. Awarded to a member who plays the center position on the Tabor College men's varsity basketball team.

Jasper and Rose Siemens Sawatzky Scholarship. Awarded annually to a student pursuing a degree in teacher education.

Ryan Memorial Scholarship Fund. For graduates of Marion County high schools, with preference to students from eastern Marion County.

Emma Schlichting Scholarship. Preference to needy foreign students.

Sunshine Scholarship. Created anonymously as a memorial to a Tabor alum. Preference to students planning a degree in Bible, or a career in missions or other nonprofit Christian organizations.

Aldo and Helga Vigliano Scholarship. Preference to foreign students.

J. W. Vogt Memorial Scholarship Fund. Provided for students demonstrating Christian commitment and an interest in ministry-related vocations.

Richard G. Wall Endowed Scholarship. Preference to biology students, and those considering a graduate program.

Robert Watson Memorial Scholarship. Established in memory of a deceased faculty member. Preference to students in Business.

John T. and Elma S. Wiebe Endowed Scholarship. Preference to students intending to enter church ministries or full-time Christian service.

Abraham Wiens Scholarship Fund. Awards made at the discretion of the College.

David B. Wiens Memorial Scholarship. Preference to a sophomore/junior/senior majoring in the mathematical sciences.

James William Wohlgenuth Scholarship. Awarded to a student who has a disability, is in good academic standing with Tabor College, and upholds appropriate lifestyle conditions.

Tabor College reserves the right to limit the total amount of college-awarded aid to individuals based on an aid-to-tuition ratio. No student may receive more than the cost of tuition in college-awarded aid and employee benefits unless granted an exception to this policy by official action of the Enrollment Management Committee.

Tabor College does not discriminate on the basis of race, color, gender, religion, disability, or national or ethnic origin in its administration of its educational policies, federal, state, and institutional financial aid policies, scholarship programs, loan programs, athletic programs, admissions criteria, or any other College-administered programs.



Tabor College Undergraduate Studies

STUDENT LIFE

MISSION

The Student Life Office exists to nurture the holistic development of students through intentional relationships, programs, and services that promote the integration of faith, learning and living.

At Tabor, we are serious about classroom and non-classroom learning. Thus, there is an Academic Office and an Office of Student Life. Both offices work together on certain programs, which lead to close cooperation and integration of a student's total academic and non-academic program.

The Academic Office is responsible for courses, credits, majors, degrees, grades, teacher evaluation, and independent study.

The Office of Student Life is responsible for the following:

1. Chapel
2. New Student Orientation
3. Residence Life
4. Career Services
5. Personal Counseling
6. Student Government
7. Social and Cultural Activities
8. Campus Ministries
9. Student Organizations and Clubs
10. Student Publications
11. Lifestyle Guidelines
12. Student Success and Retention
13. Student Conduct and Discipline

CHAPELS

Chapels are planned by the Student Life Office. Chapels include liberal arts and community building activities of various kinds. Speakers, concerts, missions messages, touring groups, and videos are all part of the chapel program.

Chapels are scheduled each Monday and Wednesday at 11 a.m. and occasionally in the evening and on weekends. Refer to the Student Handbook for specific requirements.

NEW STUDENT ORIENTATION

Several special programs during the summer and fall are planned to help new students become acquainted with Tabor.

Early Registration. New students may preregister during designated times in spring and summer. The early registration days are designed to assist students to get a step ahead of the process in the transition time.

Orientation. Freshmen are scheduled to arrive on campus several days prior to the first day of classes. During these days, many events are planned to acquaint new students with

the campus, college-level academics, faculty, and student leaders. Registration is finalized during this time.

TC 101 Introduction to the Tabor Experience is a course dealing with aspects of campus life and the college experience within the context of continued orientation, which is offered during the first semester, and is required for all freshmen.

TC 310 College, Christianity and Culture is a one-hour course required of all new transfer students.

TRANSPORTATION

If necessary, Tabor College will provide transportation for new students from their places of arrival (e.g., airport, train station, bus station) to the campus. This service is offered at the beginning of the student's first semester of enrollment at no cost. The arrival point should not exceed a 60-mile radius of Hillsboro. The Student Life office will attempt to find transportation for students at other times at a charge of 50 cents per mile. Contact the Student Life office at least two weeks prior to the day of departure if you need a ride.

RESIDENCE HALL LIVING

Tabor is a residential college. As such, all full-time students are required to live in college residences unless one or more of the following conditions exist. The student must be:

- ...23 years of age prior to beginning of school year
- ...living with parents within Marion Country
- ...a fifth-year senior
- ...a married student
- ...a student with dependents
- ...a student with unusual circumstances (see details below)

Unusual Circumstances. Students wishing to live off campus who do not qualify by the above conditions or feel they have unusual circumstances to be considered should follow the following procedures.

1. Make a request to the Director of Housing.
2. The Director of Housing will evaluate the student's circumstances and will make a decision to grant, or deny, or in the case of perceived financial difficulties may refer the matter to the Director of Student Financial Assistance to evaluate the need for financial assistance.
3. The Director of Housing or the student may refer the request to the Housing Appeals Committee.

To build a positive atmosphere in which close living can be constructive, a Rooming Agreement has been developed that students must sign before they move into their rooms.

Rooms may be occupied by new students on the first day of orientation and by returning students on the day preceding registration. Residence halls are closed during the Christmas break, spring break, and summer. Rooms are to be vacated by 6 p.m. the day of commencement, or within 24 hours of the beginning of any school break. All students living in the residence halls during Interterm must be enrolled in a course.

A comprehensive deposit is required. Further details are available in supplementary financial information.

Soliciting of any kind by non-students on the Tabor College campus is not allowed. This includes sales parties. Only soliciting that is initiated, arranged, and directed by students is allowable. Non-student sales personnel may not be present.

CAREER SERVICES

One significant aspect of college life is the opportunity to get to know oneself better, explore a variety of future career options, and prepare to enter the job market. To facilitate these tasks, Career Services exists to help students achieve their highest potential as servants of Christ by providing quality, relevant career services through:

- Career counseling and training
- Job search advisement and services
- Career resources and information

Resources and services to accomplish this mission include: individual career counseling, TC 103 (Career Planning Seminar course), career resource library, Teacher Interview Day, teacher credential service, resume writing workshops and assistance, a career website, and more.

PERSONAL COUNSELING

Informal relationships are an important part of the Tabor College experience. Students should feel free to talk to any faculty or staff member about personal matters or issues that concern them.

Students who desire or are in need of professional counseling/mental health care may be referred to Prairie View. Prairie View is the local mental health center, which provides counseling from a Christian perspective. Financial assistance may be available through Prairie View and/or the Student Life Office. Please contact the Student Life Office for more information regarding professional counseling.

HEALTH SERVICES

Medical Services. Tabor College does not have a school nurse; however, Hillsboro has a well-equipped, well-staffed hospital. Referrals are made to a physician when deemed necessary or requested by the student. Students are encouraged to continue treatment with their family or personal physician whenever this is possible.

Health Insurance. Enrollment in the student medical insurance plan is mandatory unless proof of existing primary coverage is presented at registration. Students are responsible for assuring their primary insurance is valid in the state of Kansas. If the student's primary insurance does not cover his or her medical expenses out of his or her home state, he or she will be required to go to his or her home state for treatment. See the supplementary financial information for further details.

STUDENT GOVERNMENT

The goal of student government at Tabor College is to maximize student responsibility within the limits of College policy. The main vehicles of student government on campus are the Student Senate and student representation on College committees. Student government is designed to cultivate the talents and abilities of students through leadership experience.

STUDENT SENATE

The Student Senate is the representative body of the Associated Students of Tabor College (ASTC). ASTC has a constitution and formulated bylaws pertaining to its operation.

The Student Senate's role in institutional decision-making, both academic and in Student Life, can be highly significant as it represents and forms student opinion. Student Senate's official functions include:

1. Establishing and monitoring budget monies drawn from student fees.
2. Electing and monitoring student representatives to various committees such as APC, as well as to the Tabor College Board of Directors.
3. Responding to and initiating policy through the V.P. of Student Life, Learning and Formation.

The Student Senate's more pervasive function relates to leading and gathering student opinion and proposing or developing programs based upon that student opinion.

REPRESENTATION ON COLLEGE COMMITTEES

The faculty is the body that ultimately makes decisions about academic policies. Academic decisions are reviewed by the Academic Policies Committee (APC), which consists of both students and faculty. Students on this committee are the Student Senate Representative at large and additional students elected by the Student Senate. APC is chaired by the Academic Dean. After review by APC, academic policies and policy changes are reviewed by the full faculty.

STUDENT ACTIVITIES BOARD

The Student Activities Board (SAB) is responsible to plan, under the direction of the Student Senate, social events for the year, including banquets and recreational activities.

The Office of Student Life works directly with SAB, whose membership consists of a representative from Campus Ministries Council, a representative from the Multicultural/International Student Union, class vice presidents, and the following appointed positions: president, vice president, secretary, treasurer, publicist, technician, and appointed representatives at large.

CAMPUS MINISTRIES COUNCIL

Campus Ministries Council (CMC) directs and coordinates the efforts of student ministries. The council consists of an elected executive, a member at large, and one member of each of its various ministry groups.

STUDENT ORGANIZATIONS AND CLUBS

There are many activities outside the classroom that are enjoyable and educationally important. These include clubs and organizations that add to students' learning.

Class Organization. Freshman class elections are held during September. Sophomores, juniors, and seniors elect their officers the preceding spring. Elected are a president, vice president, and Student Senate representatives. The presidents and Student Senate representatives serve on the Student Senate. The vice presidents are members of SAB.

Intercollegiate Athletics. Tabor is a member of the National Association of Intercollegiate Athletics (NAIA), as well as the Kansas Collegiate Athletic Conference (KCAC). Varsity

teams include: football and baseball for men; volleyball and softball for women; and men's and women's cross country, soccer, basketball, tennis, and track and field.

Intramural Activities. Students may participate in a variety of sports in the intramural program, including: touch football, coed outdoor and indoor soccer, coed sand and indoor volleyball, basketball, racquetball, floor hockey, tennis, plus numerous tournaments and other activities.

Multicultural/International Student Union. This organization is open to all students interested in the concerns of ethnic and racial minorities on campus and students interested in sharing their cultural experiences, bringing a better understanding to the College and community.

Business Club. (Public Relations Student Society of America and American Marketing Association) is open to all students interested in any area of business. Its purpose is to provide students with an opportunity to see and interact with business professionals, provide and present programming that is career-oriented, and expose students to Christian business professionals, allowing students to discuss with them how they live out their faith in the workplace.

Science Club. This club is open to all students interested in any area of the natural and mathematical sciences.

Student Music Association. Collegiate Music Educators National Conference (C-MENC) is open to music and music education majors and other interested students. The main event of the year is the state music convention. Membership in C-MENC provides the student with subscriptions to the Music Educator's Journal and Kansas Music Review.

New Organizations or Clubs. These may be formed upon student demand and approval of the V.P. of Student life. Such groups receive charters as campus organizations by submitting constitutions to the V.P. of Student Life. Each official group must also designate a faculty sponsor.

STUDENT PUBLICATIONS

A campus magazine, *The View*, is published throughout the year under the direction of Student Senate. A yearbook, the *Bluejay*, is published each year.

COMMUNITY COVENANT

Tabor College is a Christian college and therefore has established certain lifestyle guidelines of behavior that reflect its moral and Christian commitments as an institution. While attending Tabor College, all students and their visitors are asked to conform to the lifestyle guidelines set forth by the College. It is important that students understand the lifestyle guidelines supported by the College before they agree to be students. Violations will be considered offenses toward the College and subject to disciplinary action. Full-time students are expected to sign the Community Life Covenant, which is available online and reprinted in the Student Handbook.

Tabor College maintains that laws established by this country and state are necessary for personal safety and order. Therefore, the following will be considered violations of Tabor lifestyle guidelines:

- vandalism
- theft
- dishonest acts

- fraud
- unlawful and unauthorized entry of locked premises
- possession of unauthorized keys
- use of explosives (including firecrackers)
- tampering with fire-safety equipment
- sale, use, or possession of narcotics, or hallucinogenic drugs (including marijuana)
- any other violations of civil law

At Tabor College, we are also concerned with the physical and mental well-being of all individuals. Therefore, all students enrolled at the College are to follow these lifestyle guidelines. There will be no:

- sale, use, or possession of alcoholic beverages or tobacco in any form
- firearms and guns of any size on College property
- threats of physical abuse
- burning of substances (including candles) in or in close proximity to the residence halls
- playing games that include trading of money

Tabor College Hillsboro is a residential college, which involves living in a close community. This provides an opportunity for the development of friendships on one hand and tensions on the other. Therefore, students are to:

- Respect others' needs for study time or sleep by maintaining "quiet hours" from 11 p.m. to 8 a.m.
- Maintain healthy and mature interpersonal relationships, and respect the privacy of the opposite sex by not entering their residence complexes, except during stated open house hours

Open houses times allow students the opportunity for inter-visitation in the residence halls. Additional special open houses are designated by the Student Life Office.

Open house times are as follows:

All Residence Halls

- Monday, Wednesday, and Thursday from 7 p.m. to 11 p.m.
- Fridays from 7 p.m. to midnight
- Saturdays from 1 p.m. to 8 p.m.

Students are encouraged to govern their own conduct and must accept responsibility for their behavior. Students should be aware of the commitment nature of being enrolled at Tabor College. Since students choose to come to Tabor College they are to honor their commitment (whether or not they personally agree with such standards).

NONTRADITIONAL STUDENTS

Students over the age of 25 are considered nontraditional students. They make up a growing number of our student body. Special considerations are made for them regarding tuition and enrollment requirements. Although these students are not required to sign a lifestyle commitment (unless they live on campus), they are expected to live according to the lifestyle guidelines whether or not they personally agree with such standards.

TABOR COLLEGE POLICY STATEMENT ON SUBSTANCE USAGE

Consistent with its obligations under federal law and in keeping with its commitment to provide a drug-free environment, Tabor College has formulated the following policy regarding substance abuse.

Applicability. This policy applies to all Tabor College students.

Prohibitions. Tabor College strictly prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on any property of the College or as part of any activity associated with the College. Tabor College also prohibits the transport, manufacture or promotion of drugs, drug paraphernalia, or look-alike (simulated) drugs on its campus or as part of any activity associated with the College.

Fitness for Examinations and Testing. Tabor College reserves the right to require that a student submit to a physical examination or clinical testing, designed to detect the presence of drugs when there are reasonable grounds for believing that the student is under the influence or has improperly used drugs in violation of this policy. If a student tests positive, the institution expects the student to be open to professional counsel and referral.

Legal Sanctions. Illegal use or possession of drugs or alcohol may also be subject to criminal prosecution. Tabor College will refer violations of proscribed conduct to appropriate authorities for prosecution.

Student Assistance. Tabor College recognizes the importance of assisting students in dealing with substance abuse problems and offers counseling programs in dealing with such matters. The Student Life Office provides informational materials and confidential counseling. Referrals can be made to confidential area resources for counseling and treatment. Only those who have a need to know shall have access to such information.

A concerted effort will continue to be made concerning drug and alcohol usage. This instruction will be in the form of seminars and workshops that will be available to all students. It is the intent of the College to provide for a positive approach to the drug/lifestyle problem. However, if the student refuses to cooperate, suspension or dismissal is a possible consequence. Due process according to College policy will be followed.

STUDENT CONDUCT AND DISCIPLINE

Students at Tabor College have committed themselves to live within a community. This means that students should be willing to demonstrate care in their relationships above and beyond the lifestyle standards already listed.

All students at Tabor College must sign the “Community Life Covenant.” Violation of this commitment may result in disciplinary action, which could lead to suspension from the College.

Tabor College is committed to a style of confrontation with care. This means that the College is more concerned with how offenders have affected their own lives and the lives of others by their behavior than with the offenses they have committed. Tabor College is concerned with the maturity and spiritual growth of all its students, and feels that the discipline process can be an important aspect for growth.

DISCIPLINARY PROCESS

Confrontation. Violations dealing with residence life are usually handled by the Resident Assistant and Residential Educator. Lifestyle violations may be referred directly to the Office of Student Life. The V.P. of Student Life will hear the case and, after appropriate processing, render a decision. The student may appeal the decision to the Student Appeals Committee according to the criteria stated under “Appeal Procedure.”

Appeal Procedure. All disciplinary and academic actions, such as appeals of sanctions within residence halls, student discipline, academic dishonesty, grade appeals, and academic suspension, are subject to appeal.

Disciplinary appeals must be submitted in writing to the V.P. of Student Life within 24 hours of notification of any decision and should include the offense committed, the discipline assigned, and complete reasons for the basis of the appeal.

Academic appeals must be submitted in writing to the Academic Dean within two weeks of notification, providing specific details and all appropriate information and reasons for such an appeal.

The Student Appeals Committee consists of four faculty members, one from each division; V.P. of Student Life; Academic Dean; one of the Coaches with Faculty Status; Academic Support Coordinator; and Director of Student Financial Assistance. In the event of a conflict of interest of any committee member, the Academic Dean will appoint a replacement.

All information from preceding discussions and any new information shall be made available to the Student Appeals Committee upon request.

The responsibility of the Student Appeals Committee is to review the case, to determine whether appropriate procedures were followed, and to uphold or revise the decision and determine an appropriate response. All appeal decisions are final and subject to no further appeals.

Off-Campus Students. All off-campus students must sign a “Community Life Covenant” with Tabor College. Off-campus students will be subject to discipline whenever a violation occurs.

Search Procedure. All students living in the residence halls are subject to room and vehicle search. All searches must adhere to the following procedure:

1. There must be reason to believe that the “Lifestyle Commitment” has been violated.
2. A search warrant must be signed by 1) a Resident Assistant and the Residential Educator, or 2) the V.P. of Student Life.
3. If at all possible, a student will be present during the search, preferably the occupant of the room.

All searches will be conducted to verify a violation of the “Lifestyle Commitment” and to confiscate stolen items or illegal substances (i.e., drugs, tobacco, alcoholic beverages). If an illegal substance is confiscated or if there is reason to believe that a violation of lifestyle has occurred, the matter will be brought before the Office of Student Life.

DEFINITIONS OF DISCIPLINE

Disciplinary Probation. Disciplinary probation will include certain restrictions. Failure to comply with requirements of probation could result in immediate suspension or dismissal. A copy of the disciplinary probation letter will be sent to the academic advisor, the parent/guardian of the student, and the Athletic Director in the case of athletes.

Disciplinary Suspension. Indicates that a student may reapply after an absence from the College. Usually, a semester must elapse before the student is allowed to apply for readmission. The reapplication process is done through the Office of Student Life.

Disciplinary Dismissal. Indicates that the student will not be readmitted.

Other Forms of Discipline. A partial list of other consequences and responses that may be assessed are admonition and warning, restriction of privileges, assignment of a work project (restitution hours), imposition of a fine, recommendation of a change in residence, recommendation that a college residence hall contract be denied for the coming year, restitution for damages or injuries, a required letter of apology, removal from a student-held office or prohibiting holding office for a stipulated period, and not being allowed to represent the College in extracurricular activities (such as intercollegiate athletics).

Student Life Right-To-Know. In accordance with the Student Life Right-To-Know and Campus Security Act (Public Law 101-542), a statistical report for crime on the campus of Tabor College for the past three academic years is printed in the Student Handbook, available in the Student Life Office.



Tabor College Undergraduate Studies

ACADEMIC INFORMATION

GENERAL ACADEMIC INFORMATION

Academic Advising. Tabor College believes that academic advising should be a developmental process that helps students identify and clarify their interests, abilities, and life/career goals, and develop an educational plan for the realization of these goals. Advising begins at the time a student is fully accepted to the College with the assignment of a Freshman Advisor who has been trained to assist in the developmental process. All Freshmen and transfers will be considered General Studies majors at matriculation unless declaring otherwise.

Students may request a change of advisor at any time by contacting the Registrar's Office. While the College provides a complete advising program to assist students, **responsibility for meeting degree requirements rests with the student.** It is also the responsibility of students to comply with any additional conditions for remaining in good standing for individual programs of study.

Academic Calendar. Tabor College Hillsboro has two regular semesters (fall and spring) with a four-week Interterm in January. The Interterm is an integral part of the academic year and there are no tuition refunds for students who elect not to participate or who enroll in an off-campus program that charges additional tuition. Students who are full-time in either fall or spring semester can receive up to four credits during interterm without additional tuition.

Administrative Drop. Students may be withdrawn from any course on the basis of excessive absences, according to the attendance policy for that course, or for chronic disruptive behavior in the classroom.

The following procedures will occur:

1. The instructor will send the student a written notice of intent to withdraw that student from the course, stating the reasons for taking this action. The Registrar, the Director of Retention and the advisor will be sent copies of this notice.
2. The Registrar's Office will notify the student and encourage dialogue between the instructor and the student, with the involvement of the student's advisor if possible. A period of one week is defined as a reasonable time frame for completion of this step. Ultimately, it is the student's responsibility to make efforts to correct the situation.
3. If these efforts prove to be unsuccessful, and upon recommendation by the Registrar and the concurrence of the Academic Dean, official withdrawal will occur. The student will be notified in writing of this action by an appropriate administrator. If the notice of intent was dated in the first nine weeks, the assigned grade will be a W; if the date was in the tenth week or beyond, a WP/WF will be assigned.

Administrative Withdrawal. If a student stops attending all classes for two consecutive weeks, the Registrar will initiate an Administrative Withdrawal for financial aid and student life purposes. The Registrar will send the student a registered letter encouraging him/her to withdraw from classes. The Financial Aid Director will compute a federal Title IV financial aid refund calculation based on Last Date of Attendance from the last class attended in order to determine the amount of financial aid, if any, which must be returned to the federal government. The student's federal aid may be prorated based on the date that the Administrative Withdrawal is processed. The student's charges and institutional aid will not be prorated. Students will not be dropped from their class(es) unless they initiate a withdrawal which will be encouraged in the letter sent to them from the Registrar.

Auditing Courses. Auditing a course gives students the opportunity to explore areas of interest without being subject to the demands of class activities or evaluation and grading. Auditors must receive permission from the instructor and pay the Audit Fee. Audit

Petition Forms are available in the Registrar's Office. Students taking the course for credit will receive priority if seating is limited. All auditors will be assessed the Audit Fee per course regardless of enrollment in other courses for credit. Auditors who are not taking any other classes need to be admitted through the college as guest students prior to enrolling.

There is no requirement of auditors except regular attendance. Added participation, including graded evaluation, is at the discretion of the instructor. Auditors with regular attendance receive a final grade of AU on the transcript. No college credit is given for auditing and no requirements are met with an audit course.

Supervised studies such as independent studies, internships, and practica must be taken for credit. Auditing may not be appropriate for all courses, such as those designed to develop skills and those that are "hands-on" in nature.

Changes from audit to credit may be made until one week after midterm, with the consent of the instructor, and if the student has done the required class work. Credit to audit changes may be made until one week after midterm as well. In both cases, the proper forms must be completed in the Registrar's Office.

Changes in Registration. Courses may be dropped or added during the first week of a semester. Any student who officially withdraws from a course from the second week through the ninth week of a semester will receive a W on the transcript. After the ninth week and up to the start of the examination period, a WP or WF will be given to represent the acceptability of performance up to the point at which the student withdraws. A WF will have the same effect on the GPA as an F. No student-initiated withdrawals will be granted during the final two weeks of classes of a semester (excluding finals week) or after the second Friday of class during interterm. A student who leaves the institution during the final two weeks of a regular semester or after the second Friday of an interterm class will be graded according to the grade earned in the class to that point.

Class/Course Attendance. While faculty employ multiple modalities to deliver instruction, all are intended to assist student mastery of subject matter. Success in this regard is dependent on a regular, sustained presence of students in the classroom however it is configured. Similarly, faculty are required to ensure a reliable "credit hour" regardless of modality consistent with the institution's Credit Hour Policy. As such, all course syllabi are to have clearly articulated standards for attendance as well as a schedule of activities that give evidence of how these activities appropriately span the semester or term. Therefore, the College has a required attendance policy and defines "excused absences" and "excessive absences" accordingly as follows:

Excused Absences: College-sponsored events (athletics, choir, band, field trips, and so on) that require students to miss class are to be as minimal as possible, bearing in mind the cumulative effect of such absences in an environment that promotes participation as part of the liberal arts experience. When absences are unavoidable, students have the responsibility of contacting their professor(s) in advance of the absence to determine what will be expected of them to meet their obligation as a member of the course/learning community. While faculty need not revise the standards of their course to accommodate out-of-class activities, neither are students to be penalized for absences related to college-sponsored activities within the mandated threshold noted below. It is understood that comprehension of course material may suffer because of absences. Regardless of absences, however, students are responsible for meeting the all course outcomes. Information about excused and unexcused absences because of personal circumstances are available in the Academic Office.

Excessive Absences: While the professor has the discretion of allowing a minimal number of absences within the context of their course, chronic or excessive absences inherently erode the learning environment. The maximum number of absences – for any reason except qualified post-season play as noted below – is “three instructional weeks” (9 MWF sessions, 6 T/Th sessions). Professors have the option of initiating an Administrative Drop at any point prior to this mandated threshold, typically when unexcused absences total “one week” of instruction. The VPAA must approve all administrative drops. If the drop form is dated in the first nine weeks, the assigned grade will be a W; if the date was in the tenth week or beyond, a WP/WF will be assigned. In the event there is qualified post-season play, these additional absences will not count toward the total number of absences. Faculty must report attendance for each class session as soon as practical via the learning management system (eLearning) on the day that the class was in session.

First Class Session Absences: A student who does not show up for a class with a wait list on day one of the term will be dropped from the class unless prior arrangements have been made with the instructor.

Official recognition of college-sponsored activities will be made to the campus by either the Vice President of Academic Affairs (VPAA) or the Vice President of Enrollment Management and Intercollegiate Athletics (VP EM-IA) or their designee. The VPAA and the VP EM-IA have the right to limit or deny the “college-sponsored” designation to any out-of-class activity that interferes with the published course schedule; they also have the option of declaring “extenuating circumstances” as excused in the event of significant illness, family emergency, etc. Such absences need to be verified by the Director of Student Success. The Director will review documentation (which could include medical records) supplied by the student and consult with the VPAA and/or VP of Student Life if needed. The VPAA will communicate with faculty members once a final determination has been made. Should a conflict arise related to a sanctioned absence that cannot be resolved through dialog between faculty and activity leader (coach, trip sponsor, etc.), the two vice presidents will intervene.

Classification. Students enrolled in 12 or more credit hours are classified as full-time students; those with fewer than 12 hours are classified as part-time students. The following guidelines are used to determine class standing:

Freshman	meets all entrance requirements
Sophomore	24 credit hours completed
Junior	56 credit hours completed
Senior	88 credit hours completed

Post-graduates and students who are not pursuing a degree are classified as special students.

Course Cancellation. Courses listed in the schedule are offered with the understanding that the College may cancel any course if conditions beyond the institution’s control make it impossible to offer it, or if enrollment in that course is insufficient to justify offering the course.

Course Numbers. Every course listed in the catalog is preceded by a number. The number indicates the level of difficulty of the course content.

- 000-099 These courses are not applicable to a degree
- 100-199 Recommended for freshmen
- 200-299 Recommended for sophomores
- 300-399 Recommended for juniors
- 400-499 Recommended for seniors

- 500-599 Graduate Level, open to undergraduate students by special permission
600-699 Graduate Level, open to holders of a bachelor's degree, subject to prerequisites

Students are not limited to courses matching their year in college. A freshman may take a junior level (300) course if prerequisites have been met, but should not be surprised to find the content more difficult than in a 100-level course. In some cases, special permission from the instructor or the Academic Dean is necessary for a student to take a course beyond his or her academic level. Courses marked with a "G" meet Core Curriculum requirements.

Course Repeats. Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the GPA. Students may repeat Tabor College courses elsewhere and the credit will be transferred, but the Tabor College GPA will not be impacted.

A student is awarded credit only once for each course. Repeated courses may affect athletic eligibility. See the Registrar's Office for details.

A course that is repeated must be repeated in its entirety. Exceptions to this are courses with independent laboratory and lecture components; in such cases, either the lab or the lecture component may be repeated, with the final grade being based on the original formula for the course.

In regards to financial aid and Title IV funding in relation to the repeating of a course, the following applies:

- A failed course may be repeated as many times as needed until passed.
- A previously passed course (defined as D- or higher) may only be repeated once.
 - This includes even those courses in which a higher grade is required for the major.
 - This does not include courses designated as repeatable (e.g. ensembles, varsity athletics, etc.), as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.
- If a student repeats a course previously failed and receives a passing grade, he/she may repeat the course one more time to try to achieve a higher grade.
- If a student withdraws before completing the course that he or she is being paid Title IV funds for retaking, that is not counted as the one allowed retake for that course. However, if a student passed a class once and then is repaid for retaking it and fails the second time, that failure counts as the paid retake and the student may not be paid for retaking the class a third time.

Courses and Credits. Tabor College defines a credit hour as the unit of academic credit representing approximately three hours of work per week by an undergraduate student throughout a 15-week semester – inclusive of the final examination period – or its equivalent in total work for courses of different duration. The complete policy may be requested via the Registrar's Office.

Partial course credit may be allowed, providing the course lends itself to division into distinct learning units. The instructor, Division chairperson, and Academic Dean must approve such requests. If requests for reduced credits are received after the end of the first five weeks of the semester, no tuition refund or transfer will be allowed.

Students must be enrolled in courses in the term during which they earn the credit, for example:

- If all the work is done for a departmental project during one term, the student must register in that term.
- If an internship/practicum is done during more than one semester, the student should enroll in the number of hours s/he can complete during the term and then enroll again in another term.
- If an internship/practicum is done during the summer, the student must register for the summer term.
- If a department has a summer/fall internship of practicum in which the student meets regularly with someone in the department during the fall term and the summer experience is considered a prerequisite to the fall class, the student can receive credit in the fall above and beyond the normal full-time course load (i.e., student must be enrolled in 12 hours without the practicum).

Effect of Withdrawal on GPA. A WF has the same effect on the GPA as an F. Grades of W, WP, and RW are not computed in the GPA, but will be considered attempted hours. (Note that a withdrawal can have an impact on Financial Aid. Please consult Financial Aid officer for specific input prior to withdrawal.)

Email. All students are provided a Tabor College email account, which is the College's principal method of communicating important and time-sensitive information. ***All are expected to check the mail sent to this account (or the account to which they have Tabor email forwarded) on a frequent and consistent basis, and to respond to official communications in a timely manner.*** All are responsible for monitoring this account and for the consequences of missing important and time-sensitive messages.

In order to prevent misuse of the group email system, students who wish to send an email to all students should send it to the Student Life Office (jessicaallen@tabor.edu) for approval and sending.

Exceptions and Appeals. Students may request an exception to academic policies by filing a petition in the Academic Office. Students may appeal any decision related to academic policies by submitting a petition to the Vice President of Academic Affairs. The Student Appeals Committee will hear all such appeals and make a final decision (typically within ten business days of the receipt of the appeal).

Extraordinary Circumstances. Students may experience extraordinary problems during a semester. Within one year of having completed such a semester, a student may petition the Academic Dean to be withdrawn retroactively from any class or classes taken during that semester. The petition should include clear and documented evidence. Retroactive withdrawal will be granted only under exceptional circumstances, such as extraordinary medical problems. If retroactive withdrawal is granted for any course, the grade for the course will be changed to RW. The effect of such a grade on the student's GPA will be the same as that of a W.

Grade Appeals. A final course grade may be appealed in the following manner:

1. The student should seek to resolve the situation with the instructor.
2. If this is not possible, the student may initiate an appeal by writing to the Academic Dean requesting a hearing before the Student Appeals Committee, providing specific details and all appropriate information.
3. If a hearing is granted, both the student and the instructor may attend.
4. The committee will render its opinion by majority vote. The judgment of the committee is final. One copy of the committee opinion will be kept in the student's permanent file; copies will also be given to both the student and the instructor.

All grade appeals must be initiated within three weeks of the end of the semester in which the disputed grade was given.

Grade Changes. Grades at Tabor College are based on work submitted during the scheduled class sessions. Requests based on work done or turned in after the end of the class term will be denied (unless an Incomplete had been issued). Care should be taken to ensure that all work has been turned in prior to the end of the submission of the grade. All faculty requests to change a grade after grades have been submitted must be approved by the Academic Policies Committee and must include a rationale.

Grade Scale:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = 0.7	

The GPA is calculated by dividing the number of grade points earned by the number of credit hours taken under the A-F grading option. The Tabor College GPA, which is shown on the transcript and is used for athletic eligibility and honors at graduation, is based on course work taken at Tabor College. Transfer hours are not computed into the Tabor College GPA except for education majors.

Grading System. Passing work is indicated on the transcript by the grades A, B, C, D, or CR. Failing work is indicated by the grades F and NC (No Credit). Students may choose one of two grading options for each course: (1) A, B, C, D, F, or (2) CR/D/NC. (Students receiving an A, B, or C will have CR entered on the transcript. Those receiving a D will have that grade entered; those receiving an F will have an NC entered.) Students are automatically on the first track (A-F) unless the appropriate form is completed in the Registrar's Office by the end of the add/drop period.

The CR/D/NC grade option is available only when either (a) the course is identified in the catalog course description as a course that is graded CR/NC or (b) the course is not counted in either the student's major or in the Core Curriculum program. If a student chooses the CR/D/NC option, he/she must do so before the add/drop period ends.

Incompletes. A grade of I (Incomplete) may be assigned to any student at the discretion of the instructor. Incomplete courses shall be completed and the work turned in to the faculty member according to the following schedule:

Semester of Incompletes	Completion Date
Fall	January 6 of that calendar year
Interterm	February 28 of that calendar year
Spring	June 30 of that calendar year
Summer	September 30 of that calendar year

If a grade for the incomplete course is not submitted to the Registrar within two weeks after the due date, the grade for the course shall default to the alternate grade submitted by the instructor at the time the incomplete grade was given (if no alternate grade was submitted, the grade will default to F). If the failure to submit a grade to the Registrar is the fault of the instructor, he/she must use the existing change of grade mechanism to address the problem.

Any request for an extension of the completion date must be made in writing by the student to the Academic Dean before the completion date.

Prerequisites. A student must obtain a C- or better for any course (C for math courses), including any course in the core curriculum, that is listed as a prerequisite before being allowed to enroll in the subsequent course.

Registration. Students enroll in courses at scheduled registration periods during the year. A full load for each semester is 12-16 credit hours (4 for Interterm). This includes participation credit in sports, music, and drama activities. The traditional full-time tuition rate will be charged for this range. An overload rate per hour will be charged for credit hours above 16. Additional hours should only be taken after careful consideration with an academic advisor. Students wishing to take more than 20 credits must receive approval from the Academic Dean.

Services for Students with Disabilities. Students with disabilities may be eligible for academic accommodations under the Americans with Disabilities Act (ADA). Accommodations for students with disabilities are made only in consultation with the Disabilities Advisor in the Student Success Office. Students desiring academic accommodations should contact the Disabilities Advisor to request accommodations and services. After appropriate documentation of disability is obtained, the Disabilities Advisor will determine reasonable academic accommodations based on the disability and will assist the student in obtaining these accommodations for courses. The Tabor College ADA compliance officer is the Vice President of Student Life, Learning and Formation.

