Tabor College

School of Adult and Graduate Studies
Academic Catalog 2007-08

Invitation to Tabor College

Colleges, like all organizations, have cultures which give definition and character to the institution. An organization's culture defines what is valued and how decisions are made, and it determines the general tone of the organization.

In this catalog you will find the answers to many of the questions you may have regarding Tabor College's culture. This includes the essence of our ninety-eight year history, the Christian values that provide our foundation, what courses will be available to you, and a list of majors from which you can choose.

Given the experience of our graduates, I can tell you that if you are prepared to make a commitment to grow personally and professionally, you can look forward to receiving real "value" for the years you spend with us.

Tabor College is an organization committed to training the next generation of Christian people who will take their rightful place of leadership beside many thousands of alumni who are already working and serving around the world.

I hope this catalog will be helpful to you in determining how you can best prepare for a life of work and service.

Sincerely,

Larry W. Nikkel
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.

Chapters. The catalog is divided into clearly labeled chapters. The table of contents on page iii lists the beginning page of each chapter.

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 entitled "Programs of Study" includes a listing of the required courses for each major, concentration or certificate program offered at the Tabor College School of Adult and Graduate Studies. The majors are arranged alphabetically.

Course Descriptions. The chapter entitled "Course Descriptions" contains the title, number, and description of all courses, arranged alphabetically by prefix.

Course Schedule. The Registrar's Office prepares detailed course schedules before each semester, with course times, instructors, and class locations. These are available on the Tabor College Intranet site.

Ask an admissions representative to contact you or visit the campus. Learning to know the people – faculty and students – will help you decide if Tabor College is where you belong.

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Wichita, Kansas 67205
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Toll-free: (800) 546-8616
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Web Site: www.tabor.edu/adult-graduate
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If after reading the catalog you have questions about some aspect of Tabor College, please call or write:

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/adult-graduate

MEMBER
Council for Christian Colleges & Universities

Tabor College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440.

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.

About The College: The Context

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 students who are broadly educated, competent, and 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 members hold each other accountable.

OBJECTIVES

Tabor is...A Christian College

Tabor seeks to be 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 seeks to integrate Christian convictions and values into its learning experiences throughout the College.

Tabor is...A Liberal Arts College

Tabor seeks to provide a Christian worldview, infusing the entire curriculum with important dimensions of meaning and purpose. The 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 should 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 should 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 socio-economic 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 should 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. How, through a chosen career or profession, a person can exhibit 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.

Tabor is...A Center for Lifelong 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 should demonstrate an understanding:

1. That learning is a life-long process
2. That 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 a part of the broader Mennonite family of Christian believers who trace their origins to Menno Simons and others in Europe in 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 where they would 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, 39 students and three instructors held the first classes of 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 which had housed the College for its first ten years. Supporters of the College quickly joined in constructing 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 degree completion programs in Wichita in 1994. These programs now include: Business Administration, Christian Ministry, and Nursing. Certificate programs and Master's degrees are also offered through the School of Adult and Graduate Studies.

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 (www.usmb.org/beliefs/faith).

ACCREDITATION

Tabor College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, and is approved to offer training under the Veterans Educational Training Program.

The College holds membership in the Associated Colleges of Central Kansas, 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, and Nursing.

OUR LOCATION

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. Wichita is known as the "Air Capital of the World". Pizza Hut, Rent-A-Center, Brite Voice Systems and Big Dog Motorcycles are major entrepreneurial ventures that had their beginnings in Wichita. The metropolitan area ensures that Tabor College School of Adult and Graduate Studies students have ample opportunity for ministry, practicum experiences, and networking.

Library. The Library had its beginning on the lower level of the first Tabor College building, erected in 1908. Following the fire of 1918, the Library was relocated to the first level of the H.W. Lohrenz Building, formerly known as the Administration Building, completed in 1920. The present Library, constructed in 1957, was renovated and enlarged in 1984.

A newly implemented online public access catalog provides access to over 53,000 cataloged books, videotapes, CDs, films, etc. Materials not converted into electronic format are accessible through the integrated subject/author/title card catalog. Public-access computers provide web-based access to the Kansas Library Catalog (KLC), a union listing of book and periodical title holdings of Kansas, Oklahoma, and Texas libraries. Materials not owned by Tabor Library are available through Interlibrary Loan via the international Online Computer Library Center (OCLC), of which Tabor College Library is a member. Currently the Tabor Library provides access to Britannica Online, Encyclopedia Americana Online, Grolier's Multimedia Encyclopedia Online, Infotrac Web, EBSCOhost, CQ Researcher, GaleNet Literature Resource Center, SIRS Discoverer, PsycARTICLES, PsycINFO, Lexis-Nexis, and FirstSearch databases. A campus-wide computer network allows access to library computer resources from any location on campus. Off-campus users are allowed access through Tabor's proxy server.

The Library maintains approximately 150 periodical subscriptions in paper format. These periodicals are accessible through indexing in either paper or electronic indexes.

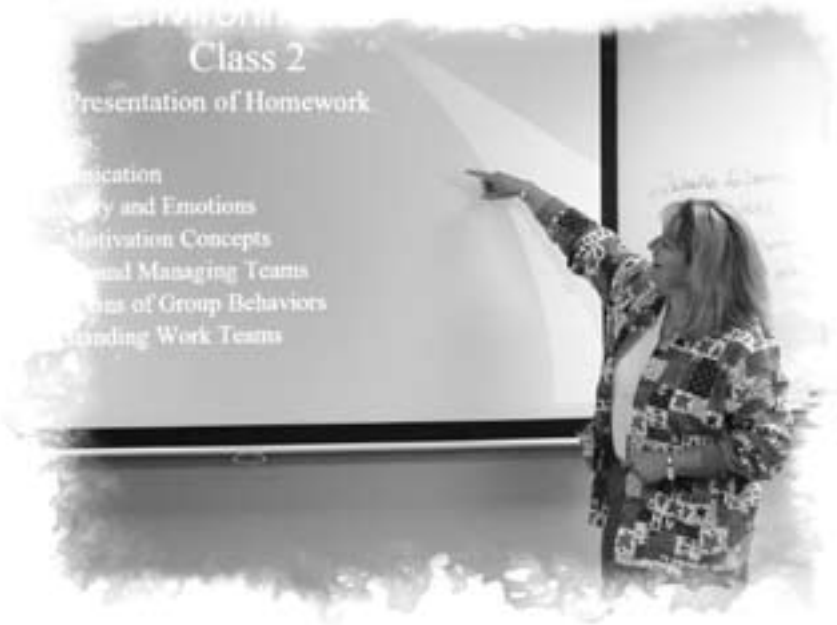
The web-based periodical databases, Infotrac Web and FirstSearch, provide subject access to citations and full-text to numerous periodical titles.

The Library is intended to support a broad academic curriculum, but several subject areas of particular interest to the College and its constituency are especially represented in the collection, including Mennonite Brethren history, life and thought, peace studies, as well as materials on C. S. Lewis, Flannery O'Conner, and Madeleine L'Engle. An extensive juvenile literature collection includes Newberry, Caldecott, and William Allen White award-winning books. Some 2,000 recordings, including compact discs, as well as a large selection of cataloged scores, support the music program.

The Library building also houses offices and holdings for the Center for Mennonite Brethren Studies.

TABOR COLLEGE SCHOOL OF ADULT AND GRADUATE STUDIES

Our facilities feature five large classrooms with state of the art technology as well as administrative offices which house key services for Wichita students. Also housed in this location are offices of the District Minister for the Southern District of the Mennonite Brethren Church and the Regional Director of the Mennonite Brethren Missions and Services International.



TABOR COLLEGE SCHOOL OF
ADULT AND GRADUATE STUDIES

Degree Completion Programs

Tabor College began an adult degree completion program in Wichita in 1994, with the establishment of a major in Management and Organizational Development (this program was discontinued in 2002). In 1996, a Business Administration major was added; in 1997, a Christian Ministry major was added. A Bachelor of Science in Nursing degree was initiated in 2001. A concentration in Management Accounting was added in 2005. The cohort-based programs are interdisciplinary and designed for adults with significant life-learning experience. Each of the majors leads to a Bachelor of Science degree.

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Accreditation. Initial accreditation was received in June 2002. Continuing accreditation was received in 2007 for the maximum 10 years.

ADMISSIONS

ADMISSIONS REQUIREMENTS

Minimum requirements for consideration for admission to Tabor College School of Adult and Graduate Studies are as follows:

a. Four years out of high school – a minimum of two years full time work experience or an unencumbered Registered Nurse license
b. English Composition I with a minimum grade of C- or enrollment in ENG 101 English Composition I within first 12 hours of study
c. Enrollment in BUS 200 Technology Skills to Enhance Productivity within first 12 hours of study or successful completion of the AGS Computer Literacy Exam
d. Completed application for admission with $20 application fee
e. Official transcripts from all schools previously attended

Students applying for degree completion program must also meet the following requirements:

a. 54 hours of transferable college credit
b. Minimum GPA of 2.0; RN-BSN program requires minimum GPA of 2.5

Students applying for admission to the elective credit programs at Tabor College School of Adult and Graduate Studies must also meet the following requirements:

With 24 or more hours of transferable college credit:

a. Minimum GPA of 2.0

With transferable college credit totaling less than 24 hours with GPA above 2.0:

a. Two letters of reference
b. Interview with Dean of AGS

With transferable college credit totaling less than 24 hours with GPA below 2.0:

a. Two letters of reference
b. Review by the Adult and Graduate Studies Committee

With a high school diploma only and high school GPA above 3.25:

a. Two letters of reference

b. Interview with Dean of AGS

With a high school diploma only and high school GPA below 3.25:

a. Two letters of reference

b. Review by the Adult and Graduate Studies Committee

With a GED:

a. Students with GED composite scores of 500 or more will be considered for admission to Tabor College. Students who took the GED prior to January 2000 with composite scores of 50 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. Students who took the GED prior to January 2000 with composite scores between 45 and 49 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. Students who took the GED prior to January 2000 with composite scores below 45 will not be considered for admission.

d. Two letters of reference

e. Review by the Adult and Graduate Studies Committee

ADDITIONAL ADMISSION REQUIREMENTS FOR THE RN-BSN PROGRAM

1. Students must possess an unencumbered license to practice as a registered nurse (RN) in the state where the student will fulfill practicum requirements. A current, active nursing license must be presented to Tabor College School of Adult and Graduate Studies upon request.

2. **Admission of Graduate Nurses:** Graduate nurses (GN's) who meet admission criteria but have not taken the NCLEX-RN exam will be given conditional admission to the RN-BSN Program. Such students must present a Kansas RN license at least 60 days prior to starting any practicum course.

3. **Admission of the Registered Nurse with an Associate Degree:** Actively practicing registered nurses who have graduated from an NLN or NLNAC accredited associate degree program within 0 to 5 years need no knowledge or work experience validation. Students graduating 6 to 10 years ago need no validation if, during the last 3 years, the student has registered nurse work experience of 1,000 hours. Students graduating more than 10 years ago will have all nursing credits held in escrow until graduation requirements are met. The number of nursing credits varies among nursing programs. Nurses who have not been actively practicing as registered nurses and do not meet the above criteria must complete and pass an RN refresher course prior to admission into the program.

4. **Admission of the Registered Nurse with a Diploma in Nursing:** Students who have graduated from a NLN or NLNAC accredited diploma program and have registered nurse experience of 1,000 hours in the last 3 years will receive 38 hours of lower-level credit to be held in escrow until graduation requirements are met. Students may be granted credit for other knowledge, such as anatomy and physiology and pharmacology, by passing a NLN standardized test. Nurses who have not been actively practicing as a registered nurse and do not meet the

above criteria must complete and pass an RN refresher course prior to admission into the program.

5. Provide evidence of current knowledge of universal precautions and CPR certification for healthcare providers.
6. Complete the *Confidential Health Record for RN-BSN Program Form* and provide evidence of immunization compliance as specified by the CDC.
7. Provide evidence of acceptable personal health insurance. Student health insurance is available through the College.
8. Provide evidence of malpractice insurance of $1,000,000 per occurrence/$3,000,000 per year aggregate coverage at the registered nurse level.
9. Students must meet agency standards and requirements for practicum experiences.
10. Disability insurance coverage is recommended while enrolled in the nursing program.

ADMISSION STATUS: STUDENTS SEEKING A DEGREE

Students will receive a letter of admission to the specific program for which application was made. A student's admission status will be in one of the following categories:

Full Admission: The student has met all the admission requirements.

Provisional Admission: The student is allowed to attend class pending official verification of required admission documents. Provisional students may not attend classes beyond Module One without a change in status.

Conditional Admission: The student has entry deficiencies, but an acceptable educational plan has been developed with regard to those deficiencies. Conditional Admission Status constitutes academic probation and requires that the advisor and student discuss the course load and other issues related to academic success. Verification of this discussion is documented in the student's file.

ADMISSION STATUS: STUDENTS NOT SEEKING A DEGREE

Students who are not seeking a degree, but who wish to take one of the courses offered, may be considered under the admission status as follows:

Guest Admission: Guest students may take up to 12 credit hours without formally applying for admission to Tabor College School of Adult and Graduate Studies. In order to do so, students must be out of high school for four years or have worked full time for two; submit copies of transcripts; complete an enrollment form and make payment arrangements on or before the first class.

