

## Non-Division Courses

### Accounting

#### **ACC 201 Financial Accounting**

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.

*Prerequisites: None.*

Credits: 1

#### **ACC 202 Management Accounting**

An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 201 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the spring semester.

*Prerequisites: Accounting 201.*

Credits: 1

#### **ACC 301 Intermediate Accounting**

This course provides students with a thorough understanding of the theoretical framework of accounting principles and procedures as well as furthering their knowledge of the mechanics underlying financial reporting. This rigorous course is suitable for students seeking a career in accounting or finance. The course's primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures, with an appreciation of the broader context in which accounting information is produced and utilized, including an overview of financial statements along with a detailed focus on revenue recognition, current and long-term assets and liabilities, and accounting for investments. The course will also bring theoretical and practical ethical discussion to the students by probing current ethical dilemmas facing the business world and how those issues can be addressed through the AICPA Code of Professional Conduct and other professional standards.

*Prerequisites: ACC 201 and ACC 202.*

Credits: 1

### Colloquium on Important Books

#### **COL 401/402 Colloquium      Director: Lexie Hoerl**

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. COL 401 (Fall semesters) discusses classical and medieval texts; COL 402 (Spring semesters) texts are from the modern period. Each semester is taken independently of the other.

*Prerequisites: junior or senior standing and coordinator's permission to register.*

Credits: 1 each

### Internship

#### **INT 298, 398, 498 Internship**

Internships allow Wabash students, usually upperclassmen, to work and learn in a variety of off-campus organizations. Students have participated with a wide range of organizations. The purposes of the program vary with interests of individual students. Exploration of a possible career area, development of new skills (or recognition of established skills and abilities in a new setting), the challenge of confronting new ideas and problems, and the chance to make a contribution to our society are but a few of the uses Wabash students have found for the program. At the heart of the program is the idea that there are valuable things to be learned in and outside the classroom.

The internship is a non-divisional course worth the equivalent of one course credit that cannot be applied toward the 34 required for graduation. The course is recorded on the student's transcript, however, and is graded according to the standard 4-point grading system used in computing grade averages. The Credit/No Credit option is not available for the internship course. Application for this course is made directly to the faculty member whom the student wishes to supervise the internship. Internship applications are available from the Registrar's Office. After approval by the student's sponsor and advisor, the form should be submitted to the Registrar's Office for approval. The student, faculty sponsor, and advisor will be notified of the approval or disapproval. Students will not be allowed to advance register or register in an internship course until approval is granted.

## Freshman Tutorials – Fall 2014

In the fall, every freshman enrolls in a tutorial. This class, limited to about fifteen members, encourages your participation in small-group discussions that will challenge you intellectually and suggest the kind and quality of educational experiences characteristic of the liberal arts at Wabash College. Instructors select topics of importance to them and ones they judge to be pertinent to student interests. You need not have had previous experience with the topic in order to sign up for a particular tutorial. Although the topics, often interdisciplinary and non-traditional, vary among the tutorials, all students engage in common intellectual experiences and practice both written and oral self-expression. Reading, speaking, research, and writing assignments, of course, will vary with individual instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with precision and persuasion - all in terms of each tutorial's particular subject.

### **FRT-14A-01: In The Future We Will Play: The Art and History of Video Games**

Michael Abbott

In 1903, anthropologist W.H. Holmes reported: "The popular notion that games are trivial in nature has given way to an adequate appreciation of their importance as an integral part of human culture."

Playing is not reading. Yet, increasingly, video games and other forms of interactive media are challenging us to reassess the ways we think about storytelling, authorship, and representation. Aside from their obvious popular appeal, games such as Bioshock Infinite, Journey, The Walking Dead, and Papo & Yo test our current ways of understanding semiotics and engagement with the reader/player. Increasingly, gaming can be seen a convergence point where media as diverse as film, literature, art, music, and design meet and coalesce to form a new, unique art form ... one that fits squarely and comfortably within the Humanities.

We are developing a methodology for "reading" video games that affords this new medium the scrutiny it richly deserves. This tutorial will explore a variety of ways to accomplish this - borrowing, adapting, and revising familiar methodologies, and proposing new strategies for seeing and critically comprehending video games. To this end, we will play, analyze, discuss, research, and write about video games as a modern emerging art form.