Upper-Level. Courses offered at the 300 level or above are defined as upper level. The following criteria differentiate upper- from lower-level credit:

1. Standards for the quality of work submitted are more stringent
2. The quality of writing will be evaluated more rigorously
3. Work submitted is of a higher order of synthesis/integration
4. Assignments include applications of principles learned
5. Students are expected to work more independently

Withdrawal from the College. A withdrawal form must be signed by the Director of Student Financial Assistance, Student Success Counselor, Academic Advisor, Business Office Official, and V.P. of Student Life in order to properly clear student records. Withdrawal forms are available in the Registrar's Office. The completed forms are to be returned to the Registrar. Failure to comply will result in F grades being recorded for subjects in which the student is enrolled. (See supplementary financial information for refund information.) For information about grades that will be transcribed upon withdrawal from the College (W, WP, or WF), please refer to the Changes in Registration policy.

ACADEMIC INTEGRITY

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, and any act of aiding and abetting academic dishonesty.

The following definitions are used for this policy.

1. **Cheating** is using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples: copying homework, copying someone else's test, using an unauthorized "cheat sheet," etc.
2. **Fabrication** is falsification or invention of any information or citation in any academic exercise. Examples: making up a source, giving an incorrect citation, misquoting a source, etc.
3. **Plagiarism** is representing the words or ideas of another as one's own in any academic exercise.
4. **Dissimulation** is disguising or altering one's actions so as to deceive another about the real nature of one's actions concerning an academic exercise. Examples: fabricating excuses for missing classes, postponing tests, or handing in late papers;

turning in a paper for one class that was originally written for another class (when original work is requested); etc.

5. **Aiding and abetting** academic dishonesty is knowingly facilitating any act defined in 1-4.

Procedural Guide for Dealing with Academic Dishonesty

The instructor shall determine if the infraction is intentional or unintentional.

1. If unintentional, the instructor shall deal with the infraction at his/her discretion. The instructor may choose to use the system created for intentional infractions.
2. If intentional, the following procedures will guide the response:
 - a. The instructor shall:
 - Impose the appropriate sanction and inform the Academic Dean via the Academic Integrity Incident Report.
 - b. The Academic Dean shall:
 - Keep a record of reported infractions and sanctions.
 - Place the student on academic probation effective immediately. This shall be understood as a full semester's probation.
 - Notify the instructor if the incident reported is not the student's first infraction.
 - Verify that the appropriate sanction has been imposed based on the following schedule:

Offense 1: fail the assignment, potential of a one letter grade reduction of course final grade (professor's discretion as posted in syllabus), and complete academic integrity remediation session(s) with either - or both - the Academic Dean or Dean of Student Life.

Offense 2: fail the course.

Offense 3: immediate suspension from the College for the remainder of the semester and one additional full semester with transcript notation that suspension is for academic dishonesty. Suspended students are not guaranteed re-admittance.

Offense 4: dismissal from the College with no right to appeal.
3. With the exception noted above, students have the right to appeal any charge of academic dishonesty.

Academic Integrity Appeals. A charge of academic dishonesty may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Academic Dean requesting a review of the incident, providing specific details and all appropriate information.
2. The Academic Dean will request relevant materials from the professor(s).
3. The Co-chairs of the Student Appeals Committee will review all materials to determine whether or not to convene the Student Appeals Committee for formal action. This preliminary opinion will be based on the documentation submitted alone. If the request for appeals is denied, the student would retain the option to file a final grade appeal.
4. If convened, the committee will render its opinion by majority vote. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor.

All academic integrity appeals must be initiated within three weeks of the infraction notification. If convened, the Appeals Committee will meet within ten business days of receipt of the appeal.

SATISFACTORY ACADEMIC PROGRESS

The following criteria represent satisfactory academic progress at Tabor College for all students:

1. A passing grade in 67 percent of courses attempted at the institution;
2. A semester GPA of 1.70 or higher; and
3. A cumulative resident GPA with these minimums:

Semesters completed*	Cumulative Resident GPA
1-2	1.70
3-4	1.80
5-6	1.90
7 or more	2.00

Students who fail to meet all three criteria will be subject to academic probation or suspension. **Includes all full-time fall and spring semesters attempted at all institutions.*

ACADEMIC PROBATION/SUSPENSION/DISMISSAL

If the minimum criteria for Satisfactory Academic Progress (SAP), as defined above, are not met, the student will be placed on academic probation for the following semester and will be restricted to 13 credit hours (in addition to TC102) and will be required to complete the terms of academic probation as follows:

Students either entering on Academic Probation or returning students placed on probation are required to complete the following each semester of probation:

- Weekly meetings with a mentor assigned by the Student Success office
- Disclosure of class attendance, grades received, and hours spent studying (additional documentation may be required by mentor)
- Fulfill conditions of Probation contract—see Student Success office
- Complete TC102 with a CR grade*

* TC102 is not required of students beyond their first semester of Academic Probation unless two (2) or more years have lapsed since first attendance. All other requirements apply.

The Academic Dean will assess each student on probation at the end of the probationary semester and will take one of three actions for students who are completing their first probationary semester:

If Satisfactory Academic Progress has occurred, the student will be removed from academic probation.

If Satisfactory Academic Progress still has not occurred and if the student complied with the probation contract, the student will be placed on probation for a second probationary semester.

If Satisfactory Academic Progress did not occur and the student failed to comply with the probation contract, the student will be suspended.

At the end of the second probationary semester, if the criteria for Satisfactory Academic Progress have not been met, the student will be suspended. Students may not have more than two probationary semesters at Tabor College unless one of the

following exceptions applies (these exceptions are forfeited by students who have probation semesters because of academic integrity violations):

- Any student who achieves a semester GPA of at least 2.30 for ten or more completed hours will be allowed to remain at the institution for the subsequent semester regardless of the resident cumulative GPA.
- A student who has been admitted to the College on academic probation will be subject to suspension after two semesters of attendance, unless satisfactory academic progress criteria have been met.
- Any student who is currently or has ever been on probation whose semester GPA is 1.00 or below will be suspended from the College unless their resident cum GPA is above 2.0.
- Students whose resident cum GPA is above 2.0 will not be subject to suspension even if they fail to achieve Satisfactory Academic Progress. However, they will remain on academic probation and may be subject to financial aid suspension.

Academic Suspension indicates that the student may reapply for admittance after a minimum of one full semester absence from the College. Academic Dismissal indicates that the student can never be re-admitted.

Notification of parents, advisors, and coaches and/or activity sponsors. When a student is placed on/continues on academic probation or is suspended/dismissed from the College, the advisor(s), head coach and/or activity sponsor will be notified in writing. Parents or guardians (if the student is dependent) may be notified in the event of a suspension or dismissal.

Readmission.

1. A student who chooses to leave the College under probationary status will be subject to the same status and stipulations upon return to Tabor College.
2. A student who leaves the College under academic suspension may submit a letter of request to the Academic Dean for re-admission after the satisfactory completion of the terms of the suspension to include at a minimum improved academic readiness as demonstrated through successful completion of a minimum of 6 transferrable hours approved in advance. If re-admission is granted, the student will automatically return under probation and will have one semester to meet minimum criteria for academic progress.

Satisfactory Academic Progress Suspension Appeals. A SAP suspension may be appealed in the following manner:

1. The student may initiate an appeal by writing to the Academic Dean requesting a hearing before the Student Appeals Committee, providing specific details and all appropriate information.
2. By majority vote, the committee will render its opinion. The judgment of the committee is final. One copy of the committee decision will be kept in the student's permanent file; copies will also be given to both the student and the instructor.

All grade appeals must be initiated within one week of the final grade posting. The Appeals Committee will meet within ten business days of receipt of the appeal.

Students appealing a SAP suspension for a fall semester may enroll in and complete interterm regardless of the Appeals Committee action (interterm session GPA has bearing only on that session and the cumulative GPA).

NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the Registrar, Academic Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tabor College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

COMPLAINTS TO OFF-CAMPUS AUTHORITY

Student Complaint and Grievance Procedure

Hillsboro students with complaints about a curricular program, co-curricular program or financial aid are able to seek resolution through either the Vice President of Student Life at (620) 947-3121 ext. 1031 or the Vice President of Academic Affairs at (620) 947-3121 ext. 1044. Wichita or online students may seek resolution through the Executive Vice President of Tabor College Wichita at (316) 729-6333 ext. 2206.

State of Kansas Complaint Procedures

Should the institution not be able to resolve the student complaint, the student has the right to contact the state of Kansas and its appropriate agency to determine the course of action. Complaints can be filed with the following agencies in Kansas:

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a post-secondary institution shall be referred to the appropriate State Board (e.g., State Boards of Health, State Board of Education, and so on) within the Kansas State Government and shall be reviewed and handled by that licensing board (<http://www.kansas.gov/agencies/> and then search for the appropriate division).
- Complaints related to state consumer protection law (e.g., laws related to fraud or false advertising) shall be referred to the Consumer Protection Division in the office of the Kansas Attorney General and shall be reviewed and handled by that Unit (<http://ag.ks.gov/consumer-protection>).
- Unresolved student concerns regarding programs authorized through SARA should be directed to the state portal agency at http://kansasregents.org/resources/PDF/Academic_Affairs/3257-ComplaintForm_SARAinstitutions.pdf.

Higher Learning Commission (HLC)

Allegations regarding noncompliance with accreditation standards, policies and procedures may be made to HLC, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. (The Commission's complaint policy, procedure and complaint form may be found on their website: <https://www.hlcommission.org/HLC-Institutions/complaints.html>).

STUDENT RIGHT-TO-KNOW

All post-secondary institutions that receive federal financial aid are required by the Department of Education to disclose the graduation rate for their students based on a cohort class of full-time freshmen who complete their degree within a six-year time period. This information is available at <https://tabor.edu/consumer-information-disclosure/>.

DIRECTORY INFORMATION PUBLIC NOTICE

At its discretion, the College may provide Directory information in accordance with the provisions of FERPA to include: student name, local and permanent address, email address, telephone number, date and place of birth, major field of study, photograph and electronic images, dates of attendance, anticipated graduation date, degrees and awards received, most recent previous educational institutions attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student classification. **Students may withhold directory information by notifying the Registrar in writing within two weeks after the first day of class of the fall or spring term.**

ACADEMIC HONORS

Dean's List

A student is eligible for the Dean's List based on the following grade point averages:

Honors	3.50-3.699
High honors	3.70-3.849
Highest honors	3.85-4.00

To be named to the Dean's List, a student must enroll in and complete a minimum of 10 graded hours on grading option (1) (see Grading System in the Academic Information section of this catalog) with no incomplete or No Credit (NC) grades (including Chapels) by the end of the semester. The 10-hour condition may be waived for those involved in semester-long placements (e.g., practice, internships, etc.).

Graduation Honors

To encourage scholarship and recognize successful college work, the faculty has established the Honors at Graduation system. Based on 56 or more **residential letter graded hours** (also called GPA hours) at Tabor, the system is as follows:

Cum Laude 3.50-3.699

Magna Cum Laude 3.70-3.849

Summa Cum Laude 3.85-4.00

Grade Point Averages are earned based on grades received and are not rounded for any purpose, including determining honors.

Transfer students who do not meet the 56-hour minimum requirement will be considered for honors according to the following policy:

A cumulative college GPA will be calculated using all credit hours taken at regionally-accredited institutions including hours taken at Tabor. Credit earned that was not considered degree credit will be excluded. If the cumulative GPA meets the criteria, the student will be awarded honors. However, honors will not be granted for a cumulative GPA higher than that earned at Tabor College.

Honors at Graduation – Associate of Arts Graduates

Associate of Arts graduates with a cumulative GPA of 3.5 or higher will graduate “with distinction.”

Honors Chapel

An Honors Chapel is held annually to give public recognition to students who have achieved a high level of excellence in the various activities of the academic community. Each division presents awards to a select number of students for special recognition. The Dean’s Scholar awards are also presented at this time based upon the following criteria: (1) cumulative resident GPA of 3.90-4.00 and (2) full-time student for at least two semesters preceding the semester in which the award is made. *Note:* Transfer students whose previous two full-time semesters were not at Tabor College must also have a cumulative GPA of 3.90-4.0 that includes previous work from all other institutions attended.

GRADUATION REQUIREMENTS

Catalog Validity

Students ordinarily meet the GE Core requirements that are in effect at the time they enter Tabor College. They will be required to meet the requirements of a major as listed in the catalog during the academic year in which they declare the major. Teacher Education students will be required to meet the requirements

of a major as listed in the catalog during the academic year in which they are accepted into the program. Students can choose to meet the requirements of the GE Core from one catalog and the requirements of a major from a different catalog as long as all GE Core



requirements are from one catalog and all major requirements are from one catalog. Students may always choose to follow a subsequent catalog but may not use a previous catalog. In all cases, in order to be allowed to graduate under a given catalog, students must complete the requirements within six years of the issue date of the catalog.

GPA Requirement

A minimum resident cumulative grade point average of 2.0 is required for graduation for all undergraduate degrees.

Limit of Activity Credit Hours

Students will be allowed to earn a maximum of eight hours of credit in varsity athletics and musical ensembles that may apply to the 124-hour degree requirement. If more than eight hours are required for the major or combination of majors, such can be provided by petition. The same eight-hour maximum will apply to transfer students. By the same token, students will be allowed to earn a maximum of four hours of credit in varsity athletics and musical ensembles if graduating with the A.A. degree.

Residency Requirement

Transfer students must complete at least 30 hours in residence and complete a minimum of 12 hours in the major at Tabor College to be eligible for graduation. For all students, 24 of the last 30 hours (which may include courses through Tabor College Wichita) must be earned in residence. Residency requirements for students in the Undergraduate Adult degree programs will be satisfied with the completion of the regular courses in the programs. No student may earn more than 30 hours by correspondence.

Bachelor of Arts Degree

To qualify for the Bachelor of Arts degree a student must complete a minimum of 124 semester hours. In addition to satisfying the Core Curriculum requirements, a student must also meet those of the major field. At least 40 semester hours, a minimum of 16 in the major, must be taken in courses numbered 300 or above. All courses in the major and minor must have a grade of C- or higher.

Students who graduate with an A.A. degree and continue on for a B.A. degree must complete all requirements for the B.A. degree unless they stop out for a period of three years or longer. They will then be considered in the category of a transfer student.

Bachelor of Social Work Degree

The Bachelor of Social Work degree is awarded to those successfully completing all Bachelor of Arts degree requirements noted above and all Social Work program requirements (see Social Work Department Student Handbook and Field Manual).

Bachelor of Science Degree

The Bachelor of Science degree is awarded only for the Undergraduate Adult Degree programs. (See the Tabor College School of Adult and Graduate Studies Catalog.)

Bachelor of Science in Nursing Degree

The Bachelor of Science in Nursing degree is awarded only in the Undergraduate Adult Degree model. (See the Tabor College School of Adult and Graduate Studies Catalog.)

Associate of Arts Degree

To qualify for the Associate of Arts degree, a student must complete a 64-hour program of study, which is composed of Core Curriculum courses, disciplinary courses, and electives. The College offers an A.A. degree in Liberal Arts (see below).

At least 30 credit hours, including the last 10 credit hours earned toward this degree, must be completed in residence at Tabor College.

For the A.A. in Liberal Arts, the 15 hours of disciplinary emphasis must be from one department approved by the Academic Policies Committee and must be passed with a

grade of C- or higher. Students must work closely with their advisors in the selection of both disciplinary and elective courses.

Graduate Programs

Tabor College is authorized to offer select graduate programs at both Hillsboro and Wichita locations. Details are available in the Tabor College School of Adult and Graduate Studies Catalog.

Application for a Degree

Application for a degree from Tabor College must be made in the Registrar's Office at least six weeks prior to the date that the degree is to be conferred.

Meeting Requirements for a Second Degree. Persons who have already earned a bachelor's degree and wish to earn a second degree must meet the following degree requirements:

1. Complete a minimum of 30 additional semester hours of credit at Tabor College to establish residency;
2. If the first degree was earned at Tabor College, at least half of the 30 hours must be earned at Tabor College;
3. Earn a minimum cumulative grade point average of 2.00;
4. Complete the Core Curriculum requirements for the degree sought;
5. Complete the requirements of a major field of study.

Conferral of Degree

Diplomas will be issued to students upon completion of their degree requirements, full payment of tuition, fees and all additional charges, and after approval of the faculty and Board of Directors.

After students have been approved by the Board, degrees will be conferred at the first conferral date following completion of requirements. Diplomas will be mailed at the time that the degree is conferred. Conferral dates are December, February, May, and August. If a student has completed the degree and needs verification prior to the next conferral date, a letter of verification will be provided.

Students can be approved by the Board in October if the only remaining requirements are In Progress at Tabor and will be completed during fall semester so that degrees can be awarded at the end of fall semester.

Students can be approved by the Board in February if they have completed all requirements at that time.

Students can be approved by the Board in May and can participate in Commencement if they have completed all requirements at that time or if they have no more than 12 hours of unmet requirements and if they are enrolled at Tabor to complete those requirements during the subsequent summer or fall term.

Students approved to receive their degrees at any of these three times are encouraged to participate in Commencement in May. Master's level graduates will be hooded at the first Commencement exercise following degree conferral. The Registrar will notify graduates of the deadline for indicating their intention to participate in Commencement.

Commencement

Participation in the commencement exercise is defined as a privilege in that it symbolizes completion of a course of study at Tabor College. Students who have completed degree requirements are eligible to participate. In addition, undergraduate students who have obtained a GPA of 2.00 and are deficient no more than twelve hours (six hours for A.A. degree-seeking candidates), may participate in commencement, provided they are enrolled at Tabor to complete those requirements during the subsequent summer or fall term.



Tabor College Undergraduate Studies

ACADEMIC PROGRAMS

ACADEMIC CALENDAR HIGHLIGHTS 2018-2019

Fall Semester

Aug. 11	Check-in and Registration/Financial Settlement for fall athletes
Aug. 17-20	Check-in and Registration/Financial Settlement for new freshman
Aug. 17-20	Freshman Orientation
Aug. 20	Transfer Student Orientation
Aug. 20	Confirmation of Registration and Financial Settlement for fall for returning students and new transfer students
Aug. 20	Evening Classes Begin (unless otherwise noted in the Course Schedule)
Aug. 21	Day Classes Begin
Aug. 22	Students who have not attended wait-listed class are dropped at end of day
Sept. 3	Labor Day – no class
Sept. 30	Completion Date for Summer Incompletes
Oct. 8	End of First Half Semester Classes
Oct. 9	Second-Half Semester Classes Begin
Oct. 13-16	Fall Break
Oct. 19-21	Homecoming
Nov. 20	Thanksgiving Vacation Begins – 10 p.m.
Dec. 3-6	Final Exams
Dec. 6	Semester Ends – 5 p.m.

Interterm

Jan. 3	Classes Begin
Jan. 4	Students who have not attended wait-listed class are dropped at end of day
Jan. 6	Completion Date for Fall Incompletes
Jan. 21	Martin Luther King, Jr. Day-no class
Jan. 25	Interterm Final Exams

Spring Semester

Jan. 28	Confirmation of Registration and Financial Settlement for spring
Jan. 28	Evening Classes Begin
Jan. 29	Day Classes Begin
Jan. 30	Students who have not attended wait-listed class are dropped at end of day
Feb. 28	Completion Date for Interterm Incompletes
Mar. 8	Spring Break begins at 10:00 p.m.
Mar. 18	Classes resume
Mar. 22	End of First-Half Semester Classes
Mar. 25	Second-Half Semester Classes Begin
Apr. 19	Good Friday – no class
May 13-16	Final Exams
May 16	Semester Ends
May 18	Commencement – 10:00 a.m.
June 30	Completion Date for Spring Incompletes

A CONTEXT FOR LIBERAL ARTS

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

HONORS PROGRAM

The mission of the honors program at Tabor College is to promote academic excellence by recognizing and developing students who are demonstrating:

- High levels of potential to achieve success in their respective disciplines,
- A passion to engage culture to better serve the needs of others,
- A servant attitude that recognizes all people as created in God's image, and
- Responsible stewardship with the resources that God has provided.

Participation in the program is characterized by an intensive learning environment composed of a series of distinctive honors courses, seminars, and projects. Honors students will engage in specialized individual research in their chosen fields of study as well as share in an enriched community of like-minded students and dedicated faculty. Significant support for continued education is also available to members of the program.

Entrance into the program begins with an application to the Honors Committee (available at <https://tabor.edu/undergraduate/admissions/hw-lorenz-honors-program/>). Students who have earned at least a 3.5 GPA and an ACT composite score of 27 are eligible to apply, although any student who falls short of these requirements is permitted to present a special argument to the Honors Committee for acceptance.

OUTCOME STATEMENTS

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

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

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

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

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

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

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

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

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

CORE CURRICULUM PROGRAM

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

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

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

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

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

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

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

Core Curriculum Conceptual Framework

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

1. Be broad in scope, covering a wide range of topics.
2. Deal with worldviews, constructs, and concepts and their applications to the Christian life.
3. Be interrelated, asking general questions within historical contexts and seeking meaningful connections across multiple areas of inquiry.
4. Be descriptive about the nature of inquiry within any given discipline.
5. Be outcome-related, designed to develop or enhance the skills and knowledge identified by the faculty and other constituents as essential traits of a Tabor College graduate.
6. Be characterized by principles of Christian theology and ethics from a Mennonite Brethren perspective within the core curriculum course content.

7. Be community-focused, where students learn to listen to each other, respectfully critique ideas, and support each other's learning.
8. Be respectful of all persons from different cultures and backgrounds, where students grow in their understanding of the increasing interdependence of people of diverse cultures throughout the world, including the United States.

TABOR COLLEGE CORE CURRICULUM REQUIREMENTS

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

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

AND

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

OR

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

TOTAL HOURS 13-14

General Core

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

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

Basic Skills Prerequisites

*ACT English sub-score of 19 or SAT Critical Reading score of 470 or higher (taken before March 2016) or SAT Evidence-Based Reading and Writing score of 530 (taken

March 2016 or after) or Accuplacer score of at least 70 or at least C- in EN 100 Basic Writing.

******ACT Math sub-score of 21, or SAT Math score of 500 (taken before March 2016) or SAT Math score of 530 (taken March 2016 or after), or Accuplacer Elementary Algebra score of at least 80, or at least a C- in MA 103 Basic Math or MA 104 Intermediate Algebra or in any transfer course that is at least the equivalent of MA 104.

*******ACT Math sub-score of 19, or SAT Math score of 460 (taken before March 2016) or SAT Match score of 500 (taken March 2016 or after), or Accuplacer Arithmetic score of at least 80, or Accuplacer Elementary Algebra score of at least 57, or grade of at least C- in Basic Math or Intermediate Algebra, or in any transfer course which is at least the equivalent of MA 104, or consent of instructor.

******** MA 106-G or ACT sub score of 25 or SAT sub score of 580 (taken before March 2016) or SAT sub score of 600 (taken March 2016 or after) or consent of instructor.

********* ACT Math sub-score of 19, or SAT Math score of 460 (taken before March 2016) or SAT Match score of 500 (taken March 2016 or after), or Accuplacer College-Level Math score of at least 80, or Accuplacer Elementary Algebra score of at least 115, or grade of at least C- in Basic Math or Intermediate Algebra, or in any transfer course which is at least the equivalent of MA 104, or consent of instructor.

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

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

	Hours	Term Taken	Grade
<i>Approved options include:</i>			
BI 100-G Environmental Science.....	4	_____	_____
BI 110-G College Biology	4	_____	_____
BI 207-G Zoology	4	_____	_____
BI 208-G Botany	4	_____	_____
BI 211-G Human Anatomy and Physiology.....	5	_____	_____
BI 295-G /495-G Belize Trip	4	_____	_____
CH 111-G General Chemistry I*.....	4	_____	_____
PH 101-G Physical Science.....	4	_____	_____
PH 110-G Astronomy	4	_____	_____
PH 233-G General Physics I	4	_____	_____
*Prerequisite: ACT math score of at least 20 or consent of instructor			

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

	Hours	Term Taken	Grade
<i>Approved options include:</i>			
AR 105-G Ceramics I.....	3	_____	_____
AR 106-G Basic Photography	2	_____	_____
AR 107-G Drawing I.....	2	_____	_____
AR 108-G Painting I	3	_____	_____
AR 211-G Art History I	3	_____	_____
AR 235-G Basic Typography	2	_____	_____

AR 241-G Introduction to Graphic Design	2	_____	_____
EN 305-G Professional Writing	3	_____	_____
EN 314-G American Authors: Ethnic Minority Voices.....	3	_____	_____
EN 316-G World Literature	3	_____	_____
EN 331-G American Authors: Traditional Voices	3	_____	_____
EN 350-G Topics in Language and Literature.....	3	_____	_____
EN 412-G Shakespeare	3	_____	_____
CO 102-G Introduction to Mass Communication.....	3	_____	_____
HI 121-G United States History I.....	3	_____	_____
HI 122-G United States History II.....	3	_____	_____
HI 160-G World History: Ancient World to 1700.....	3	_____	_____
HI 161-G World History: 1700 to Present.....	3	_____	_____
HI 228-G/328-G African American History: 1850 to Present.....	3	_____	_____
HI 290-G/390-G History of Christianity	3	_____	_____
HU 100-G Introduction to Fine Arts	3	_____	_____
MU 141-G Music Theory I	3	_____	_____
TH 230-G Acting I.....	3	_____	_____
TH 203-G Introduction to Theater	3	_____	_____

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

Hours Term Taken Grade

Approved options include:

BA 345-G Introduction to International Business w/travel trip.....	4	_____	_____
EC 223-G Macroeconomics*	3	_____	_____
EC/PS 240-G/340-G Political and Economic Ideologies	3	_____	_____
GEO 160-G World Geography.....	3	_____	_____
PE 100-G Wellness Concepts (2) AND			

one of the following:

PE 104-G Aerobic Activities.....	1	_____	_____
PE 108-G Outdoor Adventures	1	_____	_____
PE 109-G Fitness Walking.....	1	_____	_____
PE 111-G Jogging	1	_____	_____
PE 112-G Tennis	1	_____	_____
PE 113-G Tumbling	1	_____	_____
PE 114-G Beginning Weight Training	1	_____	_____
PE 115-G Rhythmic Activities.....	1	_____	_____
PE 116-G Advanced Weight Training.....	1	_____	_____
PE 117-G Intermediate Swimming	2	_____	_____
PE 118-G Physical Conditioning.....	1	_____	_____
PE 216-G Introduction to Health and Wellness*	3	_____	_____
PS 112-G American Government.....	3	_____	_____
PY 111-G General Psychology	3	_____	_____
SO 113-G Introduction to Sociology.....	3	_____	_____

*Sophomore standing required

Work and Service Emphasis

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

Global Studies

TC 330 Portfolio Project	1	_____	_____
<i>AND at least 9 hours from the following options:</i>			
IAE trip* or semester abroad program+	3-4	_____	_____
PS 240-G Political and Economic Ideologies	3	_____	_____
BI 100-G Environmental Science	4	_____	_____
BA 345-G International Business	3-4	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
EN 316-G World Literature	3	_____	_____
FL 101/102/131/132 Modern Foreign Language Course	4	_____	_____
GEO 160-G World Geography	3	_____	_____
HI 160-G World History: Ancient World to 1700 OR			
HI 161-G World History: 1700 to Present	3	_____	_____
RS 330 Religions of the World	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
TH 433 Performance in Cultural Context	3	_____	_____
*Repeatable up to 9 hours +Satisfies 9 hours			

Conflict Mediation

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

Leadership

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

*Presidential Scholars meet 3 of 9 hours through PLS programming

Social Justice

TC 330 Portfolio Project	1	_____	_____
<i>AND at least 9 hours from the following options:</i>			
IAE trip	3-4	_____	_____

BI 100-G Environmental Science.....	4	_____	_____
CO 201-G Intercultural Communication.....	3	_____	_____
EN 314-G American Authors: Ethnic Minority Voices.....	3	_____	_____
PE 402 Sport in American Culture.....	3	_____	_____
PL 263-G Christian Ethics	3	_____	_____
RS 210 The Church and Its Mission.....	3	_____	_____
SO 315 Social Psychology.....	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
SW 350 Social Welfare Policy.....	3	_____	_____

Faith and Ministry

TC 330 Portfolio Project	1	_____	_____
<i>AND at least 9 hours from the following options:</i>			
IAE trip*	3-4	_____	_____
RS 217 Life and Writings of C.S. Lewis	3	_____	_____
RS 245 Youth Ministries I OR			
RS 345 Youth Ministries II.....	3	_____	_____
RS 260 Spiritual Formation OR			
RS 343 Discipleship and Evangelism	3	_____	_____
RS 290-G/390-G History of Christianity OR			
RS 313 Mennonite History OR			
RS 318 American Religious History.....	3	_____	_____
RS 301/317/319/322/323/324			
Upper-level Bible Content course.....	3	_____	_____
RS 348 Christian Missiology	3	_____	_____
RS 367 Music in Christian Worship.....	3	_____	_____
RS 440 Field Work	3	_____	_____

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

Educational Outreach

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

DISTINCTIVES HOURS	13
GENERAL CORE HOURS	27-30
WORK AND SERVICE EMPHASIS HOURS	10
TOTAL HOURS	40-53

CORE CURRICULUM REQUIREMENTS FOR EDUCATION MAJORS**All Elementary Education Students must take:**

CO 131-G Public Speaking.....	3	_____	_____
PY 111-G General Psychology	3	_____	_____

PE 100-G Wellness Concepts.....	2	_____	_____
G- Designated PE Activity Course.....	1	_____	_____
HI 121-G U.S. History I OR			
HI 122-G U.S. History II OR			
HI 228-G/338-G African American History: 1850 to Present OR			
HI 160-G World History: Ancient World to 1700 OR			
HI 161-G World History: 1700 to Present	3	_____	_____
HU 100-G Introduction to Fine Arts (or one course from two of the three columns in the following chart)	3	_____	_____
MA 204-G Nature of Mathematics.....	3	_____	_____

Theater	Visual Arts	Music
TH 200 Theater Appreciation	AR 105-G Ceramics I	MU 141-G Music Theory I
TH 203-G Intro. to Theater	AR 106-G Basic Photography	Four semesters of any ensemble course (can be taken for 0 credit)*
TH 230-G Acting I	AR 107-G Drawing I	
Four semesters of any ensemble course (can be taken for 0 credit)*	AR 108-G Painting I	
	AR 211-G Art History I	
	AR 235-G Basic Typography	
	AR 241-G Introduction to Graphic Design	

* Theater and music ensemble courses cannot be used together. To fulfill the requirement, a traditional course from the chart must be taken in conjunction with theater or music ensemble courses.

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

Life Science

BI 100-G Environmental Science		
BI 110-G College Biology		
BI 207-G Zoology		
BI 208-G Botany		
BI 211-G Human A & P	4-5	_____

Physical Science

PH 101-G Physical Science		
PH 110-G Astronomy		
PH 233-G General Physics		
CH 111-G General Chemistry	4	_____

All Secondary Education Students must take:

CO 131-G Public Speaking	3	_____	_____
PY 111-G General Psychology	3	_____	_____
PE 316 Advanced Health	3	_____	_____
G- Designated PE Activity Course.....	1	_____	_____
HI 121-G U.S. History I OR			
HI 122-G U.S. History II OR			
HI 228-G/328-G African American History: 1850-Present OR			
HI 160-G World History: Ancient World to 1700 OR			
HI 161-G World History: 1700 to Present	3	_____	_____

HU 100-G Introduction to Fine Arts (or one course from two of the three columns in the following chart) 3 _____
 G- Designated Math Course 3 _____

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

Theater	Visual Arts	Music
TH 200 Theater Appreciation	AR 105-G Ceramics I	MU 141-G Music Theory I
TH 203-G Intro. to Theater	AR 106-G Basic Photography	Four semesters of any ensemble course (can be taken for 0 credit)*
TH 230-G Acting I	AR 107-G Drawing I	
Four semesters of any ensemble course (can be taken for 0 credit)*	AR 108-G Painting I	
	AR 211-G Art History I	
	AR 235-G Basic Typography	
	AR 241-G Introduction to Graphic Design	

* Theater and music ensemble courses cannot be used together. To fulfill the requirement, a traditional course from the chart must be taken in conjunction with theater or music ensemble courses.

Core Curriculum Requirements for Transfer Students

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

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

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

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

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

INTERCULTURAL AWARENESS

Objectives

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

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

A world Christian is a person who:

- (i) is profoundly aware of the ways in which her/his understanding of the Gospel and the Christian life is influenced and shaped by her/his cultural context.
- (ii) recognizes God's presence and work in other cultural contexts, both Christian and non-Christian.
- (iii) can communicate with persons of other cultures in an authentic and culturally sensitive way.

Options for citizens of the United States or Canada.

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

1. International Experience. Some Tabor College faculty and administrators organize and lead international learning and service experiences. For students to fulfill their Intercultural Awareness Experience requirement by participating in one of these experiences, the experience must be consistent with the Tabor College Objectives for Intercultural Awareness and the Tabor College Requirements for Intercultural Experience. The experience must be approved by the Director of the Carson Center.

2. Domestic Experience. Some Tabor College faculty and administrators organize and lead domestic learning and service experiences. For students to fulfill their Intercultural Awareness Experience requirement by participating in one of these experiences, the experience must be consistent with the Tabor College Objectives for Intercultural Awareness and the Tabor College Requirements for Intercultural Experience. The experience must be approved by the Director of the Carson Center.

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

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

4. On-Campus Courses. Students may take either CO/SO 201-G Intercultural Communication or SO 355-G Cultural Anthropology and Diversity.

Options for citizens of countries other than the United States or Canada: Citizens of countries other than the United States or Canada must fulfill this requirement by taking CO 201-G Intercultural Communication or an approved IAE trip.

Substitution for the Intercultural Awareness Requirement

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

INDIVIDUALIZED STUDIES

Experiential Learning

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

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

Experience-Based Learning. Courses numbered 222/422 allow the student to learn and earn academic credit from general out-of-the-classroom experiences such as: cross-cultural, career exploration, volunteer, leadership, missions/service, and other approved experiences. The student must have a faculty or staff member approve and sponsor the EBL experience. If the EBL course is related to an academic department and/or has a departmental prefix in the course number, it must be approved by the academic department. If the course is not related to an academic department, it will have an Institutional Studies ("TC") prefix.

Internships. Internships allow students to pursue experiences related to their academic majors that correspond to their career aspirations. Internships provide opportunity for professional application of academic theory and skills outside the classroom. An internship enables a student to gain practical, relevant experience in a work environment and further develops his/her professional skills. As an upper-level course, internships are professional in nature and require supervision by a faculty member in the academic department related to the particular internship. Internships require an application process that includes the completion of an internship proposal and approval by a faculty supervisor. A student intern will meet certain criteria for being approved for an internship. These criteria include (but are not limited to): junior or senior standing, being in good academic standing with the minimum GPA for graduation, and any courses deemed as prerequisite by the faculty supervisor. Internship experiences also include one or more site visits by the faculty

supervisor to evaluate the experience and facilitate the student's learning. Students must complete 40 required contact hours to receive one hour of credit.

Note: Prior Experiential Learning is also available to students who have had experiences not sponsored by Tabor College. Prior Experiential Learning is described in the Admissions section of the catalog.

Independent Studies

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

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

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

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

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

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

Individualized Majors or Minors

Students may request a major or minor not listed in the College catalog. This is then developed by utilizing various Tabor, KICA, or other college course offerings. Individualized majors or minors must consist of study available at Tabor or through the KICA. A proposed individualized study plan with insufficient courses will not be approved. The following procedure should be used when structuring an individualized major or minor (additional fees may apply):

1. Select an advisor and/or advisory committee according to the chosen major.
2. Individualized majors must have a minimum of 35 hours.
3. Academic catalog requirements regarding majors and minors apply.
4. Submit completed application form to the Academic Policies Committee. Approval must be obtained prior to the last full semester of attendance.

SPECIAL SCHEDULES

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

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

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

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

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

Summer School. Tabor College offers a summer program of online, individualized study for students wishing to obtain college credit during the summer months. Those interested in this option should contact the Registrar’s Office for procedural guidelines and further information.