Professional Development Status: Must enroll in 13 or more credit hours. Students who wish to be admitted in this status must meet the following criteria in addition to submitting a completed application with fee:

a. Four years out of high school or a minimum of two years full-time work experience.
b. Successful completion of the Compass E-Write writing diagnostic.
c. Enrollment in BUS 200 within first 12 hours of study or successful completion of the AGS Computer Literacy Exam.
d. Provide unofficial copies of all transcripts.

e. Satisfy the elective program guidelines for the elective credit program as outlined in the 2006-07 Academic Catalog.

POLICY FOR TRANSFERRING CREDIT

Credit from Accredited Institutions

Credit from institutions accredited by the following accrediting bodies will be accepted: Middle States Association of Colleges and Schools (MSA), the Northwest Association of Schools and Colleges (NASC), North Central Association of Colleges and Schools (NCA), New England Association of Schools and Colleges, Inc./Commission of Institutions of Higher Education (NEASC-CIHE), Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC), Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.), Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-Sr.), American Association of Bible Colleges (AABC), and the Association of Theological Schools (ATS).

Credit from Non-accredited Institutions

Credit from institutions not accredited by a regional accrediting agency will not be accepted as transferable credit unless one of the following criteria is met:

1. The institution is accredited by one of the accrediting bodies under the CORPA (Commission of Recognition of Postsecondary Accreditation) umbrella.
2. The Adult and Graduate Studies Committee approves the transfer of credit based on the evaluation of the mission statement as stated in the institution's catalog, the content of the courses taken, and the credentials of the faculty.
3. A minimum of three regionally accredited institutions will accept the courses being submitted from the institution where the credit was earned.

If one of the above criteria is met, the following guidelines will apply:

1. Credit will only be awarded for courses of study similar to subject areas offered at Tabor College or for courses of study that are approved by the Adult and Graduate Studies Committee.
2. Credit will be awarded after the student completes 20 credit hours at Tabor College with a GPA of 2.0 or higher.
3. The amount of credit awarded cannot exceed the following caps:
    a. 75 hours from each four-year institution
    b. 62 hours from each three-year institution (maximum 70 hours per cap below)
    c. 40 hours from each two-year institution (maximum 70 hours per cap below)

Professional, Technical, and Military Credit

Credit from professional, technical or military work will be transferable credit if there is a guideline from either the American Council on Education (ACE) Guide to the Evaluation of the Educational Experiences in the Armed Services, or the Program on Non-sponsored Collegiate Instruction (PONSI) which recommends credit.

Credit by Examination

Tabor College has policies for the following external exams: AP, CLEP, DANTES, and IB. Scores which meet criteria of these policies will be accepted as transferable credit subject to the caps below.

Additional Policies That Apply to Transfer Credit

1. No credit will be transferred for courses passed below C- at non-accredited institutions. A maximum of 9 credit hours of "D" grades earned at regionally accredited institutions may be transferred.
2. Credit reported on transcripts as clock hours will not be considered as transferable credit. In such cases, students may earn credit through portfolio assessment (PSTs or LLPs- see below.)
3. The following are additional caps that apply to all credits earned:
    a. 70 hours from institutions less than four years
    b. Cap on Technical Credit:
        i 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.
        ii 30-semester hour cap of any other technical credit, including technical 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.
        iii 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.
    c. 30 hours of life experience credits*: PSTs (Professional Schools and Training) or LLPs (Life-Learning Papers)
    d. 30 hours of credit by examination*: CLEP, DANTES, AP- Advanced Placement, IB-International Baccalaureate

*The total of life experience credits and credit by examination cannot exceed 45 hours.

OPTIONS FOR EARNING ADDITIONAL COLLEGE CREDIT

CLEP*

CLEP, the College-Level Examination Program, gives students the chance to earn credit for what they already know. Students may get further ahead in their college career by earning a qualifying score on one or more of the 30+ CLEP exams.

DANTES*

DANTES, Defense Activity for Nontraditional Education Support, is a credit by examination program available through Tabor College. DANTES tests are available in mathematics, social science, business, physical science, and humanities. Some tests may be taken to fulfill a Core Curriculum requirement. Credit cannot be earned from these exams if the content has already been awarded credit in any other way. All tests may be taken for additional credit.

Students who receive a passing score from DANTES are given credit on the transcript. Student transcripts will reflect the name of the exam and the heading "Credit by Examination." DANTES tests do not receive a letter grade, only the number of hours of credit earned. Students who do not receive a passing score must wait 180 days before retaking the test.

Life-Learning Papers (LLP) **

Students may write Life-Learning Papers that identify significant learning from past experiences. Students are provided with a model to help analyze the learning experience, break it into component parts, and thoughtfully examine each element. College work from a two-year school beyond the 70-hour cap may be looked at for credit through a Life-Learning Paper.

Other Classes at Tabor College School of Adult and Professional Studies

Students may pick up courses from the STEPS program, Saturday classes, or selected courses from other Bachelor's degree programs. Tabor College also offers Core Curriculum courses on Saturdays based on the needs and interest of students.

Professional Schools and Training (PST)**

Students may receive credit for professional schools, courses, workshops, seminars, and licenses for which college credit has never been awarded. Credit may be earned for college-level learning that directly relates to professional development, providing the proper documentation is submitted.

Tabor College Credit By Examination*

This is another opportunity for students to test out of needed college credit. Student must receive written approval from the chair of the department in which the course is taught. The student then provides the petition to the faculty member who will be administering the examination. A nonrefundable examination fee will be due to Tabor College Wichita prior to the administration of the exam.

Transfer Credits

Students may take classes through other institutions, correspondence credits, or distance learning. Please contact Student Services prior to taking classes to complete a transfer approval form.

*A maximum of 30 hours may be earned from credit by examination.

**A maximum of 30 hours may be earned for LLPs and PSTs.

Note: The combination of credit by examination and life experience credits (LLPs and PSTs) cannot exceed 45 credit hours.

FINANCIAL POLICIES

TUITION AND FEES

Total costs vary by program. This information may be obtained from the College staff. All students are required to meet with the Student Accounts Representative and Financial Aid Representative upon enrollment.

PAYMENT PLAN

For students in a cohort-based program of study, a $100 deposit is to be paid by the student prior to the first class. After a student completes Term 1, the $100 is applied to their student account. If the student withdraws before the end of Term 1, the deposit is non-refundable and will not be applied to their account. Charges for the Term are due on or before the first class. Each subsequent Term's charges are due on or before the first class of the Term.

In order to waive full payment on or before the first class, a student must:

1. Have applied for financial aid/employer assistance and
2. Provide evidence that aid/assistance will be available in the immediate future.

Note: Student accounts must be in a current status at the end of each Term, or the student may be denied additional enrollment in coursework or be administratively withdrawn.

PAYMENT OPTIONS

Financial Aid

The Free Application for Federal Student Aid (FAFSA) is the application for the Pell Grant and determines one's eligibility for the Stafford Loan (formerly Guaranteed Student Loan), both of which are based on "need" as determined by the FAFSA. The FAFSA may be obtained from the AGS Staff. Students must be enrolled at least part time (6 credit hours) to qualify for most Federal Aid programs.

By completing the FAFSA, all students may determine their eligibility for the various sources of federal student aid. Included are the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Subsidized and Unsubsidized Stafford Loans, and Perkins Loans. Due to the varying starting dates of classes, students will need to complete more than one FAFSA for two successive years. The Office of Student Financial Assistance and AGS staff will inform students as to which year's forms will be needed. Students enrolled in most AGS programs are considered to be "half time", in compliance with federal financial aid regulations.

By completing the FAFSA and coding Tabor in Step 6 (Title IV financial aid code is 001946), the student will begin the process. (*Note:* Completed FAFSA should be returned to the Tabor College Financial Aid Office.) Thirty percent of all federal-aid applicants are selected at random for verification. Selected students will need to submit federal income tax returns, W-2 forms, and a verification worksheet to the Office of Student Financial Assistance. The Office will notify those who are selected. Upon receipt of all of the above, the Director of Student Financial Assistance will award appropriate types and amounts of aid. The student will then be able to sign an award notice, complete a loan application form, and complete a student loan entrance interview. This will complete the process.

Note: In some situations students may qualify for deferment of loan payments. To qualify, students must be attending classes. Most loan companies require half-time student status for deferment. Please contact the lender for deferment qualifications and information.

Also: If a tuition refund is due the student as a result of withdrawal from classes, and the student received financial aid, refunds must be returned to the financial aid programs.

Employer Assistance

To be eligible for employer assistance, a student must fill out an "Employer Assistance Information" form prior to the beginning class. This form is for any student whose employer will make payments to the College or to the student personally.

Note: If the student's employer requires the student to submit a grade in order to pay for tuition, the student is responsible for submitting the grade to the employer in a timely fashion. If the employer issues a Tuition Voucher, Approval Certificate, etc., the student must submit that to the College on or before the first class session of each Term in order to receive proper credit on the student's account.

If the employer will make payment to the student rather than to the College, or if payment will not be made until after successful completion of an entire Term, the student should not show this as Employer Assistance and must make other arrangements for payment of charges, such as applying for a student loan, using the Term payment plan, or using the monthly payment plan.

Personal Funds

Students may pay for their program with personal funds by using the monthly payment plan or the Term-based payment plan. (See the Student Account Representative for payment plan information.)

Church Matching Grants

Tabor College does not offer any types of institutional assistance to Tabor College School of Adult and Graduate Studies students. However, if a church is willing to support a student through some type of scholarship, Tabor will match that scholarship dollar for dollar, up to $500 once every 12 months for the Bachelor's degree completion programs, and once a calendar year for the STEPS program.

Veteran's 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 Veteran's Administration. The endorsement issued by the institution completes the arrangements for receiving benefits granted by the G.I. Bill of Rights. 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.

RECRUITMENT INCENTIVE

Tabor College School of Adult and Graduate Studies students who are enrolled in a cohort program are eligible to receive a recruitment incentive for referring qualified prospects. If the referred student enrolls in a cohort program, the student who provided the referral will receive a $200 finder's fee. If the referred student enrolls in an out

of program course, the student who provided the referral will receive a $50 finder's fee. Tabor College School of Adult and Graduate Studies alumni who make referrals also receive acknowledgement and an appreciation gift for any student referrals resulting in enrollments.

REFUND PROCEDURES

Tuition and book fees will be charged for each course. Prior to the 50% attendance point there is a $100 drop fee and full book fee. At that time the student is responsible for 100% of charges associated with an individual class or in the case of the Bachelor's degree completion programs, the term. (Refunds are subject to the Federal Title IV "Refund or Repayment" Regulations and, therefore, must be determined by the campus Financial Aid Officer.) Academic credit will be given for modules *completed*. Grades are earned upon 50% of course schedule completion.

STUDENT LIFE

LIFESTYLE DISTINCTIVE

While enrolled in an AGS program, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. Civility and respect are expected behaviors in the School of Adult and Graduate Studies. Tabor College discourages involvement in any activity that may be of an immoral or degrading nature. The historic and current commitment to the ideal of intellectual, spiritual, and physical wellness precludes the use of tobacco, alcohol, or any illegal substances at College facilities and during College events.

ACADEMIC INFORMATION

CALENDAR

Tabor College School of Adult and Graduate Studies offers classes year round. Breaks from coursework are scheduled at various times throughout the year, including Thanksgiving, Christmas, New Year's Day, Easter, and other holidays. See individual program schedules for details.

ACADEMIC ADVISING

Tabor College School of Adult and Graduate Studies believes that academic advising should be a developmental process that helps students to identify and clarify their interests, abilities, and life/career goals, and to develop an educational plan for realizing these goals. While the college provides a complete advising program to assist students, the ultimate responsibility for meeting degree requirements rests with the student.

REGISTRATION FOR CLASSES OUTSIDE OF THE DEGREE PROGRAMS

Students who desire to enroll in classes outside the degree programs must contact Student Services and complete an enrollment form (tuition and book fees will be charged at the appropriate rate for the class taken out of program).

CHANGES IN REGISTRATION/REFUND POLICIES

To withdraw enrollment from a module or STEPS class, a student must complete and sign a Student Status Form. A withdrawal fee will be assessed for each withdrawal. Because withdrawal may jeopardize financial aid due to federal and state government regulations, students are advised to consult with the Office of Student Financial Assistance about their particular situation *before* withdrawing. Tuition and book fees will be charged as previously described in Refund Procedures. The student becomes responsible for 100% of charges associated with an individual class at 50% of course schedule.

Academic credit will be given for modules completed up to the point of withdrawal. A non-punitive grade of *W* will be recorded on the transcript for withdrawals which occur between the start and the midpoint of a course. If the last date of attendance falls after the midpoint of a course, a grade will be assigned.

For policies related to withdrawing from a program or re-admission, see Withdrawal from a Program in this section of the catalog.

UPPER-LEVEL CREDIT

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

ACADEMIC INTEGRITY

Academic dishonesty is any act of cheating, fabrication, plagiarism, dissimulation, abuse of resources, forgery of academic documents, or sabotage, and any act aiding and abetting academic dishonesty.