### **FRT-14B-01: Piracy: Life at the Edge of the Map**

Crystal Benedicks

For centuries, people have been fascinated by the idea of the pirate. In the popular imagination, the pirate is simultaneously a violent criminal and noble outsider, a derelict and a gentleman. In this class, we will ask why the idea of the pirate exerts such a pull on our society today. We will consider real historical and contemporary pirates in their cultural contexts, but also think more broadly about piracy as a metaphor and a contested contemporary activity, turning our attention to internet and corporate piracy. Our discussions will be grounded in scholarly articles and historical documents, novels and movies about piracy, and contemporary news reports. Class texts include selections from C.R. Pennell's *Bandits at Sea: A Pirates Reader*, David Cordingly's *Under the Black Flag: The Romance and the Reality of Life Among the Pirates*, and Robert Louis Stevenson's classic novel *Treasure Island*.

### **FRT-14C-01: Energy: From Atoms to Molecules to Society**

James Brown & Scott Feller

The concept of energy is fundamental to any description of the natural world. For example, why do certain nuclei decay while others are considered stable and why do hydrogen and oxygen gases combine spontaneously to form water while the reverse process is never observed? Additionally, energy use is a critical element in society, one where our needs and wants as citizens are in conflict with the limitations of the physical world. In this tutorial we will work to understand the nature of energy in both the natural world and in human society as examples of how science can address society's grand challenges. Questions of energy use span size scales from nuclei to the earth, and time scales from billions of years to femtoseconds, and likewise our choices about how we use and live with energy can have effects on a local or global scale. This seminar will help students to become both effective communicators and growing practitioners of science.

### **FRT-14D-01: Paranoid Politics: Rumors and Conspiracies in Today's World**

Michael Burch

“Dear God, I wonder can you save me, Secret society, tryna keep they eye on me”- Jay-Z

Are they coming to get you? Did Stanley Kubrick help the United States fake the moon landing to win the Cold War? Is the TV show *Boy Meets World* a front for the secret society known as the Illuminati? Does the NBA regularly rig the draft lottery for certain teams? While these questions may seem laughable, public opinion surveys show that many citizens across the world believe in all types of political and pop culture conspiracies. The purpose of this course is to understand why people believe conspiracy theories such as these and why these theories endure even after being disproved. Furthermore, we will explore what conspiracy theories tell us about the world by looking at specific theories throughout history including the JFK assassination, Area 51, Jack the Ripper and various representations of conspiracies in popular culture. Finally, we will consider how belief in conspiracy theories shape contemporary politics throughout the world and some conspiracy theories that turned out to be true, such as the Watergate scandal. The course will provide the opportunity to separate fact from fiction by introducing you to the critical analysis skills that are the foundations of a liberal arts education here at Wabash.

### **FRT-14E-01: Food**

Joyce Burnette

While we eat every day, we do not often stop to consider the forces that determine what we eat. In this class we will interrogate this everyday activity. Food choices reflect our individual past experiences and our culture. The food we eat makes a statement about who we are. The food available to us is determined by world history, scientific discovery, and the market. Globalization has for centuries been expanding the types of food available. Science has increased agricultural productivity and brought us new ingredients unknown to our grandparents. The food on the store shelves today has been carefully engineered and marketed to maximize its appeal. All these influences come together when we sit down to eat what seems like a simple meal.