OFFICE FOR STUDENT SUCCESS AND CAREER CENTER

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

ARTICULATION AGREEMENTS

Tabor College has articulation agreements with Butler Community College, Cleveland University-Kansas City, Cloud County Community College, Colby Community College,

Hesston College, Seward County Community College, Southwest Baptist University, and Wichita Area Technical College, as well as a reverse transfer agreement with Kansas community colleges. For more information about the articulation agreements, contact the Registrar.

COOPERATIVE PROGRAMS

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

KICA. Tabor College is a member of the Kansas Independent College Association (KICA). KICA strengthens the competitive standing of the 19-member independent, nonprofit, regionally accredited, degree-granting colleges and universities in Kansas through professional development and collaboration, governmental advocacy, and public engagement collectively aimed at supporting the ability of students to choose and afford an independent college education that fits their goals. KICA offers specialized coursework for students in Special Education and Secondary Methods instruction.

Member institutions of KICA include Kansas Wesleyan University and Baker University (Baldwin City), Benedictine College (Atchison), Bethany College (Lindsborg), Bethel College (North Newton), Central Christian College of Kansas (McPherson), Cleveland University-Kansas City (Overland Park), Donnelly College (Kansas City), Friends University (Wichita), Hesston College (Hesston), Manhattan Christian College (Manhattan), McPherson College (McPherson), MidAmerica Nazarene University (Olathe), Newman University (Wichita), Ottawa University (Ottawa), Southwestern College (Winfield), Sterling College (Sterling), Tabor College (Hillsboro), and the University of Saint Mary (Leavenworth).

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

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

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

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

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

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

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

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

1. *American Studies Program.* The American Studies Program in Washington, D.C., is a semester-long program that combines intensive study of public policy issues with internship experiences in the offices of government officials or various national organizations. Students live in community with Christians from varied backgrounds and regions, with an emphasis on integrating faith, learning, and living into all aspects of life.

The American Studies Program is designed for juniors and seniors from a wide range of academic majors and vocational interests. In addition to the regular semester internship/seminar program, summer internships are also available.

2. *Contemporary Music Center.* The Contemporary Music Center is located in Music City USA, Nashville, Tennessee. Over 100 CMC alumni live in the city and continue to interact with students of the program. CMC students have the option to choose one of three study tracks for their semester: artist track, business track or technical track. In each of these tracks, students hone their skills alongside mentors from the industry. All CMC students participate in a music tour at the end of the semester as part of a practicum course.
3. *Los Angeles Film Studies Center.* Tabor College is able to offer a semester of learning and living in Hollywood with a focus on the film industry from a Christian perspective. This program is structured in the same way as the American Studies Program.
4. *Washington Journalism Center.* The Washington Journalism Center offers an advanced experience-based semester on Capitol Hill and encourages students to critically analyze the legal, ethical, and moral implications of being a Christian in the media.
5. *International Semester-Long Study Programs.* Tabor College students may participate in international programs (in addition to the CCCU programs in the U.S.), described below:
 - a. Australia Studies Centre, Sydney. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Additionally, students choose electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Credit: 16-18 hours.
 - b. China Studies Program, Xiamen University. The program begins and finishes the semester in Hong Kong and introduces students to the diversity of China, including Beijing, Shanghai, Xian and Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. Credit: 16-17 hours.
 - c. India Studies Program. This program offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues -poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians.
 - d. Latin American Studies Program, San Jose, Costa Rica. Introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Students participate

- in one of four concentrations: Latin American studies, advanced language and literature, international business or environmental science. Credit: 16-18 hours.
- e. Middle East Studies Program, Cairo, Egypt. Offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. Credit: 16 hours.
 - f. Scholar's Semester in Oxford, Oxford University, England. Designed for students who want to study intensively and to a high standard. Designed for students interested in classics, English language and literature, theology and the study of religion, philosophy, and history. For qualified honors students. Emphasis in the Humanities. Credit: 17 hours.
 - g. Uganda Studies Program, Mukono, Uganda. Students explore issues such as poverty, aid and missions as they seek to reconcile the realities of East Africa with their Christian faith. Credit: 16 hours.

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

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

Other Semester-Long Off-Campus Study Programs.

1. *Carson Semester*. The Carson Semester is an opportunity for students to participate in a mission/service organization for a semester for which they get a full semester of credit. The credit typically involved 6 hours of internship credit and several topics courses supervised by the department in which the student is majoring.
2. *Central American Study and Service (CASAS)*. This program, affiliated with the Anabaptist Seminary for Central Americans, SEMILLA, in Guatemala City, is an intercultural experience offering intense Spanish language study and service-learning opportunity.

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

PRE-PROFESSIONAL CURRICULA

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

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

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

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

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

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

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



Tabor College Undergraduate Studies

PROGRAMS OF STUDY

MAJORS**Requirement Checklists**

Art (see Graphic Design/Studio Art Major)

Athletic Training Major

Behavioral Science Major

Biblical and Religious Studies Major

Biochemistry Major

Biology Major

*Biomedical Sciences Concentration

*Conservation Biology Concentration

*Genetic Counseling Concentration

Business Administration Majors

*Accounting-Finance

*Agri-Business Management

*Management

*Marketing

*Sport Marketing/Management

Chemistry Major

Christian Ministry Major

*Christian Leadership Concentration

*Youth Ministry Concentration

*Mission Concentration

Communications Major

Criminology & Restorative Justice Major

Educational Studies Major

Elementary Education Major

English Major

Exercise Science Major

General Studies

Graphic Design Major

Health and Physical Education Major

*Professional Tennis Management
Concentration

*Sport Management Concentration

*Sports Studies Concentration

*Strength/Conditioning Concentration

History Major

International Studies Major

Mathematics Major

Music Major

*Collaborative Piano Emphasis

*Education Concentration

*Piano Pedagogy Emphasis

*Sacred Music Concentration

*Studio Emphasis

*Vocal Performance Emphasis

Psychology Major

Secondary Education Major

Content Areas:

*Biology Teacher Licensure

*Chemistry Teacher Licensure

*English Teacher Licensure

*Health Education Teacher Licensure

*History/Government & Social Studies

Teacher Licensure

*Mathematics Teacher Licensure

*Vocal Music Teacher Licensure

*Instrumental Music Teacher Licensure

*Music Education Teacher Licensure

*Physical Education Teacher Licensure

Social Work Major

Studio Art Major

*Painting Concentration

Theater Major

Associate of Arts Degree

Liberal Arts

Note: A student cannot add a major unless it includes at least 15 hours of coursework not required in the student's other major(s).

ATHLETIC TRAINING MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Health and Physical Education Requirements:			
BI 211-G Human Anatomy and Physiology	5	_____	_____
PE 120 CPR/First Aid	1	_____	_____
PE 125 Practical Introduction to Athletic Training*	2	_____	_____
PE 185 Anatomy and Physiology Survey	3	_____	_____
PE 216-G Introduction to Health and Wellness	3	_____	_____
PE 221 Care/Prev. of Athletic Injuries for the Athletic Trainer**	3	_____	_____
PE 241 Introduction to Clinical Experiences	2	_____	_____
PE 242 Clinical Experience I	2	_____	_____
PE 245 Nutrition for Performance	2	_____	_____
PE 306 Psychology of Sport	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 322 Kinesiology	3	_____	_____
PE 324 Physiology of Exercise	3	_____	_____
PE 343 Clinical Experience II	2	_____	_____
PE 344 Clinical Experience III	2	_____	_____
PE 413 History, Philosophy, and Principles of Physical Education and Sport	3	_____	_____
PE 445 Clinical Experience IV	2	_____	_____
PE 446 Clinical Experience V	2	_____	_____
PE 447 Athletic Training Seminar: BOC Review	1	_____	_____
TOTAL HOURS	47		
Athletic Training Courses:			
AT 315 Therapeutic Exercise	3	_____	_____
AT 351 Prevention & Evaluation of Upper/Lower Body Athletic Injuries and Illnesses I	3	_____	_____
AT 352 Prevention & Evaluation of Upper/Lower Body Athletic Injuries and Illnesses II	3	_____	_____
AT 430 Therapeutic Modalities	3	_____	_____
AT 435 Administration in Athletic Training	2	_____	_____
AT 440 Pathology and Gen Med Cond for the Athletic Trainer	3	_____	_____
TOTAL HOURS	17		
Required Core Curriculum Courses:			
PY 111-G General Psychology	3	_____	_____
MA 221-G Elementary Statistics	4	_____	_____
TOTAL HOURS IN MAJOR	71		
Minimum upper-level hours in major	39		
Minimum overall GPA	2.5		

*Prerequisites of 18 ACT, PE 120, PE 185, and PE 221 concurrent.

**Prerequisites of 18 ACT; PE 120; PE 125 and PE 185 (concurrently); and declared Athletic Training major.

BEHAVIORAL SCIENCE MAJOR

	Hours	Term Taken	Grade
Behavioral Science Requirements:			
PY 111-G General Psychology.....	3	_____	_____
SO 113-G Introduction to Sociology.....	3	_____	_____
SW 200 Introduction to Social Work.....	3	_____	_____
PY 205 Helping Relationships.....	3	_____	_____
SO 201-G Intercultural Communication.....	3	_____	_____
PY 315 Social Psychology	3	_____	_____
PY 215 Human Development OR			
SW 215 Human Behavior and Social Environment OR			
PY 204 Child and Adolescent Development	3	_____	_____
PY/SW 430 Research Methods I.....	2	_____	_____
TOTAL HOURS	23		

Behavioral Science Electives

*Approved electives - at least 12 hours from the course offerings of the Psychology Department:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	12		

*Approved electives - at least 12 hours from the course offerings of the Sociology/Social Work Department(s):

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	12		

TOTAL HOURS IN MAJOR 47

Minimum upper-level hours required in major 16
Minimum cumulative Tabor GPA 2.0

*All programs must be approved by the department chairperson and include at least 36 hours of psychology courses.

BIBLICAL AND RELIGIOUS STUDIES MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Biblical and Religious Studies Requirements:			
RS 110-G The Bible, Community and Culture*	3	_____	_____
RS 400-G Christian Faith in Contemporary Culture	3	_____	_____
RS 470 Biblical and Religious Studies Senior Seminar	2	_____	_____
Bible content electives (one upper-level course in Old Testament and one upper-level course in New Testament are required)	9		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Bible, Religion & Philosophy Electives	13		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS IN MAJOR	30		
Minimum upper-level hours in major	16		
Minimum cumulative Tabor GPA	2.0		

*RS 110-G must be completed prior to other Bible content courses.
Note: Electives cannot include PL170-G Introduction to Philosophy or PL 110-G Worldviews in Christian Perspective and may not include more than 3 hours of field work or practicum.

If the student has declared two majors, the requirements should be checked by an advisor in each department.

BIOCHEMISTRY MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Chemistry Courses:			
CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 304 Organic Chemistry II.....	4	_____	_____
CH 312 Analytical Chemistry.....	4	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
CH 403 Physical Chemistry I.....	4	_____	_____
CH 416 Biochemistry I.....	4	_____	_____
CH 417 Biochemistry II.....	3	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
TOTAL HOURS	36-38		

Electives:*Choose one course from the following:*

BI 327 Cell Biology.....	4	_____	_____
BI 328 Genetics.....	4	_____	_____
TOTAL HOURS	4		

Biology Courses:

BI 110-G College Biology.....	4	_____	_____
TOTAL HOURS	4		

Supporting Courses:

MA 114-G Calculus I.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
PH 234 General Physics II.....	4	_____	_____
TOTAL HOURS	12		

TOTAL HOURS IN MAJOR	56-58
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Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

BIOLOGY MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Core Biology Courses:			
BI 110-G College Biology.....	4	_____	_____
BI 202 Research Design and Analysis.....	1	_____	_____
BI 328 Genetics.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
TOTAL HOURS	14-16		

Required Courses:

BI 207-G Zoology.....	4	_____	_____
BI 208-G Botany.....	4	_____	_____
BI 211-G Human Anatomy and Physiology.....	5	_____	_____
BI 400 Ecology.....	4	_____	_____
Upper-level biology elective.....	4	_____	_____
TOTAL HOURS	21		

Supporting Courses:

CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
MA 114-G Calculus I.....	4	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
TOTAL HOURS	24		

TOTAL HOURS IN MAJOR **59-61**

Minimum upper-level hours in major 16
 Minimum overall GPA 2.0

BIOLOGY MAJOR**Biomedical Sciences Concentration**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Core Biology Courses:			
BI 110-G College Biology.....	4	_____	_____
BI 202 Research Design and Analysis.....	1	_____	_____
BI 328 Genetics.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
NS 440 Internship.....	1-3	_____	_____
TOTAL HOURS	15-19		

Required Courses:

BI 327 Cell Biology	4	_____	_____
10 hours biology electives (4 hours upper-level).....	10	_____	_____
TOTAL HOURS	14		

Supporting Courses:

CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 304 Organic Chemistry II.....	4	_____	_____
CH 416 Biochemistry I.....	4	_____	_____
MA 114-G Calculus I.....	4	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
PH 234 General Physics II.....	4	_____	_____
TOTAL HOURS	36		

TOTAL HOURS IN MAJOR **65-69**

Minimum upper-level hours in major 16
 Minimum overall GPA 3.0

BIOLOGY TEACHER LICENSURE REQUIREMENTS

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Core Biology Courses:			
BI 110-G College Biology.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
TOTAL HOURS	9-11		

Required Courses:

BI 100-G Environmental Science.....	4	_____	_____
BI 207-G Zoology	4	_____	_____
BI 208-G Botany.....	4	_____	_____
BI 211 Human Anatomy and Physiology I.....	5	_____	_____
BI 328 Genetics.....	4	_____	_____
BI 400 Ecology.....	4	_____	_____
TOTAL HOURS	25		

Choose one upper-level Biology Elective:

_____	_____	_____	_____
TOTAL HOURS	4		

Supporting Courses:

CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I	4	_____	_____
MA 114-G Calculus I OR			
MA 221-G Elementary Statistics	3-4	_____	_____
PH 101-G Physical Science OR			
PH 233-G General Physics I	4	_____	_____
TOTAL HOURS	19-20		

SECONDARY EDUCATION MAJOR (see p. 112)**39-43 hours****TOTAL HOURS IN MAJOR 57-60**

Minimum upper-level hours in major 16
 Minimum overall GPA (including transfer work) 2.5

BIOLOGY MAJOR
Conservation Biology Concentration

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Core Biology Courses:			
BI 110-G College Biology.....	4	_____	_____
BI 202 Research Design and Analysis.....	1	_____	_____
BI 328 Genetics.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
NS 440 Internship.....	1-3	_____	_____
TOTAL HOURS	15-19		

Required Courses:

BI 207-G Zoology.....	4	_____	_____
BI 208-G Botany.....	4	_____	_____
BI 400 Ecology.....	4	_____	_____
BI 404 Conservation Biology.....	3	_____	_____
9 hours biology electives (6 hours upper-level).....	9	_____	_____
TOTAL HOURS	24		

Supporting Courses:

CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
MA 114-G Calculus I.....	4	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
TOTAL HOURS	24		

TOTAL HOURS IN MAJOR 63-67

Minimum upper-level hours in major 16
Minimum overall GPA 2.0

BIOLOGY MAJOR

Genetic Counseling Concentration

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Core Biology Courses:			
BI 110-G College Biology.....	4	_____	_____
BI 202 Research Design and Analysis.....	1	_____	_____
BI 328 Genetics.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
NS 440 Internship.....	1-3	_____	_____
TOTAL HOURS	15-19		

Required Courses:

BI 327 Cell Biology.....	4	_____	_____
12 hours biology electives (4 hours upper-level).....	12	_____	_____
TOTAL HOURS	16		

Supporting Courses:

CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 304 Organic Chemistry II.....	4	_____	_____
CH 416 Biochemistry I.....	4	_____	_____
MA 114-G Calculus I.....	4	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PY 111-G General Psychology.....	3	_____	_____
Upper-level psychology elective.....	3	_____	_____
TOTAL HOURS	34		

TOTAL HOURS IN MAJOR **65-69**

Minimum upper-level hours in major 16
 Minimum overall GPA 3.0

BUSINESS ADMINISTRATION MAJOR**Accounting-Finance**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
BA 205 Selecting a Business Career	1	_____	_____
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 216 Database Applications for Business	1	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
EC 224 Microeconomics	3	_____	_____
BA 312 Personal Finance	3	_____	_____
.....	BA 440 Business		
Internship.....	3	_____	_____
BA 490 Business Policy/Ethics	3	_____	_____
TOTAL HOURS	25		

Accounting-Finance Concentration:

BA 310 Management Information Systems.....	3	_____	_____
BA 320 Intermediate Accounting I.....	3	_____	_____
BA 325 Intermediate Accounting II	3	_____	_____
BA 326 Cost Accounting.....	3	_____	_____
BA 327 Business Law	3	_____	_____
BA 328 Intermediate Accounting III.....	3	_____	_____
BA 329 Principles of Marketing.....	3	_____	_____
BA 336 Individual Income Taxes	3	_____	_____
BA 410 Financial Management	3	_____	_____
BA 430 Organizational Behavior and Leadership	3	_____	_____
BA 452 Auditing	3	_____	_____
BA 455 Production Management	3	_____	_____
TOTAL HOURS	36		

Other Required Courses:

CO 131-G Public Speaking	3	_____	_____
EN 101-G English Composition	3	_____	_____
EN 211-G English Composition and Literature.....	3	_____	_____
EN 305-G Professional Writing.....	3	_____	_____
MA 105-G College Algebra			
MA 106-G Precalculus			
MA 114-G Calculus I.....	3-5	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
TOTAL HOURS	19-21		

TOTAL HOURS IN MAJOR 80-82

Minimum upper-level hours in major 16
 Minimum cumulative Tabor GPA 2.0

BUSINESS ADMINISTRATION MAJOR**Agri-Business**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
BA 205 Selecting a Business Career	1	_____	_____
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 216 Database Applications for Business	1	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
EC 224 Microeconomics	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BA 440 Business Internship	3	_____	_____
BA 490 Business Policy/Ethics	3	_____	_____
TOTAL HOURS	25		

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Agri-Business Concentration:			
BA 435 Agricultural Management	3	_____	_____
BA 350 Small Business Management.....	3	_____	_____
BA 360 Investments	3	_____	_____
BA 410 Financial Management	3	_____	_____
BI 100-G Environmental Science.....	4	_____	_____
BI 207-G Zoology	4	_____	_____
BI 208-G Botany	4	_____	_____
TOTAL HOURS	24		
TOTAL HOURS IN MAJOR	49		

Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

BUSINESS ADMINISTRATION MAJOR**Management**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
BA 205 Selecting a Business Career	1	_____	_____
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 216 Database Applications for Business	1	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
EC 224 Microeconomics	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BA 440 Business Internship	3	_____	_____
BA 490 Business Policy/Ethics	3	_____	_____
TOTAL HOURS	25		
Management Concentration:			
BA 310 Management Information Systems	3	_____	_____
BA 327 Business Law	3	_____	_____
BA 329 Principles of Marketing	3	_____	_____
BA 345-G Introduction to International business	3	_____	_____
BA 410 Financial Management	3	_____	_____
BA 415 Human Resource Management	3	_____	_____
BA 430 Organizational Behavior	3	_____	_____
BA 455 Production Operations Management	3	_____	_____
TOTAL HOURS	24		
TOTAL HOURS IN MAJOR	49		

BUSINESS ADMINISTRATION MAJOR**Marketing**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
BA 205 Selecting a Business Career	1	_____	_____
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 216 Database Applications for Business	1	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
EC 224 Microeconomics	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BA 440 Business Internship	3	_____	_____
BA 490 Business Policy/Ethics	3	_____	_____
TOTAL HOURS	25		
Marketing Concentration Required Course:			
BA 329 Principles of Marketing.....	3	_____	_____
Electives in Major (select 21 hours from the following):			
BA 365 Sales Force Management	3	_____	_____
BA 370 Consumer Behavior.....	3	_____	_____
BA 375 E-Business Marketing.....	3	_____	_____
BA 385 Business to Business Marketing.....	3	_____	_____
BA 395 Principles of Public Relations	3	_____	_____
BA 442 Introduction to International Marketing	3	_____	_____
BA 445 Advertising Management	3	_____	_____
BA 470 Marketing Management	3	_____	_____
BA 475 Marketing Research Seminar	3-4	_____	_____
TOTAL HOURS	21		
TOTAL HOURS IN MAJOR	49		
Minimum upper-level hours in major	16		
Minimum cumulative Tabor GPA	2.0		

BUSINESS ADMINISTRATION MAJOR**Sport Marketing/Management**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
BA 205 Selecting a Business Career	1	_____	_____
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 216 Database Applications for Business	1	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
EC 224 Microeconomics	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BA 440 Business Internship	3	_____	_____
BA 490 Business Policy/Ethics	3	_____	_____
TOTAL HOURS	25		

Required Business courses:

BA 329 Principles of Marketing	3	_____	_____
BA 410 Financial Management	3	_____	_____
BA 415 Human Resource Management	3	_____	_____
BA 430 Organizational Behavior	3	_____	_____
TOTAL HOURS	12		

Electives in Major (select one of the following):

BA 350 Small Business Management.....	3	_____	_____
BA 365 Sales Force Management	3	_____	_____
BA 370 Consumer Behavior.....	3	_____	_____
BA 375 E-Business Marketing.....	3	_____	_____
BA 385 Business to Business Marketing.....	3	_____	_____
BA 395 Principles of Public Relations	3	_____	_____
BA 442 Introduction to International Marketing	3	_____	_____
BA 445 Advertising Management	3	_____	_____
BA 470 Marketing Management	3	_____	_____
BA 475 Marketing Research	3	_____	_____
TOTAL HOURS	3		

Select three of the following:

PE 318 Event and Facility Management.....	3	_____	_____
PE 342 Sport Promotion and Marketing.....	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
PE 415 Principles of Sport Management	3	_____	_____
PE 424 Sport Management Internship	3	_____	_____
TOTAL HOURS	9		

TOTAL HOURS IN MAJOR **49**

Minimum upper-level hours in major 16
 Minimum cumulative Tabor GPA 2.0

CHEMISTRY MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Major Courses:			
CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 304 Organic Chemistry II.....	4	_____	_____
CH 312 Analytical Chemistry.....	4	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
CH 403 Physical Chemistry I.....	4	_____	_____
NS 419 Science Seminar III.....	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
MA 114-G Calculus I.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
PH 234 General Physics II.....	4	_____	_____
TOTAL HOURS	41-43		

Choose any *four* of the following electives:

CH 412 Instrumental Analysis.....	4	_____	_____
CH 416 Biochemistry I.....	4	_____	_____
CH 417 Biochemistry II.....	3	_____	_____
CH 450 Topics in Chemistry.....	2-4	_____	_____
MA 214 Calculus II.....	4	_____	_____
TOTAL HOURS	13-16		

TOTAL HOURS IN MAJOR 54-59

Minimum upper-level hours in major 16
 Minimum overall GPA 2.0

CHEMISTRY TEACHER LICENSURE REQUIREMENTS

	Hours	Term Taken	Grade
Major Content Requirements:			
BI 110-G College Biology.....	4	_____	_____
CH 111-G General Chemistry I.....	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 312 Analytical Chemistry	4	_____	_____
NS 219 Science Seminar I.....	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III	1	_____	_____
NS 420 Independent Research Project.....	2-4	_____	_____
Chemistry Electives.....	8	_____	_____
_____	_____	_____	_____
MA 114-G Calculus I.....	4	_____	_____
PH 233-G General Physics I.....	4	_____	_____
PH 234 General Physics II.....	4	_____	_____
Minimum upper-level hours in major	16		

SECONDARY EDUCATION MAJOR (see p. 112) 39-43 hours

TOTAL HOURS 45-47

Minimum overall GPA (including transfer work) 2.5

CHRISTIAN MINISTRY MAJOR

Youth Ministry, Christian Leadership or Mission Concentrations

*Take All Core Courses Plus One Concentration:**Hours Term Taken Grade***Core Courses:**

Three Bible Content Courses (one upper-level course in Old Testament and one upper-level course in New Testament are required)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
RS 210 The Church and Its Mission	3	_____	_____
RS 260 Spiritual Formation	3	_____	_____
RS 264 Ministry Discernment Seminar 1: Identity & Calling	1	_____	_____
RS 265 Ministry Discernment Seminar 2: Strengths & Needs	1	_____	_____
RS 352 Conflict and Reconciliation	3	_____	_____
RS 353 Communication in the Church	3	_____	_____
RS 364 Ministry Discernment Seminar 3: Growth & Gifts	1	_____	_____
RS 464 Ministry Discernment Seminar 4: Portfolio & Context.....	1	_____	_____
TOTAL HOURS	25		

Youth Ministry Concentration:

PY/SW 205 Helping Relationships.....	3	_____	_____
PL 263-G Christian Ethics.....	3	_____	_____
PL 378 Philosophy of Religion.....	3	_____	_____
RS 245 Youth Ministries I.....	3	_____	_____
RS 343 Discipleship and Evangelism.....	3	_____	_____
RS 345 Youth Ministries II	3	_____	_____
RS 442 Youth Ministry Practicum.....	6	_____	_____

Choose one of the following:

RS 290-G/390-G History of Christianity			
RS 313 Mennonite History			
RS 318 American Religious History	3	_____	_____
TOTAL HOURS	27		

Christian Leadership Concentration:

PY/SW 205 Helping Relationships.....	3	_____	_____
PY/SW 305 Counseling.....	3	_____	_____
PY 311 Marriage and Family Life.....	3	_____	_____
PL 263-G Christian Ethics.....	3	_____	_____
PL 378 Philosophy of Religion.....	3	_____	_____
RS 367 Music in Christian Worship	3	_____	_____
RS 443 Christian Leadership Practicum.....	6	_____	_____

Choose one of the following:

RS 290-G/390-G History of Christianity			
RS 313 Mennonite History			
RS 318 American Religious History	3	_____	_____
TOTAL HOURS	27		

CHRISTIAN MINISTRY MAJOR (CONT'D)

Take All Core Courses Plus One Concentration

Mission Concentration:

CO 201-G Intercultural Communication	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
HI 160-G World History: Ancient World to 1700 OR			
HI 161-G World History: 1700 to Present.....	3	_____	_____
HI 290-G /390-G History of Christianity.....	3	_____	_____
EC/PS 340 Political and Economic Ideologies	3	_____	_____
PL 263-G Christian Ethics OR			
PL 378 Philosophy of Religion.....	3	_____	_____
RS 330 Religions of the World.....	3	_____	_____
RS 343 Discipleship and Evangelism.....	3	_____	_____
RS 348 Christian Missiology.....	3	_____	_____
RS 444 Mission Practicum			
AND/OR Travel/Study/Mission Experience.....	6	_____	_____
TOTAL HOURS	33		

Electives in Major:

_____	_____	_____	_____
_____	_____	_____	_____

TOTAL HOURS IN MAJOR 52-58

Minimum upper-level hours in major 16
Minimum cumulative Tabor GPA in the major 2.5

NOTE: PY 111-G or SO 113-G could be prerequisites for PY courses listed above.

COMMUNICATIONS MAJOR

Communication by its nature is interdisciplinary. Consequently, Tabor College's Communication program offers students an adaptable, interdisciplinary major that will best prepare them to be effective communicators in diverse settings of learning, work and service.

Hours Term Taken Grade

Required Core/Foundational Courses:

CO 102-G Introduction to Mass Communication	3	_____	_____
CO 131-G Public Speaking	3	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
CO 223 Mass Media Writing I	3	_____	_____
CO 301 Theories of Communication	3	_____	_____
CO 412 Senior Seminar	3	_____	_____
TOTAL HOURS	18		

Supporting Courses – Minimum of 22 hours from at least two categories listed below:

Category A:

CO 225/226/425/426 Journalism Participation	0-1	_____	_____
CO 310 Mass Media Writing II	3	_____	_____
CO 315 Topics in Communication	3	_____	_____
CO 323 Communication Law and Ethics	3	_____	_____
EN 301 Descriptive Linguistics	3	_____	_____
EN 302 Modern English Grammar	3	_____	_____
EN 305-G Professional Writing	3	_____	_____
EN 306 Studies in Rhetoric	3	_____	_____

Category B:

BA 329 Principles of Marketing	3	_____	_____
BA 415 Human Resource Management	3	_____	_____
CO 360 Group Communication and Decision Making	3	_____	_____
CO 395 Principles of Public Relations	3	_____	_____
CO 440 Communication Internship	1-4	_____	_____
EN 305-G Professional Writing	3	_____	_____
RS 352 Conflict and Reconciliation	3	_____	_____

Category C:

AR 106-G Basic Photography	2	_____	_____
AR 241-G Introduction to Graphic Design	2	_____	_____
AR 235-G Basic Typography	2	_____	_____
AR/CO 352 Digital Storytelling	3	_____	_____
CO 315 Topics in Communication	3	_____	_____
EN 303 Creative Writing	3	_____	_____
TH 203-G Introduction to Theater	3	_____	_____
TH 230-G Acting I	3	_____	_____
TH 234/334 Drama Participation	0-1	_____	_____
TH 433 Performance in Cultural Context	3	_____	_____

TOTAL HOURS 22-25

TOTAL HOURS IN MAJOR 40-43

Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

CRIMINOLOGY AND RESTORATIVE JUSTICE MAJOR*Hours Term Taken Grade***Program Prerequisites:**

PS 112-G American Government OR		
HI 122-G U.S. History II	3	_____
PY 111-G General Psychology	3	_____
SO 113-G Introduction to Sociology	3	_____
CR 203 Criminal Justice in America	3	_____
TOTAL HOURS	12	

Major Required Courses:

CR 322 Criminology Statistics	3	_____
CR 374 Ethics in Criminal Justice OR		
PL 263-G* Christian Ethics	3	_____
CR 394 Criminal Law	3	_____
CR 304 Criminology	3	_____
CR 314 Field Experience	1-3	_____
CR 334 Diversity Issues in Criminal Justice	3	_____
CR 344 Restorative Justice	3	_____
CR 354 Criminal Procedure	3	_____
CR 384 Victimology	3	_____
RS 352 Conflict and Reconciliation	3	_____
TOTAL HOURS	28-30	

Major Electives:*Choose 12 hours from the following:*

CR 244 Legal Research Methods	2	_____
CR 324 Juvenile Delinquency and Justice	3	_____
CR 364 Corrections, Probation, and Parole	3	_____
CR 414 Drugs, Alcohol, Crime, and Justice	3	_____
SO/CR 327 Criminology and Deviance	3	_____
CO 360 Group Communication and Decision Making	3	_____
PY 205 Helping Relationships	3	_____
PY 305 Counseling	3	_____
PY 313 Abnormal Psychology	3	_____
PY 329 Human Sexuality	3	_____
PY 330 Animal Behavior	3	_____
HI 385 History Ethics and Public Policy	3	_____
TOTAL HOURS	12	
TOTAL HOURS IN MAJOR	52-54	

EDUCATION MAJOR**Core Curriculum Requirements for Teacher Licensure****OBJECTIVES**

Students should note that Teacher Licensure Core Curriculum is more specific in several areas than the Core Curriculum program for graduation from Tabor College. Therefore, students should check with their academic advisor and the Education Department to determine if they are meeting both graduation and licensure requirements.

Core Curriculum course requirements for students graduating from Tabor College and seeking teacher licensure in Kansas include the following:

	Hours	Term Taken	Grade
Oral and Written Communications, Literature			
CO 131-G Public Speaking	3	_____	_____
EN 101-G English Composition	3	_____	_____
EN 211-G English Composition and Literature.....	3	_____	_____

Laboratory Science – Elementary Education choose one life and one physical science.*Life Science:*

BI 100-G Environmental Science OR

BI 110-G College Biology OR

BI 207-G Zoology OR

BI 208-G Botany OR

BI 211-G Human Anatomy and Physiology4-5 _____

Physical Science:

CH 111-G General Chemistry I OR

PH 101-G Physical Science OR

PH 110-G Astronomy4 _____

Mathematics

Required of all Elementary and Math Ed licensure candidates

MA 204-G Nature of Mathematics*3 _____

History and the Social and Behavioral Sciences

PY 111-G General Psychology***3 _____

***PY 111-G requires a minimum grade of C-.

Elementary Education: One History course from the following list:

HI 121-G United States History I3 _____

HI 122-G United States History II3 _____

HI 160-G World History: Ancient World to 17003 _____

HI 161-G World History: 1700 to Present3 _____

HI 228-G/328-G African American History: 1850-Present3 _____

Education and Applied Arts

PE 100-G Wellness Concepts2 _____

G- Designated PE Activity Course1 _____

Fine Arts

HU 100-G Introduction to Fine Arts**3 _____

**Elementary Education Majors choose between HU 100 or a combination of two courses from three categories (see p. 77). Music Education majors are exempted from this requirement.