Sanctions for violations of academic integrity will be determined by the Vice President of Academic Affairs, the AGS Dean, and the Department Chair. Students shall have the right to appeal the decision by means of the same procedures used for grade appeals. At the student's request, the Vice President of Academic Affairs shall call a meeting of the AGS Appeals Committee.

SATISFACTORY ACADEMIC PROGRESS

Financial aid is provided by Tabor College and the U.S. Department of Education. Federal regulations require the College, as a recipient of Title IV aid, to have a statement defining Satisfactory Academic Progress (SAP). The statement is published below. Failure to meet the standards will result in a loss of financial aid and may result in suspension from the College. Students should be aware of the following information regarding federal financial aid.

AGS programs consist of varying numbers of terms. Within any given enrollment period, there may be up to two loan disbursements.

To be eligible for student financial aid, students must be enrolled at least part-time. AGS students enrolled in 6 hours per term are considered to have part-time student

status. A student is also required to make Satisfactory Academic Progress. The following criteria represent Satisfactory Academic Progress in order to maintain financial aid eligibility:

1. Continual enrollment toward degree completion
2. Successful completion of a module with no more than two retakes
3. No more than two consecutive failures of program modules
4. A resident cumulative GPA with these minimums:

   At the program's midpoint-1.9 or higher

   Near the program's conclusion-2.0 or higher, and 1.70 or higher in the major (C- is 1.7)

At the 1/4 or 3/4 completion point , it is the fact of enrollment, rather than the additional matter of GPA, which needs to be confirmed. GPA must be checked at the midpoint of the program. SAP for students who qualify for federal financial aid but who are not enrolled in one of the baccalaureate programs will be determined by the Tabor Director of Student Financial Assistance on a case-by-case basis.

GENERAL ACADEMIC PROBATION/SUSPENSION GUIDELINES

Probation

A student will be placed on academic probation if any of the following is true:

1. They have not accomplished a resident cumulative GPA of 1.9 or higher at the midpoint of the program.
2. They are found to be in violation of the standards of academic integrity. (See section on Academic Integrity)
3. They are admitted under the Conditional Admission Status.

A probationary period will last for three classroom modules. If, at the end of the first probationary period, Satisfactory Academic Progress has not been achieved, the student will be placed on academic probation for an additional three modules. However, those admitted to the program conditionally, become subject to suspension after the first probationary period (see below). Probationary status requires that the advisor and student discuss the course load and other issues related to academic success. Verifying that this discussion has taken place is documented in the student's file.

Suspension

Any one of the following is grounds for suspension from enrollment:

1. Failure to achieve Satisfactory Academic progress by the end of a second probationary period
2. Failure to achieve a resident cumulative GPA of 2.0 or higher by the end of the program
3. Three consecutive failures
4. Failure to achieve a C- or better in a particular program module after enrolling in that module three times
5. For those admitted under the Conditional Admission Status, failure to achieve a C- or better, without any incompletes, during the first three enrolled modules

Re-admission

1. A student who chooses to leave the College under probationary status will be subject to the same status upon return to Tabor.
2. A student who leaves the College under academic suspension is not eligible for re-admission for one calendar year. The student may apply to the AGS Executive Director for re-admission. If re-admission is granted, the student will automatically return under probation and will have three modules to meet a minimum cumulative GPA of 1.9 for those modules.

Appeals of Suspension

To appeal a decision of academic suspension, a student must indicate this intention in writing to the Vice President of Academics and Student Development within 30 days of the date of notification. This letter should state the reasons for such an appeal. The appropriate committee will review the appeal and render judgment on the decision to dismiss. The Committee's decision is final, and the student will be notified in a timely manner in writing of the decision.

ADMINISTRATIVE WITHDRAWAL

Students may be withdrawn from any course or program on the basis of excessive absences, according to stated attendance guidelines, for disruptive behavior, or for having a student account that is not in an acceptable payment status.

ATTENDANCE

Regular class attendance is essential for success in college courses. Even when work is made up, students miss important discussions and explanations when absent. Nevertheless, students may need to miss class because of illness, personal and family emergencies, unavoidable employment obligations, and in rare cases, inability to get to class because of dangerous weather conditions.

The following policies apply to these absences:

1. If a student misses more than *30 percent of class hours* during the module or class, regardless of the reason, she or he will automatically have to retake the module and may be administratively withdrawn from the program or class.* The allowances list below are based on four-hour sessions. Shorter sessions will require re-calculations of time.

Allowances include for a:	(cumulative totals)
8 session-module	2.4 absences OR 9 hours and 36 minutes
7 session-module	2 absences OR 8 hours and 24 minutes
6 session-module	2 absences OR 7 hours and 12 minutes
5 session-module	1.5 absences OR 6 hours and 0 minutes
4 session-module	1 absence OR 4 hours and 48 minutes
3 session-module	3 hours and 36 minutes
2 session module	2 hours and 24 minutes

*Extenuating circumstances to this policy will be reviewed on a case-by-case basis. The student must submit a written request to the instructor for a reprieve from retaking the module. The instructor will forward the request to the AGS

Dean and provide a recommendation as to whether the student's request should be approved or denied. The AGS Dean and appropriate academic representative will make a decision, providing documentation of the decision to the student and the student's file.

2. Regardless of the reason for the absences, students are not excused from completing the work they missed, and whenever possible should make arrangements in advance for the completion of all work missed.
3. Each instructor has the right to establish his or her own attendance policy within the guidelines of this policy. At the beginning of each module, the instructor will clearly explain the attendance policy for the class in the course syllabus.
4. Make-up assignments for most absences are determined by the instructor teaching the module.
5. The instructor has authority to establish additional procedures regarding tardiness and early departures.

The instructor will record attendance at each class, and the Dean or designee will monitor attendance records. Attendance records are essential to comply with regulations established by both the Veteran's Administration and H.E.W. for recipients of V.A. benefits or Federally Insured Student Loans.

AUDITING COURSES

Students may audit a course by paying the current audit fee per credit hour. No credit is given for such a course. Changes from audit to credit may be made until one week after midpoint of the class, 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 the midpoint as well. In both cases, the Student Status Form must be completed in the Student Services Office. Audit entries on transcripts may be withdrawn if a student discontinues class attendance. Courses requiring skills such as word processing, applied music, or art may not be audited. Students must check with instructors regarding level of participation.

COURSE COMPLETION POLICY

1. Grades at Tabor College are based on work submitted during the term of enrollment. For grading purpose students are expected to submit assignments by the final assignment due date for each course.
2. Instructors are required to submit grades no later than two weeks after the last class session.
3. In the event of extenuating circumstances (defined as situations beyond the student's control), the student may request an extension by submitting a request *directly to the instructor prior to the date that grades are due*. If the instructor deems that the request is warranted, an incomplete grade will be submitted and the student will be given additional time (normally four weeks from the last class session) to complete the assignment(s). Instructors must have *received* the assignments by the due date listed on the incomplete contract. *(Student and instructor are responsible for writing the Incomplete Contract.)* The contract will be filed in the Student Services Office.
4. The instructor will indicate an Incomplete grade on the Final Grade by putting an I in the column titled "Final Grade". The alternate grade is the grade that the

student will earn if no additional work is submitted to the instructor is recorded on the Incomplete Course Contract Form.

5. If a grade for the incomplete course is not submitted by the instructor to the Student Services Office within two weeks of the due date listed on the incomplete contract, the grade for the course shall *default to the alternate grade* submitted by the instructor at the time the incomplete grade was given. (If the failure to submit a grade to the Student Services Office is the fault of the instructor, he/she must use the existing change of grade procedures to address the problem.)
6. A student is allowed only one incomplete grade at a time. This restriction will be monitored by the Student Services Office. If a second *Incomplete Contract* has been written, it will become void if the previous incomplete grade has not been brought to resolution, and the alternate grade will become the final course grade.

COURSE REPEATS

Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College, or by obtaining credit by examination from Tabor. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the resident GPA. Students may repeat elsewhere courses taken at Tabor. The credit will be transferred, but the Tabor College resident GPA will not be affected. A course that is repeated must be repeated in its entirety. A student is awarded credit only once for each course. A maximum of two repeats is allowed for program modules. A student will be charged each time a course is retaken.

GRADE CHANGES

Grades are based on work submitted during the scheduled class sessions. All faculty requests to change a grade must be approved by the Adult and Graduate Studies Committee and must include a rationale. Requests based on work done or turned in after the end of the class session will be denied (unless an incomplete grade had been issued).

GRADE APPEAL STEPS

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

1. After the confirmation from student services that no processing errors were made, 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 Vice President of Academics and Student Development, requesting a hearing before the AGS Appeals Committee, providing specific details and all appropriate information. The Vice President of Academics and Student Development will take the appeal to the Committee.
3. If a hearing is granted, both the student and the instructor will attend.
4. By majority vote, the Committee will render its opinion, in the form of a written recommendation, to both the student and the instructor. While the judgment is final in terms of further appeals, it serves only as a recommendation for the faculty member involved. 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.

Students have a period of 30 days from the day grades are issued by the Registrar's Office to question the accuracy and completeness of the grade report. The academic record, after that, will be considered final. Students appealing a grade for a Tabor College Hillsboro course may appeal through the approved School of Traditional Liberal Arts appeal procedure.

GRADE MINIMUMS

1. A student must obtain a C- or better for any course that is listed as a prerequisite before being allowed to enroll in the subsequent courses.
2. All courses in the major must have a grade of C- or better to count toward the major.
3. A resident cumulative GPA of 2.0 or greater is required to graduate.

LIFE-LEARNING PAPER APPEAL PROCESS

The appeal process is to be enacted for those unusual cases when a student feels that her or his Life-Learning Paper has not been evaluated fairly. This process will not be initiated until after the second rewrite and must begin within 30 days of the evaluation.

The first level of appeal will be to the original evaluator. This will be in the form of a petition requesting the credit and giving the rationale. The evaluator will either grant or deny the petition request. If the petition request is denied, the appeal will go to the AGS Dean. The Dean will have two options: (1) agreeing with the original evaluator; (2)sending the paper to a different evaluator for a second opinion. If the paper goes to a second evaluator, it will be sent as an original with no indication that it is an appeal. The credit determination from this evaluation will be considered final.

WITHDRAWAL FROM A PROGRAM

To withdraw enrollment from a program, a student must notify the Student Services Office and complete a Tabor College – Student Status Form indicating program withdrawal. A withdrawal fee will be assessed. Withdrawal from a program may jeopardize financial aid because of federal and state government regulations. Students are therefore advised to consult with the Office of Student Financial Assistance about their particular situation before withdrawing from the program.

Academic credit will be given for modules completed up to the point of withdrawal from the program. For modules partially completed, and for policies related to withdrawal from a course. (See Changes in Registration under Academic Information in this section of the catalog.)

RE-APPLYING

To re-enter a program, a student must re-apply. There is a $125 processing fee due with the re-application.

GRADUATION POLICIES

APPLYING TO GRADUATE

An Application for Degree Form must be submitted to the Registrar's Office at least six weeks before the date the degree is to be awarded. Diplomas will be issued to students

upon completion of all requirements and after approval of the faculty and Board of Directors in February, May, or October.

WHO MAY PARTICIPATE IN COMMENCEMENT EXERCISES?

Participation in the Commencement exercise is defined as a privilege in that it symbolizes completion of a course of study at Tabor. Students who receive their degrees in May are encouraged to participate in the Commencement program for the conferral of the degree. Students who had degrees conferred earlier in the year are eligible to participate in the symbolic awarding of degrees at the Commencement exercise. In addition, students may participate in the May Commencement if:

- at that time they have obtained a GPA of 2.0,
- they have no more than nine hours of deficiencies at the time of Commencement and an approved plan to complete the deficiencies,
- AGS students' only remaining requirements are program modules which are scheduled to be completed **during the summer term** immediately following Commencement and the students are not repeating the modules.

The plan must be approved by the Student Services Advisor and the Registrar.

WHAT IS COUNTED IN THE NINE-HOUR DEFICIENCY LIMIT?

1. Any hours not graded or graded Incomplete at the time of Commencement
2. Life-learning papers and PSTs for which the evaluation is not complete
3. Any hours not documented as being enrolled or completed either at Tabor or another institution (If a student has provided a copy of the registration for a course(s) at another institution in a semester which ends prior to Commencement, it will not be counted toward the 9-hour limit).
4. Any credit hours that will be taken following Commencement

DEADLINES FOR GRADUATING STUDENTS

1. Life-Learning Papers and PSTs must be submitted by *December 1* for students planning to graduate in May.
2. The approved deficiency plan must be submitted to the Registrar's Office by *March 15* in order to be approved by the faculty and Board prior to Commencement.
3. Official transcripts for transfer courses taken elsewhere prior to Commencement must be received *by noon on Monday prior to Commencement* in order to receive a diploma at Commencement. Students should fill out a transcript request form prior to the end of the semester at the college attended.

DIPLOMAS

Diplomas will be given at Commencement to those students who have *all* requirements completed and grades submitted by Thursday before Commencement unless the student has a balance on his/her account.