### **FRT-14F-01: 9/11 and American Culture**

Jim Cherry

This year marks the thirteenth anniversary of the attacks on the World Trade Center and the Pentagon on September 11, 2001. The worst terrorist incident to occur on American soil, the 9/11 attacks were a transformational event. They took the country into “The Global War on Terror,” land wars in Afghanistan and Iraq, and the curtailment of civil rights and personal freedoms. The attacks brought new terminologies into our lexicon, like “Al-Qaeda,” “National Threat Level,” and “Homeland.” 9/11 is one of a select few moments in modern American history—the assassination of John F. Kennedy, Martin Luther King Jr., and the Challenger disaster are others—that is etched in our collective cultural memory, carved into our national soul. We still live today, as Art Spiegelman put it, “in the shadow of no towers,” even as the new One World Trade Center rises in Lower Manhattan. In the aftermath, people sought to express their grief, rage, bewilderment, and love as people always have: through art. As a result, 9/11 has also had a seismic effect on our culture. In novels (Jonathan Safran Foer’s *Extremely Loud and Incredibly Close*, Amy Waldman’s *The Submission*), films (*World Trade Center*, *United 93*, *Man on Wire*), plays (Anne Nelson’s *The Guys*, Neil LeBute’s *The Mercy Seat*), graphic novels and media (Art Spiegelman’s *In the Shadow of No Towers*, Sid Jacobson and Ernie Colón’s *The 9/11 Report: A Graphic Adaptation*), and poetry, (Seamus Heaney “Anything Can Happen”), artists and writers sought to make sense of an event that rendered even the idea of artistic representation problematic to some. Drawing on these texts, some of which were written while the towers still smoldered, we will also try to make sense of an event that transformed all of our lives, and confronts us with questions every day. How shall we commemorate the dead? How is the omnipresent, often-faceless threat of terrorism depicted in culture? How do art, literature, and performance represent trauma? In this course we will ask: thirteen years later, what does 9/11 mean?

## **FRT-14G-01: Who Is My Brother?: The Cost of Cultural Warfare**

Marta D. Collier

“We are living in a culture of extreme advocacy, of confrontation, of judgment and of verdict. Discussion has given way to debate. Communication has become a contest of wills. Public talking has become obnoxious and insincere....John Patrick Shanley.

Abortion, Race, School Prayer, Gun Control, Unemployment, Immigration, Stand Your Ground... A discussion of these issues invites a heated and at times vindictive debate. The rift created by an increasingly polarized electorate has redefined our nation ideologically into blue and red states. Over the course of the semester we will explore the development of this polarization and its impacts. Are Americans sorting themselves into homogenous and intolerant enclaves? Is the notion of a “house divided” simply a media fabrication? Has our governmental structure reached the breaking point from too much noise and too little rational conversation? Is this divisive atmosphere a new phenomena or the sad repetition of past lessons we chose to forget? We’ll examine these questions in an effort to understand and assess the forces at work that pit one group against another in cultural battles where the casualties are often those ties that bind us into one brotherhood of mankind.

## **FRT-14H-01: A Gentleman and a Citizen: Engaging the Liberal Arts, Community, and Profession**

Sara Drury

Do you want to use your college years as a foundation for making a difference in your studies, your profession, and the world? In this tutorial, we will explore the connections between civic engagement, pursuing a liberal arts degree at Wabash College, the communities you are a member of—locally, nationally, and globally—and your future profession (whatever that may be).

What’s civic engagement? A starting definition is that civic engagement represents the many ways that individuals become involved in their local, state, national, and global communities around issues of common concern, trying to create change for the better and solve public problems. As we go through the semester, you will re-define what civic engagement means for your time at Wabash and for your professional career after college. Notice that our first focus is the liberal arts—our goal will be to look at how each of us engages communities not as professional politicians or activists, but rather in our everyday lives as doctors, teachers, business owners, lawyers, students, young professionals, and so on. As we move through the semester, we’ll ask questions such as: What does it mean to be a good citizen or community member? What does it mean to be a Wabash Gentleman and Citizen, living the Gentleman’s Rule in college and after you graduate? How can we better discover and discuss the most pressing problems facing our communities? And what are viable ways of improving our communities, right now and for the future?

Our conversations will draw from influential writings on politics and community from the past and present, such as Alexis de Tocqueville’s *Democracy in America* and Harry Boyte’s *The Citizen Solution: How You Can Make a Difference*. Throughout the semester, we will reflect on how we might improve the communities and world around us, all while pursuing your present profession as a student and your future career aspirations. As part of exploring citizenship and the liberal arts, this tutorial will include a service learning project.

## **FRT-14I-01: What is Mathematics?**

Robert Foote

Mathematics is more than memorized procedures for problem solving. It is a body of knowledge and a way of thinking that has developed in every civilization. It seems to arise from our innate ability to see patterns and desire to organize things. It is part of our combined cultural heritage, playing roles in science, technology, social science, even arts and entertainment. It has pushed the best minds to the limits of intellectual abstraction and it has inspired mystics and misguided cranks.