TOTAL HOURS

45-46

EDUCATIONAL STUDIES MAJOR*(For students not seeking licensure)*

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Education Studies Requirements:			
MA 204-G Nature of Mathematics.....	3	_____	_____
MA 205 Mathematics for Elementary Teachers	3	_____	_____
ED 216 Methods in the Arts	3	_____	_____
ED 220 Children's Literature	3	_____	_____
ED 345 Methods of Teaching Reading.....	3	_____	_____
ED 347 Elementary School Language Arts	3	_____	_____
ED 357 Methods of Teaching Mathematics I.....	3	_____	_____
ED 358 Methods of Teaching Mathematics II.....	3	_____	_____
ED 367 Instructional Strategies for Students with Adaptive Learning Needs	2	_____	_____
ED 374 Elementary School Health & Physical Education.....	3	_____	_____
ED 385 Elementary School Science	2	_____	_____
ED 395 Elementary School Social Studies	2	_____	_____
ED 455 Reading Diagnosis.....	1	_____	_____
TOTAL HOURS IN MAJOR	34		
Minimum upper-level hours in major	16		
Professional Education Courses:			
ED 100 Introduction to Education	2	_____	_____
Students with transfer credit for ED100 are required to take ED101 Tabor Education Program.....	0-1	_____	_____
ED 110 Culturally Diverse Field Experience	1	_____	_____
ED 120 Early Field Experience	1	_____	_____
ED 206 Development and Learning	3	_____	_____
ED 224 Technology in the PreK-12 Classroom.....	2	_____	_____
ED 328 Classroom Management in Elementary/Secondary School	2	_____	_____
ED 414 Classroom Assessment	2	_____	_____
ED 448 Philosophy of Education	2	_____	_____
SE 210 Exceptional Learners.....	3	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
TOTAL HOURS	21-22		
TOTAL HOURS IN MAJOR	55-56		
Minimum overall GPA (including transfer work)	2.5		

ELEMENTARY EDUCATION MAJOR**Elementary Education Requirements:**

Content/Methods Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
ED 216 Methods in the Arts	3	_____	_____
ED 220 Children's Literature	3	_____	_____
ED 345 Methods of Teaching Reading.....	3	_____	_____
ED 347 Elementary School Language Arts	3	_____	_____
ED 357 Methods of Teaching Mathematics I.....	3	_____	_____
ED 358 Methods of Teaching Mathematics II.....	3	_____	_____
ED 365 Elementary Field Experience I	1	_____	_____
ED 367 Instructional Strategies for Students with Adaptive Learning Needs	2	_____	_____
ED 368 Elementary Field Experience II.....	1	_____	_____
ED 374 Elementary School Health & Physical Education.....	3	_____	_____
ED 385 Elementary School Science	2	_____	_____
ED 395 Elementary School Social Studies	2	_____	_____
ED 419 Opening School Clinical Experience.....	1	_____	_____
ED 421 Elementary Clinical Experience	10-12	_____	_____
ED 455 Reading Diagnosis.....	1	_____	_____
TOTAL HOURS	41-43		

Supporting Course Work:

MA 204-G Nature of Mathematics	3	_____	_____
MA 205 Mathematics for Elementary Teachers	3	_____	_____
TOTAL HOURS	6		
TOTAL HOURS IN MAJOR	47-49		

Minimum upper-level hours in major 16

Professional Education Courses:

ED 100 Introduction to Education	2	_____	_____
Students with transfer credit for ED100 are required to take ED101 Tabor Education Program.....	0-1	_____	_____
ED 110 Culturally Diverse Field Experience	1	_____	_____
ED 120 Early Field Experience OR SE 220	1	_____	_____
ED 206 Development and Learning	3	_____	_____
ED 224 Technology in the Prek-12 Classroom.....	2	_____	_____
ED 328 Classroom Management in Elementary/Secondary School	2	_____	_____
ED 405 Assessment Proficiency.....	0-1	_____	_____
ED 414 Classroom Assessment	2	_____	_____
ED 448 Philosophy of Education	2	_____	_____
SE 210 Exceptional Learners.....	3	_____	_____
CO 201-G Intercultural Communication	3	_____	_____

TOTAL HOURS 21-23

Minimum overall GPA (including transfer work) 2.5

SECONDARY EDUCATION MAJOR*This major requires admission to the Teacher Education Program*

	Hours	Term Taken	Grade
Secondary Education Requirements:			
ED 215 Planning for Instruction*	2	_____	_____
ED 424 Secondary School Clinical Experiences OR			
ED 423 PreK-12 Clinical Experiences	10-12	_____	_____
ED 446 Reading Strategies for Secondary Teaching	2	_____	_____
TOTAL HOURS	14-16		

Choose one course from the following unless completing Health/PE/Music:*(Health/PE/Music – Methods courses are within content major)*

ED 415 Methods for Teaching English Language Arts in the Secondary School OR			
ED 425 Methods for Teaching Business in the Secondary School OR			
ED 430 Methods for Teaching Math in the Secondary School OR			
ED 435 Methods for Teaching Natural Science in the Secondary School OR			
ED 440 Methods for Teaching Social & Behavioral			
Science in the Secondary School	3	_____	_____
TOTAL HOURS	3		

Professional Education Courses:

ED 100 Introduction to Education	2	_____	_____
Students with transfer credit for ED100 are required to take			
ED101 Tabor Education Program	0-1	_____	_____
ED 110 Culturally Diverse Field Experience	1	_____	_____
ED 120 Early Field Experience OR SE 220	1	_____	_____
ED 206 Development and Learning	3	_____	_____
ED 224 Technology in the Prek-12 Classroom	2	_____	_____
ED 328 Classroom Management in Elementary/Secondary School	2	_____	_____
ED 405 Assessment Proficiency	0-1	_____	_____
ED 414 Classroom Assessment	2	_____	_____
ED 419 Opening School Clinical Experience	1	_____	_____
ED 448 Philosophy of Education	2	_____	_____
SE 210 Exceptional Learners	3	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
TOTAL HOURS	22-24		

Minimum overall GPA (including transfer work) 2.5

TOTAL HOURS IN MAJOR 39-43

*Students enrolled in ED 215 Planning for Instruction must be of at least sophomore standing.

ENGLISH MAJOR*Also meets English/Language Arts Teacher Licensure requirements**Hours Term Taken Grade***English Major Requirements:***(Prerequisite for all literature courses: EN 211-G English Composition and Literature)*

EN 314-G American Authors: Ethnic Minority Voices	3	_____	_____
EN 316-G World Literature.....	3	_____	_____
EN 331-G American Authors: Traditional Voices.....	3	_____	_____
EN 411 British Authors: Ancient to Early Modern Voices.....	3	_____	_____
EN 412-G Shakespeare.....	3	_____	_____
EN 421 British Authors: Romantic to Postcolonial Voices	3	_____	_____
TOTAL HOURS	18		

Composition and Rhetoric:

EN 302 Modern English Grammar.....	3	_____	_____
EN 303 Creative Writing.....	3	_____	_____
EN 305-G Professional Writing.....	3	_____	_____
EN 306 Studies in Rhetoric.....	3	_____	_____
TOTAL HOURS	12		

Theory:

EN 320 Approaches to Literary Analysis	3	_____	_____
PL 210 Aesthetics.....	3	_____	_____
TOTAL HOURS	6		

Senior Capstone:

EN 440 Senior Seminar.....	3	_____	_____
TOTAL HOURS	3		

Choose six hours from the following:

EN/CO 225/425 Journalism Participation: Newspaper.....	0-1	_____	_____
EN/CO 226/426 Journalism Participation: Yearbook.....	0-1	_____	_____
TH 234/334 Participation in Drama.....	0-1	_____	_____
EN 301 Descriptive Linguistics*.....	3	_____	_____
EN 324 Young Adult Literature and Praxis 2 Preparation*.....	3	_____	_____
EN 350-G Topics in Language and Literature.....	3	_____	_____
TH 306 Theater History.....	4	_____	_____
TH 433 Performance in Cultural Context.....	3	_____	_____
Alternate English or Communication course with consent of advisor	0-3	_____	_____
TOTAL HOURS	6		

TOTAL HOURS IN MAJOR 45

Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

***Required for students double-majoring in English and Secondary Content**

*****Students who want to teach middle and high school English/Language Arts must also take the Secondary Content Major from the Education Department (see p. 112)**

EXERCISE SCIENCE MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
BI 110-G College Biology.....	4	_____	_____
BI 211-G Human Anatomy and Physiology.....	5	_____	_____
CH 111-G General Chemistry I.....	4	_____	_____
PE 120 CPR/First Aid	1	_____	_____
PE 216-G Introduction to Health and Wellness.....	3	_____	_____
PE 220 Care and Prevention of Athletic Injuries	3	_____	_____
PE 245 Nutrition for Performance OR NS 230 Principles of Nutrition	2-3	_____	_____
PE 306 Psychology of Sport	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 322 Kinesiology.....	3	_____	_____
PE 324 Physiology of Exercise.....	3	_____	_____
PE 413 History, Philosophy, and Principles of Physical Education and Sport OR AT 413 History, Philosophy, and Principles of Physical Education and Sport AND AT 528 Research Methods in Athletic Training	3	_____	_____
PH 233-G General Physics I.....	4	_____	_____
AT 524 Advanced Exercise Science.....	3	_____	_____
TOTAL HOURS	44-45		

Supporting Courses:

MA 221-G Elementary Statistics.....	4	_____	_____
PY111-G General Psychology.....	3	_____	_____
TOTAL HOURS	7		
TOTAL HOURS IN MAJOR	51-52		

GENERAL STUDIES MAJOR

It is anticipated that students will declare a specific program of study during TC 101 (Freshmen) or TC 310 (transfers). Should a student desire to continue as a general studies major, he or she will need to:

1. Secure a faculty sponsor to serve as an advisor.
2. Propose a course of study consisting of a minimum of 40 upper-division hours from at least four disciplines (10 hours minimum per discipline) to be approved by the Academic Policies Committee.
3. Earn a grade of C- or higher in each course within the major.

GRAPHIC DESIGN MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Art Foundation:			
AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 207 Drawing II	2	_____	_____
AR 211-G Art History I: Ancient through Medieval	3	_____	_____
AR 212 Art History II: Renaissance through Modern	3	_____	_____
AR 301 Color Theory	2	_____	_____
PL 210 Aesthetics	3	_____	_____
TOTAL HOURS	17		

Graphic Design Core:

AR 235-G Basic Typography	2	_____	_____
AR 241-G Introduction to Graphic Design	2	_____	_____
AR 335 Adv. Typography OR			
AR 341 Adv. Graphic Design*	3	_____	_____
AR 355 Graphic Design Process	4	_____	_____
AR 360 Graphic Design History/Philosophy	4	_____	_____
AR 420 Graphic Design Practice	4	_____	_____
AR 435 Graphic Design Portfolio	2	_____	_____
TOTAL HOURS	21		

*If both courses are taken, the second may be used to meet the 8-hour elective requirement.

Electives: *Choose eight hours from the following:*

AR 105-G Ceramics I	3	_____	_____
AR 106-G Basic Photography	2	_____	_____
AR 108-G Painting I	3	_____	_____
AR 203 Watercolor	3	_____	_____
AR 205 Ceramics II	3	_____	_____
AR 208 Painting II	3	_____	_____
AR 307 Drawing III: Advanced Drawing	3	_____	_____
AR 308 Painting III	3	_____	_____
AR 328 Mixed Media	3	_____	_____
AR 330 Printmaking	3	_____	_____
AR 352 Digital Storytelling	3	_____	_____
AR 410 Graphic Design Internship	3	_____	_____
AR 415 Practical Studies in Graphic Design	3	_____	_____
TOTAL HOURS	8		

TOTAL HOURS IN MAJOR 46

Minimum upper-level hours required in major 16
 Minimum overall GPA 2.0

HEALTH AND PHYSICAL EDUCATION MAJOR

Physical Education Teacher Licensure Requirements

	Hours	Term Taken	Grade
Health and Physical Education Requirements:			
PE 185 Anatomy and Physiology Survey	3	_____	_____
PE 113-G Tumbling	1	_____	_____
PE 115-G Rhythmic Activities	1	_____	_____
PE 120 CPR/First Aid	1	_____	_____
PE 200 Individual/Dual Sports	1	_____	_____
PE 201 Team Sports	2	_____	_____
PE 216-G Introduction to Health and Wellness.....	3	_____	_____
PE 220 Care/Prevention Athletic Injuries.....	3	_____	_____
PE 312 Elementary School Physical Education.....	3	_____	_____
PE 314 Strategies: Teaching Secondary Physical Education.....	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 317 Adaptive Physical Education	2	_____	_____
PE 322 Kinesiology.....	3	_____	_____
PE 324 Physiology of Exercise.....	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 413 History and Philosophy of Physical Education and Sport.....	3	_____	_____
Coaching Elective _____	2	_____	_____
TOTAL HOURS IN MAJOR		40	

SECONDARY EDUCATION REQUIREMENTS (see p. 112) 39-43 hours

TOTAL HOURS IN MAJOR	40
Minimum upper-level hours in major	16

Minimum overall GPA (including transfer work) 2.5

HEALTH AND PHYSICAL EDUCATION MAJOR**Professional Tennis Management Concentration***Take All Core Courses Plus One Concentration:***Health and Physical Education Core:**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
PE 120 First Aid.....	1	_____	_____
PE 201 Team Sports.....	2	_____	_____
PE 216-G Intro to Health and Wellness.....	3	_____	_____
PE 220 Care and Prevention of Athletic Injuries.....	3	_____	_____
PE 316 Advanced Health.....	3	_____	_____
PE 322 Kinesiology.....	3	_____	_____
PE 324 Exercise Physiology.....	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 413 History/Philosophy.....	3	_____	_____
TOTAL HOURS	24		

Core Curriculum and/or Supporting Classes:

BI 211-G Anatomy and Physiology			
OR PE 185 Anatomy and Physiology Survey.....	3/5	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PY 111-G General Psychology.....	3	_____	_____
TOTAL HOURS	10-12		

Professional Tennis Management Concentration

BA 215 Spreadsheet Applications for Business.....	2	_____	_____
BA 221 Financial Accounting.....	3	_____	_____
BA 222 Managerial Accounting.....	3	_____	_____
PE 345 Tennis Teaching Clinic #1.....	1	_____	_____
PE 346 Tennis Teaching Clinic #2.....	1	_____	_____
PE 347 Tennis Teaching Clinic #3.....	1	_____	_____
PE 348 Tennis Teaching Clinic #4.....	1	_____	_____
PE 306 Psychology of Sport.....	3	_____	_____
PE 308 Scientific Approach to Teaching Tennis.....	3	_____	_____
PE 318 Event and Facility Management.....	3	_____	_____
PE 337 Coaching of Tennis.....	2	_____	_____
PE 342 Sport Promotion and Marketing.....	3	_____	_____
PE 415 Principles of Sport Management.....	3	_____	_____
PE 427 Tennis Management Internship.....	6	_____	_____
TOTAL HOURS	35		

TOTAL HOURS IN MAJOR 69-71

HEALTH AND PHYSICAL EDUCATION MAJOR**Sport Management***Take All Core Courses Plus One Concentration:*

	Hours	Term Taken	Grade
Health and Physical Education Core Requirements:			
PE 120 CPR/First Aid	1	_____	_____
PE 185 Anatomy and Physiology Survey	3	_____	_____
PE 200 Individual and Dual Sports.....	1	_____	_____
PE 201 Team Sports	2	_____	_____
PE 216-G Introduction to Health and Wellness.....	3	_____	_____
PE 220 Care/Prevention Athletic Injuries	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 322 Kinesiology.....	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 324 Physiology of Exercise.....	3	_____	_____
PE 413 History and Philosophy of Physical Education and Sport	3	_____	_____
TOTAL HOURS	28		

Sport Management Concentration:

BA 215 Spreadsheet Applications for Business.....	2	_____	_____
PE 301 Field Experience	1	_____	_____
PE 306 Psychology of Sport.....	3	_____	_____
PE 318 Event and Facility Management.....	3	_____	_____
PE 342 Sport Promotion and Marketing.....	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
PE 415 Principles of Sports Management	3	_____	_____
PE 424 Sports Management Internship.....	6	_____	_____
TOTAL HOURS	24		

Supporting Courses:

MA 221-G Elementary Statistics.....	4	_____	_____
PY111-G General Psychology.....	3	_____	_____
TOTAL HOURS	7		

TOTAL HOURS IN MAJOR 59

Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

HEALTH AND PHYSICAL EDUCATION MAJOR**Sports Studies**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Health And Physical Education Core Requirements:			
PE 120 CPR/First Aid	1	_____	_____
PE 185 Anatomy and Physiology Survey	3	_____	_____
PE 200 Individual and Dual Sports.....	1	_____	_____
PE 201 Team Sports	2	_____	_____
PE 216-G Introduction to Health and Wellness.....	3	_____	_____
PE 220 Care/Prevention Athletic Injuries.....	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 322 Kinesiology	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 324 Physiology of Exercise.....	3	_____	_____
PE 413 History and Philosophy of Physical Education and Sport	3	_____	_____
TOTAL HOURS	28		
Sports Studies Concentration:			
PE 245 Nutrition for Performance	2	_____	_____
PE 301 Field Experience	1	_____	_____
PE 306 Psychology of Sport	3	_____	_____
PE 318 Event and Facility Management.....	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
PE 415 Principles of Sport Management	3	_____	_____
Coaching Electives	4	_____	_____
PE 429 Sports Studies Internship	6	_____	_____
TOTAL HOURS	25		
Supporting Courses:			
MA 221-G Elementary Statistics.....	4	_____	_____
PY111-G General Psychology.....	3	_____	_____
TOTAL HOURS	7		
TOTAL HOURS IN MAJOR	60		
Minimum upper-level hours in major	16		
Minimum cumulative Tabor GPA	2.0		

HEALTH AND PHYSICAL EDUCATION MAJOR**Strength and Conditioning Concentration**

The Strength and Conditioning Concentration is a National Strength and Conditioning Association recognized program.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Health and Physical Education Core Requirements:			
PE 120 CPR/First Aid	1	_____	_____
PE 185 Anatomy and Physiology Survey	3	_____	_____
PE 200 Individual and Dual Sports.....	1	_____	_____
PE 201 Team Sports	2	_____	_____
PE 216-G Introduction to Health and Wellness.....	3	_____	_____
PE 220 Care/Prevention Athletic Injuries	3	_____	_____
PE 316 Advanced Health Concepts	3	_____	_____
PE 322 Kinesiology	3	_____	_____
PE 330 Coaching Theory.....	3	_____	_____
PE 324 Physiology of Exercise.....	3	_____	_____
PE 413 History and Philosophy of Physical Education and Sport	3	_____	_____
TOTAL HOURS	28		
Strength and Conditioning Concentration:			
BA 215 Spreadsheet Applications for Business.....	2	_____	_____
PE 116-G Advanced Weight Training.....	1	_____	_____
PE 245 Nutrition for Performance	2	_____	_____
PE 301 Field Experience	1	_____	_____
PE 306 Psychology of Sport	3	_____	_____
PE 318 Event and Facility Management.....	3	_____	_____
PE 327 Principles of Personal Training	3	_____	_____
PE 415 Principles of Sport Management	3	_____	_____
PE 428 Strength and Conditioning Internship	6	_____	_____
TOTAL HOURS	24		
Supporting Courses:			
MA 221-G Elementary Statistics.....	4	_____	_____
PY111-G General Psychology.....	3	_____	_____
TOTAL HOURS	7		
TOTAL HOURS IN MAJOR	59		
Minimum upper-level hours in major (*)	16		
Minimum cumulative Tabor GPA	2.0		

HISTORY MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
World History:			
HI 160-G World History: Ancient World to 1700	3	_____	_____
HI 161-G World History: 1700 to Present	3	_____	_____
Upper or lower-level World History	9	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	15	_____	_____
United States History:			
HI 121-G U.S. History I	3	_____	_____
HI 122-G U.S. History II	3	_____	_____
Upper- or lower-level U.S. History	9	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	15	_____	_____
Methodological Course:			
HI 385 History Ethics and Public Policy OR			
HI 387 Introduction to Museum Studies	3	_____	_____
Religious History:			
HI 318 American Religious History OR			
HI 313 Mennonite History OR			
HI 290-G History of Christianity	3	_____	_____
Historical Methods:			
HI 400 Historiography	3	_____	_____
TOTAL HOURS IN MAJOR	39		
Upper-level hours in major	16		
Minimum cumulative Tabor GPA	2.0		

**HISTORY, GOVERNMENT & SOCIAL STUDIES TEACHER
LICENSURE REQUIREMENTS**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
World History:			
HI 160-G World History: Ancient World to 1700	3	_____	_____
HI 161-G World History: 1700 to Present.....	3	_____	_____
Upper or lower-level World History.....	9	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	15		
United States History:			
HI 121-G U.S. History I	3	_____	_____
HI 122-G U.S. History II.....	3	_____	_____
HI 326 Kansas and the American West.....	3	_____	_____
HI 318 American Religious History	3	_____	_____
Upper- or lower-level U.S. History	6	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	18		
Political Science:			
PS 112-G American Government	3	_____	_____
PS 340-G Political/Economic Ideologies.....	3	_____	_____
Elective course	3	_____	_____
TOTAL HOURS	9		
Other Required Courses:			
EC 223-G Macroeconomics	3	_____	_____
GEO 160-G World Geography.....	3	_____	_____
HI 400 Historiography.....	3	_____	_____
SO 113-G Introduction to Sociology	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
TOTAL HOURS	15		
SECONDARY EDUCATION MAJOR (see p. 112)	39-43 hours		
TOTAL HOURS IN MAJOR	57		
Upper-level hours in major	16		
Minimum overall GPA (including transfer work)	2.5		

INTERNATIONAL STUDIES MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Core Requirements:			
HI 161-G World History: 1700 to Present	3	_____	_____
Three Units of High School Credit in One Language OR			
Two Semesters of College Credit in One Language OR			
Demonstrate Foreign Language Proficiency	0-8	_____	_____
CO 201-G Intercultural Communication	3	_____	_____
GEO 160-G World Geography	3	_____	_____
PS/EC 340-G Political and Economic Ideologies	3	_____	_____
PS 350 International Relations	3	_____	_____
SO 355-G Cultural Anthropology and Diversity	3	_____	_____
TOTAL HOURS	18-26		

Electives (choose three courses from the following):

BA 345-G Introduction to International Business	3	_____	_____
CR 334 Diversity Issues in Criminal Justice	3	_____	_____
EN 316-G World Literature	3	_____	_____
HI 303 Modern Latin America: 1820 to Present	3	_____	_____
HI 353 Modern East Asia: 600 to Present	3	_____	_____
HI 382 Modern Europe: 1789 to Present	3	_____	_____
HI 385 History Ethics and Public Policy	3	_____	_____
PS 345 Comparative Politics	3	_____	_____
PS 360 Politics and the Developing World	3	_____	_____
RS 330 Religions of the World	3	_____	_____
RS 348 Christian Missiology	3	_____	_____
RS 352 Conflict and Reconciliation	3	_____	_____
SO 212 Family Life Across Cultures	3	_____	_____
SO 340 Social Change and Development	3	_____	_____
TOTAL HOURS	9		

International Experience

This requirement can be met in one of three ways:

1. Two international interterm trips
2. A summer assignment
3. Other pre-arranged assignment.

TOTAL HOURS IN MAJOR **35-43**

Upper-level hours in major 16
 Minimum cumulative Tabor GPA 2.0

Notes: Students are strongly urged to combine the International Studies Major with a second major that provides vocational skills or plan on acquiring a Master's degree. Core Curriculum courses required in the International Studies major can serve a dual purpose, counting for both Core Curriculum credit and the major.

MATHEMATICS MAJOR

	Hours	Term Taken	Grade
Major Courses:			
MA 114-G Calculus I	4	_____	_____
MA 203 Discrete Mathematics	3	_____	_____
MA 206 Linear Algebra	3	_____	_____
MA 214 Calculus II	4	_____	_____
MA 301 Multivariable Mathematics.....	4	_____	_____
NS 219 Science Seminar I	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III	1	_____	_____
CH 111-G General Chemistry OR			
PH 233-G General Physics I.....	4	_____	_____
AND an additional lab science course	4	_____	_____

Electives:

*Approved electives (at least 10 hours from the course offerings of the Mathematics Department):

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	39		

Minimum upper-level hours required in major 16
Minimum cumulative Tabor GPA 2.0

*All programs must be approved by the department chairperson and include at least 28 hours of mathematics courses.

MATHEMATICS TEACHER LICENSURE REQUIREMENTS

	Hours	Term Taken	Grade
Major Content Requirements:			
MA 114-G Calculus I	4	_____	_____
MA 203 Discrete Mathematics	3	_____	_____
MA 206 Linear Algebra	3	_____	_____
MA 214 Calculus II	4	_____	_____
MA 301 Multivariable Mathematics.....	4	_____	_____
MA 321 Applied Mathematics for Physical Sciences.....	4	_____	_____
MA 341 Modern Geometry	4	_____	_____
MA 411 Modern Algebra	4	_____	_____
MA 462 Mathematical Theory of Statistics.....	4	_____	_____
NS 219 Science Seminar I	1	_____	_____
NS 319 Science Seminar II.....	1	_____	_____
NS 419 Science Seminar III	1	_____	_____
CH 111-G General Chemistry OR			
PH 233-G General Physics I.....	4	_____	_____
AND an additional lab science course	4	_____	_____
TOTAL HOURS	45		
Minimum upper-level hours in major	16		
Minimum overall GPA (including transfer work)	2.5		

SECONDARY EDUCATION MAJOR (see p. 112) 39-43 hours

MUSIC MAJOR

(Stand-alone major)

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Music Theory:			
MU 125/126/225/226 Piano Proficiency I-IV*	2-4	_____	_____
MU 141-G Theory I.....	3	_____	_____
MU 142 Theory II	3	_____	_____
MU 143 Aural Skills I.....	1	_____	_____
MU 144 Aural Skills II.....	1	_____	_____
MU 243 Aural Skills III	1	_____	_____
MU 244 Aural Skills IV*	1	_____	_____
MU 241 Theory III	3	_____	_____
MU 341 Theory IV	3	_____	_____

Music History:

MU 016 Concert Music (8 semesters)

.....	0	_____	_____
MU 361 Music History and Literature I	3	_____	_____
MU 362 Music History and Literature II	3	_____	_____

Church Music:

MU 367 Music in Christian Worship.....	3	_____	_____
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Conducting:

MU 372 Conducting I.....	3	_____	_____
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Music Ensembles: (8 semesters)** 8 _____

Concert Choir/Concerto Bella Voce/Symphonic Band/Chamber Strings/Contemporary Christian Band**

Applied Music: +

Lower level applied	4	_____	_____
Upper level applied	7***	_____	_____
MU 445 Senior Project.....	1***	_____	_____

*Final proficiency exam required.

**Contemporary Christian Band ensemble credit available only for Sacred Music Concentration.

***Sacred Music Concentration only required 3 for upper level applied, and replace MU 445 Senior Project with MU 446 Capstone Project

+Students are required to enroll in 2 credits per semester during the years of their junior and senior recitals.

TOTAL HOURS IN MAJOR 50-52

Minimum upper-level hours in major	16
Minimum overall GPA	2.0

MUSIC MAJOR**Collaborative Piano Emphasis**

MU 359 Vocal Literature OR

MU 383 Piano Chamber Music Literature.....	3	_____	_____
MU 253 Diction I	2	_____	_____
MU 351 Diction II	2	_____	_____
MU 472 Conducting II	3	_____	_____

Applied Music

MU 108/308 Applied Collaborative Piano (15 credits total: 4 additional credits beyond 11 required for stand-alone music major)..... 15

Secondary Applied Instrument (single secondary instrument: 4 semesters)

_____ 4

Performance

MU 080 Collaborative Piano Seminar (8 semesters taken concurrently with collaborative applied lessons) _____ 0 _____

TOTAL EMPHASIS HOURS 29 (64-66 w/ music core)

Studio Emphasis

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Secondary Applied Instrument	4	_____	_____
Select at least one of the following studio areas:			
Voice			
MU 353 Vocal Pedagogy and Diction	3	_____	_____
Piano			
MU 382 Piano Literature	3	_____	_____
Instrumental			
MU 355 Brass/Percussion Methods and Materials	1	_____	_____
MU 356 Woodwind Methods and Materials	1	_____	_____
MU 357 String Methods and Materials	1	_____	_____

TOTAL EMPHASIS HOURS 7 (57-59 w/ music core)

Piano Pedagogy Emphasis**Piano Pedagogy**

MU 280 Piano Pedagogy I	2	_____	_____
MU 380 Piano Pedagogy II	2	_____	_____
MU 382 Piano Literature	3	_____	_____
MU 480 Pedagogy Capstone	2	_____	_____

Piano Teaching Practicum

MU 281/481 Preparatory School Practicum (6 semesters) 6

Piano Seminar

MU 080 Piano Seminar (8 semesters) 0 _____

TOTAL EMPHASIS HOURS 15 (65-67 w/ music core)

Vocal Performance Emphasis

MU 020 Opera Performance (6 semesters).....	0-1	_____	_____
MU 102/302 Applied Voice (15 credits required)	1-2	_____	_____
MU 160/360 Performance Seminar (6 semesters required)	1	_____	_____
MU 253 Diction I	2	_____	_____
MU 351 Diction II	2	_____	_____
MU 353 Vocal Pedagogy	3	_____	_____
MU 359 Vocal Literature	3	_____	_____

TOTAL EMPHASIS HOURS 31-38 (81-90 w/ music core)

MUSIC MAJOR**Sacred Music Concentration**

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Professional Courses			
MU 334 Music Technology Seminar	2	_____	_____
MU 385 Internship in Church Music	4	_____	_____
MU 446 Capstone Project (replaces MU 445)	1	_____	_____
MU 460 Church Music Administration Seminar	1	_____	_____
Biblical Studies			
RS 210 The Church and Its Mission	3	_____	_____
RS 213-G Poets and Sages	3	_____	_____
RS 353 Communication in the Church	3	_____	_____
Bible Electives.....	9	_____	_____

TOTAL CONCENTRATION HOURS 26 (72-74 w/ music core)

Education Concentration

Choose one or both of the following Education Areas:

Instrumental

MU 355 Brass/Percussion Methods and Materials	1	_____	_____
MU 356 Woodwind Methods and Materials.....	1	_____	_____
MU 357 String Methods and Materials	1	_____	_____
MU 454 Instrumental Methods/Materials 4-12.....	3	_____	_____
MU 472 Conducting II	3	_____	_____
TOTAL HOURS IN INSTRUMENTAL AREA	9		

(57-59 with core + 38 Education credits = 95-97)

Vocal

MU 353 Vocal Pedagogy and Diction	3	_____	_____
MU 451 Methods and Materials for Teaching Vocal Music PreK-6	3	_____	_____
MU 453 Methods and Materials for Teaching Vocal Music 7-12	3	_____	_____
MU 472 Conducting II	3	_____	_____
TOTAL HOURS IN VOCAL AREA	12		

(62-64 with music core + 38 Education credits = 100-102)

SECONDARY EDUCATION MAJOR (see p. 112) 39-43 hours

Min. overall GPA for Music Education (including transfer work) 2.5

PRE-SEMINARY CURRICULA

For information on pre-seminary curriculum, see *Programs without Prescribed Requirements* in the Academic Programs section of this catalog, and an advisor in the Bible, Religion and Philosophy Department.

PSYCHOLOGY MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
PY 111-G General Psychology.....	3	_____	_____
PY 205 Helping Relationships.....	3	_____	_____
MA 221-G Elementary Statistics.....	4	_____	_____
PY 305 Counseling.....	3	_____	_____
PY 313 Abnormal Psychology	3	_____	_____
PY 315 Social Psychology	3	_____	_____
PY 335 Psychology of Learning.....	3	_____	_____
PY 430 Research Methods I	2	_____	_____
PY 432 Research Methods II.....	2	_____	_____
PY 360 Personality Psychology.....	3	_____	_____

At least one out of three:

PY 204 Child and Adolescent Development	3	_____	_____
PY 215 Human Development.....	3	_____	_____
SW 215 Human Behavior and Social Environment.....	3	_____	_____
TOTAL HOURS	32		

Electives:*Select 12 credits from the following:*

BI 211-G Human Anatomy and Physiology.....	5	_____	_____
PY 302 Tests and Measurements.....	3	_____	_____
PY 311 Marriage and Family Life.....	3	_____	_____
PY 328 Behavior Modification	3	_____	_____
PY 329 Human Sexuality	3	_____	_____
PY 330 Animal Behavior	4	_____	_____
PY 405 Physiological Psychology.....	3	_____	_____
PY 420 Psychology Seminar.....	2-4	_____	_____
PY 428 Psychology Internship	3-10	_____	_____
TOTAL HOURS	12		

TOTAL HOURS IN MAJOR 43

Minimum upper-level hours in major	16
Minimum cumulative Tabor GPA	2.0

Note: If the student has declared two majors, the requirements should be checked by an advisor in each department.

SOCIAL WORK MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
SO 113-G Introduction to Sociology	3	_____	_____
SW 200 Introduction to Social Work.....	3	_____	_____
SW 205 Helping Relationships	3	_____	_____
SW 215 Human Behavior and Social Environment.....	3	_____	_____
SW 301 Junior Field Experience	1	_____	_____
SW 305 Counseling.....	3	_____	_____
SW 345 Social Work Practice I.....	3	_____	_____
SW 350 Social Welfare Policy	3	_____	_____
SW 355 Social Work Practice II.....	3	_____	_____
SW 428 Field Instruction	10	_____	_____
SW 430 Research Methods I	2	_____	_____
SW 442 Senior Seminar	2	_____	_____
TOTAL HOURS	39		

Required Supportive Courses:

PY 204 Child and Adolescent Development OR			
PY 215 Human Development.....	3-5	_____	_____
MA 221-G Elementary Statistics	4	_____	_____
PY 111-G General Psychology	3	_____	_____
TOTAL HOURS	10-12		

Optional Electives:

SW 325 Child Welfare and Families	3	_____	_____
SW 335 Social Work in Today's World.....	2	_____	_____

TOTAL HOURS IN MAJOR 48-55

- Minimum upper-level hours required in major 16
- Minimum overall GPA 2.0

STUDIO ART MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Art Foundation:			
AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 207 Drawing II	2	_____	_____
AR 211-G Art History I: Ancient Through Medieval	3	_____	_____
AR 212 Art History II: Renaissance Through Modern	3	_____	_____
AR 301 Color Theory	2	_____	_____
PL 210 Aesthetics.....	3	_____	_____
TOTAL HOURS	17		

Studio Art Core:

AR 105-G Ceramics I.....	3	_____	_____
AR 106-G Basic Photography	2	_____	_____
AR 108-G Painting I.....	3	_____	_____
AR 203 Watercolor	3	_____	_____
AR 241-G Introduction to Graphic Design.....	2	_____	_____
AR 330 Printmaking.....	3	_____	_____
AR 425 Exhibition.....	2	_____	_____
AR 430 Senior Practicum.....	2	_____	_____
TOTAL HOURS	20		

Choose 8 hours from the following:

AR 205 Ceramics II.....	3	_____	_____
AR 208 Painting II	3	_____	_____
AR 235-G Basic Typography	2	_____	_____
AR 307 Drawing III.....	3	_____	_____
AR 308 Painting III.....	3	_____	_____
AR 328 Mixed Media.....	3	_____	_____
AR 335 Advanced Typography	3	_____	_____
AR 341 Advanced Graphic Design	3	_____	_____
AR 352 Digital Storytelling.....	3	_____	_____
AR 360 Graphic Design History & Philosophy.....	4	_____	_____
AR 415 Practical Studies in Graphic Design	3	_____	_____
TH 203-G Introduction to Theater.....	3	_____	_____
TOTAL HOURS	8		

TOTAL HOURS IN MAJOR **45**

- Minimum upper-level hours required in major 16
- Minimum overall GPA 2.0

STUDIO ART MAJOR**Painting Concentration****Art Foundation:**

AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 207 Drawing II	2	_____	_____
AR 211-G Art History I: Ancient Through Medieval	3	_____	_____
AR 212 Art History II: Renaissance Through Modern	3	_____	_____
AR 301 Color Theory	2	_____	_____
PL 210 Aesthetics.....	3	_____	_____
TOTAL HOURS	17		

Studio Art Core:

AR 108-G Painting I.....	3	_____	_____
AR 203 Watercolor	3	_____	_____
AR 208 Painting II	3	_____	_____
AR 307 Drawing III: Advanced Drawing.....	3	_____	_____
AR 308 Painting III.....	3	_____	_____
AR 425 Exhibition.....	2	_____	_____
AR 430 Senior Practicum.....	2	_____	_____
TOTAL HOURS	19		

Choose 8 hours from the following:

AR 105-G Ceramics I.....	3	_____	_____
AR 106-G Basic Photography	2	_____	_____
AR 205 Ceramics II.....	3	_____	_____
AR 235-G Basic Typography	2	_____	_____
AR 241-G Introduction to Graphic Design.....	2	_____	_____
AR 328 Mixed Media.....	3	_____	_____
AR 330 Printmaking.....	3	_____	_____
AR 335 Advanced Typography	3	_____	_____
AR 341 Advanced Graphic Design	3	_____	_____
AR 352 Digital Storytelling.....	3	_____	_____
AR 360 Graphic Design History & Philosophy.....	4	_____	_____
AR 415 Practical Studies in Graphic Design	3	_____	_____
TH 203-G Introduction to Theater.....	3	_____	_____
TOTAL HOURS	8		

TOTAL HOURS IN MAJOR 44

- Minimum upper-level hours required in major 16
- Minimum overall GPA 2.0

THEATER MAJOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Foundation:			
TH 203-G Introduction to Theater.....	3	_____	_____
TH 201 Ensemble I	1	_____	_____
TH 301 Ensemble II	2	_____	_____
TH 401 Ensemble III	3	_____	_____
TH 202 Showcase I	1	_____	_____
TH 302 Showcase II	2	_____	_____
TH 402 Showcase III.....	3	_____	_____
TH 230-G Acting I	3	_____	_____
TH 385 Directing	3	_____	_____
TH 234/334 Participation in Drama (0-1 credits, minimum of three for-credit enrollments)	3	_____	_____
TH 216 Concepts in Production	3	_____	_____
TH 300 American College Theater Festival	0-1	_____	_____
TH 306 Theater History.....	4	_____	_____
TH 433 Performance in Cultural Context	3	_____	_____
TH 490 Applied Theater	3	_____	_____
PL 210 Aesthetics	3	_____	_____
TOTAL HOURS	40-41		

Electives:

TH 212 Acting the Song	1	_____	_____
TH 215 Topics in Theater	3	_____	_____
TH 330 Acting II	3	_____	_____
TH 234/334 Participation in Drama.....	0-1	_____	_____
TH 270 Oral Interpretation	3	_____	_____
TH 300 American College Theater Festival	0-1	_____	_____
TH 440 Internship	1-3	_____	_____
TH 460 Directed Study	1-3	_____	_____

Theater Major**(No emphasis)**

Theater foundation plus any of the electives listed above for a minimum total of 47 hours.