Diploma *covers* will be given to everyone participating in Commencement, but the *signed diploma* will be withheld for students who have any deficiencies (e.g., an Incomplete in a course, transfer courses not documented, grade below C- in the major, etc.), and for students whose account is not paid in full. For those students who participate in Commencement but don't receive a diploma, their degrees are conferred at

the end of the month in which all requirements are completed. Diplomas are mailed at the beginning of the month following the degree conferral.

If degree requirements are NOT completed within one year of Commencement and the student later completes requirements, the student will need to submit a Diploma Order Form with the appropriate fee if a diploma is desired.

GRADUATION HONORS

To encourage scholarship and recognize successful college work, the faculty has established the Honors at Graduation system based on 56 or more *letter-graded hours* (also called GPA hours) at Tabor: Cum Laude, 3.50-3.699; Magna Cum Laude, 3.70-3.849; and Summa Cum Laude, 3.85-4.00.

Students who have a resident GPA at the appropriate level for honors at the time of Commencement will be recognized with honors at Commencement provided they are enrolled in enough hours in the subsequent summer term to reach the 56-hour threshold. Commencement honors are not considered official. Official honors will not be recorded for the student until their degree is earned and all requirements for honors are met. Honors will be calculated according to the following policy:

1. The GPA will be computed based on all credit hours (excluding non-degree credit) from all regionally-accredited institutions attended. If both previous work and Tabor College work fulfill the requirements, the student will be awarded honors.
2. Honors will not be granted for a cumulative grade point average higher than that earned at Tabor College.

TRANSCRIPTS AND GRADE VERIFICATION

Student transcripts indicate the month in which degree requirements are completed. Transcripts may be requested one week after the completion of the semester.

One complimentary transcript is issued to students upon the student's request. Thereafter, each transcript is $3 payable with the transcript request. It is recommended that official transcripts be sent directly from Tabor College to schools, employers, agencies, etc. Transcripts issued directly to students will carry the notation "issued to student." Transcript requests and/or grade verification requests must be in writing (by fax or mail) to the Office of the Registrar and contain the following:

- Student's name at the time of attendance
- ID or Social Security Number
- Date last attended Tabor College
- Names and addresses of where the transcripts are to be sent
- Student's signature

If specific terms or specific course grades are to be included, that information should be noted so that the transcript is not sent before the data is posted to the record.

All tuition and fees must be paid in full before a transcript may be released.

Enrollment verification requests must be made in writing to the Registrar's Office and will include the same information as transcript requests. Verification of enrollment is from beginning to ending dates of class registration.

COMPLETION DEADLINES

After the completion of the specific program's modules, a student has 12 months to complete all requirements for the Bachelor's degree. With the expiration of 12 months, the student will be classified as *inactive*. To be reinstated to *active student status*, one must petition and pay a $125 fee. Also, the student must agree to retake all courses in the major in which the student earned below a C- grade (including any incomplete grades). The cost of courses will be at the current tuition rate.

Any student who has been out of school for more than one year from the last day of class and desires to return to active status may need to meet graduation requirements for the academic year in which the student returns to active status.

Reinstated active student status will last for six months, providing there is positive evidence that progress is being made toward graduation. A student must be classified as active in order to graduate. If no evidence of progress is demonstrated, the student will return to inactive status.

PORTFOLIO

Portfolio credits (LLPs and PSTs) must be completed within the *12-month* deadline for active enrollment in the College (see Completion Deadlines above).

ACADEMIC PROGRAM REQUIREMENTS

CORE CURRICULUM AND ELECTIVE CREDIT

Tabor College School of Adult and Graduate Studies offers course options for working adults to earn Core Curriculum and lower-level coursework in an accelerated format.

Upper level credit options are also offered in various formats to assist students in meeting specific graduation requirements.

Courses Listing:

This is not an exhaustive list of courses, but is representative of the types of courses offered for credit at Tabor College School of Adult and Graduate Studies. For course descriptions see Course Descriptions in the Degree Completion Programs section of this catalog.

ART 351 Issues in Fine Arts/3

BIO 100 Environmental Science/4

BRS 100 Exploring Short-Term Missions/1

BRS 102 Church Planting/1

BRS 103 Personal Spiritual Development/1

BRS 204 Gospel of John/3

BRS 352 Conflict & Reconciliation/3

BRS/ENG 319 Life & Writings of CS Lewis/3

BRS 400 The Christian Faith in the Modern World/4

BRS/HIS 318 Religion in America/3

BUS 100 Into to MS Word/1

BUS 101 Intro to Power Point/1
BUS 102 Intro to Excel/1
BUS 103 Budgeting Basics/1
BUS 104 Career Awareness/Planning/1
BUS 105 Fundamentals of Accounting/3
BUS 106 Resume Writing/Interview Techniques/1
BUS 107 Improving Work Dynamics/1
BUS 108 Personal Financial Planning/1
BUS 110 Introduction to Business/3
BUS 112 Fundamentals of Entrepreneurship/3
BUS 200 Technology Tools to Enhance Productivity/2
BUS 312 Personal Finance/3
BUS 320 Intermediate Accounting I/4
BUS 325 Intermediate Accounting II/4
BUS 390 Statistical Methods and Research/3
COM 131 Public Speaking/3
COM 132 Interpersonal Communication/3
COM 135 Communicating Through Colors/1
COM 201 Intercultural Communication/3
COM 351 Persuasion and Society/3
ENG 105 Applied Professional Writing/3
ENG 211 Introduction to Literature/3
ENG 305 Advanced Writing: Business/3
LAN 131 Spanish I/4
LAN 132 Spanish II/4
HIS 101 History: The Cold War/1
HIS 102 History: World War II Seminar/1
HIS 122 US History II/3
HIS 290/BRS 290 History of Christianity/4
HPE 100 Stress Management for Personal Wellness/2
HPE 245 Nutrition for Life/2
HUM 200 The Humanistic Tradition/3
MUS 200 Music Appreciation/2
NUR 455 Topics in Nursing/1-4
NUR 456 Advanced Clinical Pharmacology/3
PSC 112 American Government/3
PHL 271 Introduction to Logic/3
PSC 103 Presidential Elections/1
PSY 100 Confident Parenting/1

PSY 101 Marriage & Family Life/1
PSY 102 Marriage Enrichment/1
PSY 103 Myers Briggs Type Indicator/1
PSY 205 Helping Relationships/3
PSY 305 Counseling/3
SOC 100 Caring for the Older Adult/1
SOC 101 Urban Awareness/1
SOC 113 Introduction to Sociology/3
SOC 115 Cultural Anthropology/3
SOC 205 Aging in America/3
SOC 324 Sociology of Community/3
SOC 352 Cultural Diversity/3
SOC/BRS 300 Perspectives: World Christian Movement/3
ENG 306 Nuts and Bolts of Professional Writing/1

CORE CURRICULUM COMPETENCIES FOR ALL PROGRAMS

Mathematics Competency

Students must demonstrate competency in mathematics before receiving the Bachelor's degree from Tabor College. There are six ways for students to meet this requirement:

1. A mathematics ACT score of 19 OR mathematics ACT of 16-18 paired with and English ACT of 19. If the ACT was taken *prior to 1990*, competency is demonstrated with an ACT mathematics of 16 OR an ACT mathematics score of 12-15 paired with an English ACT score of 16.
2. A mathematics SAT score of 460 OR a mathematics SAT score of 400 paired with a verbal SAT score of 470. If the SAT exam was taken *prior to 4/1/95*, competency is demonstrated with an SAT mathematics score of 390 OR a mathematics SAT score of 350 paired with a verbal SAT score of 390.
3. A score of 43 or higher on the Numerical Skills portion of the ASSET exam
4. A score of 174 or higher on the Pre-Professional Skills Test (PPST)
5. A grade of at least a C in Tabor College's course MA 104 Intermediate Algebra, or in any transfer course that is at least the equivalent of MA 104
6. Passing the mathematics competency exam, which is offered by the Mathematics and Computer Science Department at Tabor College biannually.

Writing Competency

All incoming students are required to complete an electronic written diagnostic before the beginning of their program of study. Students who meet one of the criteria outlined in the writing diagnostic instruction set will be required to enroll in and successfully pass ENG 105. Students who wish to enroll in ENG 105 as an elective, may enroll with the consent of the Student Services Advisor.

ACADEMIC PROGRAMS

Bachelor's Degree Completion Programs and Concentrations

The degree completion curriculum is composed of courses arranged in a modular format over a period of intensive study.

BUSINESS ADMINISTRATION (BUA)

	Hours	*Term Taken*	*Grade*
Core Curriculum Requirements for Graduates:			
Tabor College Distinctives:			
RS 100: met via BRS 325 Bible Journeys	3	____	____
RS 400: met via PHL 425 Values Personal and Social	3	____	____
Intercultural Awareness: met via several modules			
Liberal Arts Sequence:			
English Composition – two courses (6+ hours)			
English Composition I		____	____
English Composition II		____	____
History/Social Science – two courses (6+ hours) from different disciplines; examples include:			
World History		____	____
History of Christianity		____	____
Survey of US History		____	____
General Psychology		____	____
Introduction to Sociology		____	____
Cultural Anthropology		____	____
Comparative Political/Economical systems		____	____
Macroeconomics/Microeconomics		____	____
Humanities- three courses (9+ hours) from at least three* of the following areas:			
Literature		____	____
Philosophy/Religion		____	____
Fine Arts		____	____
Foreign Language**		____	____
History		____	____
*If history is not used for a Humanities requirement, then only two areas must be represented			
**Two semesters of language meet two humanities requirements			
Speech			
One course OR	3	____	____
Competency that may be demonstrated through the program			
Science/Mathematics			
One lab course OR	4	____	____
One natural science course without a lab	3	____	____
ALONG WITH one of the following courses:			
Another science course	3	____	____
Mathematics: College Algebra or higher	3+	____	____
Computer science: Must include a programming language such as Basic, Pascal, C++, etc.,	3+	____	____
Deductive Reasoning: met via Statistics			
TOTAL HOURS	___	____	____

Major Courses:

Prerequisite for major coursework: BUS 200 Technology Tools to Enhance Professional's Productivity or competency by exam

PHL 426 Business Ethics & Personal/Social Values	3	_____	_____
BRS 325 Bible Journeys	3	_____	_____
BUS 220 Accounting for Operations	2	_____	_____
BUS 225 Accounting for Finance & Investing	2	_____	_____
BUS 240 Fundamentals of Macroeconomics	2	_____	_____
BUS 245 Fundamentals of Microeconomics	2	_____	_____
BUS 300 Career Development & Life Planning	2	_____	_____
BUS 310 Business Communication	3	_____	_____
BUS 380 Organizations and Management	3	_____	_____
BUS 385 Management Information Systems	2	_____	_____
BUS 391 Statistical Methods and Business Applications	4	_____	_____
BUS 395 Research Methods and Analysis*	2	_____	_____
BUS 416 Human Resource Management	3	_____	_____
BUS 425 Business Law I	2	_____	_____
BUS 430 Business Law II	2	_____	_____
BUS 435 Leadership in Times of Change*	2	_____	_____
BUS 440 International Business	3	_____	_____
BUS 451 Living & Working in the Global Economy*	2	_____	_____
BUS 456 Production Operations Management	3	_____	_____
BUS 471 Marketing Management	3	_____	_____
BUS 472 Managerial Finance*	3	_____	_____
BUS 497 Senior Capstone course: Strategic Planning and Policy Analysis	3	_____	_____
* denotes course with a prerequisite			
TOTAL HOURS	56	_____	_____

CONCENTRATION IN MANAGEMENT ACCOUNTING

The concentration in Management Accounting is an option available to business students. To obtain the concentration, students would need to enroll in the Business Administration program and the following courses:

	Hours	*Term Taken*	*Grade*
BUS 320 Intermediate Accounting	4	_____	_____
BUS 325 Intermediate Accounting II	4	_____	_____
BUS 326 Cost Accounting	3	_____	_____
BUS 336 Individual Income Tax	3	_____	_____
BUS 552 Principles of Auditing	2	_____	_____
BUS 555 Advanced Accounting Theory	2	_____	_____

REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING (RN-BSN)

Core Curriculum Requirements for Graduates:

	Hours	*Term Taken*	*Grade*
Tabor College Distinctives:			
RS 100: met via BRS 325 Bible Journeys	3	_____	_____
RS 400: met via NUR 400 Ethics and Values in Nursing	3	_____	_____
Intercultural Awareness: met via several modules		_____	_____
Liberal Arts Sequence:			
English Composition – two courses (6+ hours)			
English Composition I		_____	_____
English Composition II		_____	_____

History/Social Science – two courses (6+ hours) from different disciplines; examples include:

General Psychology or Developmental Psychology		____	____
Introduction to Sociology		____	____

Humanities- three courses (9+ hours) from at least three* of the following areas:

Literature		____	____
Philosophy/Religion		____	____
Fine Arts		____	____
Foreign Language**		____	____
History		____	____

*If history is not used for a Humanities requirement, then only two areas must be represented

** Two semesters of language meet two humanities requirements

Speech

One course OR	3	____	____
Competency that may be demonstrated through the program			