Some topics we will cover.

- Great theorems and those who proved them.
- Important applications.
- What makes humans mathematical?
- Mathematics in the arts and entertainment.
- Pseudo-mathematics: from strange to bizarre to wacko.
- What makes mathematics fun, hard, beautiful, daunting?

### **FRT-14J-01: Science and Pseudoscience**

Karen Gunther

What is science? What is pseudoscience? How do we know? One of Wabash's core missions is to learn how to think critically. Is global warming real? Is AIDS real? Do vaccines cause autism? Can astrology determine our personalities and futures? How can we test these claims? What should we consider to be good evidence? We will examine these issues and more.

### **FRT-14K-01: Founding Brothers & Revolutionary Characters**

Scott D. Himsel

Aaron Burr shot and killed his arch-rival Alexander Hamilton in a duel—Burr and Hamilton loved conflict. Thomas Jefferson hated conflict—indeed, he settled a dispute over the national debt during a dinner party rather than fight it out publicly. James Madison was so shy that he achieved amazing political feats without offending anyone (and without most people even noticing). John Adams was so talkative and blunt that he offended almost everyone and sometimes defeated his own purposes. We often worship our Founders, forgetting that they were real people with gifts and faults like our own. By treating the Founders as the real people they were and drawing on their dramatic experiences, we will seek help in answering questions that still challenge us today. How should we deal with people whose values or personalities differ from our own? Should we collaborate to get the benefit of differing views? Or should we fight because our principles demand no less? Can the wisdom of our 18th Century Founders help us resolve our 21st Century battles over our national debt, taxes, religion, conflicts with other nations and the nasty state of modern politics? We will search for wisdom in the Founders' own words, the words of their critics and their best biographers, and portrayals of them in film and television. Their answers may surprise you.

### **FRT-14L-01: The History, Politics, and Economics of Energy in the Modern World**

Frank Howland

The discovery and exploitation of the major sources of energy—wind, coal, oil, natural gas, nuclear power, and solar—have profoundly altered the modern world. A picture of the earth at night from space shows the impact of electricity and the light bulb; automobiles have transformed work and play; competition over energy resources has caused coups and wars; and the specter of global warming apparently induced by man's use of fossil fuels casts great uncertainty over our future. In this tutorial we will approach the topic of energy from many angles, including: very simple physics (e.g., the most basic principles of steam, gasoline, and diesel engines); the history of major inventions (e.g. Thomas Edison, the light bulb, and electrical generating systems), multinational businesses (e.g., John D. Rockefeller and Standard Oil), and coups and wars (e.g., Japan and Germany's quest for oil in World War II and the 1953 U.S.—backed coup in Iran); the environmental consequences of energy (e.g., oil spills and nuclear power accidents); current events (e.g., the current U.S. shale oil and gas boom and the aftermath of the Fukushima accident in Japan); and short stories, novels, and movies related to energy (e.g., *The China Syndrome*). We will draw lessons from the past to better predict what the future may hold as we consider the potential of solar and wind power. In a final project, students will have a wide range of choice to study a particular aspect of energy in greater depth.

### **FRT-14M-01: We are the World: Multiethnic America**

Tim Lake

This course will introduce students to the field of ethnic studies. We will survey American history with a focus on the many peoples and cultures that comprise the U.S. population. Attention will also be given to contemporary issues we face as a diverse society and how our diversity both strengthens and threatens our democratic ambitions. Students will chart their family histories as it unfolds into the larger story we tell about the U.S.

### **FRT-14N-01: Get Up, Stand Up!: American Civil Rights in Music, Text, and Film**

Jill Lamberton

In their song "Get Up, Stand Up," Bob Marley and the Wailers sing, "You can fool some people sometimes, but you can't fool all the people all of the time. So now we see the light, we gonna stand up for our right." But are people so easily "fooled" about their rights? What exactly are our rights? What does it mean to stand up for them? In this class, we will look at popular music, film, and written texts to guide us through these questions.