Theater Major**Acting Emphasis**

PY 111-G General Psychology.....	3	_____	_____
TH 330 Acting II	3	_____	_____
TH 315 Topics in Theater.....	3	_____	_____
TH 460 Directed Study	1-3	_____	_____
MU 102/302 Voice (1), minimum of two semesters total	2	_____	_____
TH 212 Acting the Song (1)	1	_____	_____
Recommended: TH 300 American College Theater Festival.....	0-1	_____	_____
TOTAL HOURS IN EMPHASIS	13-16		
(57-60 with theater foundation)			

Theater Major**Directing and Dramaturgy Emphasis**

PY 111-G General Psychology.....	3	_____	_____
EN 320 Approaches to Literary Analysis	2	_____	_____

EN 412-G Shakespeare.....	3	_____	_____
AR/CO 352 Digital Storytelling	3	_____	_____
CO 360 Group Communication and Decision Making	3	_____	_____
TOTAL HOURS IN EMPHASIS	14	_____	_____
(58 with theater foundation)			

Theater Major**Design and Technical Theater**

AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 328 Mixed Media.....	3	_____	_____
AR 301 Color Theory.....	2	_____	_____
AR/CO 352 Digital Storytelling	3	_____	_____
MU 354 Music Technology Seminar	2	_____	_____
TOTAL HOURS IN EMPHASIS	14	_____	_____
(58 with theater foundation)			

Theater Major**Arts Management**

BA 329 Principles of Marketing.....	3	_____	_____
BA/CO 395 Principles of Public Relations	3	_____	_____
CO 360 Group Communication and Decision Making.....	3	_____	_____
BA 445 Advertising Management	3	_____	_____
AR/CO 352 Digital Storytelling	3	_____	_____
TOTAL HOURS IN EMPHASIS	15	_____	_____
(59 with theater foundation)			

Theater Major**Musical Theater Emphasis***

TH 355 Musical Theater.....	2	_____	_____
TH 212 Acting the Song	1	_____	_____
TH 330 Acting II	3	_____	_____
TH 123 Dance for Musical Theater	1	_____	_____
TH 223 Dance for Musical Theater	1	_____	_____
TH 323 Dance for Musical Theater	1	_____	_____
MU 302 Voice (1-2 credits per semester for a total of 8 credits)	8	_____	_____
MU 143 Aural Skills I.....	1	_____	_____
MU 125 Piano Proficiency I	0-1	_____	_____
Vocal Ensemble (4 semesters)	0-1	_____	_____

*Audition for the KCACTF Musical Theater Intensive required at least twice.

TOTAL HOURS IN EMPHASIS 18-19
(51-55 with theater foundation)

ASSOCIATES DEGREE

LIBERAL ARTS

Associate of Arts Degree

To qualify for the A.A. degree, a student must complete a 64-hour program of study, which includes Core Curriculum courses, 15 hours of disciplinary courses, and electives.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Tabor Distinctive			
RS 110-G The Bible, Community and Culture	3	_____	_____
Core Curriculum Requirements:			
CO 131-G Public Speaking	3	_____	_____
EN 101-G English Composition	0-3	_____	_____
EN 211-G English Composition and Literature	3	_____	_____
PE 100-G Wellness Concepts OR			
PE 216-G Introduction to Health and Wellness	2-3	_____	_____
Laboratory Science			
From the available core electives	4	_____	_____
Mathematics Elective			
From the available core electives	4	_____	_____
Two courses from Humanities/Arts			
From the available core electives	5-6	_____	_____
Two courses from Social Sciences/Health			
From the available core electives	6-7	_____	_____
TOTAL HOURS	30-36		
Disciplinary courses*	15	_____	_____
Electives**	19-22	_____	_____
TOTAL HOURS FOR A.A.	64-73		
Minimum cumulative Tabor GPA	2.0		

*Disciplinary courses may be chosen from the following divisions: Humanities; Natural, Mathematical and Social Sciences; or Performing and Visual Arts.

**Electives may be selected from any division.

MINORS

A minor is a cohesive set of required and elective courses that, when completed by a student, connotes knowledge, competency, or skills in discipline or topic area, but not to the extent of a major.

A minor requires a minimum of 15 credit hours as set by the respective academic unit and College. A minor must include one upper level course and a minimum of three credit hours earned in residence. All courses in the minor must be passed with a C- or better. A student cannot add a minor unless it includes at least eight hours of coursework not required in the student's major.

A student must formally declare the minor for it to appear on the transcript of record. A minor is not required for graduation. Minors, like concentrations, cannot be added after a degree is granted.

Requirement Checklists

Accounting
Biochemistry
Biology
Camping
Chemistry
Christian Leadership
Coaching
Communications
Criminology and Restorative Justice
English
English for Speakers of Other Languages
Environmental Science
Graphic Design
History
Integrated Marketing
Integrated Media
International Studies
Management
Marketing
Mathematics
Mission
Music
Music Composition
Painting
Philosophy
Political Science
Psychology
Sacred Music
Social Work
Special Education
*Grade Levels K-6
*Grade Levels 6-12
*PreK-12
Sport Management
Theater
Youth Ministry

ACCOUNTING MINOR

The Accounting minor is designed to give individuals the skills necessary to sufficiently understand the accounting process in such a way that they could adequately understand the financial aspects of businesses in their major field of study. It also would provide students with knowledge sufficient to be a general ledger accountant in a small business.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
BA 221 Financial Accounting	3	_____	_____
BA 222 Managerial Accounting	3	_____	_____
BA 320 Intermediate Accounting I.....	3	_____	_____
BA 325 Intermediate Accounting II	3	_____	_____
TOTAL HOURS	12		
Electives in Minor (select two of the following):			
BA 326 Cost Accounting.....	3	_____	_____
BA 336 Individual Income Taxes	3	_____	_____
BA 337 Corporate Partnership, Estate and Trust Income Taxes.....	3	_____	_____
BA 340 Accounting Information Systems.....	3	_____	_____
BA 355 Advanced Accounting.....	3	_____	_____
BA 360 Investments	3	_____	_____
BA 410 Financial Management	3	_____	_____
BA 415 Banking and Financial Markets.....	3	_____	_____
TOTAL HOURS	6		
TOTAL MINOR HOURS	18		

BIOCHEMISTRY MINOR

This minor will give an introduction to chemistry with an emphasis on the chemistry of living organisms. Students will learn problem-solving skills and also gain extensive experience working with chemicals and instrumentation in the chemistry laboratory.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
CH 111-G General Chemistry	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 312 Analytical Chemistry	4	_____	_____
CH 416 Biochemistry I.....	4	_____	_____
TOTAL HOURS	20		

BIOLOGY MINOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
BI 110-G College Biology.....	4	_____	_____
CH 111-G General Chemistry I.....	4	_____	_____
<i>Choose one of the following:</i>			
CH 112 General Chemistry II			
PH 101-G Physical Science			
PH 110-G Astronomy			
BI 100-G Environmental Science			
PH 233-G General Physics	4	_____	_____

Choose 12 hours of Biology Electives in which 4 hours are upper level:

_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL HOURS	24	

CAMPING MINOR

The camping minor is designed to give an individual the knowledge and practical skills for effective ministry in a camp setting. This minor complements the Christian Ministry and Physical Education majors.

	Hours	Term Taken	Grade
Required Courses:			
PE 321 Leadership in Recreation and Camping	2-3	_____	_____
PY/SW 205 Helping Relationships OR			
PY/SW 305 Counseling.....	3	_____	_____
PE 323 Outdoor Pursuits	3	_____	_____
PE 312 Elementary School Physical Education.....	2	_____	_____
PE 415 Principles of Sport Management/	3	_____	_____
RS 245 Youth Ministries I.....	3	_____	_____
RS 345 Youth Ministries II	3	_____	_____
*RS 210, a prerequisite for RS 245, is not required for this minor. (Already approved for the concentration)			
TOTAL HOURS	19-20		

CHEMISTRY MINOR

These courses will give an overview of all the areas of chemistry, and show students how chemistry is a part of our everyday lives. Students will learn problem-solving skills and also gain extensive experience working with chemicals and instrumentation in the chemistry laboratory.

	Hours	Term Taken	Grade
Required Courses:			
CH 111-G General Chemistry	4	_____	_____
CH 112 General Chemistry II.....	4	_____	_____
CH 303 Organic Chemistry I.....	4	_____	_____
CH 312 Analytical Chemistry	4	_____	_____
TOTAL HOURS	16		

CHRISTIAN LEADERSHIP MINOR

The purpose of the Christian Leadership minor is to make key elements of the professional Christian Leadership Major available to those whose plans are nonprofessional, such as persons who wish to serve as lay leaders in their congregations.

	Hours	Term Taken	Grade
Required Courses:			
RS 210 The Church and Its Mission	3	_____	_____
RS 260 Spiritual Formation	3	_____	_____
RS 352 Conflict and Reconciliation	3	_____	_____
RS 443 Christian Leadership Practicum	3	_____	_____
Bible Content: <i>Choose one of the following:</i>			
RS 202-G Life and Teachings of Jesus			
RS 203-G Prophets and Kings (recommended)			
RS 204-G The Gospel of John			

RS 212-G Life and Teachings of Paul

RS 213-G Poets and Sages3 _____

Choose two of the following:

PY 305 Counseling

PY 311 Marriage and Family Life

RS 353 Communication in the Church6 _____

TOTAL HOURS 21

CRIMINOLOGY AND RESTORATIVE JUSTICE MINOR**Required Courses:**

CR 203 Criminal Justice in America3 _____

CR 244 Legal Research Methods2 _____

CR 394 Criminal Law3 _____

CR 304 Criminology3 _____

CR 344 Restorative Justice.....3 _____

CR 384 Victimology.....3 _____

CR 364 Corrections, Probation, and Parole3 _____

TOTAL HOURS 20

COACHING MINOR

The Coaching minor is designed to give an individual the knowledge and skill necessary for an entry level coaching position in a middle school or high school. It is open to non-Health and Physical Education majors.

Required Courses:

PE 120 CPR/First Aid1 _____

PE 201 Team Sports2 _____

PE 220 Care & Prevention of Athletic Injuries.....3 _____

PE 245 Nutrition for Performance2 _____

PE 306 Psychology of Sport* OR

PE 402 Sport in American Culture.....3 _____

PE 330 Coaching Theory.....3 _____

* PE 306 Psychology of Sport is required in cases where Coaching Theory is a requirement in the student's major.

Coaching Electives:*Choose four hours from the following:*

PE 331 Coaching of Football.....2 _____

PE 332 Coaching of Basketball2 _____

PE 335 Coaching of Soccer2 _____

PE 339 Coaching of Baseball/Softball.....2 _____

TOTAL HOURS 18

COMMUNICATIONS MINOR

A minor in Communications is designed to develop a variety of personal and professional communication skills, including understanding group and interpersonal dynamics, speaking more effectively, and writing more concisely and accurately. Students will find that a Communications minor complements most majors at Tabor College.

Required Courses:

CO 102-G Introduction to Mass Communication.....3 _____

CO 201-G Intercultural Communication	3	_____	_____
CO 223 Mass Media Writing I	3	_____	_____

Electives:*Choose nine hours from the following:*

CO 301 Theories of Communication	3	_____	_____
CO 310 Mass Media Writing II	3	_____	_____
CO 315 Topics in Communication	3	_____	_____
CO 323 Communication Law and Ethics	3	_____	_____
CO 352 Digital Storytelling	3	_____	_____
CO 360 Group Communication and Decision Making	3	_____	_____
CO 395 Principles of Public Relations	3	_____	_____
CO 440 Communication Internship		_____	_____

TOTAL HOURS	18		
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ENGLISH MINOR

The English minor gives students the opportunity to study and interpret literature and to strengthen research and analytical writing skills. The minor allows flexibility so that students may select courses that enhance the major area. This minor is particularly useful for Business, Marketing, Social Science, and Education majors.

Hours	Term Taken	Grade
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Required course:

EN 305-G Professional Writing	3	_____	_____
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Choose one course from the following:

EN 302 Modern English Grammar OR			
EN 306 Studies in Rhetoric	3	_____	_____

Choose two courses from the following:

EN 314-G American Authors: Ethnic Minority Voices	3	_____	_____
EN 331-G American Authors: Traditional Voices	3	_____	_____
EN 411 British Authors: Ancient to Early Modern Voices	3	_____	_____
EN 421 British Authors: Romantic to Postcolonial Voices	3	_____	_____

Electives:*Choose six hours from the above lists or from the following:*

EN 303 Creative Writing	3	_____	_____
EN 316-G World Literature	3	_____	_____
EN 320 Approaches to Literary Analysis*	2	_____	_____
EN 324 Young Adult Literature and Praxis 2 Preparation	3	_____	_____
EN 350-G Topics in Language and Literature	3	_____	_____
EN 412-G Shakespeare	3	_____	_____

TOTAL HOURS	18		
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* This two-credit course may be taken for three credits with instructor approval and completion of additional course work.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) MINOR

The ESOL minor is designed for two purposes: 1) To provide preparation for education students to pass the ESOL PRAXIS exam and gain an endorsement for ESOL and 2) to prepare all majors to teach English to those who don't know the English language in context.

	Hours	Term Taken	Grade
Required courses:			
CO 201-G Intercultural Communication	3	_____	_____
EN 301 Descriptive Linguistics.....	3	_____	_____
EN 302 Modern English Grammar	3	_____	_____
ED 417 Methods of Teaching English Language Learners.....	3	_____	_____
ED 428 ESOL Field Experience (90 clock hours)	3	_____	_____
TOTAL HOURS IN MINOR	15		

ENVIRONMENTAL SCIENCE MINOR

The purpose of the Environmental Science minor is to provide students with foundational knowledge of the chemical nature of life, biological diversity, the human impact on the environment, and scientific approaches for solving ecological problems. This minor is intended to provide basic scientific background in support of career options including: environmental biology, environmental assessment, environmental management, industrial and environmental health and safety, environmental law and policy, and environmental education.

	Hours	Term Taken	Grade
Required Courses:			
BI 100-G Environmental Science	4	_____	_____
BI 110-G College Biology.....	4	_____	_____
BI 207-G Zoology	4	_____	_____
BI 208-G Botany	4	_____	_____
BI 400 Ecology.....	4	_____	_____
CH 111-G General Chemistry I.....	4	_____	_____
TOTAL HOURS	24		

GRAPHIC DESIGN MINOR

	Hours	Term Taken	Grade
Required Courses:			
AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I.....	2	_____	_____
AR 212 Art History II.....	3	_____	_____
AR 235-G Basic Typography	2	_____	_____
AR 241-G Introduction to Graphic Design.....	2	_____	_____
AR 301 Color Theory.....	2	_____	_____
AR 335 Advanced Typography	3	_____	_____
AR 341 Advanced Graphic Design	3	_____	_____
TOTAL HOURS	19		

HISTORY MINOR

The History minor is designed to give students a basic knowledge of history, thus enabling them to think historically. Each student may focus in either world history or American history. This minor can be supportive of various majors, especially those in the social sciences, religion and business.

	Hours	Term Taken	Grade
Required Courses (choose two courses):			
HI 121-G US History I	3	_____	_____
HI 122-G US History II.....	3	_____	_____
HI 160-G World History: Ancient World to 1700	3	_____	_____

HI 161-G World History: 1700 to Present.....	3	_____	_____
Four or five elective courses.....	12-15	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL HOURS	18-21	_____	_____

INTEGRATED MARKETING COMMUNICATION MINOR

The Integrated Marketing Communication minor focuses on the theory and skills necessary for non-business majors. It is designed to achieve consistency in a variety of media between all departments within an agency (e.g., creative, copy writing, and relationship building) to form marketing/advertising campaign messages.

Required Courses:

	Hours	Term Taken	Grade
AR 106-G Basic Photography	2	_____	_____
AR 235-G Basic Typography	2	_____	_____
AR 241-G Introduction to Graphic Design.....	2	_____	_____
AR 301 Color Theory.....	2	_____	_____
BA 329 Principles of Marketing.....	3	_____	_____
BA 445 Advertising Management	3	_____	_____
CO 223 Mass Media Writing I	3	_____	_____
TOTAL HOURS	17		

Electives in Minor (select one of the following):

BA 375 E-Business Marketing.....	3	_____	_____
BE 395 Principles of Public Relations.....	3	_____	_____
BA 470 Marketing Management	3	_____	_____
TOTAL HOURS	3		
TOTAL MINOR HOURS	20		

INTEGRATED MEDIA MINOR

The Integrated Media minor allows cross-disciplinary collaboration between the Performing and Visual Arts and Humanities divisions and emphasizes digital and multimedia interaction. The minor offers additional options for any students in any major in the college to incorporate increased ability to think creatively and to present their work through multiple media forms.

Required Courses:

	Hours	Term Taken	Grade
CO 223 Mass Media Writing I	3	_____	_____
TH 216 Concepts in Production	3	_____	_____
AR/CO 352 Digital Storytelling	3	_____	_____
PL 210 Aesthetics.....	3	_____	_____
AR 319 Interaction and Web Design.....	3	_____	_____
EN 306 Studies in Rhetoric	3	_____	_____
HI 387 Introduction to Museum Studies.....	3	_____	_____
TOTAL HOURS	21		

INTERNATIONAL STUDIES MINOR

The International Studies minor is designed to acquaint students with the international scene, thus enabling them to think globally. This minor can be supportive of several majors, especially those in religion, history, business and the social sciences.

Required Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
CO 201-G Intercultural Communication	3	_____	_____
GEO 160-G World Geography	3	_____	_____
HI 495-G Travel Study	4	_____	_____
PS 350 International Relations	3	_____	_____
SO355-G Cultural Anthropology and Diversity	3	_____	_____
HI 161-G World History: 1700 to Present	3	_____	_____
TOTAL HOURS	19		

MANAGEMENT MINOR

The Management minor focuses on a supervision and leadership and is intended to prepare students with the skills to manage a department within their major field.

Required Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
BA 215 Spreadsheet Applications for Business	2	_____	_____
BA 221 Financial Accounting	3	_____	_____
BA 312 Personal Finance	3	_____	_____
BA 415 Human Resource Management	3	_____	_____
BA 430 Organizational Behavior and Leadership	3	_____	_____
EC 223-G Macroeconomics	3	_____	_____
TOTAL HOURS	17		

Electives in Minor (select one of the following):

BA 329 Principles of Marketing	3	_____	_____
BA 345-G Introduction to International Business	3	_____	_____
BA 410 Financial Management	3	_____	_____
BA 455 Production Operations Management	3	_____	_____
CO 360 Group Communication and Decision Making	3	_____	_____
TOTAL HOURS	3		

TOTAL MINOR HOURS **20**

MARKETING MINOR

The Marketing minor focuses on the skills necessary for non-Business majors to plan and execute marketing plans. It would be particularly helpful for persons who are interested in selling and promoting goods and services related to their major field.

Required Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
BA 329 Principles of Marketing	3	_____	_____
TOTAL HOURS	3		

Electives in Minor (select five of the following):

BA 365 Sales Force Management	3	_____	_____
BA 370 Consumer Behavior	3	_____	_____
BA 375 E-Business Marketing	3	_____	_____
BA 385 Business to Business Marketing	3	_____	_____
BA 395 Principles of Public Relations	3	_____	_____
BA 442 Introduction to International Marketing	3	_____	_____
BA 445 Advertising Management	3	_____	_____
BA 470 Marketing Management	3	_____	_____
BA 475 Marketing Research	3	_____	_____
TOTAL HOURS	15		

TOTAL MINOR HOURS **18**

MATHEMATICS MINOR

The Mathematics minor will give an overview of mathematics and be a strong support for students pursuing graduate programs that require a significant mathematics background. Additionally, it would be available for students who like mathematics but plan to major in some other area.

	Hours	Term Taken	Grade
Required Courses:			
MA 114-G Calculus I	4	_____	_____
MA 206 Linear Algebra	3	_____	_____
MA 214 Calculus II	4	_____	_____
MA 301 Multivariable Mathematics.....	4	_____	_____

Choose one course from the following:

MA 203 Discrete Mathematics OR			
MA 221-G Elementary Statistics OR			
MA 321 Applied Mathematics for the Physical Sciences	3-4	_____	_____
TOTAL HOURS	18-19		

MISSION MINOR

The purpose of the Mission minor is to introduce students to aspects of cross-cultural ministry and service. It allows students to explore basic issues of mission, church, religion, and cross-cultural diversity. It is valuable for those who wish to test a vocation in the area of mission or who are considering cross-cultural outreach in association with their major field.

	Hours	Term Taken	Grade
Required Courses:			
CO 201-G Intercultural Communication	3	_____	_____
RS 210 The Church and Its Mission.....	3	_____	_____
RS 330 Religions of the World.....	3	_____	_____
RS 343 Discipleship and Evangelism.....	3	_____	_____
RS 348 Christian Missiology.....	3	_____	_____
Cross-cultural Mission Trip.....	3-4	_____	_____

Bible Content: Choose one of the following:

RS 202-G Life and Teachings of Jesus			
RS 203-G Prophets and Kings			
RS 204-G The Gospel of John			
RS 212-G Life and Teachings of Paul (recommended)			
RS 213-G Poets and Sages	3	_____	_____
TOTAL HOURS	21-22		

MUSIC MINOR

The Music minor is designed to give individuals the understanding and the foundational skills necessary to adequately assist and support community and church music-related activities at a higher and broader level of participation and knowledge. Coupled with other disciplines, the Music minor can add a broader dimension to students' potential in career opportunities. Two major areas of study that couple well with Music as a selected minor are Business and Christian Ministry.

	Hours	Term Taken	Grade
Required Courses:			
Private Lesson (4 semesters)			
_____	4	_____	_____
Music Ensembles: (4 semesters)	4	_____	_____
Concert Choir/Concerto Bella Voce			

Symphonic Band/Chamber Strings

_____	_____	_____
Concert Music (4 semesters)		
_____	0	_____
MU 141-G Music Theory I.....	3	_____
Electives:		
<i>Choose nine hours from the following:</i>		
MU 142 Music Theory II.....	3	_____
MU 241 Music Theory III.....	3	_____
MU 361 Music History/Literature I.....	3	_____
MU 362 Music History/Literature II.....	3	_____
MU 367 Music in Christian Worship.....	3	_____
MU 372 Conducting I.....	3	_____
TOTAL HOURS	20	



MUSIC COMPOSITION MINOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Music Theory:			
MU 125/126/225/226 Piano Proficiency I-IV*	2-4	_____	_____
MU 141-G Theory I.....	3	_____	_____
MU 142 Theory II	3	_____	_____
MU 143 Aural Skills I.....	1	_____	_____
MU 144 Aural Skills II.....	1	_____	_____
MU 243 Aural Skills III	1	_____	_____
MU 244 Aural Skills IV*	1	_____	_____
MU 241 Theory III	3	_____	_____
MU 341 Theory IV	3	_____	_____
Composition Concentration:			
MU 343 Music Composition I.....	2	_____	_____
MU 442 Music Composition II.....	2	_____	_____
MU 354 Applied Composition (2 semesters)	2	_____	_____
TOTAL HOURS	24-26		

*Proficiency exam required

PAINTING MINOR

The Painting minor is designed to provide a nearly complete art foundation; building the necessary conceptual and visual framework from which to work. Three semesters of painting allow for a thorough introduction to the medium and building a small portfolio of work.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
AR 101 Basic Design	2	_____	_____
AR 107-G Drawing I	2	_____	_____
AR 108-G Painting I	3	_____	_____
AR 203 Watercolor OR			
AR 208 Painting II	3	_____	_____
AR 207 Drawing II	2	_____	_____
AR 212 Art History II: Renaissance through Modern Painting	3	_____	_____
AR 301 Color Theory	2	_____	_____
AR 308 Painting III	3	_____	_____
TOTAL HOURS	20		

PHILOSOPHY MINOR

The purpose of the Philosophy minor is to assist students who are preparing for certain programs of graduate study, such as law.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
PL 110-G Worldviews in Christian Perspective	3	_____	_____
PL 271 Introduction to Logic	3	_____	_____
PL 263-G Christian Ethics	3	_____	_____
PL 378 Philosophy of Religion	3	_____	_____
Electives in philosophy	3	_____	_____
TOTAL HOURS	15		

POLITICAL SCIENCE MINOR

The Political Science minor is designed to give students a basic knowledge of political science. The focus is on the American political system, international relations, and political ideas. This minor can be supportive of several majors, especially those in the social sciences, history, business, and education.

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
PS 112-G American Government	3	_____	_____
PS 240-G /340-G Political & Economic Ideologies	3	_____	_____
PS 350 International Relations	3	_____	_____

Elective:

Choose two of the following:

CR 244 Legal Research Methods			
GEO 160-G World Geography			
HI 385 History Ethics and Public Policy			
PL 271 Introduction to Logic			
PS 345 Comparative Politics			
PS 360 Politics & the Developing World	6	_____	_____
TOTAL HOURS	15		

PSYCHOLOGY MINOR

The Psychology minor is designed to give an overview of psychological principles and theories to students in order to provide them with a foundational knowledge of the scientific study of human behavior and the mind. The minor provides flexibility so that students may select

courses that will enhance their course of study to reflect their personal interests while meeting the requirements of the minor. Additionally, the psychology minor is available to students who enjoy learning about human behavior but plan to major in some other area.

Required Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
PY 111-G General Psychology.....	3	_____	_____

Developmental Elective (choose one):

PY 204 Child and Adolescent Development OR

PY 215 Human Development OR

SW 215 Human Behavior and Social Environment.....	3	_____	_____
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Electives:

Choose twelve hours from the following:

PY 205 Helping Relationships.....	3	_____	_____
PY 302 Tests and Measures.....	3	_____	_____
PY 305 Counseling.....	3	_____	_____
PY 311 Marriage and Family	3	_____	_____
PY 313 Abnormal Psychology	3	_____	_____
PY 315 Social Psychology	3	_____	_____
PY 328 Behavior Modification	3	_____	_____
PY 329 Human Sexuality.....	3	_____	_____
PY 335 Psychology of Learning.....	3	_____	_____
PY 360 Psychology of Personality.....	3	_____	_____

TOTAL HOURS IN MINOR	18		
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SACRED MUSIC MINOR

The Sacred Music minor is designed to give individuals the understanding and the foundational skills to adequately assist in the worship programs in local churches. Coupled with other disciplines, the Sacred Music minor can add a broader dimension to students' potential in ministry, career and volunteer opportunities. The Sacred Music minor couples very well with Tabor's biblical and ministry majors.

Required Courses:

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Private Lesson (4 semesters)			
_____	4	_____	_____
Concert Music (4 semesters)			
_____	4	_____	_____
MU 141-G Music Theory I.....	3	_____	_____
MU 142 Music Theory II.....	3	_____	_____
MU 143 Aural Skills I.....	1	_____	_____
MU 144 Aural Skills II.....	1	_____	_____
Ensembles (2 semesters)			
MU 243 Aural Skills III	1	_____	_____
MU 244 Aural Skills IV*	1	_____	_____
_____	0-2	_____	_____
MU 125, 126 Piano Proficiency OR			
MU 117 Guitar Proficiency (2 semesters)	1-4	_____	_____
MU 272 Conducting Techniques.....	1	_____	_____
MU 367 Music in Christian Worship.....	3	_____	_____
TOTAL HOURS	23-28		

*Proficiency exam required

SOCIAL WORK MINOR**Required Courses:**

	Hours	Term Taken	Grade
PY 111-G General Psychology.....	3	_____	_____
SW 200 Introduction to Social Work.....	3	_____	_____
SW 215 Human Behavior and Social Environment.....	3	_____	_____
SW 345 Social Work Practice I.....	3	_____	_____
SW 355 Social Work Practice II.....	3	_____	_____
Elective (in PY, SW or approved by advisor).....	3	_____	_____
TOTAL HOURS	18		

Students graduating with a Social Work Minor are not eligible to be licensed as Licensed Bachelor Social Work. To do so, students must complete the Social Work major.

SPECIAL EDUCATION MINOR

Special Education is a teaching endorsement available to licensed educator or taken in conjunction with a program leading to teacher licensure.

Through the Kansas Independent College Association (KICA), Tabor College offers programs for endorsements in Adaptive Special Education at the PreK-12, K-6 and 6-12 levels.

Adaptive K-6 Program Requirements:

(Students would take the following courses in addition to coursework required in the elementary education K-6 licensure program.)

	Hours	Term Taken	Grade
ED 345 Methods of Teaching Reading.....	3	_____	_____
ED 357 Methods of Teaching Mathematics I.....	3	_____	_____
SE 310 Foundations for Special Education Services.....	4	_____	_____
SE 315 General Methods for Special Education Services.....	4	_____	_____
SE 321 Grades K-6 Methods for Special Needs.....	4	_____	_____
SE 331 Grades K-6 Field Experience.....	1	_____	_____
SE 345 Behavior Management.....	2	_____	_____
SE 431 Grades K-6 Clinical Experience*.....	6	_____	_____
SE 499 Capstone Issues.....	1	_____	_____
TOTAL HOURS	28		

Adaptive 6-12 Program Requirements:

(Students would take the following courses in addition to coursework required in the Secondary Education 6-12 or PreK-12 licensure program. Students seeking a K-12 Special Education Minor should be enrolled in both ED 345 Methods of Teaching Reading and ED357 Methods of Teaching Mathematics I to meet the requirements for the K-6 level of the endorsement.)

SE 310 Foundations for Special Education Services.....	4	_____	_____
SE 315 General Methods for Special Education Services.....	4	_____	_____
SE 345 Behavior Management.....	2	_____	_____
SE 361 Grades 6-12 Methods for Special Needs.....	4	_____	_____
SE 371 Grades 6-12 Field Experience.....	1	_____	_____
SE 471 Grades 6-12 Clinical Experience*.....	6	_____	_____
SE 499 Capstone Issues.....	1	_____	_____
TOTAL HOURS	22		

***For a second special education endorsement:**

SE 433 Grades K-6 Internship would replace SE 431.....	4	_____	_____
SE 473 Grades 6-12 Internship would replace SE 471.....	4	_____	_____

PreK-12 Adaptive Program Requirements:

(Students would take the following courses in addition to coursework required in the

elementary education K-6 licensure program.)

SE 341 Grades PreK-3 Methods for Special Services	4	_____	_____
SE 351 Grades PreK-3 Field	1	_____	_____
SE 381 Grades 4-12 Methods of Special Services	4	_____	_____
SE 391 Grades 4-12 Field Experience	1	_____	_____
SE 451 Grades PreK-12 Clinical Experience OR			
SE 453 Grades PreK-12 Internship	5-6	_____	_____
TOTAL HOURS	15-16		

SPORT MANAGEMENT MINOR

	<i>Hours</i>	<i>Term Taken</i>	<i>Grade</i>
Required Courses:			
PE 301 Field Experience	1	_____	_____
PE 330 Coaching Theory	3	_____	_____
PE 318 Event and Facility Management	3	_____	_____
PE 342 Sport Promotion and Marketing	3	_____	_____
PE 402 Sport in American Culture	3	_____	_____
PE 415 Principles of Sport Management	3	_____	_____
TOTAL HOURS	16		

THEATER MINOR

The Theater minor will consist of the following courses, totaling 15 in-class credit hours and four semesters (a minimum of 100 hours) of Participation in Drama:

Required Courses:

TH 234 or 334 Participation in Drama* (4 semesters)

_____	0-4	_____	_____
TH 203-G Introduction to Theater	3	_____	_____
TH 201 Ensemble I	1	_____	_____
TH 202 Ensemble II	2	_____	_____
TH 230-G Acting I	3	_____	_____
TH 216 Concepts in Production	3	_____	_____
TH 301 Showcase I	1	_____	_____
TH 302 Showcase II	2	_____	_____
TH 330 Acting II**			
TH 385 Directing***	3	_____	_____

Choose one of the following:

TH 306 Theater History			
EN 412-G Shakespeare			
TH 433 Performance in Cultural Context	3-4	_____	_____
TOTAL HOURS	15-19		

*Students can register for Participation in Drama for 0 or 1 credit hour. Students should register for credit only when their involvement will meet or exceed 40 hours within the semester. This should be determined on a case-by-case basis through conversation with Theater faculty. Participation in Drama includes any of the following: acting in a production, stage managing, assistant stage managing, dramaturgical assistance, working on props/costume/makeup crews, construction/lighting crews, or house management/box office/ushering/publicity work. The 100 total hours should be earned in more than one area of production.

**Prerequisite: TH 230-G Acting I.

***Prerequisite: TH 203 Introduction to Theater and TH 230-G Acting I, or permission of instructor.

YOUTH MINISTRY MINOR

The purpose of the Youth Ministry minor is to make key elements of the professional Youth Ministry Major available to those whose plans are nonprofessional, such as persons who wish to serve as youth sponsors in their congregation.

	Hours	Term Taken	Grade
Required Courses:			
RS 210 The Church and Its Mission.....	3	_____	_____
RS 245 Youth Ministries I.....	3	_____	_____
RS 343 Discipleship and Evangelism.....	3	_____	_____
RS 345 Youth Ministries II	3	_____	_____
RS 442 Youth Ministry Practicum.....	3	_____	_____
Bible Content: <i>Choose one of the following:</i>			
RS 202-G Life and Teachings of Jesus (recommended)			
RS 203-G Prophets and Kings			
RS 204-G The Gospel of John (recommended)			
RS 212-G Life and Teachings of Paul			
RS 213-G Poets and Sages	3	_____	_____
<i>Choose one of the following:</i>			
RS 352 Conflict and Reconciliation			
RS 353 Communication in the Church	3	_____	_____
TOTAL HOURS		21	



Tabor College Undergraduate Studies

PROGRAM AND COURSE DESCRIPTIONS

PROGRAM AND COURSE DESCRIPTIONS

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.” 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-G 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. 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-G 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-G. 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 319 Interaction and Web Design/3

A survey of the basic elements and concepts involved in designing for the web and overall user experience including a survey of HTML, CSS, and other languages and tools, content strategy, information architecture, and looking at the different needs of users as they interact with products and services. Prerequisite: AR 241-G or CO 223. Fall semester, odd-numbered years.

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 serigraphy. 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-G. 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-G 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-G 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-G 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 or consent of instructor. Spring semester.

ATHLETIC TRAINING

The Tabor College Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program is accredited through 2019. It includes courses from the Health and Physical Education Department. The coursework prepares students for the Board of Certification (BOC) exam and an entry-level career in athletic training. Coursework can also prepare students for graduate school programs in physical therapy and other health science professions.

TC-ATP Application Information

Admission into the Athletic Training Program is designed to be competitive. In order to apply for the ATP, 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 ATP 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, essay explaining the student's interest in the athletic training profession, and interview with the Athletic Training Selection Committee.

Students must also receive a B- or better in PE 120-CPR/First Aid, PE 125-Practical Introduction to Athletic Training, and PE 221 Care and Prevention of Athletic Injuries for the Athletic Trainer, have a minimum ACT composite score of 18, maintain a 3.0 cumulative college GPA, have a GPA/ACT product of 60 or higher, acquire 30 athletic training observation hours, complete a blood-borne pathogen in-service and quiz, and participate in a formal interview with the Athletic Training Selection Committee. Go to the athletic training webpage at <https://tabor.edu/undergraduate/undergraduate-academic-programs/athletic-training/> for more information. Completing the application and meeting all requirements does not guarantee admission to the program. Students not meeting the requirements or those denied admittance may reapply the following academic year.