Science/Mathematics

One lab course OR	4	____	____
One natural science course without a lab	3	____	____
ALONG WITH one of the following courses:			
Mathematics: College Algebra or higher	3+	____	____
Computer science: Must include a programming language such as Basic, Pascal, C++, etc.,	3+	____	____

Deductive Reasoning:
Met via NUR 340 Statistical Applications in Nursing Practice

TOTAL HOURS	___	____	____

Major Courses:

BRS 325 Bible Journeys	3	____	____
NUR 310 Exploring Professional Nursing Opportunities	4	____	____
NUR 320 Health Assessment	3	____	____
NUR 330 Health Promotion and Disease Prevention	2	____	____
NUR 340 Statistical Applications in Nursing Practice	3	____	____
NUR 350 Health Care Organizations & Environments	3	____	____
NUR 400 Ethics and Values in Nursing	3	____	____
NUR 410 Research in Nursing	3	____	____
NUR 420 Nursing in the Community	3	____	____
NUR 421 Nursing in the Community Practicum	2	____	____
NUR 430 Professional Nursing Issues & Trends	3	____	____
NUR 440 Pathophysiology for Nursing Practice	3	____	____
NUR 450 Advanced Concepts of Nursing Leadership & Management	3	____	____
NUR 451 Advanced Concepts of Nursing Leadership & Management Practicum	2	____	____
NUR 460 Professional Nursing Capstone Experience	2	____	____
TOTAL HOURS	42	____	____

CHRISTIAN MINISTRY (CHM)

	Hours	Term Taken	Grade
Core Curriculum Requirements for Graduates:			
Tabor College Distinctives:			
RS 400: met via program with BRS 410		____	____
RS 100: met via program		____	____
Intercultural Awareness: met via several modules			
Liberal Arts Sequence:			
English Composition – two courses (6+ hours)			
English Composition I		____	____
English Composition II		____	____
History/Social Science – two courses (6+ hours) from different disciplines; examples include:			
World History		____	____
History of Christianity		____	____
Survey of US History		____	____
General Psychology		____	____
Introduction to Sociology		____	____
Cultural Anthropology		____	____
Comparative Political/Economical systems		____	____
Macroeconomics/Microeconomics		____	____
Humanities- two courses (6+ hours) from at least two* of the following areas:			
Literature		____	____
Fine Arts		____	____
Foreign Language**		____	____
History		____	____
*Cannot use a History course if used for the History/Social Science Requirement			
**Two semesters of language meets two humanities requirements			
Speech			
One course OR	3	____	____
Competency that may be demonstrated through the program			
Science/Mathematics			
One lab course OR	4	____	____
One natural science course without a lab	3	____	____
ALONG WITH one of the following courses:			
Another science course	3	____	____
Mathematics: College Algebra or higher	3+	____	____
Computer Science: Must include a programming language such as Basic, Pascal, C++, etc.,	3+	____	____
Deductive Reasoning (3.5 hours)			
One of the following options:*			
Mathematics: College Algebra or higher			
MA 221 Statistics (or equivalent)		____	____
Computer Science: include a programming language such as Basic, Pascal, C++, etc.		____	____
Logic: Introduction to Logic, Symbolic Logic, or Set Theory		____	____
*Cannot duplicate a course used for the Science/Mathematics requirement			
TOTAL HOURS	___	____	____

Major Courses:

BRS 101 Bible Study Methods	3	____	____
BRS 202 Life of Jesus	3	____	____
BRS 207 Practical Ministry	3	____	____
BRS 303 Ministry, Relationships & Communication	3	____	____
BRS 312 Life of Paul	3	____	____
BRS 343 Discipleship and Evangelism	3	____	____
BRS 355 Prophets and Kings	3	____	____
BRS 360 Ministry to Youth & Families	3	____	____
BRS 362 Worship	4	____	____
BRS 365 Poets & Sages	3	____	____
BRS 410 Elements of Christian Faith	3	____	____
BRS 430 Ministry in Today's World	4	____	____
BRS 440 Practicum	7-12	____	____
BRS 460 Formation of Ministry	3	____	____
PSY 425 Adult Development and Life Planning	4	____	____
TOTAL HOURS	52	____	____

Approximately 20 months

CERTIFICATE PROGRAMS

Certificate programs are designed for students who are not seeking a Bachelor's degree, but need a focused course of study in a selected area.

Certificate in Bible Study

BRS 101 Bible Study Methods	3	____	____
BRS 202 Life of Jesus	3	____	____
BRS 312 Life of Paul	3	____	____
BRS 355 Kings and Prophets	3	____	____
BRS 365 Poets and Sages	3	____	____
BRS 410 Elements of Christian Faith	3	____	____
TOTAL HOURS	18	____	____

Certificate in Christian Ministry

BRS 101 Bible Study Methods	3	____	____
BRS 202 Life of Jesus	3	____	____
BRS 207 Practical Ministry	3	____	____
BRS 303 Ministry, Relationships, and Communication	3	____	____
BRS 312 Life of Paul	3	____	____
BRS 343 Discipleship and Evangelism	3	____	____
BRS 355 Prophets and Kings	3	____	____
BRS 360 Ministry to Youth and Families	3	____	____
BRS 362 Worship	4	____	____
BRS 365 Poets and Sages	3	____	____
BRS 410 Elements of Christian Faith	3	____	____
BRS 430 Ministry in Today's World	4	____	____
BRS 460 Formation of Ministry	3	____	____
PSY 425 Adult Development and Life Planning	4	____	____
TOTAL HOURS	45	____	____

Certificate in Practical Ministry

BRS 101 Bible Study Methods	3	____	____
BRS 202 Life of Jesus	3	____	____
BRS 207 Practical Ministry	3	____	____
BRS 303 Ministry, Relationships, and Communication	3	____	____
BRS 343 Discipleship and Evangelism	3	____	____

BRS 360 Ministry to Youth and Families	3	_____	_____
BRS 362 Worship	4	_____	_____
TOTAL HOURS	22	_____	_____

Certificate in Business Administration

BUS 220 Accounting for Operations	2	_____	_____
BUS 225 Accounting for Financing and Investing	2	_____	_____
BUS 240 Fundamentals of Microeconomics	2	_____	_____
BUS 245 Fundamentals of Macroeconomics	2	_____	_____
BUS 416 Human Resource Management	3	_____	_____
BUS 471 Marketing Management	3	_____	_____
TOTAL HOURS	14	_____	_____

MINOR PROGRAMS

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. 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.

BIBLE STUDY

Required Courses:

	Hours	*Term Taken*	*Grade*
BRS 101 Bible Study Methods	3	_____	_____
BRS 202 Life of Jesus	3	_____	_____
BRS 312 Life of Paul	3	_____	_____
BRS 355 Kings & Prophets	3	_____	_____
BRS 365 Poets & Sages	3	_____	_____
TOTAL HOURS	15		

PRACTICAL CHRISTIAN MINISTRY

Required Courses:

	Hours	*Term Taken*	*Grade*
BRS 101 Bible Study Methods	3	_____	_____
Choose four courses from the following:			
BRS 207 Practical Ministry	3	_____	_____
BRS 303 Ministry, Relationships, and Communication	3	_____	_____
BRS 343 Discipleship and Evangelism	3	_____	_____
BRS 360 Ministry to Youth and Families	3	_____	_____
BRS 362 Worship	4	_____	_____
TOTAL HOURS	15		

For further information about the programs, contact the staff of the Tabor College office at:

Reflection Ridge Plaza
7348 West 21 Street
Suite 117
Wichita, KS 67205
(316) 729-6333
OR 1-800-546-8616
FAX (316) 773-5436
Web Site: www.tabor.edu/adult-graduate

COURSE DESCRIPTIONS

Note: The course descriptions are alphabetized by course prefix. 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. The College reserves the right to cancel courses which fail to enroll a sufficient number of students by the end of the registration period.

ART 351 Issues in Fine Arts/3
Students will gain an understanding of the basic composition of art and music as it relates to history, the context in which it was created, and the social and historical backgrounds of art and music ideas. Students will also learn skills for interpreting and understanding the meaning of various terms used in art and music. A survey course. No prerequisite.

BIO 100 Environmental Science/4
An integrated study emphasizing human conditions and the environment.

BRS 101 Bible Study Methods/3
Introduces Bible study methods and applies them to practical ministry settings. An inductive exegetical Bible study method is demonstrated. Students will also develop a strategy for devotional (personal) Bible study. The course will explore the use of these methods in fellowship and evangelistic groups.

BRS 102 Church Planting/1
This course will include an overview of church planting in the United States with an emphasis on the "why" and the "how to" of church planting in an ever-changing cultural context.

BRS 103 Personal Spiritual Development/1
This course will expand each student's definition of what prayer is and how it is done. Through a study of the Lord's Prayer, selected Biblical passages, and the writings of some classic and current Christian teachers, we will examine how Christ prayed and taught us to pray. We will then apply these insights to our own prayer lives.

BRS 202 Life of Jesus/3
A study of the life of Jesus from the perspectives of Matthew, Mark, and Luke. This course will apply the Bible study methods introduced in BRS 101. The course will focus on the Sermon on the Mount, the mission of Jesus, His use of parables, and His passion and resurrection.

BRS 204 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.

BRS 207 Practical Ministry/3
Introduces a biblical approach to church leadership, including articulation of vision, establishing priorities, and developing other leaders. Students will develop skills to help them create and implement vision and mission statements, organize and lead meetings, and provide self-care for spiritual health maintenance in the face of stressful demands.

BRS/HIS 290 History of Christianity/4
A survey of the major events, institutions, ideas, movements, theological systems, missionary activities, and people that have made Christianity what it is today. The time span of the course is from the first century until the present.

BRS 303 Ministry, Relationships, and Communication/3
Designed to equip the student with the basic communication knowledge and skills for ministry in interpersonal and group settings. These skills include listening, forming clear messages, recognizing and dealing with conflict, group decision-making, and self-assessment.

BRS 312 Life of Paul/3
Focuses on the ministry of the apostle Paul. Special attention will be given to Paul's letter to the Romans and themes such as the faithfulness of God, the power of sin, righteousness, and the law. In connection with these, contemporary issues will be addressed.

BRS/HIS 318-G Religion in America/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.

BRS/ENG 319 Life & Writings of CS Lewis/3
This course provides an introduction to the writings of C. S. Lewis and to aspects of his life. In regard to the former, the focus will be primarily upon his fictional/imaginative works, with some attention to his theological/philosophical writings, and others as time permits. The heart of the course will be reading the material and discussing it together in class.

BRS 325 Bible Journeys/3
Presents the "design of God" as a rubric for understanding the Bible, beginning with creation, the story of Israel, and the anticipation of Christ, including Israel's worship and wisdom writings. In the New Testament, the life and teachings of Jesus and of the Apostle Paul are highlighted. Students are trained in a simple method of Bible study which is applied to the Psalms and the Gospels. Overviews of church history and of the coherence of Christian faith provide further context for the challenge of God's call within the contemporary world and its values.

BRS 343 Discipleship and Evangelism/3
Addresses the biblical agenda for discipleship and evangelism. Emphasizes the development of a church-based plan to encourage others to serve, practice spiritual disciplines, witness to their faith in Jesus Christ, and be involved in peacemaking and social action.

BRS 352 Conflict and Reconciliation/3
A study of biblical and contemporary thought on conflict and resolution. Old Testament study will provide the background for an investigation of Jesus as a model, and the Church's responsibility in conflict and mediation. The course will focus on personal, congregational, community, and international settings.

BRS 355 Kings and Prophets/3
An introduction to Old Testament narratives found in the books of Joshua, Judges, Samuel, and Kings. The study also relates these to the prophetic literature of that era, especially Isaiah, Jeremiah, Amos, and Micah.

BRS 360 Ministry to Youth and Families/3
Provides foundational and historical youth ministry concepts, models and philosophies, and offers an overview of contemporary culture, especially as it relates to youth and family ministry. In addition, youth ministry trends and issues will be addressed.

BRS 362 Worship/4
An introduction to the biblical basis and purpose for worship and public communication of the good news of God. Includes planning worship services, leading the congregation in worship, presenting meditations, preaching, and evaluating different worship styles.

BRS 365 Poets and Sages/3
An introduction to Psalms, Proverbs, Job, and Ecclesiastes. It is concerned with prayer and worship, both individual and corporate. Themes of celebration, doubt, lament, and testing are explored as these issues are raised by the biblical material.

BRS 400 The Christian Faith in the Modern World/4
Addresses the basic elements of Christian theology and ethics within the context of contemporary worldviews. The purpose of the course is to help the student address issues of belief and lifestyle, both personally and for the church. Attention will be given to the ways worldviews and values are expressed in literature and the arts.

BRS 410 Elements of Christian Faith/3
Addresses basic elements of Christian theology and ethics within the context of contemporary worldviews. Topics addressed include the nature of God, the nature of persons, sin, the person and work of Christ, the person and work of the Holy Spirit, salvation, Scripture, and the church.

BRS 430 Ministry in Today's World/4
A capstone course designed to integrate previous program studies with important aspects of ministry. Topics for theological critique include popular culture, politics, poverty, and violence as well as a biblical vision for worship, vocation, reconciliation, and community.