While many believe that civil rights are guaranteed by governments, history repeatedly tells stories of citizens who needed to assert these rights in order to enjoy them. Our own country has frequently debated what types of freedoms civil rights encompass: the right to vote, the right to religious freedom, the right to speak freely, and what our Declaration of Independence calls the "unalienable" rights of "life, liberty, and the pursuit of happiness."

Over the course of the semester, we will examine different moments in history where citizens of several countries have engaged in a struggle for civil rights. For example, we will begin with political documents that discuss the British revolution of 1688, the American Revolution that began in 1776, and the French Revolution that began in 1789. We will then turn to films, speeches, music, and literature from the American Civil Rights movement of the 1950s and 60s—spending most of the semester with authors such as James Baldwin, W.E.B. DuBois, Fannie Lou Hamer, Zora Neale Hurston, Martin Luther King, Jr., Richard Wright, and Malcolm X. Films and music in which artists have encouraged fellow citizens to “Keep Your Eyes on the Prize” of freedom—such as *The Long Walk Home* and the ballads of Billie Holiday and Nina Simone—will also shape our discussions. At the end of the course we will consider how current struggles around the world for civil rights compare to these historical movements.

Assignments in the course will emphasize the reading and writing skills necessary for college success, and there will also be one oral presentation. The summer reading for this course is the play *Fences*, by African American playwright August Wilson.

### **FRT-14O-01: The Lord Of The Rings**

Martin John Madsen

***Special Note:** Students that sign up for this tutorial must be able to participate in the immersion trip during Fall Break, October 16-17. We will be taking an overnight trip to Marengo Cave and the Hoosier National Forest. It is recommended that students who are participating in the following athletic teams should **not** sign up for this tutorial: soccer, football, cross country, swimming. This is due to potential conflicts with athletic team scheduling and this tutorial's required overnight immersion trip during Fall Break. If you are unsure of your athletic team's schedule, please contact your coach for more information.*

You are about to set foot on the road that will lead you through the most important quest of your life. J.R.R. Tolkien wrote, “It’s a dangerous business going out of your door. You step into the road, and if you don’t keep your feet, there is no knowing where you might be swept off to.” In this tutorial we will focus on what is arguably the best quest novel ever written: Tolkien’s *The Lord of the Rings*. We will explore major themes of brotherhood, courage, and loyalty that will be an important part of your quest at Wabash.

We will examine some of the many unanswered questions Tolkien left both in and about the book. What did Tolkien mean when he called his book a “fundamentally religious and Catholic work”? What is the role of fate in the book? What is the meaning of the One Ring? There have been many contributions to the lore of Middle Earth since Tolkien wrote the book, most notably Peter Jackson’s film adaptation. How do the films and other scholarly essays enhance our understanding of the book?

### **FRT-14P-01: Crime and Punishment**

Adriel M. Trott

We tend to take for granted that we know what crime is and we know why people get punished. But what makes an action count as a crime? What makes someone a criminal? Why do we punish people by putting them in prison? What effects does this punishment have? Are prisons necessary? Why does punishment seem to get doled out unequally to different people on the basis of sex, race, class and religion? Does equality in crime and punishment matter?

The “Crime and Punishment” tutorial will examine these questions through insights from history, sociology, political science, literature and philosophy. Regular reference to pop culture images in television and film and other media presentations of crime and prison life will complement our readings. Authors like Angela Davis, Rene Girard, Friedrich Nietzsche, Michel Foucault and Franz Kafka will prompt us to ask how contemporary operations of crime, law, discipline and punishment work to make us act and live in the world and think about ourselves and others the way that we do. Students will come to have a sense of how ideas of the self and the state have been formed in conjunction to views and practices of crime and punishment and what all this means for the contemporary state of the American justice system.

### **FRT-14Q-01: Spain: A Country of Pain, Gain, and Disdain**

Marc Welch

Spain’s unique position on the Iberian Peninsula has left it vulnerable to invasion, a destination of migration, and a pivotal connection to Latin America, the rest of Europe, and Africa. From the time of Al-Andalus, to the Reconquest, to pre and post Franco eras, and now—who are the people of Spain? What are the ways in which the country and individuals embrace or suppress its diverse and tumultuous past and present?

As one of the world’s most visited countries, what attracts so many tourists to Spain? Bullfighting and Pamplona’s running of the bulls? Flamenco from the heart of Andalucía? Valencian orange groves or Mediterranean rice and seafood?