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 221, or consent of instructor. Spring 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 110-G and PE 221 or BI 211-G (concurrent), 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 221, or consent of instructor. Fall semester.

AT 413 History, Philosophy, and Principles of Physical Education and Sport/2

A study of the forces that have influenced the development of physical education and sport, with a critical analysis of accepted principles and trends. Fall 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 221 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 221 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 because of injury, illness, disease, and disabilities. Included are the recognition, treatment, and referral of general medical conditions. Spring semester.

AT 524 Advanced Exercise Science/3

A study of the specific effects of exercise on the human body, including an emphasis on training regimens. Prerequisite: BI 211-G and PE 324. Fall semester.

AT 528 Research Methods in Athletic Training/1

This course will study the proper formatting, data analysis, and presentation of a research project. The study will propose a topic to be presented at a NATA district meeting. 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 101 Practical Business Leadership/0-1**

Course is for variable credit. Maximum credit for any one semester is one hour. Course involves being a part of the Business Studies Student Advisory Council. The council represents student interests with the business department faculty. The course requires students in consultation with the department chair to develop individual learning contracts related to leadership. Those contracts will include learning objectives, identification of learning strategies, identification of measurable outcomes, and identification of criteria for validating the measurement of the outcome. All members of the council will be required to read one leadership textbook for group discussion. Course will be credit/no credit.

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: declared business major 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

This course is a further study in financial accounting theory and practice. It is the first in a sequence of three courses that take an in-depth look at financial accounting theory and practice. Topics to be covered are: accounting conceptual framework, accounting information system, overview of the basic financial statements layout and organization, in-depth look at cash and accounts receivable, in-depth look at inventories valuation cost

flow assumptions, inventory valuation methods, gross profit method, retail inventory methods, accounting for the acquisition of property/plant/equipment, accounting for the disposition or impairment of property/plant/equipment, and accounting for depreciation and depletion. Prerequisite: BA 222. Fall semester.

BA 325 Intermediate Accounting II/3

This course is a further study in financial accounting theory and practice. It is the second in a sequence of three courses that take an in-depth look at financial accounting theory and practice. Topics to be covered are: intangible assets, current liabilities, long-term liabilities, stockholders' equity, convertible securities, earnings per share, investments, revenue recognition, installment sales, construction accounting, accounting for income taxes, accounting for pensions, and accounting for leases. 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 328 Intermediate Accounting III/3

This course is a further study in financial accounting theory and practice. It is the last in a sequence of three courses that take an in-depth look at financial accounting theory and practice. Topics to be covered are: statement of cash flows, full disclosure in financial reporting, international financial reporting standards vs. US GAAP, financial reporting frameworks, segment and interim reporting, foreign currency transactions and hedging foreign exchange risk, translating foreign currency financial statements, and bankruptcy and trust accounting. Prerequisite: BA 320 and 325.

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

Study of 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 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 consent of instructor. 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 consent of instructor. 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 consent of instructor. 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, odd-numbered years.

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, and spring.

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 consent of instructor. 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: Junior standing or 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.

BA 526 Business Law/3

This course is a study of the topics in legal environments that impact professionals in organizational settings. An examination of the legal and ethical environment of the firm, including contracts, commercial law, consumer law, business regulation, labor/management relations, litigation, and procedure and reasonable accommodation for employees.

BA 540 Managerial Economics/3

Practical applications of micro and macroeconomic theory will be used to support sound business decisions. Topics include monetary & banking systems, economic business cycles, impact of inflation and interest rate changes, government policy, determining consumer behavior, product prices, market structures, minimizing organizational costs, financial markets, and maximizing profits.

BA 545 Accounting Information Systems/3

A study of the development, implementation, and operation of advanced accounting information systems. Emphasis is placed on current and emerging issues relating to accounting, controls, and information technology.

BA 556 Partnerships, Consolidations, Variable Interest Entities, Estates, Trusts, and Bankruptcy Accounting/3

This course is a further study in financial accounting theory and practice. It takes an in-depth look at financial accounting theory and practice. Topics to be covered are partnership formation and operation, partnership termination and liquidation, consolidations of financial information, consolidation subsequent to date of acquisition,

consolidated financial statements and outside ownership variable interest entities, consolidated financial statements, ownership patterns, income taxes, financial reporting and the SEC, accounting for legal reorganizations and liquidations, bankruptcy and trust accounting.

BA 581 Corporate, Partnership, Estate, and Trust Taxes/3

This course is designed to give students a study of income tax law as it applies to corporations, partnerships, estates, and trusts. Specific topics include: taxation of corporation basic concepts, corporate non-liquidating distributions, corporate distribution in complete liquidation, corporate reorganizations, accumulated earnings and personal holding company tax, partnership formation and operation, partnership distribution, sales, exchanges, S corporations, federal estate tax, federal gift tax, generation-skipping transfer tax, income taxation of trusts and estates, deferred compensation and education savings plans, and multi-jurisdiction taxation: international, state, and local transaction.

BA 601 Governmental and Not-for-Profit Accounting/3

A study of fund accounting as applied to municipal governmental units. Topics include accounting for bond funds, special revenue funds, sinking funds, working capital funds, utility funds, and trust and agency funds. Additionally, accounting for hospitals, colleges and universities, and other not-for-profit agencies is studied. We will also look at the regulatory basis of accounting, such as the Kansas Municipal Accounting and Audit Guide.

BA 653 Advanced Auditing/3

A study of issues of current interest in the auditing literature. At a minimum, the following topics will be covered: complete an auditing case study, fraud auditing, impact of technology on the audit process, audit sampling for tests for controls and substantive tests of transactions, audit sampling for tests of details of balances, other assurance services, and internal and governmental financial and operational auditing.

BA 658 Seminar in International Business/3

Covers determinants of U.S. competitiveness in international markets; the international environment of business; introduction to multinational enterprises, global competition, international organizations, and protection of intellectual property; international trade regulations; strategic trade theory and capitalism in emerging economies. Course will include 21- to 28-day international interterm trip.

BA 685 Accounting Seminar/3

An integrative study of detailed interpretation, analysis, and application of AICPA and FASB pronouncements essential in the preparation of required and supplemental financial statements. Contemporary controversial accounting issues – such as ethical, behavioral, and judgmental dilemmas faced by individual accountants and the accounting profession – will be examined through case studies and original student research presentations.

BA 690 CPA Review/3

Integrated CPA exam preparation courses that can help students study for the exam and help meet the CPA licensing requirements.

BA 698 Accounting Practicum/3

Work experience in accounting. Individual students who are qualified obtain credit for working in either a CPA firm or private industry in the field of accounting. The practicum is supervised by a faculty coordinator and an employer coordinator. Reports, work evaluations, and a formal paper and presentation are required as a part of this experience.

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-G 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 202 Research Design and Analysis/1

This course provides an introduction to using the statistical computer package R in research design and data analysis. This course will build on the topics covered in MA 221-G Elementary Statistics, focusing on study design in the biological sciences. Topics include descriptive statistics, hypothesis testing, study design, ANOVA, regression, and contingency tables. Prerequisite/co-requisite: MA 221-G. 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: BI 110-G College Biology and sophomore standing.

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: College Biology (BI 110-G) 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-G or BI/PE 211-G and Sophomore Standing. Fall, interterm, and spring.

BI 306 Wildlife Management/4

This course provides an introduction to the field of wildlife management. Topics covered include habitat management, wildlife monitoring, wildlife habitat use, care and handling of wildlife, and wildlife laws. Students will learn wildlife management techniques and visit local wildlife management areas in the laboratory portion of the course. Prerequisite: MA 221-G, BI 202. Fall semester, odd-numbered years.

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: BI 110-G, CH 111-G (BI 211-G 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-G and CH 303 (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-G 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 404 Conservation Biology/3

This course provides an introduction to the concepts, theory, and practice of conservation biology. Topics will focus on biodiversity, extinction, ecosystem management and restoration, conservation genetics and management of small populations, and environmental policies. The course will include reading and discussion of primary literature and will require students to write a management plan for an endangered or threatened species. Prerequisite: BI 328. Fall semester, even-numbered years.

BI 405 Ornithology/4

This course provides an introduction to ornithology focusing on the taxonomy, ecology, anatomy, and physiology of birds. The laboratory will be primarily field-based with trips to local wildlife management and conservation areas and will focus on field identification, population dynamics, and habitat interactions. Prerequisite: BI 207-G. Spring semester, even-numbered years.

BI 406 Geographic Information Systems (GIS)/3

This course provides an introduction to the field of GIS in relation to conservation biology and ecology. Topics include data capture, data models, projections and coordinate systems, and spatial analysis. The course will be project based. Prerequisite: MA 221-G, BI 202. Spring semester, even-numbered years.

BI 450 Topics in Biology/1-3

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

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 Accuplacer Elementary Algebra score of 80 or at least C- in MA 103 or C- in MA 105 or 3.0 high school GPA or instructor consent. 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 211 Scientific Glassblowing/1

The fundamentals of scientific glassblowing will be taught. Students will learn the physical properties of glass and how to construct a series of scientific glass objects. Offered on demand. Prerequisite: none.

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.

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.

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, chemical kinetics, thermodynamics and its molecular interpretation, and applications of thermodynamics to solutions and electrochemical cells. One laboratory session per week. Prerequisites: CH 312, PH 233-G, and MA 114. Fall semester, even-numbered years.

CH 404 Physical Chemistry II/4

Quantum mechanics, bonding, molecular structure and inorganic chemistry. Prerequisites: CH 312 and MA 214. One laboratory session per week. Spring semester, odd-numbered years.

CH 412 Instrumental Analysis/4

Optical, electrical, and chromatographic methods of analysis. Two laboratory sessions per week. Prerequisites: CH 312, PH 233-G, 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 on demand.

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 (e.g., 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. Spring 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. Fall semester, odd-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, even-numbered years.

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.

CRIMINOLOGY AND RESTORATIVE JUSTICE**CR 203 Introduction to Criminal Justice in America/3**

An introductory course providing an overview of the criminal justice system in America designed to familiarize learners with introductory-level essential elements of the criminal justice system and to develop critical thinking skills regarding biblical, ethical, and public

policy levels as related to the study of Criminal Justice. Students will develop understanding of the primary components of the criminal justice system including law enforcement, the court systems, and correctional organizations, including the history and philosophy of criminal justice in America. Same as PY/SW 203. Fall semester.

CR 244 Legal Research Methods/2

This course is an introduction to the basic techniques of legal research, critical analysis, and professional writing. Attention is given to academic writing, plagiarism, APA formatting, researching legal issues, briefing of cases, framing legal arguments, formal reporting, and legal documentation. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 203. Same as PY/SW 244. Fall semester.

CR 304 Criminology/3

Students are given an overview of the primary criminological theories regarding the nature and cause of criminal behavior from a psychological, sociological, and theological perspective. Crime, punishment, and treatment are considered within various contexts including restorative justice practices. Biblical perspectives of deviant behavior and justice, including restorative practices, are integrated throughout. Prerequisite: PY 111-G and SO 113-G. Same as PY/SW 304. Interterm.

CR 314 Field Experience/1-3

Students will have the opportunity to participate in the activities of community agencies in Criminology and Restorative Justice Practice. Varied experiences are encouraged in areas such as law enforcement, corrections, probation, judicial, victim services, treatment services, and community action organizations. This course may be repeated. Prerequisite: instructor approval. Same as PY/SW 314. Offered on demand.

CR 322 Criminology Statistics/3

Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and interpreting crime statistics. Does not satisfy core basic skills mathematics requirements. Same as PY/SW 322. Fall semester.

CR 324 Juvenile Delinquency and Justice/3

This course is designed to provide an in-depth study of the juvenile offender and the juvenile justice system in the United States. Topics include juvenile delinquency, the form and function of the juvenile criminal justice system, legal rights of juveniles, theories of delinquency, restorative interventions, and other related issues. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as PY/SW 324. Spring semester.

CR 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. Same as SO 327. Spring semester, even-numbered years.

CR 334 Diversity Issues in Criminal Justice/3

Students explore the diversity of populations involved in the criminal justice process, considering characteristics such as age, race, gender, religion, socio-economic status, education, and historical experiences. Prerequisite: PY 111-G and SO 113-G. Same as PY/SW 334. Fall semester.

CR 344 Restorative Justice/3

Students will be introduced to the fundamental principles of restorative justice including its historical and theological roots by taking a critical look at traditional retributive responses to crime in the United States and examining how the practice of restorative justice may improve outcomes for individuals and society as a whole. Focus is given to community corrections, rehabilitative programs, and combination programs.

Contemporary restorative justice practices in local communities will be examined and processed. Prerequisite: CR 374 and CR 394 or instructor approval. Same as PY/SW 344. Spring semester.

CR 354 Criminal Procedure/3

This course involves a focused study of the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of these fundamental rights to arrest, search and seizure, interrogation and confession, as well as to procedure and limitations prior to and during trial and post-conviction. Same as PY/SW 354. Fall semester.

CR 364 Corrections, Probation, and Parole/3

This course is designed to provide the student with an overview of the history and theory behind adult and juvenile corrections, probation, and parole. Correctional philosophies and restorative justice practices are examined including the role of clinical treatment in these settings by professionals in the fields of education, social work, counseling, psychology, and medicine. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as PY/SW 364. Spring semester.

CR 374 Ethics in Criminal Justice/3

This course considers ethical issues that confront the modern criminal justice system, including law enforcement, courts, corrections, and support agencies. Material enhances foundational biblical and ethical considerations into more advanced and applied notions of right behavior within the realm of criminal justice practice. Topics covered include discretion, confidentiality, incarceration and re-entry, capital punishment, terrorism, and restorative justice. Prerequisite: PS 112-G or HI 122-G. Same as PY/SW 374. Fall semester, even-numbered years.

CR 384 Victimology/3

This course takes an analytical look at the major theoretical, ethical, and psychological issues concerning victims of crimes. Students are encouraged to develop an understanding from a victim's perspective and the psychological processes in experiencing criminal trauma and recovery. Topics covered include victim blaming, legal and policy dilemmas, bureaucratic responses to victims, relationships between offenders and victims, and victim rights in the criminal justice system. Research-supported analysis of special populations of victims, such as women, children, elderly, and the disabled is included. Prerequisite: PY 111-G and SO 113-G. Same as PY/SW 384. Spring semester.

CR 394 Criminal Law/3

This course provides an overview of criminal law, investigation, and procedure, including the classifications of crimes and related punishments, potential defenses, culpable mental states, rules of evidence and the procedures in the gathering of evidence, and rights of citizens. The critical analysis of criminal case studies is incorporated throughout the case. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 322. Same as PY/SW 394. Spring semester.

CR 414 Drugs, Alcohol, Crime, and Justice/3

This course reviews the history and prevalence of drug and alcohol use in America, as

well as the criminal repercussions. Students are given an introduction of the criminality, theory, and treatment of substance abuse and addiction in a criminal justice context from a secular and biblical view. Areas of focus include multigenerational addictive behaviors and outcomes, treatment for addiction, governmental responses, drug identification, and enforcement of drug and alcohol laws. Prerequisite: junior standing or consent of instructor. Same as PY/SW 414. Spring semester, odd-numbered years.

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/3

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/3

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 ProgramGoal 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:

Biology (6-12)

Chemistry (6-12)

Elementary (K-6)

English Language Arts (6-12)

Grade Levels K-6

Grade Levels 6-12

Health (PreK-12)

Instrumental Music (PreK-12)

Mathematics (6-12)

Music (PreK-12)

Physical Education (PreK-12)

Special Education (KICA) - See advisor for most current information.

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 for all courses attempted at all institutions 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 for all attempted hours at all institutions.
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 - 174

Test 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 for all courses attempted at all institutions. (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 attempted at all institutions.
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).

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.

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 ACSI 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. Interterm.

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. Interterm.

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. Must be of sophomore standing. 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 and spring semesters.

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. Fall and spring semesters.

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, interterm, and spring.

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. Fall 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. Fall, interterm, and spring.

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. Spring semester.

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. Fall semester.

ED 405 Assessment Proficiency/0-1

This course, ED 405 Assessment Proficiency, would require student teachers to enroll in a zero to one hour credit course concurrent with their clinical experience in which they would complete the Kansas Performance Teaching Portfolio (KPTP)/PLT/PRAXIS. If course is failed because of failure of any of the following: KPTP, PLT, or PRAXIS, this course will need to be repeated (up to three attempts for the KPTP/PLT/PRAXIS for one academic year). Graded CR/NC. Fall and spring semesters.

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. Fall 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/6-12

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, interterm, and spring.

ED 423 K-12 Clinical Experience/6-12

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, interterm, and spring.

ED 424 Secondary School Clinical Experience/6-12

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, interterm, and spring.

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. Fall semester.

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. 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 to 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. Interterm only.

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 (taken before March 2016) or SAT Evidence-Based Reading and Writing score less than 530 (taken March 2016 or later), an Accuplacer score less than 70 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 (taken before March 2016), or an Accuplacer score of at least 70, or a score of 530 on the SAT Evidence-Based Reading and Writing exam (taken March 2016 or later).

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 1/3

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 Descriptive Linguistics/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 305-G Professional Writing/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 314-G American Authors: Ethnic Minority Voices/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 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 331-G American Authors: Traditional Voices/3

A survey of American literature from the colonial era to the present with special focus on Anglo-American writers. Prerequisite: EN 211-G.

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 Authors: Ancient to Early Modern Voices/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 Authors: Romantic to Postcolonial Voices/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. Fall semester, odd-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 semester, even-numbered years.

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 semester, odd-numbered years.

HI 160-G World History: Ancient World to 1700 I/3

A survey of world history from the ancient world until the eighteenth century. The course will focus on the major political, economic, social, and intellectual developments of the ancient and medieval worlds and during the transition to the modern world. Spring semester, even-numbered years.

HI 161-G World History: 1700 to Present/3

A survey of world civilizations from the seventeenth century to the present. The course will focus on the major political, economic, social, and intellectual developments of the early modern and modern worlds. Spring semester, odd-numbered years.

HI 290-G/390-G History of Christianity/3

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-G/390-G. Spring semester, alternate odd-numbered years.

HI 302 Colonial Latin America to 1820/3

This course examines Latin American history from first contact through the wars of independence. The course discusses the contact between and mixtures of diverse peoples in the Americas, especially the pre-Columbian populations, the Spanish and Portuguese, and the Africans brought to the New World. Three-year rotation, fall or spring semester.

HI 303 Modern Latin American 1820-Present/3

A survey of Latin American history from 1820 to the present with emphasis on the economy and society. Special attention to twentieth-century revolutions and the role of the United States and European powers in Latin America. Three-year rotation, fall or spring semester.

HI 309 Revolutionary World: 1789-1918/3

During the late eighteenth and early nineteenth centuries, the American, French, and Haitian revolutions and the Spanish-American independence wars changed the social, political, and economic structure of the world. This course considers these challenges to established authority resulting in fundamental transformations of governance throughout the region. Three-year rotation, fall or spring semester.

HI 311 Colonial and Constitutional America/3

Survey of United States history from Colonial period through the Revolutionary War and Confederation period to the ratification of the Constitution. Three-year rotation, fall or spring semester.

HI 313 Mennonite History/3

The origins, development, teachings, emphases, and lifestyles of persons of Anabaptist-

Mennonite persuasion will be studied from a historical, theological, and social perspective. Same as RS 313. Three-year rotation, fall or spring semester.

HI 314 Comparative Slavery/3

The course examines the rise and demise of New World slavery: its founding, central practices, and long-term consequences. This course will explore slavery as it developed throughout the Atlantic basin, focusing particularly on West Africa, the Caribbean, and mainland North America. Three-year rotation, fall or spring semester.

HI 316 Antebellum and Civil War Era/3

This course will investigate the continuation and escalation of sectional conflict from the Spanish American war through Civil War and Reconstruction, paying special attention to political, social, economic, and spatial factors in the developing conflict. Three-year rotation, fall or spring semester.

HI 318 American Religious History/3

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. Spring semester, alternate even-numbered years.

HI 322 The Gilded Age and Inter-War Era/3

United States history from the Gilded Age and Progressive era to the end of WWII. Emphasis on the major social, economic, and political movements. Three-year rotation, fall or spring semester.

HI 326 Kansas and the American West/3

This course will offer an overview of the culture and society of Kansas and the West. 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 and the image of the West as a region in American history. Alternate years (even).

HI 228-G/328-G African American History: 1850-Present/3

This course examines the African American experience from the Antebellum period to the present. At each crucial juncture of African American history, urban industrial transformation, Great Depression, World War II, and the Civil Rights era, and the era of mass incarceration, the course will illuminate the complex interconnection between economic, social, institutional, cultural, and political changes in African American life. Fall semester, odd-numbered years.

HI 236/336 U.S. History: 1945-Present/3

This course is designed to further students' knowledge of modern U.S. history, beginning with the post-World War II era and continuing to the present day. Students will examine the role the U.S. plays in world affairs and how the political, economic, and cultural climates of the U.S. affect the increasingly global world. Fall semester, even-numbered years.

HI 341 The Ancient World/3

Survey of ancient civilizations from prehistoric times to the fall of the Roman Empire and Han Chinese Dynasty. Emphasis on the cultural, religious, economic, intellectual, and military developments of Ancient Civilizations in Africa, China, The Americas, Middle East, Mediterranean, and Southeast Asia. Three-year rotation, fall or spring semester.

HI 352 The World in the Middle Ages/3

Medieval history from the late Roman times to the Renaissance. Emphasis on interactions

between powers following the fall of the Roman Empire and Han Chinese dynasty including the development of Islamic Empires as well as interactions between major powers through trade, warfare, and disease. Three-year rotation, fall or spring semester.

HI 353 Modern East Asia: 600 to the Present/3

The course will survey the histories of China, Japan, and possibly additional East Asian countries from 600 to the present. Topics will include the rise and fall of the Chinese dynastic system, Edo Japan, the Meiji Restoration, World War II in Asia, the Chinese revolutions of 1911 and 1949, the Korean War, and postwar developments in East Asia. Three-year rotation, fall or spring semester.

HI 372 Early Modern Europe: 1350-1789/3

Survey of the major events, ideas, institutions, and movements of Europe from 1450 to 1789. Particular emphasis on the development of strong governments, cultural changes, modern warfare, colonization, and the political, social, and economic transformation of Europe society. Three-year rotation, fall or spring semester.

HI 382 Modern Europe: 1789-Present/3

Survey of the major events, ideas, institutions, and movements of Europe from 1789 to the present. Particular emphasis on the cultural transformations, the wars, ideas, and movements that bear a marked effect on our lives. Prerequisite: junior standing or consent of instructor. Three-year rotation, fall or spring semester.

HI 385 History Ethics and Public Policy/3

This course focuses equally on the historical understanding of how modern-day policy has evolved and the importance of developing clear criteria for ethical decision-making. Through study of American policy from the 1880s forward, the course will investigate views about the authority of the government and balancing individual and collective interests. Central themes will vary. Alternate even years, interterm.

HI 387 Introduction to Museum Studies/3

This course explores the theory and method of public history, museum education, and interpretation. The course combines discussion, presentations, readings, and historical writing. Through the collaboration with the Center for Mennonite Brethren Studies, students develop practical skills used to design, implement, and evaluate programs in history museums. Alternate odd years, interterm.

HI 400 Historiography/3

Readings and research project will focus on the philosophy of history and methods of historical research. Prerequisite: Senior standing or consent of Instructor. Spring semester, odd-numbered years.

HUMANITIES**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

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. 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 sub-score of 21 or SAT Math sub-score of 500 (taken before March 2016) or SAT Math sub score of 530 (taken March 2016 or later) or Accuplacer Elementary Algebra score of 80 or at least a C- in MA 103 or MA 104 or in any transfer course that is at least the equivalent of MA 104. 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 Math sub-score of 21 or SAT Math sub-score of 500 (taken before March 2016) or SAT Math sub score of 530 (taken March 2016 or later) or Accuplacer Elementary Algebra score of at least 80 or at least a C- in MA 103 or MA 104 or in any transfer course that is at least the equivalent of MA 104. 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 SAT sub score of 580 (taken before March 2016) or SAT sub-score of 600 (taken March 2016 or later) 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 math education teachers preparing for licensure in the state of Kansas. Prerequisite: ACT sub-score of 19, SAT sub-score of 460 (taken before March 2016) or SAT sub score of 500 (taken March 2016 or later), Accuplacer Arithmetic score

of 80, Accuplacer Elementary Algebra score of 57, or at least a C- in Basic Math or Intermediate Algebra or in any transfer course that is at least the equivalent of MA 104, 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/4

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: ACT Math score of 19, SAT Math score of 460 (taken before March 2016) or SAT Math score of 500 (taken March 2016 or later), Accuplacer College-Level Math score of at least 80, Accuplacer Elementary Algebra score of at least 115, at least a C- in Basic Math or Intermediate Algebra or in a transfer course that is at least the equivalent of MA 104, 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 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 020 Opera Performance/0-1

This course is for those participating in the opera production. Students will perform one opera or opera scenes production each semester. Course is offered each semester and may be repeated for credit.

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 085 Collaborative Piano Seminar/0

This course serves as a performance seminar in which collaborative pianists and their ensemble partner(s) receive coaching on style, balance, ensemble, and performance techniques. It functions as a practical lab performance environment for those students enrolled in collaborative applied piano lessons. Co-requisite: Applied Collaborative Piano.

MU 102-124 Private Lessons/1-2

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 108 Collaborative 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/1

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 Chamber Voices/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 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. Concurrent with MU 143 Aural Skills I. 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. Prerequisite: MU 142. Concurrent with MU 143 Aural Skills II. Spring semester.

MU 143 Aural Skills I/1

Fundamentals of ear training involving aural perception of materials of Music Theory I. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 141-G. Fall semester.

MU 144 Aural Skills II/1

Ear training involving diatonic and beginning chromatic materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 142. Prerequisite: MU 143. Spring semester.

MU 145/345 Instrumental Ensemble/0-1

Instrumental ensemble formed of various instruments, dependent upon student interest.

MU 146/346 Vocal Ensemble/0-1

Vocal ensemble formed of various voicings, dependent upon student interest.

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 160/360 Performance Seminar/1

This course offers a six-semester, rolling curriculum on professional practice and performance topics, including audition protocol, the business of singing (resumes, cover letters, young artist program, graduate study, headshots); movement for singing including surveys of Alexander technique and Feldenkrais, basic ballroom dance for theater, basic stage combat safety, elements of acting for opera, recitative study, basic directing for opera, and production topics related to the semester's opera production. The course will be offered every semester with a rolling curriculum. Students can enter the program at any time in the six-semester sequence, and students wishing to enroll as an elective at any point in the sequence would be welcome.

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. Prerequisite: MU 142. Concurrent with MU 243 Aural Skills III. Fall semester.

MU 243 Aural Skills III/1

Ear training involving chromatic melodic and harmonic materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 241. Prerequisite: MU 144. Fall semester.

MU 244 Aural Skills IV/1

Ear training involving advanced chromatic harmony and contemporary materials. Laboratory in aural skills drill and keyboard harmony included. Students will develop aural analysis skills in meter, mode, harmonic function, and song forms through solfeggio, singing, and dictation. Taught as a companion course to MU 341. Prerequisite: MU 243. Spring semester.

MU 253 Diction I/2

This course serves as the first of a two-semester study of lyric diction for singers. The course focuses on the study of the International Phonetic Alphabet (IPA) and its application to English and Italian. Students will learn the basics of singer's diction for each of these languages and demonstrate their knowledge through written examination, speaking, and singing or coaching. Offered in alternate years.

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/1-2

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 308 Collaborative 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. Prerequisite: MU 241. Concurrent with MU 244 Aural Skills IV. Spring semester.

MU 351 Diction II/2

This course serves as the second of a two-semester study of lyric diction for singers. The course focuses on the study of the International Phonetic Alphabet (IPA) and its application to German and French. Students will learn the basics of singer's diction for each of these languages and demonstrate their knowledge through written examinations, speaking, and singing or coaching. Prerequisite: Diction I. Offered in alternate years.

MU 353 Vocal Pedagogy/3

This course serves as an introduction to the concepts, methods, and materials essential to effective teaching of the singing voice. Through study of the anatomical, physiological and acoustic elements of singing, the students will gain a detailed working knowledge of the vocal mechanism. Emphasis is placed upon application of these principles to voice instruction, and providing students with tools and resources to aid them in their teaching and performing endeavors. d

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, even-numbered years.

MU 359 Vocal Literature/3

This course serves as a survey of Western solo vocal literature beginning with the common practice period and continuing through the 20th and 21st centuries, with a focus on Italian, German, French, English, and American art song, as well as a sampling of literature from the opera and operetta traditions. The course will take a historical and stylistic approach to the study of representative selections of the standard vocal literature through listening assignments, examinations, and projects. Offered in alternate 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. Fall 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 383 Piano Chamber Music Literature/3

This course, offered on demand, serves as a survey of chamber music literature that includes the piano as an ensemble member, beginning with the common practice period and continuing through the 20th and 21st centuries. The course will take a historical and stylistic approach to the study of representative selections of the standard literature through listening assignments, examinations, and projects.

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 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, odd-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-G or BI 211-G and CH 111-G. Offered on demand.

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 and nonteaching professions. In the teaching major, students seek a PreK-12 license to teach health and physical education in elementary or secondary school settings. Non-teaching options include Sports Studies, Sport Management, and Strength and Conditioning concentrations. The Strength and Conditioning concentration is a National Strength and Conditioning Association recognized program. The Health and Physical Education and Exercise Science majors also prepare students for graduate school. Minors are granted in Coaching, Sport Management, and Camping. In addition, 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. Offered on demand.

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. Seven-week course. 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

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-weightlifters. Fall semester.

PE 115-G Rhythmic Activities/1

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

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 114-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. Offered on demand.

PE 118-G Physical Conditioning/1

A course designed to integrate cardiovascular endurance and strength training for a lifetime of fitness. Seven-week course. 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. Spring semester.

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. Spring semester.

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 157 Varsity Swimming/0-1*

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

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.

PE 169 Varsity Competitive Cheer/0-1*

One season of continuous participation in varsity competitive cheer. Fall or spring semesters.

**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. Offered on demand.

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. Offered on demand.

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.

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. 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 and 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. Prerequisite for Secondary Education Majors: PY 111-G or consent of instructor. Spring semester.

PE 317 Adaptive Physical Education/2

Course deals with planning, organizing, and conducting physical education for the disadvantaged student. Same as ED 317. Spring semester, odd-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 216-G. 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.

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. Spring semester, odd-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. Spring semester, odd-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.

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.

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.

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. Fall, interterm, and spring.

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. Offered on demand.

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. Fall, interterm, and spring.

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. Fall, interterm, and spring.

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.

PE 447 Athletic Training Seminar: BOC Review/1

This course will prepare the athletic training major for the BOC exam. Practice tests, study aids, and concentrated review materials will be implemented throughout the class. Prerequisite or corequisite: PE 446. Spring semester of senior year.

PHYSICS

PH 101-G 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-G 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-G. 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. Must be passed with C- or better to count as a Distinctive course toward graduation. Fall and spring semesters.

PL 210 Aesthetics/3

An introduction to the philosophy of art. Includes a comparative study of visual arts, dance, theater, and music as aesthetic expression. Students will experience galleries, museums, theaters, concerts, and/or performances as they explore the fine arts.

Prerequisite: Consent of instructor. Fall semester, odd-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. Must be passed with C- or better to count as a Distinctive course toward graduation. Prerequisite: PL 110-G or PL 170-G or consent of instructor. Every semester and interterm.

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/3**

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/3

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, even-numbered years.

PS 340-G Political and Economic Ideologies/3

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, even-numbered years.

PS 345 Comparative Politics/3

A comparison of major governments of non-western nations with that of the United States. Three-year rotation, fall or spring semester.

PS 350 International Relations/3

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

PS 360 Politics and the Developing World/3

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. Fall semester, even-numbered years.

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 203 Introduction to Criminal Justice in America/3

An introductory course providing an overview of the criminal justice system in America designed to familiarize learners with introductory-level essential elements of the criminal justice system and to develop critical thinking skills regarding biblical, ethical, and public policy levels as related to the study of Criminal Justice. Students will develop understanding of the primary components of the criminal justice system including law enforcement, the court systems, and correctional organizations, including the history and philosophy of criminal justice in America. Same as CR/PY 203. Fall semester.

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 244 Legal Research Methods/2

This course is an introduction to the basic techniques of legal research, critical analysis, and professional writing. Attention is given to academic writing, plagiarism, APA formatting, researching legal issues, briefing of cases, framing legal arguments, formal reporting, and legal documentation. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 203. Same as CR/SW 244. Fall semester.

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 304 Criminology/3

Students are given an overview of the primary criminological theories regarding the nature and cause of criminal behavior from a psychological, sociological, and theological perspective. Crime, punishment, and treatment are considered within various contexts including restorative justice practices. Biblical perspectives of deviant behavior and justice, including restorative practices, are integrated throughout. Prerequisite: PY 111-G and SO 113-G. Same as CR/SW 304. Fall semester.

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 314 Field Experience/1-3

Students will have the opportunity to participate in the activities of community agencies

in Criminology and Restorative Justice Practice. Varied experiences are encouraged in areas such as law enforcement, corrections, probation, judicial, victim services, treatment services, and community action organizations. This course may be repeated. Prerequisite: instructor approval. Same as CR/SW 314. Offered on demand.

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 322 Criminology Statistics/3

Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and interpreting crime statistics. Does not satisfy core basic skills mathematics requirements. Same as CR/SW 322. Fall semester.

PY 324 Juvenile Delinquency and Justice/3

This course is designed to provide an in-depth study of the juvenile offender and the juvenile justice system in the United States. Topics include juvenile delinquency, the form and function of the juvenile criminal justice system, legal rights of juveniles, theories of delinquency, restorative interventions, and other related issues. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as CR/SW 324. 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 334 Diversity Issues in Criminal Justice/3

Students explore the diversity of populations involved in the criminal justice process, considering characteristics such as age, race, gender, religion, socio-economic status, education, and historical experiences. Prerequisite: PY 111-G and SO 113-G. Same as CR/SW 334.

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 344 Restorative Justice/3

Students will be introduced to the fundamental principles of restorative justice including its historical and theological roots by taking a critical look at traditional retributive responses to crime in the United States and examining how the practice of restorative justice may improve outcomes for individuals and society as a whole. Focus is given to community corrections, rehabilitative programs, and combination programs.

Contemporary restorative justice practices in local communities will be examined and processed. Prerequisite: CR 374 and CR 394 or instructor approval. Same as CR/SW 344. Fall semester.

PY 354 Criminal Procedure/3

This course involves a focused study of the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of these fundamental rights to arrest, search and seizure, interrogation and confession, as well as to procedure and limitations prior to and during trial and post-conviction. Same as CR/SW 354. Fall semester.

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 364 Corrections, Probation, and Parole/3

This course is designed to provide the student with an overview of the history and theory behind adult and juvenile corrections, probation, and parole. Correctional philosophies and restorative justice practices are examined including the role of clinical treatment in these settings by professionals in the fields of education, social work, counseling, psychology, and medicine. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as CR/SW 364. Spring semester.

PY 374 Ethics in Criminal Justice/3

This course considers ethical issues that confront the modern criminal justice system, including law enforcement, courts, corrections, and support agencies. Material enhances foundational biblical and ethical considerations into more advanced and applied notions of right behavior within the realm of criminal justice practice. Topics covered include discretion, confidentiality, incarceration and re-entry, capital punishment, terrorism, and restorative justice. Prerequisite: PS 112-G or HI 122-G. Same as CR/SW 374. Fall semester, even-numbered years.