BRS 440 Practicum/1-9
Students will be involved in ongoing ministry throughout their course of study. One hour of credit will be given for forty hours of preparation, ministry, and reflective assessment. Repeatable to a total of 12 credits. Graded CR/NC.

BRS 460 Formation of Ministry/3
Quarterly day retreats will provide the setting for an introduction to the classic personal and corporate disciplines of the spiritual life, examined biblically, historically, and experientially. Examples include meditation, prayer, fasting, silence, and celebration. Attention will be given to the identity and call of the ministering person, particularly in relationship with the congregation. At these times, and also regularly at class

sessions,there will be opportunity for processing and integration of personal, spiritual, academic, and ministry development.

BUS 100 Intro to MS Word/1
This course is designed to introduce students to the basic functions of Microsoft Word. A hands-on computer lab is utilized to assist students in the development of computer competency in Word.

BUS 101 Intro to Power Point/1
This course is designed to introduce students to the basic functions of Microsoft Power Point. A hands-on computer lab is utilized to assist students in the development of computer competency in Power Point.

BUS 102 Intro to Excel/1
This course is designed to introduce students to the basic functions of Microsoft Excel. A hands-on computer lab is utilized to assist students in the development of computer competency in Excel.

BUS 103 Budgeting Basics/1
Introduction to the basic concepts of budgeting. How to start the budgeting process, build assumptions, and follow it through to the end. Utilize budgeting software tools like excel and Quickbooks/Quicken.

BUS 104 Career Awareness/Planning/1
This 1-credit hour course is designed to assist students in the process of self discovery and planning for successful career transitioning in today's evolving workplace.

BUS 105 Fundamentals of Accounting/3
Fundamentals of Accounting is designed for students who have little to no previous experience with accounting. The course will begin with the very basics of accounting; we will learn and practice accounting processes leading up to and including the preparation of basic financial statements. Accounting is often said to be "the language of business", and it is critical for managers and owners to understand how business events and transactions affect the financial statements. The course will introduce students to this new language

BUS 106 Resume Writing/Interview Techniques/1
Fundamentals of writing an effective resume, preparation for formal job applications, and successful interview techniques are presented to equip the adult student with tools to achieve employment potential.

BUS 107 Improving Work Dynamics/1
Fundamentals of Quality Management are designed to acquaint the student with quality management concepts, tools and techniques. The course will present models and definitions of quality, functions of process improvement teams, techniques of identifying problem areas, root cause analysis, statistical process methodologies, and organizational action planning for measurable improvement. This course also includes a discussion of the relationship between efficiency, process improvement, and cost savings.

BUS 108 Personal Financial Planning/1
This course is designed to provide an overview of personal financial planning for adult students. The course will cover a variety of topics including: stock markets and trading, retirement plan types, individual retirement accounts, tax implications of each type of investment, savings bonds, federal and state retirement plans, and other emerging

financial planning tools. The focus will be on discovering one's own financial plan and on developing an individualized financial plan.

BUS 110 Introduction to Business/3
A systematic analysis of the traditional areas of business as well as the social and physical climate in which business operates.

BUS 112 Fundamentals of Entrepreneurship/3
This course is designed to present practical information to persons seriously considering starting their own business or current small business owners. The intent of the course is to help small business owners better understand what it takes to start and successfully manage a small business. Some of the topics will include marketing, business plans, accounting, government requirements and insurance.

BUS 200 Technology Tools to Enhance Productivity/2
Hands on lab to develop computer skills in the use of e-mail, learning management systems and online library resources. Introduces students to the basic functions of Word, Excel, and PowerPoint software clients. Meets the computer literacy requirement for acceptance into any degree completion program.

BUS 220 Accounting for Operations/2
Studies 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.

BUS 225 Accounting for Financing and Investing/2
Studies 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: BUS 220.

BUS 240 Fundamentals of Microeconomics/2
Introduction to the basic concepts underlying all of economics, including supply and demand relationship, 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.

BUS 245 Fundamentals of Macroeconomics/2
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 and monetary policy), international trade, and the international monetary system.

BUS 250/350 Topics in Business/1-3
Selected topics of interest in business. Possible topics include, but would not be limited to, technical applications in business, ethical decision making, review of corporate lawsuits from an ethical perspective, current international events, and the effect of natural disasters on the global economy.

BUS 300 Career Development and Life Planning/2
Emphasizes the experiential nature of nontraditional education and adult development theory. Various theories and instruments provide a cognitive basis for personal analysis and understanding. The objective of the course is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

BUS 310 Business Communication/3
Written and oral communications in business are addressed. Specific topics include intra office communications, proposal and report preparation, formal oral presentation styles and techniques, interpersonal communication, intercultural communications, and communication between genders.

BUS 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.

BUS 320 Intermediate Accounting I/4
A further study of financial accounting including accounting theory, financial statements, the time value of money, cash and receivables, inventory valuation, fixed assets, intangible assets, and current liabilities. Prerequisite: BA 222.

BUS 325 Intermediate Accounting II/4
A continuation of BUS 320 covering investments, long-term liabilities, stockholders' equity, earnings per share, accounting for income tax, pensions, leases, accounting changes, the statement of cash flows, and financial statement analysis. Prerequisite: BUS 320.

BUS 380 Organizations and Management/3
The study of business leadership, planning and control in structural systems of organizations. This course will include understanding the organization as a system, conflict resolution, and communications within the organization.

BUS 385 Management Information Systems/2
Introduction to information systems within the business environment. Topics include ethical and legal issues of information gathering and dissemination, e-commerce business models and other commercial uses of Internet technology. Students will use spreadsheet and database software to solve business-related problems.

BUS 390 Statistical Methods and Research/3
Investigates problem analysis and evaluation techniques. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identification and measurement of objectives, collecting data, working with significance levels, analyzing variances, and construction of questionnaires.

BUS 391 Statistical Methods and Business Applications/4
Investigates problem analysis and evaluation techniques. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identification and measurement of objectives, collecting data, working with significance levels, analyzing variances, and construction of questionnaires.

BUS 395 Research Methods and Analysis/2
Surveys quantitative and qualitative research methods as applied to business topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Discusses the role and use or survey and action research in business. Prerequisite: BUS 391.

BUS 416 Human Resource Management/3
Explores the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training,

development, and compensation of employees. Special attention is given to Equal Opportunity and Office of Safety and Health Administration legislation through a series of case studies and simulations.

BUS 417 Principles of Management and Supervision/4
Includes motivational theory in terms of individual and group actions; leadership style as it relates to motivational theory and organization design; employee involvement programs, such as participative management, quality of work life and job enrichment; and trends which will change management and organizational design.

BUS 425 Business Law I/2
Basic concepts of law as applied to contracts, negotiable instruments, principle and agent, and insurance.

BUS 430 Business Law II/2
Study of the legal aspects of partnerships, corporations, and real property.

BUS 431 Organizations and Environments/3
Focuses on organization structure and design. Primary emphasis is placed on understanding the organization as an open system. Students will learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of environment on organizational effectiveness and design.

BUS 432 Group and Organizational Behavior/3
A study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals.

BUS 433 Individual in the Organization/3
Focuses on organizational behavior as it relates to individual motivation, productivity, and performance. A secondary emphasis is a focus on effectiveness in interpersonal relationships. Students will develop understanding of theories of motivation and organizational behavior, and develop skills in effective interpersonal relationships.

BUS 435 Leadership in Times of Change/2
Discusses theories and principals of leadership and change management in the business environment. Includes developing vision and strategy for change, creating coalitions, communicating change, empowering employees, fostering sustainable leadership, and the role of life-long learning. Prerequisites: BUS 380 and BUS 416.

BUS 440 International Business/3
Expands on international business topics introduced in previous courses and will integrate the functional areas of marketing, management, finance, and economics in the context of the international business environment.

BUS 451 Living and Working in the Global Economy/2
Interdisciplinary course that discusses diversity and intercultural issues in the workplace, the ethical role of global citizenship and sustainable communities, the impact of global political/legal and socio-economic factors on business decision-making, and operations. Prerequisite: BUS 440.

BUS 456 Production Operations Management/3
Covers inventory control, plant layout, site location, scheduling, TQM, decision theory, network models, linear programming, and material requirements planning.

BUS 471 Marketing Management/3
Focuses on the functions and problems of the marketing process development of marketing objectives, planning and implementing marketing strategy, utilizing the elements of the marketing mix, feedback, and evaluation of results.

BUS 472 Managerial Finance/3
Focuses on asset, liability and capital management, capital budgeting, risk/return analysis, stock valuation, and bond valuation.

BUS 497 Senior Capstone Course: Strategic Planning and Policy Analysis/3
Integrates business functions through case studies and activities designed to develop strategic management, analysis, implementation, and evaluation skills. Includes the development of mission statements, analysis of internal and external business environments, formulation of strategic plans, and methods of implementation. Oral and written presentations and the completion of the student portfolio project are required.

BUS 499 Major Project/5
Each student writes a business plan to provide a practical implementation of theories and concepts studied throughout the program. The student will prepare a written and oral report that will be presented to the class and the instructor.

COM 131 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.

COM 132 Interpersonal Communication/3
Application of communication concepts to interpersonal relationships in the family, small group, and work setting. Emphasis is on developing skills in listening, perception, and forming clear messages.

COM 135 Relations: Colors Communications Systems/1
To provide an environment that will allow students the ability to acquire a communication skill that will provide them with the opportunity to enhance their effectiveness in communicating to others.

COM 201 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.

COM 351 Persuasion and Society/3
This upper level humanities course provides an introduction to theories of persuasion, with application to interpersonal, organizational, and mass communications settings.

ENG 100 Basic Writing/3
This course is for student to improve writing composition skills, and to adapt these skills to the appropriate profession. Students will develop writing competency by reviewing components of grammar. Students will also practice composing sentences, paragraphs and brief essays. Integration of coursework assignments will be used to develop organization, writing styles, and editing skills.

ENG 101 English Composition/3
The goal of this course is the mastery of the fundamentals of college reading and writing. Primarily, the student will work toward this by confronting the ideas of some significant writers of Western and international culture and then developing a thoughtful,

organized written response from your own worldview. The student will be responsible to read the assigned texts closely and carefully prior to class and then to generate from some of them expository essays that analyze, compare and contrast, define, describe, or evaluate ideas from the texts.

ENG 102 English Composition II/ 3
Composition II progresses from writing learned in ENG 101. Composition II includes instruction and practice in writing advanced essays as students respond to literary genres: fiction, drama, poetry, and film. Methods of research documentation and synthesis of material are emphasized. Prerequisite: ENG 101

ENG 105 Applied Professional Writing/3
This course is for students to improve writing composition skills, and to adapt these skills to the appropriate profession. Students will develop writing competency by reviewing components of grammar. Students will also practice composing sentences, paragraphs and brief essays. Integration of written coursework assignments will also be used to develop organization, writing styles, and editing skills.

ENG 211 Introduction to Literature/3
An introduction to literary genres: prose fiction, drama, poetry, and essay. Emphasis is on understanding elements of each genre and discerning themes and concepts.

ENG 305 Advanced Writing: Business/3
A study of the techniques of writing clear, concise, convincing and correct business documents. The course provides instruction in writing letters, memos, and reports. Students will learn the importance of shaping written documents for a particular audience. Students will emerge from the course with an understanding of classical rhetorical strategies, (logos, ethos, pathos). Students will be expected to develop an ethical philosophy as it pertains to the creation of business documents.

ENG 306 Nuts and Bolts of Professional Writing/1
Students in this course will develop writing competency with emphasis on sentence structure, paragraphs and brief essays. Students will also develop a heightened awareness of language and become more fluent in their expression by developing a clear central idea in writing. In order to achieve these objectives, students will complete exercises and assignments involving English fundamentals. They will practice writing different types of paragraphs and essays.

LAN 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.

LAN 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: FLS 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 College Language Department.

HIS 101 History: The Cold War/1
This seminar will examine the historical, political, social and diplomatic background surrounding the events that brought the United States into the Cold War. The seminar will focus on both international and domestic issues as the United States became the leading World power by the end of the Century. The Korean War, Cuba and Castro,

Vietnam, and the role of the two super powers played through fifty years will be emphasized. In addition a substantial amount of time will be allocated to the cultural and political movements of the 60's and 70's with emphasis placed on the civil rights movement and the anti-Vietnam protests.

HIS 102 History: World War II Seminar/1
This course will examine the diplomatic background surrounding the events that brought the United States into the war focusing on military operations, domestic developments, and peace settlements of the Second World War. Interest will be placed on the causes of the war, social and economic change initiated by the war, scientific and technological achievement, clash of ideologies, and the influence of the war on the post-war world. Additional emphasis will be placed on the Pacific campaign and China.

HIS 122 U.S. History/3
A survey of United States history from the end of the Reconstruction Era to the present. Emphasis is on the major social, economic, and political movements.

HIS 290/BRS 290 History of Christianity/4
This course will offer a survey of the major events, ideas, theological systems, missionary activities and people, from the first century to the present day, that have shaped Christianity into the world religion that it is today.

HPE 100 Stress Management for Personal Wellness/2
Wellness Concepts is 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 as it relates to Christian faith.