The iconic windmills of La Mancha? The artistry of Picasso, Dalí, Goya, and Velázquez? Holy week processions and pilgrimages to Santiago de Compostela? Championed soccer success? Intricate Moorish architecture or the marveled creations of Antoni Gaudí? What do these images reveal about Spain and its people? What else should be considered to fully grasp all that embodies Spain and its diverse population?

Using a variety of sources: academic journals, novels, poems, plays, movies, travel writing, news articles, Skype sessions, virtual tours, and more, students will uncover Spain's multiple gains and pains as a country and within the heart of its citizenry.

### **FRT-14R-01: Homer's *Odyssey*: Hero and Homecoming**

Bronwen Wickkiser

Homer's *Odyssey* is one of the earliest works of European literature that we possess. It is a poem about a hero returning from war and the toll that his extended absence takes on his family and community as well as on the man himself. Loyalty, leadership, love, masculinity, identity, heroism and piety are all topics that the epic investigates and invites its audience to explore. The poem also offers a window onto Greek culture and society. By the end of the course, we will consider the enduring relevance of the *Odyssey* on key authors in the Western tradition, and its impact today on Hollywood films like *O Brother, Where Art Thou*. On a personal level the poem will prompt students to consider the role of homecoming as they transition to college, experience Wabash's "Homecoming," and return home for break already as a changed person to a place they know well. Through discussing, debating, and writing about the *Odyssey*, students will hone their analytical skills and get to know well a centerpiece of the Western canon.

## Enduring Questions

Enduring Questions is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

### **FRC 015: Enduring Questions**

Chairpersons: Bobby Horton & Bob Royalty

The course is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. As such, small groups of students consider together classic and contemporary works (or selections of works) from multiple disciplines that speak to basic questions such as, Who am I? and How do we live in the world? Assessment of student performance focuses on written and oral expression of ideas. In addition to regular class meetings, students attend a small number of affiliated speakers and programs on- and/or off-campus. This course is offered in the spring semester.

*Prerequisites: None.*

Credits: 1

## Athletics and Physical Education

Staff: J. Haklin (Director of Athletics), B. Anderson, K. Brumett, M. Colston, T. Corcoran, M. Elizondo, W. Hammer, J. Hutchison, C. Keller, D. Morel, M. Petty, E. Raeburn, O. Olmstead, A. Selby, C. Stevens, and L. Vincent

Physical Education courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission.

### Course Descriptions

#### Theory of Coaching

Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community.

- PE 030. Theory of Coaching Football
- PE 031. Theory of Coaching Soccer
- PE 032. Theory of Coaching Swimming
- PE 033. Theory of Coaching Basketball
- PE 034. Theory of Coaching Wrestling
- PE 035. Theory of Coaching Baseball
- PE 036. Theory of Coaching Track
- PE 037. Theory of Coaching Tennis

See Course Listings.

#### PE 020. Prevention and Care of Athletic Injuries

Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained. Develop an understanding of the body, how it works, how to evaluate an injury, and how to develop a rehabilitation plan.

#### General Elective Physical Education Activities

These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student.

- PE 011. Advanced Fitness
- PE 012. Beginning Golf
- PE 013. Beginning Swimming
- PE 014. Beginning Tennis
- PE 015. Life Saving
- PE 016. Scuba Diving
- PE 017. Sports Officiating
- PE 018. Beginning Weight Training

See Course Listings.

#### PE 016. Scuba Diving

Scuba is taught by an outside group for a fee you will need to pay. If interested in the classes please go to Diver's Supply at 5501 West 86th Street, Suite J, Indianapolis IN 46268 to get your equipment and pay for the class. They are open on Tuesday-Friday 10am-7pm and on Saturday 10am-5pm. Their phone number is 317-297-2822. Be sure to tell the people at the shop that you are part of the Wabash Class. The class is taught over 2-3 Sunday afternoons and one open water dive to be determined by the class, done at a local quarry over a weekend. If you have any questions please contact Mark Colston.

#### PE 015. Life Saving

You will learn Adult CPR/AED and First Aid. There is an outside fee as well. This class is taught with the teacher education class at the end of every semester.