PY 384 Victimology/3

This course takes an analytical look at the major theoretical, ethical, and psychological issues concerning victims of crimes. Students are encouraged to develop an understanding from a victim's perspective and the psychological processes in experiencing criminal trauma and recovery. Topics covered include victim blaming, legal and policy dilemmas, bureaucratic responses to victims, relationships between offenders and victims, and victim rights in the criminal justice system. Research-supported analysis of special populations of victims, such as women, children, elderly, and the disabled is included. Prerequisite: PY 111-G and SO 113-G. Same as CR/SW 384. Spring semester.

PY 394 Criminal Law/3

This course provides an overview of criminal law, investigation, and procedure, including the classifications of crimes and related punishments, potential defenses, culpable mental

states, rules of evidence and the procedures in the gathering of evidence, and rights of citizens. The critical analysis of criminal case studies is incorporated throughout the case. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 322. Same as CR/SW 394. Spring semester.

PY 414 Drugs, Alcohol, Crime, and Justice/3

This course reviews the history and prevalence of drug and alcohol use in America, as well as the criminal repercussions. Students are given an introduction of the criminality, theory, and treatment of substance abuse and addiction in a criminal justice context from a secular and biblical view. Areas of focus include multigenerational addictive behaviors and outcomes, treatment for addiction, governmental responses, drug identification, and enforcement of drug and alcohol laws. Prerequisite: junior standing or consent of instructor. Same as CR/SW 414. Interterm, odd-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

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 New Testament Greek, 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. Must be passed with a C- or better to count as a Distinctive course toward graduation. Fall and spring semesters.

RS 202-G 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. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G. Fall semester, even-numbered years; interterm, odd-numbered years.

RS 203-G 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. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G. Spring semester, odd-numbered years.

RS 204-G 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. Must be passed with a C- or better to count as a Distinctive course toward graduation. 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-G Life and Teachings of Paul/3*

An introduction to the writings of Paul in the context of his life and ministry. This study will survey several Pauline letters and will include a basic construction of a theology of Pauline thought that engages various perspectives. Special attention will be paid to contemporary ethical implications of Paul's writings for the church today. Must be passed with a C- or better to count as a Distinctive course toward graduation. Prerequisite: RS 110-G. Fall semester, odd-numbered years.

RS 213-G 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. Must be passed with a C- or better to count as a Distinctive course toward graduation. 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 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 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 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/1

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 & Needs/1

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-G/390-G History of Christianity/3

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-G /390-G. Spring semester, alternate odd-numbered years.

RS 301 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. Three-year rotation, fall or spring semester.

RS 317 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/3

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. Spring semester, alternate even-numbered years.

RS 319 Jesus in the New Testament/3

A study of Jesus as he is presented throughout the New Testament, including both historical and theological approaches to the questions. The two main emphases include an engagement with contemporary scholarship on the “search for the historical Jesus,” as well as an attempt to understand Jesus’ Kingdom theology as it is manifested in all four gospels as well as the Pauline epistles. Prerequisite: Any 200-level Bible content course. Spring semester, odd-numbered years.

RS 322 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, even-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 and spring semester, odd-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 364 Ministry Discernment Seminar 3: Growth & Gifts/1

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: RS 265. 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; requirement for spring semester only: graduation enrollment; RS 110-G and any one of RS 202/203/204/212/213, or PL 110-G and PL 263-G or RS 110-G and PL-110 (all prerequisite courses must be passed with a grade of C- or better). 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. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 442 Youth Ministry Practicum/1-6

Supervised orientation to youth ministry. Forty hours of experience per unit is required. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. 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. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. 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. Course includes concurrent field experience and weekly classroom meeting for discussion and reflection. The student may also participate in a preapproved field experience in the summer and enroll for the classroom component the next fall term. Fall and spring semesters.

RS 464 Ministry Discernment Seminar 4: Portfolio & Context/1

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 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. Same as CR 327. Spring semester, even-numbered years.

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. *This program is accredited by the Council on Social Work Education. Social Work students are eligible to be licensed at the Licensed Bachelor of Social Work level.*

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. All policies are included in the program handbook available for review at any time and provided to students when admitted to the program.

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 additional 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.ksbsrb.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 203 Introduction to Criminal Justice in America/3

An introductory course providing an overview of the criminal justice system in America designed to familiarize learners with introductory-level essential elements of the criminal justice system and to develop critical thinking skills regarding biblical, ethical, and public policy levels as related to the study of Criminal Justice. Students will develop understanding of the primary components of the criminal justice system including law enforcement, the court systems, and correctional organizations, including the history and philosophy of criminal justice in America. Same as CR/PY 203. Fall 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 244 Legal Research Methods/2

This course is an introduction to the basic techniques of legal research, critical analysis, and professional writing. Attention is given to academic writing, plagiarism, APA formatting, researching legal issues, briefing of cases, framing legal arguments, formal reporting, and legal documentation. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 203. Same as CR/PY 244. Fall semester.

SW 301 Junior Field Experience/1

The purpose of this field placement is to expose learners to social work practice outside the classroom and prepare learners for their senior field placement. This course is developed to expose learners to the professional roles and boundaries of social work; the importance of difference in providing services to clients; the policy contexts of services; and the function of social workers in the engagement, planning, intervention, and evaluation phases of service delivery. Prerequisite: open only to junior social work majors enrolled in respectively SW 345 and SW 355 in corresponding semesters.

SW 322 Criminology Statistics/3

Research and statistics are important in criminology. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and interpreting crime statistics. Does not satisfy core basic skills mathematics requirements. Same as CR/PY 322. Fall semester.

SW 374 Ethics in Criminal Justice/3

This course considers ethical issues that confront the modern criminal justice system, including law enforcement, courts, corrections, and support agencies. Material enhances foundational biblical and ethical considerations into more advanced and applied notions of right behavior within the realm of criminal justice practice. Topics covered include discretion, confidentiality, incarceration and re-entry, capital punishment, terrorism, and restorative justice. Prerequisite: PS 112-G or HI 122-G. Same as CR/PY 374. Fall semester, even-numbered years.

SW 394 Criminal Law/3

This course provides an overview of criminal law, investigation, and procedure, including the classifications of crimes and related punishments, potential defenses, culpable mental states, rules of evidence and the procedures in the gathering of evidence, and rights of citizens. The critical analysis of criminal case studies is incorporated throughout the case. Prerequisite: PS 112-G or HI 122-G and completion of or concurrent enrollment in CR 322. Same as CR/PY 394. Spring semester.

SW 304 Criminology/3

Students are given an overview of the primary criminological theories regarding the nature and cause of criminal behavior from a psychological, sociological, and theological perspective. Crime, punishment, and treatment are considered within various contexts including restorative justice practices. Biblical perspectives of deviant behavior and justice, including restorative practices, are integrated throughout. Prerequisite: PY 111-G and SO 113-G. Same as CR/PY 304. 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 314 Field Experience/1-3

Students will have the opportunity to participate in the activities of community agencies in Criminology and Restorative Justice Practice. Varied experiences are encouraged in areas such as law enforcement, corrections, probation, judicial, victim services, treatment services, and community action organizations. This course may be repeated. Prerequisite: instructor approval. Same as CR/PY 314. Offered on demand.

SW 324 Juvenile Delinquency and Justice/3

This course is designed to provide an in-depth study of the juvenile offender and the juvenile justice system in the United States. Topics include juvenile delinquency, the form and function of the juvenile criminal justice system, legal rights of juveniles, theories of delinquency, restorative interventions, and other related issues. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as CR/PY 324. Fall 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 344 Restorative Justice/3

Students will be introduced to the fundamental principles of restorative justice including its historical and theological roots by taking a critical look at traditional retributive responses to crime in the United States and examining how the practice of restorative justice may improve outcomes for individuals and society as a whole. Focus is given to community corrections, rehabilitative programs, and combination programs. Contemporary restorative justice practices in local communities will be examined and processed. Prerequisite: CR 374 and CR 394 or instructor approval. Same as CR/PY 344. Fall semester.

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 354 Criminal Procedure/3

This course involves a focused study of the interplay between the Bill of Rights and the criminal justice system, with particular emphasis on the application of these fundamental rights to arrest, search and seizure, interrogation and confession, as well as to procedure and limitations prior to and during trial and post-conviction. Same as CR/PY 354. Fall 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 364 Corrections, Probation, and Parole/3

This course is designed to provide the student with an overview of the history and theory behind adult and juvenile corrections, probation, and parole. Correctional philosophies and restorative justice practices are examined including the role of clinical treatment in these settings by professionals in the fields of education, social work, counseling, psychology, and medicine. Prerequisite: PY 111-G, SO 113-G, and CR 203. Same as CR/PY 364. Spring semester.

SW 384 Victimology/3

This course takes an analytical look at the major theoretical, ethical, and psychological issues concerning victims of crimes. Students are encouraged to develop an understanding from a victim's perspective and the psychological processes in experiencing criminal trauma and recovery. Topics covered include victim blaming, legal and policy dilemmas, bureaucratic responses to victims, relationships between offenders and victims, and victim rights in the criminal justice system. Research-supported analysis of special populations of victims, such as women, children, elderly, and the disabled is included. Prerequisite: PY 111-G and SO 113-G. Same as CR/PY 384. Spring semester.

SW 414 Drugs, Alcohol, Crime, and Justice/3

This course reviews the history and prevalence of drug and alcohol use in America, as well as the criminal repercussions. Students are given an introduction of the criminality, theory, and treatment of substance abuse and addiction in a criminal justice context from a secular and biblical view. Areas of focus include multigenerational addictive behaviors and outcomes, treatment for addiction, governmental responses, drug identification, and enforcement of drug and alcohol laws. Prerequisite: junior standing or consent of instructor. Same as CR/PY 414. Interterm, odd-numbered years.

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). Fall and spring semesters.

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. Fall and spring semesters.

SPECIAL EDUCATION

Tabor College offers licensure in Special Education through programs at the Kansas Independent College Association (KICA). *(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/4

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).

SE 315 General Methods for Special Education Services/4

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 with Math Intervention (Module D). Concurrent: Modules A-D. Prerequisite: SPED 310.

SE 320 Beginning American Sign Language/2

This course 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. This class is intended as an elective education course and is a prerequisite to SE 322. Students may enroll for full credit only.

SE 321 Grades K-6 Methods for Special Needs/5

This course addresses IEP implementation using evidence-based practices at the K-6 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades K-6 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315.

SE 322 Intermediate American Sign Language/2

This course 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. This class is intended as an elective education course. Students may enroll for full credit only. Prerequisite: SE 320. Offered spring semester only.

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 341 Grades PreK-3 Methods for Special Services/5

This course addresses IEP implementation using evidence-based practices at the PreK-3 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades PreK-3 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered fall semester only.

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 351 Grades PreK-3 Field Experience/1

Supervised field experience with children in grades PreK-3 who have an identified disability. The course will emphasize evidence-based practice and techniques presented in SE 341. Students will participate in IEP development, lesson planning, and instruction. Concurrent: SE 341. Offered by arrangement.

SE 361 Grades 6-12 Methods for Special Needs/5

This course addresses IEP implementation using evidence-based practices at the 6-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. This course includes a supervised field experience with children in grades 6-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered fall semester only.

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: Topic G: Current Issues in Special Education/1

This course is designed to be taken by the practicing teacher returning for endorsement in special education or adding a high-incidence endorsement to an existing endorsement in special education. This course will focus on bringing the students 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.

SE 381 Grades 4-12 Methods/5

This course addresses IEP implementation using evidence-based practices at the 4-12 level. Topics of study include lesson planning for students with special needs, the learning environment, reading/writing intervention with progress monitoring, and adapting methods and materials. The course includes a supervised field experience with children in grades 4-12 who have an identified disability with Reading/Writing Intervention. Prerequisites: SPED 310 and 315. Offered spring semester only.

SE 391 Grades 4-12 Field Experience/1

Requires the learner to be assigned to work with a cooperating special education teacher for 15 hours and to work in the same setting(s) as the cooperating teacher. The learner may function in programs described as self-contained, interrelated, categorical, resources, itinerant, special day school, or some combination of these. This one-hour credit placement is made by arrangement through KICA. Outside preparation time will be required (six to nine per week outside preparation) beyond attendance at field experience meetings and required field-based hours. The grade for this class is contingent upon successful completion of the SE 381 Methods course. Fall and spring semesters.

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 high-incidence 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 310, 315, 345, and 321. 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 high-incidence 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 high-incidence endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 310, 315, 345, and 321. Concurrent or subsequent semester: SE 499.

SE 451 Grades PreK-12 Clinical Experience/5-6

This course is a supervised teaching experience with a special educator who provides services for any PreK-12 level students with high-incidence 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 310, 315, 345, 341, and 381. Concurrent or subsequent semester: SE 499.

SE 453 Grades PreK-12 Internship/5-6

This course is a supervised teaching experience with a special educator who provides services for PreK-12 level students with high-incidence learning needs. The preservice 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: SPED 310, 315, 345, 341, and 381. Concurrent or subsequent semester: SPED 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 high-incidence 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 310, 315, 345, and 361. 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 high-incidence 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 high-incidence endorsement or for students who have completed a special education clinical experience. Prerequisites: SE 310, 315, 345, and 361. 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, KICA faculty, and special educators. Topics of discussion include working with families, professionalism, ethical issues, advocacy, diversity, and resources. Prerequisites: SE 310, 315, 345, 321 or 361 or 341 and 381. Concurrent or previous semester: SE 431 or SE 471 or SE 451 (or comparable Internship).

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 123/223/323 Dance for Musical Theater/1**

A studio course in dance styles for the context of musical theater, including jazz, modern, and an introduction to choreography for musical theater. Offered on demand.

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 201 Ensemble I/1

This variable-content course is intended to offer a range of experiences such as audition techniques, stage makeup, mask work, stage combat, and other specialties offered by faculty and guest artists, as well as discussion of current trends and topics in theater and critique of productions. Prerequisite: TH 203-G recommended. Offered every fall.

TH 202 Showcase I/1

An applied theater course, Showcase designates time, mentorship, and resources to the theater student's portfolio/resume development. Students will generate original creative work with accompanying academic work including research, reading, and writing. Culminates in a thesis performance, presentation, paper, or other final iteration of the year's accomplishments. Prerequisite: TH 203-G recommended. Offered every spring.

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 212 Acting the Song/1

Develops the performer's ability to effectively deliver vocal music to an audience. Recommended for students taking voice lessons or interesting in auditioning for musical theater; all genres of music and students who do not consider themselves singers are welcome. Repeatable for credit. Offered on demand.

TH 215 Topics in Theater/3

Topics offered may include but are not limited to: musical theater, voice and movement, acting for the camera, theater for young audiences, writing for stage and screen, devised theater.

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 300 Interterm: American College Theater Festival/0-1

Each January, students can participate in the Region 5 American College Theater Festival. Includes workshops in all areas of theater practice, performances of selected college and university theater from around the region, and presentations of selected student portfolios in design/management. Students receive credit for attending the festival must attend a minimum number of productions and workshops and must participate in regular group discussions. Permission of instructor required; course fee for registration, travel, and housing. Repeatable up to three times for credit. Offered most interterms.

TH 301 Ensemble II/2

This variable-content course is intended to offer a range of experiences such as audition techniques, stage makeup, mask work, stage combat, and other specialties offered by faculty and guest artists, as well as discussion of current trends and topics in theater and critique of productions. Prerequisite: TH 203-G recommended. Offered every fall.

TH 302 Showcase II/2

An applied theater course, Showcase designates time, mentorship, and resources to the theater student's portfolio/resume development. Students will generate original creative work with accompanying academic work including research, reading, and writing. Culminates in a thesis performance, presentation, paper, or other final iteration of the year's accomplishments. Prerequisite: TH 203-G recommended. Offered every spring.

TH 306 Theater History/4

An overview of the global history of theater, including its origins, Neoclassical period, English Restoration, and 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 355 Musical Theater/2

An overview of the history, styles, elements, and literature of musical theater. Prerequisite for theater majors: TH 203-G Introduction to Theater. 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 401 Ensemble III/3

This variable-content course is intended to offer a range of experiences such as audition techniques, stage makeup, mask work, stage combat, and other specialties offered by faculty and guest artists, as well as discussion of current trends and topics in theater and critique of productions. Prerequisite: TH 203-G recommended. Offered every fall.

TH 402 Showcase III/3

An applied theater course, Showcase designates time, mentorship, and resources to the theater student's portfolio/resume development. Students will generate original creative work with accompanying academic work including research, reading, and writing. Culminates in a thesis performance, presentation, paper, or other final iteration of the year's accomplishments. Prerequisite: TH 203-G recommended. Offered every spring.

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.

TH 440 Internship/1-3

Students may earn academic credit for pre-approved internships with accompanying assessment measures created jointly by the student and theater faculty. Students may inquire with faculty about known internship opportunities available or suggest their own. Offered on demand.

TH 460 Directed Study/1-3

This course is intended to serve theater majors in preparing for their capstone Applied Theater project, guiding them through initial development phases not covered by other course offerings. It may include playwriting, dramaturgical research, study of a particular acting or directing style, etc. Junior status and permission of instructor required. Offered on demand.

TH 490 Applied Theater/3

In their final year, majors will complete a capstone project. This may include (but is not limited to) designing costumes, sets, or lights for a fully realized production, performing a significant role in a full-length production, writing/directing a full-length play, etc. Permission of instructor 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. This Tabor distinctive course (or TC 310) is required of all graduates. Fall semester.

TC 110 Chapel Readings/1

This course provides an opportunity to review three books related to the areas of spiritual formation, faith integration, and Christian worldviews. Through readings, critical review, and personal application, students will process the role of faith in all areas of their lives. Enrollment in TC 110 is required for all students who do not satisfy the TC 100 requirement for the previous semester. Course fee applies.

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. This Tabor distinctive course (or TC 101) is required of all graduates. 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. Prerequisite: junior standing or consent of instructor.

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 is for those students who are considered "leadership scholars" and have received the Presidential Leadership Scholarship. Students who are leadership scholars need to enroll for one credit hour. All Presidential Fellows will be entered into the course (section B) for 0 credit. 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 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

Travel Study Experiences are provided by the Carson Center for Global Education. These experiences provide learning and service experiences off campus that fulfill the Intercultural Awareness Experience (IAE) requirement. Each trip will require coursework and intercultural interaction that will enable students to develop global awareness and cultural sensitivity. Each trip includes reading assignments specific to the culture(s)/nation(s) begin visited and writing assignments to promote critical thinking and reflection. The writing may be in the form of a personal journal, research paper, and/or reflective essay(s). Each trip will have a level of intentional intercultural encounters that connects students to the reading and assignments. Detailed descriptions of expectations for IAE credit can be found in the Carson Center for Global Education's policies and procedures. The department sponsoring the trip is responsible for obtaining the approval of other departments when course prefixes from those departments are used. Course subtitles are used on the schedule to indicate the location of the experience, e.g., "Travel and Study Experience: Mexico." Travel and Study Experiences are available every year, but locations vary from year to year.



Tabor College Undergraduate Studies

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ADMINISTRATIVE PERSONNEL

JESSICA ALLEN, B.A., Administrative Assistant to the Vice President of Student Life; B.A., Tabor College, 2015; Staff Writer, Maryville Daily Forum, 2016; Present position, 2016-

JOEL ALLEN, B.A., Head Men's & Women's Cross Country Coach, Assistant Track Coach; B.A., Tabor College, 2015; Graduate Assistant Cross Country/Track & Field Coach, Northwest Missouri State University, 2015-16; Present position, 2016-

RUSTY ALLEN, M.S., Executive Vice President for Operations; B.S., McPherson College, 1985; M.S., Peru State College, 1995; Middle/High School Mathematics Teacher and Head Basketball Coach, Kansas, 1985-01; Hesston Recreation Director, Kansas, 1995-01; Head Women's Basketball Coach, Director of Residence Life, Associate Athletic Director, Tabor College, 2001-03; Director of Admissions, Head Women's Basketball Coach, Ibid., 2003-04; Dean of Enrollment Management, Head Women's Basketball Coach, Ibid., 2004-07; Vice President of Enrollment Management, Ibid., 2007; Vice President of Athletics, 2007-11; Vice President of Enrollment Management and Intercollegiate Athletics, Ibid., 2011-18; Present position 2018-

RON BRAUN, B.A., Vice President for Philanthropy; B.A., Tabor College, 1975; Production Manager, Barkman Honey Company, 1975-78, 1981-87; Project Manager, Mennonite Central Committee, Bangladesh, 1978-81; Executive Director, MCC Central States, North Newton, KS, 1987-03; Interim Conference Minister, Southern District Conference of Mennonite Brethren Churches, Wichita, 2004; Director of Development, Kidron Bethel Retirement Services, North Newton, 2004-10; Director of Development, Tabor College, 2010-12; Vice President for Advancement, Ibid., 2012-2018; Present position, 2018-

GRANT BRUBACHER, B.A., Head Men's and Women's Soccer Coach, Recruiter; B.A., Tabor College, 2006; Staff Accountant, Adams, Brown, Beran & Ball, 2006; Director of Student Financial Assistance, Tabor College 2007; Present position, 2008-

ANDREW (Andy) DAVIS, M.A., Assistant Baseball Coach/CRC Director/Recruiter; B.A. Pittsburg State University, 2006; M.A. Ibid., 2007; Assistant Baseball Coach, Peru State College, 2007-2012; Present position, 2013-

NATHAN DUELL, M.Ed., Head Swim Coach and Assistant Sports Information Director; B.A., Wheaton College, 1994; M.Ed., Indiana Wesleyan University, 2008; Teaching credentials, Goshen College, 2001; English Teacher, Goshen High School, 2002-13; Head Swim Coach, Goshen High School, 2010-13, Present position, 2013-

KELLY DUGGER, B.S., Admissions Counselor, B.S., University of Southern Indiana, 2005; ESL Teacher, Nanchang Institute of Technology, 2006-07; ESL Teacher, Jiangxi University of Finance and Economics, 2007-08; Supervisor, CVS Pharmacy, 2009-13; Office Manager, Dr. Linda Armbruster DDS, INC, 2013-14; Present position, 2014-

TERRY ENS, B.S., Director of Facilities Operations, B.S., Tabor College, 1985; Location Manager, Blick's Agri Center, 1985-86; Agricultural Parts and Equipment Manager, Maxima Corporation, 1986-88; Sales and Technical Service, Fairbank Equipment, 1988-96; Owner/Operator, Quiznos Sub, 1996-07; Commercial/Residential Building Contractor and Real Estate Agent, Boundaries Unlimited, LLC, 2007-09; Regional Operations Manager/Senior Operations Manager, The Quiznos Corporation, 2009-11; Business Consultant, Dairy Queen International, 2011-14; Owner/Operator, The Oil Spot, LLC, 2014-16; Sales Representative, Hunter Engineering, 2015-2017; Present position, 2017-

MARK FOX, M.Ed., Assistant Men's Basketball Coach, Assistant Sports Information Director; B.S., University of Kansas, 1986; M.Ed., Emporia State University, 1994; Teacher/Coach, USD 373, 1987-92; Assistant Men's Basketball Coach, Bethel College, 1991-92; Men's Basketball Graduate Assistant/Head Junior Varsity Coach, Emporia State University, 1992-93; Teacher/Coach/Athletic Director, USD 340, 1993-96; Middle School Athletic Director/High School Teacher/Coach, USD 440, 1998-01; Men's Assistant Basketball Coach/Senior Admissions Counselor, Newman University, 2001-05; Head Women's Basketball Coach/Teacher/Assistant Athletic Director, Bethel College, 2005-2016; Present position, 2016-

SCOTT FRANZ, M.S., Registrar, B.A., Tabor College, 1988, MSA, University of Notre Dame, 1998; Certified Consumer Credit Counselor, Consumer Credit Counseling Service of Northern Indiana (CCCS/NI), 1991-00; Administrative Assistant, Goshen College Adult Program, Goshen College, 2000-01; Finance Assistant, Mennonite Mission Network, 2001-07; Director of Student Financial Assistance, Tabor College, 2007-15; Present position 2015-

VANCE FRICK, B.A., Photographer, Webmaster, Graphic Designer; B.A., Tabor College, 2004; Freelance Graphic Design, 2004; Graphics Coordinator, AGCO Corporation, 2005; Present position, 2005-

RUTH FUNK, Administrative Assistant to the Vice President for Business and Finance; Tabor College 1975; Office Secretary, Hillsboro Chamber of Commerce, 1975-77; Key punch operator/NDSL collections, Tabor College, 1977-80; Office Secretary, Hillsboro Mennonite Brethren Church, 1993-02; Present position, 2002-

MIKE GARDNER, M.A., Head Football Coach, Recruiter,; B.A., Baker University; M.A., Hastings College, Hastings, Nebraska; Special Teams and Recruiting Coordinator, Hastings College, 1990-93; Quarterbacks and Receivers Coach, Bethel College, 1993-96; Special Teams Coordinator, Lindenwood University, 1996-99; Defensive Coordinator, Ibid., 2000; Defensive Coordinator, Tabor College, 2001-03; Head Football Coach, Ibid., 2004-05; Head Football Coach, Malone University, 2006-09; Present position, 2010-

CHRIS GLANZER, B.A., CNA, N+, Director of Information Technology Infrastructure; B.A., Tabor College, 1999; Recording Engineer, Cornerstone Studios, 1999-00; Computer Systems Administrator, Tabor College, 2001-08, Director of Information Technology, Ibid., 2008-2014; Present position, 2014-

JULES GLANZER, D.Min., President; B.A., Tabor College, 1974; M.Div., Mennonite Brethren Biblical Seminary, 1978; D.Min., Fuller Theological Seminary, 2000. Youth Director, Sanger First Presbyterian Church, California, 1974-77; Assoc. Pastor, Lincoln Glen MB Church, California; 1977-78; Pastor, Ulysses MB Church, Kansas, 1978-82; Church Planter, Bear Creek New Life Fellowship, Texas; 1982-85; Bi-vocational Church Planter, Evangelical Covenant, Texas, 1985-87; Sales Manager, Houston Pool & Spa, Texas, 1985-87; Founding Pastor, Faith Community Church, Texas, 1987-01; Dean of the Seminary – George Fox University, Oregon, 2001-08; Present position, 2008-

PEGGY GOERTZEN, B.A., Director of Center for Mennonite Brethren Studies, Tabor College Archives; B.A., Tabor College, 1992; Research Assistant, Fresno CMBS, 1975-77; Research Assistant, Tabor CMBS 1989-92; ESL Instructor, Tabor College, 1991-93; Director of Center for Mennonite Brethren Studies Tabor College Archives 1992-; Present position, 1992-

BRENDA HAMM, B.A., Campus Visit Coordinator, Admissions Counselor; B.A., Tabor College, 1980; Director of Information Services, Tabor College 1986-1996;

Design, Baker Bros. Printing, 1996-2003; Owner, Thee Bookstore, 2003-2012; Receptionist, Hillsboro Community Hospital, 2012-2013; Present position, 2013-

ERICA HAUDE, M.A., Director of Student Success; B.A., Tabor College; M.A., Denver Seminary; Youth Specialist, Clarence M. Kelley Juvenile Services, 2007-08; Community Counselor, Shepherd's Gate Counseling Center, 2008; Treatment Coordinator/Therapist, Excelsior Youth Center, 2010-12; Present position, 2012-

STEVE HEIMANN, M.A., Assistant Football Coach, Recruiter; B.S., Bellevue University, 2001; M.A., Ibid., 2009; Owner, Heimann Professional Services, 2007-17; Tight Ends Coach, Nebraska Wesleyan University, 2007-10; Special Team Coordinator, Ibid., 2010; JV Head Coach, Ibid., 2008-11; Defensive Backs and Special Teams Assistant Coach, Ibid., 2013-14; Running Back Coach and Special Teams Assistant, Omaha Nighthawks, 2011-12; Special Teams Coordinator and Wide Receivers Coach, Omaha Beef, 2012-13; Head Football Coach, Ibid., 2012-14; Special Team Coordinator and Wide Receivers Coach, Creighton Preparatory School, 2015-16; Offensive Analyst and Wide Receivers, Ibid., 2016-2018; Present position, 2018-

C.J. HILL, M.Ed., Assistant Football Coach, Defensive Coordinator; B.A., Tabor College, 2005; M.Ed., East Central University, 2008; Assistant Football Coach/Special Team Coordinator/Walk-On Coordinator, East Central University, 2005-06; Assistant Football Coach/Head Administrator of Home Basketball and Volleyball Games, Malone University, 2006-07; Graduate Assistant Football Coach, East Central University, 2009-11; Present position, 2016-

NORMAN HOPE, Ph.D., C.P.A., Vice President for Business and Finance, Professor of Business Administration; B.S., Manchester College, 1978; M.B.A., Emporia State University, 1986; Ph.D., Kansas State University, 1994; Staff Accountant, Plummer & Co., Inc., 1978-82; Assistant Professor of Accounting, McPherson College, 1982-91; Staff Accountant, David O'Dell, C.P.A., 1982-2015; Associate Professor of Business Administration, Adult Education Program Consultant, Tabor College, 1991-98; Associate Professor of Business Administration, Ibid., 1998-00; Associate Professor of Business Administration, Director of the Master of Science in Accounting, Ibid., 2002-03; Professor of Business Administration, Director of Master of Business Administration Concentration in Accounting, Ibid., 2003-08; Manager, Adams, Brown, Beran and Ball CPAs, 2015-present; Professor of Business Administration, 2008-16; Present position, 2016-

FRANK JOHNSON, Ph.D., Executive Vice President for Academics and Compliance, Professor of History; B.A., Olivet Nazarene University, 1986; M.A., Michigan State University, 1991; Ph.D., Ibid., 1996; Assistant Professor of History, MidAmerica Nazarene University, 1996-01; Distributed Learning Coordinator, Associate Professor of History, Ibid., 2001-03; Associate Academic Dean for Graduate and Adult Studies, Professor of History, Ibid., 2003-06; Vice President for Academic Affairs, Director of Institutional Effectiveness, Professor of History, Sterling College, 2006-07; Associate Vice President for Adult and Graduate Studies, Professor of History, Mount Vernon Nazarene University, 2007-08, Special Assistant to the President for Institutional Planning, Strategy and Research, Professor of History, Goshen College, 2008-10; Vice President of Academic Affairs and Academic Dean, Professor of History, Tabor College, 2010-2018; Present position, 2018-

CRAIG A. JOST, M.Div., Director of the Carson Center for Global Education; B.A., Kansas State University, 1990; M.Div., Mennonite Brethren Biblical Seminary, 1998; Good News Intern, Mennonite Brethren Missions and Services, 1991-95; Church

Planting Intern, Mountain View Community Church, 1995-98; Regional Director of Youth Ministries, State of Santa Catarina, Brazil, 1998-00; Core Plus Missionary, Mennonite Brethren Missions Services International, Brazil, 1998-00; Long-Term Missionary, Ibid., Portugal, 2000-06; Adjunct Professor of Evangelism and Discipleship, Instituto Bíblico Português, 2003-06; Regional Mobilizer, Mennonite Brethren Missions Services International, 2006-09; Adjunct Professor, Tabor College Wichita, 2008-10; Long-Term Missionary, Mennonite Brethren Missions Services, France, 2009-18; Present position, 2018-

MIRIAM KIEWER, B.A., Executive Administrative Assistant to the President; B.A., Tabor College, 1990; Lifelong Learning Coordinator, Tabor College, 2014-2017; Present position, 2017-

WAYNE KIEWER, B.A., Network +, MCP, Director of Information Technology Operations; B.A., Tabor College, 1989; Telecommunications Manager/Networking Technician, Colorado Christian University; Computer Consultant/General Construction Employee, Nicholas Construction; IT Analyst II/Service Desk Team Lead, Dynamics Research Corporation; Present position, 2014 -

DAVID W. KROEKER, M.B.A., Head Men's & Women's Track & Field Coach, Recruiter, Associate Professor of Business Administration; B.A., Tabor College, 1978; M.B.A., University of Kansas, 1986; High School Business Teacher/Coach, Washington, Kansas, Colorado, Nebraska, 1979-97; Assistant Professor of Business Administration, Tabor College, 1997-00; Present position, 2000-

RYAN LEE, B.A., Campus Pastor and Resident Educator; B.A., Oklahoma Wesleyan University, 2006; ESL Instructor, Nanchang Institute of Technology, 2006-07; ESL Instructor, Jiangxi University of Finance & Economics, 2007-08; Youth Minister, Denver Chinese Evangelical Free Church, 2010-11; Youth Minister, Salina First United Methodist Church, 2011-14; Present position, 2014-

SADONIA LANE, M.A., Director of Financial Aid; B.A., Wichita State University, 2007; M.A., Wichita State University, 2017; Field Director/Program Coordinator, Girl Scouts Wheatbelt Area Council, 2005-06; Surgery Scheduler/Data Processor, Hutchinson Clinic, 2006-07; Loan Counselor/Compliance Specialist, Office of Financial Aid, Wichita State University, 2008-17; Adjunct Instructor, Hutchinson Community College, 2012-2017; Present position, 2017-

DAVID MARTENS, M.M., Director of Contemporary Christian Music; B.A., Tabor College, 1985; M.M., University of Northern Colorado, 1989; Director of Technology, Fresno Christian Schools, 1998-14; Worship Team Leader, Fresno Christian Schools, 2009-14; Director of Worship & Interim Worship Pastor, Clovis Evangelical Free Church, 1994-00, 2005-06, 2014; Worship Pastor, Parkview Mennonite Brethren Church, 2014-present; Present position, 2014-

KRISTEN MARTENS, B.A., Administrative Assistant to the Teacher Education Department; B.A., Tabor College, 2017; Present position, 2018-

VIRGINIA MARTENS, B.A., Controller; B.A., Tabor College, 1995; Office Secretary/Receptionist, Tabor College, 1973-75; Office Secretary/Receptionist, John C. Johnson, Attorney-at-Law, 1977-79; Data Entry Operator, Tabor College, 1980; Accounting Assistant, Ibid., 1985; Accountant, Ibid 1990; Present position, 1995-

GRANT MYERS, M.B.A., Dean of Admissions; B.A., Tabor College, 2007; M.B.A., Tabor College Wichita, 2012; General Agent, American Income Life, 2012-2014; Master

General Agent, Ibid., 2014-2015; Regional Director of Sales and Marketing, Ibid., 2015-2017; Present position, 2017-

EMILY OLSON, B.A., Executive Administrative Assistant to the Vice President of Academics and Academic Dean; B.A., Tabor College, 2010; Present Position 2013-

MICAH RATZLAFF, M.A., Head Men's Basketball Coach; B.A., Tabor College, 2003; M.A., Union College, 2005; Assistant Men's Basketball Coach, Union College, 2003-05; Assistant Men's Basketball Coach, East Central University, 2005-06; Assistant Men's Basketball Coach, Tabor College, 2006-07; Instructor of Physical Education, Head Men's Basketball Coach, Instructor of Physical Education, Tabor College, 2007-09; Present position, 2010-

SHAWN REED, M.Ed., Head Women's Basketball Coach; B.S., Sterling College, 1995; M.Ed., Wichita State University, 1998; Graduate/Teaching and Research Assistant, Wichita State University, 1996-97; Instructor, Sterling College, Kansas, 2004-06; Assistant Professor, Ibid., 2006-11; Sports Information Director, Ibid., 1997-04; Assistant Athletic Director, Ibid., 2001-04 & 2007-11; Assistant Women's Basketball Coach, Ibid., 1997-2006; Servant Leadership Coordinator, Ibid., 2008-11. Present position, 2011-

KAITLYN REMPEL, B.A., Assistant Registrar; B.A., Tabor College, 2017; Present position, 2017-