HPE 245 Nutrition for Life/2
A study of essential nutrients and the principles of nutrition with an emphasis on healthy lifestyles and the overall wellness of the individual.

HUM 200 The Humanistic Tradition/3
Students will establish connections between the arts and history, learning to appreciate the arts as a source of insight into humanity. Changes in society from the Renaissance to the present will be explored as students are exposed to the variety of humanities. Students will identify the philosophies of the individual, nature and religion and discover how they impacted each era.

MUS 200 Music Appreciation/2
A survey of the art music of western culture from the Middle Ages to the present.

NUR 310 Exploring Professional Nursing Opportunities/4
Designed as a transition course for licensed nurses returning to school to pursue a baccalaureate degree in nursing, this course explores the increasing complexity of and changes in professional nursing. The need for constant evaluation and planning for formal and informal education is emphasized. The course explores current nursing practice roles and options, delivery of care from a Christian perspective, identifies individual career goals, and guides nurses to electronic and other resources to assist in life-long learning practices and career development. (This course is a prerequisite for all other courses.)

NUR 320 Health Assessment/3
Includes theory and practice in the collection of subjective and objective health-related data of individuals across life-spans. Therapeutic communication and psychomotor

skills are further developed. Using the nursing process, students learn to assess physical, psychological, social, and spiritual dimensions as a basis for nursing practice. The theory and supervised practice guide the student in recognizing normal and abnormal physiological states and understanding their significance to client health and nursing interventions.

NUR 330 Health Promotion and Disease Prevention/2
Introduces the student to the theories and concepts pertinent to population based health care in diverse practice areas. Classroom learning will provide the basis for nursing practice when providing nursing care for individuals, families, groups, and communities across the life-span. Changes in health care access and delivery are discussed. The scope of the professional role through participation in political processes is explored.

NUR 340 Statistical Applications in Nursing Practice/3
A course in statistical concepts and methods. It includes descriptive and inferential statistics, probability, binomial, normal, t and chi square distributions, tests of hypotheses, confidence levels, and correlation. Problems come largely from nursing science.

NUR 350 Health Care Organizations and Environments/3
Focuses on organizational theories applied to the health care setting. Primary emphasis is on understanding the organization as a system interacting with other organizations in today's health care environment. Effective collaboration is emphasized. Organizational culture and systems analysis provide a basis for understanding the values and patterns in health care organizations.

NUR 400 Ethics And Values in Nursing/3
Addresses the basic elements of Christian faith within the context of modern thought, technology, and professional nursing practice. Ethical theories, principles, and models of decision making are presented as complex issues facing nurses today. Cultural sensitivity is emphasized. Attention is given to personal and professional values and responsibilities in today's health care settings.

NUR 410 Research in Nursing/3
Nursing research is examined as an inherent component in the development of nursing theory and practice. Critical thinking, critical reasoning, and critiquing processes are introduced and related to research-based practice. Research findings and applications to clinical practice are explored and related to outcomes. Written and oral communication skills are emphasized. Prerequisite: NUR 340.

NUR 420 Nursing in the Community/3
Research based theories, concepts, and the nursing process are emphasized using critical thinking skills to provide holistic nursing care. A community-based/population-focused nursing process is applied to community health concerns. The concepts of epidemiology, illness prevention, health promotion, health protection, and crisis theory are explored in depth and applied to community settings. Responsibility and accountability for nursing care, cultural sensitivity, collaboration, resource conservation, respect for human worth and dignity, and awareness of national and global concerns are foundational to effective clinical judgments and health-related outcomes.

NUR 421 Nursing in the Community Practicum/2
In community-based settings and homes, students use community health principles and standards of ethical professional nursing practice to assist families, groups, and communities to restore, maintain, and promote health to attain optimum well-being. Individualized practicum experiences are provided to facilitate attainment of student goals. Emphasis is consistent with content of NUR 420. CR/NC.

NUR 430 Professional Nursing Issues and Trends/3
Explores the history, current status, and future directions of nursing education and practice. The impact of scientific and technical advances in nursing science is featured. The dimensions of the relationships and responsibilities of the professional nurse, shaped by historical, moral, spiritual, legal, ethical, and contemporary issues in nursing practice, are explored.

NUR 440 Pathophysiology for Nursing Practice/3
Focuses on pathological concepts relevant to client well-being across the life-span. Impact on group, community, national, and global populations of pathological responses to diseases, stress, and environmental change are explored. Principles of immunology, critical thinking, research findings, and scientific knowledge are applied to analyze clinical nursing implications and client outcomes.

NUR 450 Advanced Concepts of Nursing Leadership and Management/3
Focuses on developing leadership and management components of nursing practice. Research-based theories and concepts and essentials of leadership and followership are explored. Management of personnel, health care delivery systems, and family, group, and community resources, effective stewardship, and distributive justice are explored. With constantly changing health care delivery in mind, this course features scientific and technical advances in nursing science that impact nursing practice.

NUR 451 Advanced Concepts of Nursing Leadership and Management Practicum/2
In nursing practice settings, students use leadership and management principles and standards of ethical professional nursing practice to manage and lead in order to advance health care. Individualized practicum experiences are provided to facilitate attainment of student goals. Emphasis is consistent with content of NUR 450. CR/NC.

NUR 455 Topics in Nursing/1-3
Selected topics of interest in the nursing profession. Possible examples include the following: Career Development for Nurses, Case Management for Nurses, Conflict Resolution in the Health Care Environment, Disaster Preparedness for Professional Nursing Practice, End of Life Nursing Care, Evidence Based Nursing Practice, Financing Nursing Services, Gerontological Nursing Practice, History of the American Nursing Profession, Management of Patients with Complex Health Conditions, Palliative Care Services, Pharmacology, or Professional Nursing Practice in the 21st Century.

NUR 456 Advanced Clinical Pharmacology/3
Clinical pharmacology concerns the effects of therapeutic agents in the prevention, treatment and control of diseases in humans. This course is designed to address the science of medications and their usage in patient populations. General mechanisms of clinical indications for use, common adverse events, general nursing implications, and significant drug interactions are discussed. Major drug classifications are addressed using a body system approach.

NUR 460 Professional Nursing Capstone Experience/2
A synthesis course expounding application of critical thinking skills, communication skills, change theory, and professional role development in clinical areas. Through the process of portfolio development, learners review and analyze their own learning as they synthesize learning outcomes of the nursing program.

PHL 271 Introduction to Logic/3
An introduction to informal and inductive logic. An emphasis is placed on syllogistic logic and informal logical fallacies.

PHL 426 Business Ethics and Personal/Social Values/3
A capstone course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the work place and classroom discussion.

PSC 103 Presidential Elections/1
This seminar will examine the historical, social and political events surrounding Presidential elections from 1788 to present. Emphasis will be placed on the Political process of selecting Presidential candidates, the role the Electoral College has played on Presidential elections and historical significance of key elections throughout the past 216 years. Specific attention will be placed on the Controversial elections of the following years.

PSC 112 American Government/3
An introductory course devoted to the organization and actual working of the federal government.

PSY 100 Confident Parenting/1
Designed to examine five key elements of parenting from a Christian perspective. These elements will be examined both as theory and as application

PSY 101 Marriage & Family Life/1
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.

PSY 102 Marriage Enrichment/1
Journey to Intimacy will offer understanding and insight into a five stage path of growth that intimate relationships travel.

PSY 103 Myers Briggs Type Indicator/1
This workshop is designed to increase self-awareness as well as develop a theory base for Meyers-Briggs-Type-Indicator (MBTI)

PSY 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: PY111-G or SO113-G, or consent of the instructor

PSY 305 Counseling/3
This course is intended to provide an introduction to the field of counseling and the basic concepts attached to that field. Time will be spent in theory exploration and theory development. Time will be given to several of the major psychological theories with emphasis given to those that relate to the field of therapy and counseling.

PSY 425 Adult Development and Life Planning/4
Emphasizes the experiential nature of non-traditional education and adult development

theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective of the module is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth.

SOC 100 Caring for the Older Adult/1
This course is designed to equip students to understand aging factors, diseases associated with aging, and resource availability to deal with issues of the elderly. Pathophysiologic changes associated with aging will be addressed as well as required adaptations to deal with these changes. Students will use the internet to explore resources available to deal with the needs of the elderly. An overview of the fiscal issues related to understanding the Medicare and Medicaid benefits for the elderly will be covered including appropriate internet sites. Guides for decision making concerning placement settings and ethical documents will be provided. Advanced directives and estate planning will be covered. Case studies and presentations will validate student's ability to understand the physical and fiscal issues related to the elderly.

SOC 101 Urban Awareness/1
The purpose of this course is to learn to observe and analyze a city. To understand better the mission and role of social service, governmental, non-profit, and faith based agencies. The city of Wichita will be our "classroom" for the study.

SOC 113 Introduction to Sociology/3
Study of social organization, family, religion, education, government, and economy, interaction of environmental and social challenges, social forces, social problems, and majority and minority groups; the child in society; role of geographic factors in past and present interrelationships of developed and developing nations in the context of the global village.

SOC 115 Cultural Anthropology/3
Study of traditional and contemporary cultures; critical examination of human sexual expression and gender issues across cultures, of foundations of anthropological and sociological thought, role of anthropology as science in exegesis and hermeneutics; assesses current global and local issues and conflicts from cultural perspective.

SOC 205 Aging in America/3
This course is designed to equip the student to understand and deal with the aging issues facing families, employees and organizations as the Baby Boomers move into retirement years. Exploration of resources, case studies and presentations will validate the students' ability to understand and assist the elderly with fiscal and physical issues related to aging.

SOC/BRS 300 Perspectives: World Christian Movement/3
The Perspectives course is an introductory mission study course that:

- Provides a biblical, historical and cultural analysis of the impact of the world Christian movement, with specific attention given to strategy and the imperative of bringing the gospel to groups that have yet to initially receive it.
- Provides a framework for significant life decisions.
- Provides the necessary understanding for effective and strategic participation in the complex task of world evangelization and culturally relevant international development.

- Explores new avenues and opportunities available for obedience to God's imperative for involvement in world missions from home and abroad.
- Provides a foundation for further study.

SOC 324 Sociology of Community/3
Examines research, theory, and theory application in community studies, emphasizing sociological applications in identifying community needs and developing community systems and mobilizing public and private resources to meet them. Overview of Settlement House movement, community organization movement, and impact of social trends on community welfare policy.

SOC 352 Cultural Diversity/3
A study of racial and ethnic minorities, especially in the United States. Historic and contemporary studies will focus on the nature of prejudice and discrimination, racial and ethnic intergroup conflict, accommodation, acculturation, and cultural pluralism. Prerequisite: SO 113-G or SO 115-G or ED 100 or consent of instructor. Fall semester.

Masters' Programs

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration Program is offered in the School of Adult & Graduate Studies. Students enrolled in this program are responsible and accountable to Tabor College's stated guidelines regarding the Family Education Rights and Privacy Act, academic honesty, and adult student life and conduct. Please refer to the appropriate section in the catalog for more detailed information regarding these guidelines.

ADMISSION REQUIREMENTS

1. A bachelor's degree from an accredited college or university.
2. An overall grade point average of 2.7, or a GPA of at least 3.0 in the last 60 semester hours of undergraduate study.
3. International students are also required to take the Test of English as a Foreign Language (TOEFL) before being considered for admission. The minimum TOEFL score is 560.
4. Three references from former or current instructors, administrators, or employers on the Tabor College Recommendation for Admission to Graduate Study form.
5. Evidence of computer literacy.
6. Score of 6 or higher on E-Compass Writing Diagnostic. For Tabor College graduates within the last 3 years their previous writing diagnostic score of 6 or higher will be accepted.
7. An application and a $40 application fee. No application will be complete until fee is paid.

Provisional Admittance. A student may take up to a term without reaching full admittance. A student may be admitted on probation by appeal on any admission requirement.

Admission Requirements for Guest Admission. A student may, with the approval of the Director of the Master of Business Administration Program, take up to 3 courses in the program without reaching a fully admitted status. Typically, those students would take coursework for personal enrichment, professional development, or to meet continuing education requirements. In order to be considered non-degree seeking, students must fulfill the following admission requirements:

1. An application and a $40 application fee. No application will be complete until fee is paid.
2. A bachelor's degree from an accredited college or university.
3. Overall GPA of 2.5 or 2.7 in the last 60 hours of study.

POLICY FOR TRANSFERRING GRADUATE CREDIT.

The Master of Business Administration program allows students to transfer in up to nine credit hours of graduate coursework from another accredited graduate institution. Coursework may be no more than 5 years old to be considered by the Program Director for potential transfer credit.

FINANCIAL POLICIES

Refer to same topic in Degree Completion Programs section of the catalog.

MASTER OF BUSINESS ADMINISTRATION

For additional information concerning the Master of Business Administration program, contact the Tabor College School of Adult and Graduate Studies Enrollment Management staff in Wichita the Tabor College Hillsboro campus a (316) 729-6333. Specific program policies and procedures are outlined in the T*abor College Master of Business Administration Student Handbook*.