JOHN RUDER, M.A., Head Men's and Women's Tennis Coach, Recruiter and Assistant Athletic Director; B.S. Olivet Nazarene University, 1981; M.A. Concordia University, 2011; Coach/Teacher, San Simon High School, 1981-83; Officer, United States Army, 1983-87; Coach/Teacher, Valley Union High School, 1987-05; Coach/Teacher, Denison isd, 2005-07; Coach/Teacher, Denton Ryan High School, 2007-12; Present position, 2012-

EMIR RUIZ ESPARZA, Ed.D. Cand., Dean of Student Life, Learning, and Formation; B.A., Tabor College, 1995; M.S., Cairn University, 2005; M.Ed., Columbia International University, 2012; Head Men's Soccer Coach, Central Christian College; 1994-00; Athletic Recruiter/Assistant Director of Financial Aid, Ibid., 1994-00; Assistant Director of Admissions, Pillar College, 2000-04; Dean of Student Life/Teacher, Somerset Christian Academy, 2004-05; Upper School Principal/Teacher, Ibid., 2005-06; Secondary Principal/Director of Operations, Summit Christian Academy, 2006-16; President/Founder, STRATOS Strategic Solutions, 2013-17; Head of School, Berean Academy, 2016-18; Present position, 2018-

THOMAS A. SHAW, Ed.D., Vice President of Strategic Initiatives and Dean of Adult & Graduate Studies; B.A., Moody Bible Institute, 1989; M.S., University of Tennessee, 1994; Ed.D., Ibid., 2000; Recruitment Counselor, Moody Bible Institute, 1984-86; Director of Recruitment, Cairn University, 1986-89; Dean of Enrollment Management, Bryan College, 1989-00; Executive Director, Moody Alumni Association, 2000-03; Vice President of Student & Enrollment Services, Moody Bible Institute, 2003-14; Course Developer and Instructor, Moody Distance Learning School, 2014; Vice President for Enrollment Management and Instructor, Simpson University, 2014-16; Vice President of Tabor College Wichita and Dean of Adult and Graduate Studies, Tabor College, 2016-18; Present position, 2018-

DALE SHEWEY, B.A., Assistant Director of Financial Aid; B.A., Tabor College, 1993; Teacher, Hoisington Public Schools, 1993-1995; Teacher, Fairview Public Schools, 1995-97; Flight Attendant, United Airlines, 1998-2013; Transfer Admissions Counselor, 2013-17; Present position, 2017-

SARA SIGLEY, M.S., Director of Residential Education, Resident Educator, Student Activities Board Advisor; B.A., Tabor College, 2007; M.S., John Brown University, 2014; Assistant Resident Director, Administrative Assistant to Director of Alumni Relations, Tabor College, 2007-2008; Resident Director, Student Activities Board Advisor, Ibid., 2008-2009; Assistant Director of Residence Life, Resident Director, Student Activities Board Advisor, Ibid., 2009-2016; Director of Residence Life, Ibid., 2016-2017; Present position, 2017-

MARK STANDIFORD, B.A., Head Baseball Coach, Recruiter; B.A., Wichita State University; Slugger's Baseball Academy, Wichita, Kansas, 1993-08; Present position, 2008-

DIANE K. STEINER, B.F.A., Senior Graphic Designer; B.F.A., Fort Hays State University, 1990; Graphic Designer, Multi-Business Press, 1991-93; Graphic Designer, Western Associates, Inc., 1993-97; Graphic Designer, Tabor College, 1997-98; Graphic Designer, Print Source Direct/Hillsboro Free Press, 1998-00; Graphic Designer, 2000-07; Present position, 2008-

KATRINA L. STEINER, M.Ed., ATC, LAT, Head Athletic Trainer; B.A., Anderson University, 2002; M.Ed., Columbus State University, 2004; Health and Physical Education Teacher/Head Athletic Trainer, Stockbridge High School, 2004-06; Outreach Athletic Trainer, Greenville Hospital System, 2006-08; Outreach Athletic Trainer, Floyd Medical Center, 2008-12; Outreach Athletic Trainer, Lemak Sports Medicine, 2012-14; Assistant Athletic Trainer, Doane College, 2014-2016, Present position, 2016-

SUZANNE UNRUH, B.A., Head Softball Coach, Recruiter; B.A., Fort Hays State University, 2001; Assistant Varsity & Head Junior Varsity Softball Coach, Derby High School, 2003-04; Assistant and Interim Head Softball Coach, Butler County Community College, 2003-04; Assistant Softball Coach, Wellness Center Supervisor, Cowley County Community College, 2004-10; Head Softball Coach and Assistant Athletic Director, 2010-12; Present position 2012-

LEE WALDRON, M.A., Resident Educator, Intramural Sports Director; B.A., Tabor College, 2006; M.A., Tabor College, 2016; Youth Pastor, Reedley Mennonite Brethren Church, 2008-11; Director of Enrollment Operation's and Admissions Counselor, Tabor College, 2011-12; Director of Admissions, Ibid., 2012-2016; Present position, 2016-

STEVE WARKENTIN, B.A., Director of Donor Development; B.A., Tabor College, 1976; Installation/Repair Foreman, Southwestern Bell, 1976-1978; Manager/Owner, Enid Christian Bookstore, 1978-2012; Director of Donor Relations, Tabor College, 2012-2013; Present position, 2013-

JANET WILLIAMS, M.S., Reference Librarian and Director of Library Services; B.S., Troy State University/Dothan, 1993; M.S., Florida State University, 1996; Coordinator for On-Campus User Services, Piedmont College, 2006-2011; Assistant Librarian, The McCallie School, 2003-2006; Reference and Instruction Librarian, Lee University, 1997-2003; Present position, 2013-

GREG ZIELKE, D.M.A., Arts Director; B.A., Tabor College, 1979, M.M.E., Wichita State University, 1981; D.M.A., University of Missouri-Kansas City, 1996; Grades 7-9 Vocal Music Teacher, USD 259, 1980-81; Grades 6-12 Vocal Music Teacher, USD 441, 1981-91; Professor of Music, Grace University, 1991-2018; Present position, 2018-

FACULTY

LILLIAN L. ARTHUR, M.S.A., Assistant Professor of Accounting; B.A., Tabor College, 1996; M.S.A., Ibid., 2005; Staff Accountant, Claassen Financial Services, 1996-01; Staff Accountant, Adams, Brown, Beran & Ball, 2002-17; Adjunct Business Professor, Central Christian College, 2015; Adjunct Business Professor/Yearbook Advisor, Tabor College, 2005-17; Present position, 2017-

J. BRADLEY BAKER, D.M.A., Assistant Professor of Music, Director of Collaborative Piano, B.Mus., North Dakota State University, 2006; M.M., Cleveland Institute of Music, 2008; D.M.A., University of Alabama, 2014; Vocal Coach/Staff Pianist, Druid City Opera Workshop (AL), 2011; Collaborative Pianist, North American Viola Institute, QC, Canada, 2012-2013; Orchestral Keyboardist, Tuscaloosa Symphony Orchestra (AL), 2012-present; Adjunct Lecturer in Piano, University of Texas at Tyler, 2014; Assistant Professor of Music, Stillman College (AL), 2014-2015; Director of Chamber Music, Hot Springs Music Festival (AR), 2014-2015; Staff Pianist, Mid-South Flute Festival, University of Alabama, 2015; Vocal Coach/Staff Pianist, Natchez Festival of Music (MS), 2015; Head Vocal Coach, Wichita Grand Opera, 2015-2016; Director of Music Preparatory School, Tabor College, 2015-present; Executive Director/Vocal Coach, Music On Site, Inc., 2016-present; Orchestral Keyboardist, Wichita Symphony Orchestra, 2016-present; Director of Music Preparatory School, Collaborative Pianist and Vocal Coach, 2016-2018; Present position, 2018-

GINGER BECKER, M.S., Assistant Professor of Education; B.A., Tabor College, 1988; M.S., Kansas State University, 2003; Elementary School Teacher, USD 408 Marion/Florence, 1990-2017; Present position, 2017-

SHIN-HEE CHIN, M.F.A., Professor of Art; B.F.A., Hong-Ik University, 1982; M.F.A., Ibid., 1985; M.A., California State University at Long Beach, 1998; Teaching Assistant, Hong-Ik University, 1985-86; Designer, Tele Ad, 1988-89; Adjunct Instructor, Tabor College, 2004-05; Instructor, Hesston College, 2005; Assistant Professor, Tabor College, 2005-11; Present position, 2011-

CHRISTOPHER M. DICK, Ph.D., Professor of English; B.A., Tabor College, 1993; M.A., University of Kansas, 1998; Ph.D., University of Kansas, 2009; English Teacher, Lancaster Mennonite High School, 1998-99; Instructor of English, Tabor College, 1999-02; Assistant Professor of English, Ibid., 2002-11; Present position 2011-

DAVID S. FABER, Ph.D., Professor of Philosophy/Religious Studies; B.A., Calvin College, 1979; Ph.D., University of Massachusetts, 1989; Teaching Assistant, University of Massachusetts, 1980-83; Teaching Associate, Ibid., 1981-84; Instructor, St. Hyacinth's College/Seminary, 1982-83; Instructor in Philosophy/Religious Studies, Tabor College, 1984-86; Assistant Professor of Philosophy/Religious Studies, Ibid., 1986-95; Associate Professor of Philosophy/Religious Studies, Chair of the Division of Humanities, Ibid., 1986-98; Sabbatical, Calvin College, 1991; Associate Professor of Philosophy/Religious Studies, Ibid., 1998-02; Professor of Philosophy/Religious Studies, Ibid., 2002-; Carson Center Director, 2009-2015, Present Position, 2009-

TIMOTHY FRYE, Ph.D., Associate Professor of Mathematics and Chair of the Mathematics Department; BA., University of Oklahoma, 2002; MA, University of Oklahoma, 2005; Ph.D. University of Oklahoma, 2008; Teaching Assistant and Lecturer, Ibid., 2002-2008; Present Position, 2008-

MARY GILL, Ph.D. Cand., Assistant Professor of Social Work; B.S., Kansas State University, 1982; M.S.W., Fordham University, 1986; Social Worker, Ameri-Tech

Kidney Center, 1998-14; Social Worker, Ace Home Health Care, 2001-14; Social Worker, Community Hospice of Texas, 2008-14; Present position, 2014-

DEL GRAY, Ph.D., Professor of Biblical and Religious Studies; B.A., Bethel College (St. Paul, MN), 1989; M.A., Trinity International University, 1992; Ph.D., Fuller Theological Seminary, 2005;; Assistant Professor of Bible, Baptist Theological College, Philippines, 1994-96; Assistant Professor of Bible, Cebu Graduate School of Theology, Philippines, 1994-96; Adjunct Instructor, Fuller Theological Seminary, 1998-06; Assistant Professor of Biblical and Religious Studies, Tabor College, 2006-12; Associate Professor of Biblical and Religious Studies, 2012-2018; Present position, 2018-

BRENNNA HAINES, Ed.D., Assistant Professor of Education, Program Review Coordinator, Chair of the Education Department; B.S., University of Connecticut, 1998; M.S., University of Delaware, 2000; Ed.D., The George Washington University, 2014; Mathematics Teacher/Department Chair, School Without Walls Senior High School, 2003-07; Mathematics Teacher/Department Chair, Wakefield School, 2007-2010; Adjunct Faculty/University Supervisor, The George Washington University, 2011-12; Adjunct Faculty, Kansas State University, 2012; Adjunct Faculty, McPherson College, 2013; Learning Services Consultant, Greenbush: Southeast Kansas Education Service Center, 2012-14; Assistant Professor of Mathematics Education/Program Chair, Secondary Mathematics Education Program, Wichita State University, 2014-17; State Assessment Item Development Consultant, Kansas State Department of Education, 2015-18; Mathematics Teacher, Newton High School, 2017-18; Adjunct Faculty, Tabor College, 2018; Present position, 2018-

DEREK HAMM, M.F.A., Associate Professor of Graphic Design, Chair of the Visual Arts Department; B.S., John Brown University, 2009; M.F.A., Portland State University, 2018; Designer, Hallmark Cards Inc., 2009-2012; Adjunct Instructor, The University of Kansas, 2011; Assistant Professor of Graphic Design, Tabor College, 2012-18; Present position, 2018-

SARA HILL, M.S., Associate Professor of English and Communications, Chair of the Communications, Language, and Literature Department; B.A., Emporia State University, 1971; M.S. Emporia State University, 1977; Public School Teacher in Kansas, 1972-05; Adjunct English instructor, Butler Community College, Cloud County Community College, Tabor College; Instructor of English, Tabor College, 2005-11; Present position, 2011-

BAKER JAWABRAH AL-HOURANI, Ph.D., Associate Professor of Chemistry; B.S., Jordan University, 1993; M.S., Mu'tah University, 1999; Ph.D., TU Chemnitz, 2005; Postdoctoral Fellow, Department of Chemistry and National Institute for Nanotechnology, University of Alberta, 2007-09; Postdoctoral Fellow, Department of Oncology and Cross Cancer Institute, Ibid., 2009-11; Assistant Professor, American University of Madaba, 2011-15; Associate Professor, Ibid., 2015-18; Present position, 2018-

STACI JANZEN, M.S., Assistant Professor of Business Administration, Chair of the Business Administration Department; B.A., Kansas State University, 2007; M.S., Ibid., 2009; Media Research, Sullivan, Higdon & Sink, 2007; Graduate Assistant for School of Journalism and Mass Communications, Ibid., 2007-09; Land Assistant, Slawson Exploration Company, 2009-11; Executive Administrative Assistant to the President, Tabor College, 2014-2017; Present position, 2017-

JESSICA KLANDERUD, Ph.D., Assistant Professor of History, Chair of the History and Political Science Department; B.A., Western Michigan University, 2001;

M.A., Carnegie Mellon University, 2005; Ph.D., Carnegie Mellon University, 2013; Social Studies Teacher, Sammamish High School, 2001-04; Oral History Researcher, Center for African American Urban Studies and the Economy, 2008-09; Adjunct Instructor, Saint Vincent College, 2011; RAP Oral History Project Assistant, Center for African American Urban Studies and the Economy, 2013-14; Visiting Instructor, Carnegie Mellon University, 2014; Present position, 2014-

SHAWN KNOPP, M.M., Associate Professor of Music, Director of Instrumental Music; B.A., Kansas State University, 2002; M.M., Ibid., 2009; Director of Bands, Solomon Public Schools, 2003-2005; Director of Bands, Smoky Valley Public Schools, 2005-2016; Adjunct Professor of Clarinet/Saxophone/Woodwind Methods, McPherson College, 2008-2016; Adjunct Professor of Clarinet/Saxophone, Central Christian College, 2014-2016; Adjunct Professor of Clarinet/Saxophone/Woodwind Methods, Bethany College, 2015-2016; Assistant Professor of Music, Director of Instrumental Music, 2016-18; Present position, 2018-

ETHAN KOERNER, M.A., Assistant Professor of Theater, Technical Director; B.A., Dordt College, 2005; M.A., Bowling Green State University, 2008; Assistant Professor of Theatre, Northwestern College, 2008-2009; Technical Director and Scenic Technician, Ibid., 2008-2009; Technical Director, Austin College, 2012-2013; Adjunct Instructor of Theater, Tabor College, 2013-2017; Adjunct Instructor of Communication Arts, Bethel College, 2013-2017; Scenic Designer and Technical Director, Ibid., 2013-2017; Scenic Designer and Technical Director, Tabor College, 2013-2017; Present position, 2017-

LAUREL KOERNER, M.F.A., Assistant Professor of Theater and Director of Theater, Chair of the Theater Department; B.A., Dordt College, 2006; M.A., Bowling Green State University, 2008; M.F.A., California Institute of the Arts, 2012; Teaching Assistant, Bowling Green State University, 2008; Adjunct Assistant Professor of Theatre Arts, Dordt College, 2008-2009; Teaching Assistant, California Institute of the Arts, 2012; Present position, 2013-

SHEILA LITKE, D.M.A., Professor of Music, Director of Piano Pedagogy; B.Mus., Houghton College, 1990; Goethe Institute, Rothenburg, o.d.T., W. Germany, 1988; Guildhall School of Music and Drama, London, England, 1988; M.Mus., University of Colorado, 1992; D.M.A., University of Kansas, 2000; Adjunct Professor of Piano, Ottawa University, 1999-00; Assistant Professor of Piano and Piano Pedagogy, Tabor College, 2000-06; Director of Music Preparatory School, Ibid., 2002-2015; Associate Professor of Piano and Piano Pedagogy, Ibid., 2006-12; Professor of Music, Director of Keyboard Studies, Ibid., 2012-2018; Present position, 2018-

JOANNE LOEWEN, M.A., Assistant Professor of Education; B.A., Tabor College, 1976; M.A., Reading Specialist, Southwestern Oklahoma State University, 1986; Public School Teacher, Goessel Elementary, Goessel, Kansas, 1976-80, 1988-91, 1992-94; Public School Teacher, Washita Heights Elementary, Colony/Corn, Oklahoma, 1982-88, Adjunct Instructor, Tabor College, 1998-99; Instructor of Education, Ibid., 1999-04; Present position, 2004-

WENDELL LOEWEN, D.Min., Professor of Youth, Church and Culture, Director of Faith Front, Chair of the Humanities Division; B.A., Fresno Pacific University, 1987; M.Div., M.B. Biblical Seminary, 1992; D.Min., Fuller Theological Seminary, 2005; Youth Pastor, Madera Avenue M.B. Church, 1987-89; Youth Pastor, Bethany M.B. Church, 1990-92; Youth Pastor, Fairview M.B. Church, 1992-97; Assistant Professor of Biblical and Religious Studies, Youth Mission International Staff, 1997-99; Assistant

Professor of Biblical and Religious Studies, Southern District Youth Minister, 1999-06; Associate Professor of Youth, Church and Culture, Southern District Youth Minister, 2007-09; Associate Professor of Youth, Church and Culture, Dean of Spiritual Formation and Campus Pastor, 2009-11; Associate Professor of Youth, Church and Culture, Director of Ministry Quest, 2011-14; Professor of Youth, Church and Culture, Director of Ministry Quest, 2014-16; Present position, 2016-

JOSH McLOUD, Ph.D. Cand., Assistant Professor of Biology; A.A., Tulsa Community College, 2009; B.S., Oklahoma State University, 2012; M.S., Ibid., 2014; Research Fellow, LSAMP – Bridge to the Doctorate, Ibid., 2012-14; Research Fellow, NSF – GRFP, The University of Tulsa, 2014-17; Instructor and Teaching Assistant, Ibid., 2017-18; Research Fellow, Bellwether – TU Graduate College, Ibid., 2018; Present position, 2018-

DOUGLAS B. MILLER, Ph.D., Professor of Biblical and Religious Studies, Chair of Bible, Religion, and Philosophy Department; B.A., Oral Roberts University, 1977; M.Div., Associated Mennonite Biblical Seminary, 1988; Ph.D, Princeton Theological Seminary, 1996; Teaching Assistant, AMBS, 1987; Teaching Assistant, Goshen College, 1987; Teaching Assistant, Princeton Theological Seminary, 1989-92; Research Assistant, Ibid., 1989-93; Assistant Professor of Biblical and Religious Studies, Tabor College, 1993-96; Assistant Professor of Biblical and Religious Studies, Chair of Bible, Religion, and Philosophy Department, Ibid., 1996-99; Visiting Instructor, AMBS, Fall 2000; Associate Professor of Biblical and Religious Studies, Chair of Bible, Religion, and Philosophy Department, Ibid., 1999-05; Present position, 2005-

JAMES (JIM) MOORE, Ed.D. Cand., ATC, C.S.C.S., Associate Professor of Health and Physical Education, Athletic Training Education Program Director, Athletics Health Care, Chair of the Health and Physical Education Department; B.S., Pillsbury Baptist Bible College, 1983; M.S., United States Sports Academy, 1998; Physical Education and Science Instructor, Athletic Director, Coach, Calvary Baptist Christian School, 1983-02; Assistant Professor of Physical Education, Athletic Trainer Program, Athletic Director and Assistant Athletic Trainer, 2002-15; Assistant Professor of Health and Physical Education, Athletic Training Education Program Director, Assistant Athletic Trainer, Ibid., 2015-16; Present position, 2016-

JENICA MOORE, D.P.T., Assistant Professor of Athletic Training, Athletics Health Care; B.S., Washburn University, 2008; D.P.T., Wichita State University, 2014; Physical Therapist, Green Oaks Physical Therapy, 2014-16; Physical Therapist, PT Associates of Emporia, 2016-18; Present position, 2018-

JIM PAULUS, M.S., Assistant Professor of Psychology; B.A., Tabor College, 1994; M.S., California Baptist University, 2005; M.A., Fuller Theological Seminary, 2012; Admissions Counselor, Tabor College, 1996-98; Resident Director, Ibid., 1998-00; Resident Director, California Baptist University, Riverside, CA, 2000-03; Counselor, Ibid., 2004-11; Director of International Students, Ibid., 2004-07; Director of Disability Services, Ibid., 2004-2011; Vice President of Student Life, Tabor College, 2011-2017; Present position 2017-

RACHEL PEDIGO, Ed.D. Cand., Assistant Professor of Education; B.A., Florida Atlantic University, 2004; M.Ed., Ibid., 2006; Elementary/Middle School Teacher, Leon County School District, 2006-10; College Preparatory English Adjunct Instructor, Tallahassee Community College, 2010-11; High School English Teacher, George Washington Academy, 2011-14; Curriculum Coordinator and High School English

Teacher, Bucharest Christian Academy, 2014-16; High School English Teacher and Librarian, Neuse Christian Academy, 2016-18; Present position, 2018-

DEBORAH PENNER, Ph.D., Professor of English, Director of Writing Center; B.A., Tabor College, 1993; M.A., Wichita State University, 1996; Ph.D., Indiana University of Pennsylvania, 2002; Support Staff, Tabor College, 1980-91; Assistant Editor, Christian Leader, 1991-94; Graduate Teaching Assistant, Wichita State University, 1994-95; Adjunct Instructor and Sabbatical Replacement, Tabor College, 1996-97; One-year appointment as Assistant Professor, Ibid., 1997-98; Assistant Professor of English, Director of Writing Center, Chair of English Department, Ibid., 1999-02; Chair of Language and Literature Department, Ibid., 2003-12; Chair of the Humanities Division, 2009- present; Present position, 2003-

KARRIE DAVIDSON RATHBONE, Ph.D., Professor of Biology, Chair of Biology Department; M.S., Emporia State University, 1995; Ph.D. Kansas State University, 1998; Assistant Professor, Juniata College, 1999; Assistant Professor, Lindsey Wilson College, 2000; Watkins research fellow, Wichita State University, 2003; Assistant Professor, Emporia State University, 2003; Assistant Professor, McPherson College, 2002-2006; Associate Professor of Biology, Chair of Biology Department, Tabor College, 2006-11; Present position, 2011-

ALEEN J. RATZLAFF, Ph.D., Professor of Communications; B.A., Tabor College, 1974; M.A., Wichita State University, 1994; Ph.D., University of Florida, 2001; Community Outreach, World Impact, 1974-91; Graduate Teaching Assistant, Elliott School of Communications, Wichita State University, 1991-93; Adjunct Instructor, Tabor College, 1992-93; Instructor of Communications, Ibid., 1993-96; Graduate Teaching Assistant, University of Florida, 1996-00; Assistant Professor of Communications, Tabor College, 2000-03; Associate Professor of Communications, 2003-09; Present position, 2009-

AMY RATZLAFF, B.A., Assistant Professor of Health and Physical Education, Associate Athletic Director; B.A., Bethel College, 1995; Teacher, Marion Elementary School, 1995-00; Head Volleyball Coach, Tabor College, 1999-07; Head Volleyball Coach and Instructor of Physical Education 2008-11; Head Women's Volleyball Coach, Associate Athletic Director, 2011-2018; Present position, 2018-

JILL SCHELLENBERG, Ph.D. Cand., Assistant Professor of Criminology; B.A., Fresno Pacific University, 2001; M.A., Ibid., 2003; Assistant Professor, Ibid., 2003-15; Present position, 2016-

NORMAN E. SCHMIDT, Ph.D., Professor of Chemistry, Chair of Chemistry Department; Chair of Natural, Mathematical, and Social Sciences Division; B.S. (Chemistry & Physics) Bethel College, North Newton, KS, 1984; Ph.D., University of South Carolina, 1989; Assistant Professor of Chemistry, Georgia Southern University, 1990-96; Associate Professor of Chemistry, Ibid., 1996-03; Professor of Chemistry, Ibid., 2003-11; Present position, 2011-

JEN STEPHENSON, D.M.A., Assistant Professor of Music, Director of Vocal Studies; B.A., The University of Massachusetts at Amherst, 2004; B.A., Westfield State University, 2007; M.M., The University of South Florida, 2009; D.M.A., The University of Alabama, 2016; Music Instructor, Springfield Conservatory of Music, 2006-07; Music Instructor, Excel Music, 2007-11; Public School Music Teacher, Florida, 2010-11; Public School Music and English Teacher, France, 2011-12; Music Director, Saint Matthias Episcopal Church, 2012-15; Present position, 2015-

LARA VANDERHOOF, D.S.W., L.M.S.W., Assistant Professor of Social Work, Social Work Program Director, Chair of Social and Behavioral Science Department; B.S.W., Roberts Wesleyan College, 1992; M.S.W., Roberts Wesleyan College, 1997; D.S.W., Capella University, 2015; Sociotherapist, Hillside Children's Center, 1992-1994; Foster Care Social Worker, Catholic Family Center, 1994-1998; Sexual Abuse Treatment On-Going Social Worker, Ibid., 1998-2000; Adjunct Assistant Professor of Social Work, Roberts Wesleyan College, 2001-2006; Preventive Supervisor, Catholic Family Center, 2000-2005; Reintegration Supervisor, St. Francis Academy, 2006-2007; Reintegration Area Director, St. Francis Community Services, 2007-2009; Kinship Specialist, Ibid., 2009-2010; Assistant Professor of Social Work, Social Work Program Director, Tabor College, 2010-2014; Assistant Director for Families and Community Services, McPherson/Marion County Early Childhood Program, 2014-2017; Present position, 2017-

BRADLEY VOGEL, D.M.A., Professor of Music, Director of Choral Activities, Chair of Division of Performing and Visual Arts, Chair of Music Department; B.A., Tabor College, 1985; M.M., University of Northern Colorado, 1988; D.M.A., University of Missouri-Kansas City, 2001; Associate Pastor, Zoar M.B. Church, 1985-87; Public School Music Teacher, Kansas, 1988-97; Assistant Professor of Choral Music, Tabor College, 1997-02; Associate Professor of Choral Music, Ibid., 2002-07; Present position, 2008-

TABOR COLLEGE WICHITA FACULTY

RICK BARTLETT, D.Min., Director of Theological Education, Assistant Professor of Ministry; B.A., Fresno Pacific College, 1985; M.Div., Mennonite Brethren Biblical Seminary, 1992; D.Min., George Fox University, 2006; Adjunct Instructor, Fresno Pacific University, Regents College – UK, Centre International de Missiologie – Kinshasa, Congo; Leadership Development Director, YFC Pacific Northwest Region, 2000-03; Ministry Quest Director, Mennonite Brethren Biblical Seminary, 2003-06; Dean of Students/Director of Constituency Relations/Instructor, Ibid., 2005-09; Lead Pastor, Bethany Church, 2009-12; Present position, 2013-

TAMMY STEFEK, D.N.P., R.N., Associate Professor of Nursing, Chair, Division of Nursing; A.D.N., Long Beach City College, 1982; B.S.N., Tabor College Wichita, 2007; M.S.N. (Nursing Education), Walden University, 2010; D.N.P. (Educational Leadership), American Sentinel University, 2016; Neonatal Intensive Care Nurse, Transport Nurse, Clinical Coordinator, Long Beach Memorial Medical Center – Miller Children's Hospital, 1982-87; Nursing Supervisor, NICU, Ibid., 1987-89; Clinical Coordinator, Transport Nurse Specialist, NICU, Ibid., 1989-94; Special Care Nursery Nurse, Charge Nurse, Transport Nurse, Salina Regional Health Center, 1994-98; Public Health Nurse, School Nurse, Ellsworth County Health Department, 1998-00; Office Nurse, Mowery Clinic, 2000-02; Nursing Supervisor, Ellsworth County Medical Center; 2002-03; Infection Control, Occupational Health, Pharmacy Nurse, Ibid., 2003-07; Pharmacy Manager, Nurse Manager, Ibid., 2007-10; Director of Nursing, Pharmacy Director, Ibid., 2010-11; Adjunct Faculty, Tabor College Wichita, 2010-11; Assistant Professor of Nursing, 2011-2018; Present position, 2018-

EMERITI ADMINISTRATORS

Deanne Duerksen, M.S., Tabor College Registrar

Kirby Fadenrecht, M.B.A., Senior Vice President for Business and Finance

Larry Nikkel, M.Ph., Tabor College President

EMERITI PROFESSORS

Frank Brenneman, Ph.D., Mathematics

Glen Diener, M.S., C.N.E., Mathematics/Computer Science

Judy Harder, M.A.C., Communications and Drama

Donald Isaac, Ph.D., Business

Richard Kyle, Ph.D., History and Religion

Gary Myers, M.S., Physical Education

Delmer Reimer, Ed.D., Physical Education

Lonn Richards, M.M.E., Music

Marvin Sellberg, M.B.A., Business

Max Terman, Ph.D., Biology

Sharon Zenger, Ph.D., Education

EMERITI PROFESSORS (Deceased)

A.R. Ebel, A.M., History and Art

Allen Hiebert, Ph.D., Chemistry

Clarence Hiebert, Ph.D., Biblical/Religious Studies and History

A.E. Janzen, M.A., Economics

William J. Johnson, Ph.D., Chemistry

Jonah Kliewer, D.M.A., Music

S.L. Loewen, Biology

Malinda Nikkel, M.S., English

Wes Prieb, M.A., English

H.C. Richert, M.S., Music

Richard Wall, Ph.D., Biology

Katie Funk Wiebe, M.A., English

2017-18 Clarence R. Hiebert Excellence in Teaching Award Winner

The Clarence R. Hiebert Excellence in Teaching Award is given annually to recognize one faculty member who exemplifies the following qualities:

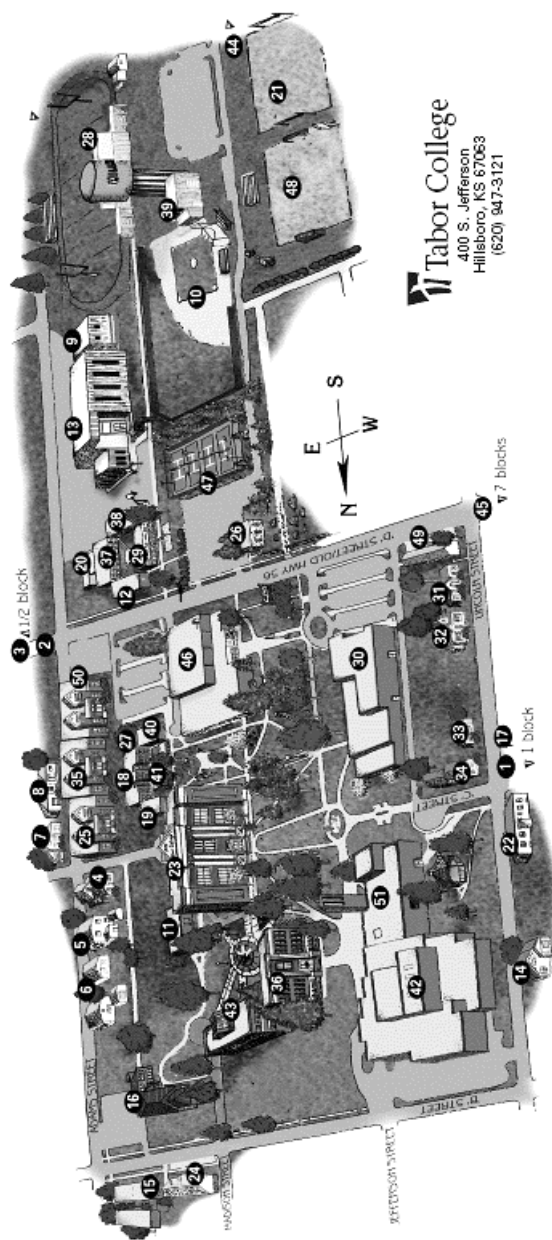
- A strong Christian Commitment
- Record of excellence in teaching
- Evidence of integrating faith and learning
- Commitment to Tabor College as an institution



The 2017-18 honoree was Dr. Lara Vanderhoof, Assistant Professor of Social Work and Social Work Program Director. Dr. Vanderhoof was the nineteenth Tabor faculty member to receive this award.

CAMPUS MAPS

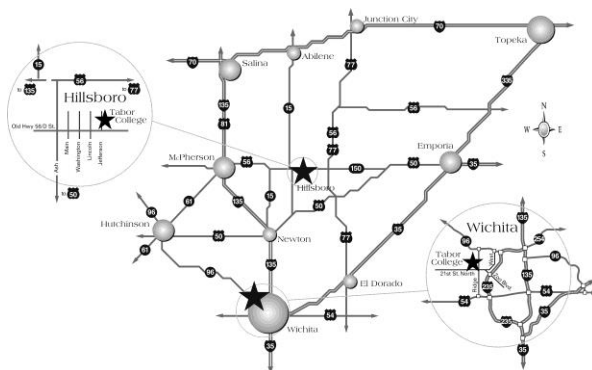
TABOR COLLEGE HILLSBORO



TABOR COLLEGE HILLSBORO LEGEND

- | | |
|---|--|
| 1. 316W Hall | 29. Kansas Hall |
| 2. 608D Hall | 30. Library (LIBR) |
| 3. 610D Hall | 31. Lincoln I Hall (412 S. Lincoln) |
| 4. Adams II Hall (315 S. Adams) | 32. Lincoln II Hall (410 S. Lincoln) |
| 5. Adams III Hall (311 S. Adams) | 33. Lincoln V (406 S. Lincoln) |
| 6. Adams IV Hall (309 S. Adams) | 34. Lincoln VI Hall (303 E. C Street) |
| 7. Adams VI Hall (402 S. Adams) | 35. Loewen Hall |
| 8. Adams VII Hall (408 S. Adams) | 36. Mary J. Regier Building (MJRB) |
| 9. Athletic Center & Locker Room | 37. Nebraska Hall |
| 10. Bluejay Baseball Field | 38. Oklahoma Hall |
| 11. Business Studies (BUSN) | 39. Penner Clubhouse |
| 12. California Hall | 40. Regier Hall |
| 13. Campus Recreation Center (CRC) | 41. Schlichting Reception Center |
| 14. Carson Hall (305 S. Lincoln) | 42. Shari Fleming Center for the Arts (FCFA) |
| 15. Cedar Hall | 43. Solomon L. Loewen Natural Science Center (SLL) |
| 16. Dakota Hall | 44. South Practice Soccer Field |
| 17. Duplex (206 E. C Street) | 45. Sports Complex-Soccer & Tennis |
| 18. East Hall | 46. Student Center, Gymnasium & Cafeteria (STCR) |
| 19. Ediger Hall | 47. Tennis Courts |
| 20. Facility Operations | 48. Vernon R. Wiebe Soccer Practice Field |
| 21. Football Practice Field | 49. Welcome Center |
| 22. Former MB Foundation Offices | 50. Wiebe Hall |
| 23. H.W. Lohrenz Building (LOHR) | 51. Wohlgenuth Music Education Center (WMEC) |
| 24. Harms Residence Hall | |
| 25. Hiebert Hall | |
| 26. Historic Church | |
| 27. Jaywash | |
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