MASTER LEVEL BUSINESS COURSES:

BUS 510 Ethical Leadership in Dynamic Organizations/2
This course investigates current theories and research on leadership, including leading change in organizations. Emphasis is placed on development of leadership skills and qualities such as ethical leadership, vision, courage, communication and relationship building. Strategies for change including using crises, promoting vision, developing empowerment and building consensus will be discussed. The course includes completion of the Strengthsfinder© personal assessment to enable students to become effective organization leaders

BUS 520 Management & Organizational Behavior/3
A discussion of individual and group behavior in organizations, focusing on human problems of adjustment, communication and performance. Topics include staffing and motivation, interpersonal relations, conflict resolution, group and team behavior and the integrative role of management in organizations.

BUS 530 Managerial Accounting & Finance/3
This course emphasizes the use of accounting data for planning and control decision-making in an uncertain environment. Covers concepts of cost analysis, capital markets & structure, return on investment, operations and capital budgeting.

BUS 540 Managerial Economics/2
Practical applications of micro and macroeconomic theory will be used to support sound business decisions. Topics include monetary & banking systems, economic business cycles, imact of inflation and interest rate changes, government policy, determining consumer behavior, product prices, market structures, minimizing organizational costs and maximizing profits.

BUS 605 Business Communication – Written/2
A study of the techniques in writing clear, concise, convincing, and correct business reports. Preparation of memoranda, informational, analytical, periodical, conference, convention, and other common business reports. Additionally, the course will include an introduction to the Internet, web page construction and design, and the use of email as a communication tool. Includes study of different writing styles and formats.

BUS 606 Business Communication – Oral/2
A study of organizational communications and leadership, presentation, and public speaking techniques, uses of technology in presentations, group dynamics, and interpersonal communications.

BUS 611 Management Information Systems/2
A study of the planning, design, implementation, and evaluation of a management information system in the business environment. Topics of decision support systems include distributed data processing, organizational structure, user involvement, types of decision support, data base concepts, and a discussion of costs and benefits associated with management information systems.

BUS 621 Research Methods/Statistics/2
A study of business statistics, data analysis, and research design and methods. Techniques include analysis of variance, correlation, regression, analysis of covariance, and their application to business problems.

BUS 610 Seminar In Financial Management/2
A study that emphasizes the finance function of a firm from the viewpoint of the internal financial manager. The course emphasizes the conceptual and quantitative tools used to accomplish financial analysis. It takes a look at financial planning and control management of working capital and long term assets, and how that determines cost of capital.

BUS 623 Seminar In Economics/2
A study which is an extension of microeconomic analysis to enterprises in the private and public sectors of the economy. Major emphasis is placed on the application of statistics and economic theory to decision making by the firm.

BUS 624 Seminar In Business Law/2
A case method study of the topics which impact an accountant in public and private practice. Topics include accountants' legal liability, legal research, contact law, sales, commercial paper, securities regulation, bankruptcy, and secured transactions.

BUS 625 Legal & Ethical Business Environment/3
This course is a study of the topics in legal environments which 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.

BUS 629 Seminar In Marketing/2
A study of decision-making activities of marketing executives in product planning, market analysis and consumer selection, promotion, sales force management, pricing, and distribution channels. Emphasis is placed on the growing fields of international marketing, new quantitative tools, and behavioral science contributions.

BUS 537 Corporate/Partnership/Estate/Trust Taxation/2
A study of income tax laws as applied to partnerships, estates and trusts, corporations, excess profits tax, federal estate tax, and federal gift taxes. Also a study of regulations pertaining to installment and deferred payment sales, assessments, collections, and refund of income tax.

BUS 637 Corporate Income Tax/3
A study of income tax laws as applied to partnerships, estates and trusts, corporations, excess profits tax, federal estate tax, and federal gift taxes. Also a study of regulations pertaining to installment and deferred payment sales, assessments, collections, and refund of income tax.

BUS 550 Governmental And Not-For-Profit Accounting/2
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.

BUS 552 Principles in Auditing/2
A study of basic theory and underlying principles of auditing financial statement for the purpose of rendering an opinion on the fairness of the representations made therein.

The purposes, types, procedures, and scope of auditing are presented. The concepts studied are applied to a practical audit case.

BUS 555 Advanced Accounting Theory/2
A study of some complex business and accounting issues. Topics receiving coverage in this course include partnership accounting, international operations, consolidated financial reporting, estates and trust, and bankruptcy accounting.

BUS 609 Information Systems for Business Decision Making/3
This course is a review of computer-based information systems from an information resource management perspective. Topics include systems development, design and implementation, security, privacy and ethical issues. Systems discussed include accounting/transaction processing, e-commerce systems, management information systems, decision-support, and specialized systems such as artificial intelligence and virtual reality. Information systems will be studied as effective tools for business decision-making and problem-solving methodologies using real-life cases to apply graphic and quantitative tools for decision analysis. Emphasis is on effective articulation of the problem definition and communication of reasoning and conclusions.

BUS 612 Accounting Information Systems/2
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.

BUS 613 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.

BUS 626 Advanced Managerial Accounting/2
A study which provides an application of accounting information to managerial profit planning and control of business firms. It emphasizes the budgeting process as central to planning and control. Conceptual foundations and their practical applications are stressed. The importance of the human factor and the need of adaptability receive focus through solution of case problems.

BUS 630 Marketing Strategies & Management/3
This course discusses methods for optimal marketing of products and services. It emphasizes the role of marketing managers and the facilitation of a marketing orientation throughout the organization. Topics include product planning, promotion, distribution, consumer behavior, market theory and problem solving.

BUS 640 Quality in Operations & Service Management/3
Best practices of systems used by management to plan, organize, implement and continuously improve operations in both service and manufacturing organizations. Some topics covered include process analysis, resource allocation, quality control, queuing, managing capacity and inventory, supply chain management, and lean manufacturing.

BUS 650 Governmental & Non-For-Profit Taxation/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.

BUS 652 Advanced Auditing/2
A study of issues of current interest in the auditing literature. As a minimum, the following topics will be covered: philosophical foundations of auditing, criticisms of the auditing profession, statistical sampling as an audit tool, and EDP auditing.

BUS 655 Accounting Theory II/2
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.

BUS 660 Advanced Strategic Management/3
Students will use skills and knowledge acquired in the MBA program to develop strategic plans. Case studies and simulation exercises are used to support decision-making processes.

BUS 660 Advanced Strategic Management/3
Students will use skills and knowledge acquired in the MBA program to develop strategic plans. Case studies and simulation exercises are used to support decision-making processes.

BUS 698 Accounting Practicum/1-8
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.

BUS 699 Accounting Research Methods/3
This course uses the case method to examine and analyze the application of generally accepted accounting principles, generally accepted auditing standards and the Internal Revenue Code to problems of measurement and presentation in financial statements, audit reports and income tax returns. The course will focus on the use of professional standards, related accounting publications, the internal revenue code, and federal tax cases in solving and resolving issues in the cases.

BUS 680 Business Strategy/2
A study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization.

BUS 690 Business Ethics/2
A study of ethical topics in business. This is an issues-oriented course which uses the case method and class discussion to explore concerns facing business persons today.

ACADEMIC INFORMATION

Academic Advising. Academic advising is designed to be a developmental process that helps students identify and clarify interests, abilities, and life/career goals, and to assist in developing an educational plan for realizing these goals. While the College provides a complete advising program to assist students, the ultimate responsibility for meeting degree requirements rests with the student.

Attendance. Regular attendance is essential for academic success in graduate coursework. Occasionally students may need to be absent for illness, personal or family emergencies or employment. Whenever possible, the student is expected to contact the instructor prior to the absence. The following policies apply with regard to absences:

- Students are allowed two absences in a 7-session course before administrative withdrawal from the course would be considered.
- Students will receive a grade after 50% of the course has been completed.
- Individual course syllabi will contain instructor's information regarding absences and any allowable extension of assignment deadlines or additional coursework that can be completed to compensate for lost attendance.

Grading System. The alpha grading system is used. The alpha grades are given numerical weighting for the purpose of determining GPA. The grades and numerical weights are listed below:

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

The following is the grade scale:

A indicates excellent achievement

B indicates good work

C indicates fair or average attainment

D indicates poor, barely passing work (not considered passing in the major)

F indicates very unsatisfactory work. No credit is given, but the number of hours is included when computing GPA.

I indicates incomplete work

IP indicates work in progress.

W indicates that the student withdrew from the program before the midpoint of a module.

Academic Probation. A student will be placed on academic probation if any one of the following is true:

- Resident cumulative GPA is below 3.0 at the end of the first term. (Includes all coursework in the program.)
- Violation of academic standards occurs.

The probationary period will last a minimum of a term. If, at the end of the first probationary period, satisfactory academic progress has not been achieved, then students who have met all admission requirements will be placed on academic probation for an additional term.

Academic Suspension. Any one of the following is grounds for academic suspension from the program:

- Failure to achieve Satisfactory Academic progress by the end of a second probationary period.
- Failure to achieve a resident cumulative GPA of 3.0 or higher by the end of the first term.
- Three consecutive failures in program modules.

- Failure to achieve a B- or higher in a particular program module after three attempts (including enrolling and dropping a course).

Readmission. A student who chooses to leave the College under probationary status will be subject to the same status upon return to Tabor.

A student who leaves the College under academic suspension is not eligible for readmission for one calendar year. Such a student may apply to the MBA Director for readmission after the satisfactory completion of at least 6 credit hours of successful graduate course work at another institution. If readmission is granted, the student will automatically return under probation.

Administrative Withdrawal. Students may be withdrawn from any course or program on the basis of excessive absences, according to stated attendance guidelines, for chronic disruptive behavior, or for having a student account that is not in an acceptable payment status.

Appeals of Suspension. To appeal a decision of academic suspension, a student must indicate this intention in writing to the Vice President of Academics and Student Development within 30 days of the date of notification. This letter should state the reasons for such an appeal. The Graduate Appeals Committee will review the appeal and render a judgment on the decision to dismiss. The Committee's decision is final, and the student will be notified in writing of that decision.

Course Completion Policy.

- Grades at Tabor College are based on work submitted during the term of enrollment. For grading purposes at, students are expected to submit assignments by the final assignment due date.
- Instructors are required to submit grades no later than two weeks after the last class session.
- In the event of extenuating circumstances (defined as situations beyond the student's control), the student may request an extension by submitting a request *directly to the instructor prior to the end of the course/module*. If the instructor deems that the request is warranted, an incomplete grade will be submitted and the student will be given additional time (normally four weeks from the last night of class) to complete the assignment(s). Instructors must have *received* the assignments by the due date listed on the incomplete contract. *Student and instructor are responsible for writing the Incomplete Contract*. The contract will be filed in the Student Services Office.
- The instructor will indicate an Incomplete grade on the Final Grade Roster by putting an I in the column titled "Final Grade" and an alternate grade in the "Alt Grade" column. The alternate grade is the grade that the student will earn if no additional work is submitted to the instructor.
- A student is allowed only one Incomplete at a time.

Course Repeats. Grades earned at Tabor College may be improved only by repeating the same course for credit at Tabor College, or by obtaining credit by examination from Tabor. Both grades will be recorded on the transcript, but only the last earned grade will be computed in the resident GPA. Students may repeat elsewhere courses taken at Tabor. The credit will be transferred, but the Tabor College resident GPA will not be affected. A course that is repeated must be repeated in its entirety. A student is awarded credit only once for each course. A maximum of two repeats is allowed

for program modules. A student will be charged again for any course that is retaken, including tuition and book fees.

Grade Changes. Grades at Tabor College are based on work submitted during the scheduled class sessions. All faculty requests to change a grade must be approved by the Graduate Appeals Committee and must include a rationale. Requests based on work done or turned in after the end of the class session will be denied (unless an Incomplete had been issued).

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

- After confirmation from Student Services that no processing errors were made, the student should seek to resolve the situation with the instructor.
- If this is not possible, the student may initiate an appeal by writing to the Vice President of Academics and Student Development, requesting a hearing before the Graduate Appeals Committee, providing specific details and all appropriate information. The Vice President of Academics and Student Development will take the appeal to the Committee.
- If a hearing is granted, both the student and instructor will attend.
- By majority vote, the Committee will render its opinion, in the form of a written recommendation, to both the student and the instructor. While the judgment is final in terms of further appeals, it serves only as a recommendation for the faculty member involved. 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.

Students have a period of 30 days from the day grades are issued by the Registrar's Office to question the accuracy and completeness of the grade report. The academic record, after that, will be considered final.

Withdrawal from a Course. To withdraw enrollment from single course, students must complete a student status form. A drop fee will be assessed for each withdrawal.

Because a withdrawal may jeopardize financial aid due to federal and state government regulations, students are advised to consult with the Office of Student Financial Assistance about their particular situation before withdrawing.

Tuition and book fees will be charged and refunds assessed on a pro-rated basis.

A non-punitive grade of W will be recorded on the transcript for withdrawals which occur between the start and the midpoint of the module. If the last date of attendance falls after the midpoint of a course, a grade will be assigned.

Withdrawal from the Program. Students who are at candidate status may elect to withdraw from the program entirely. To do so, a student must notify the Student Services Advisor and complete a student status form. A program drop fee will be assessed.

Because a withdrawal may jeopardize financial aid due to federal and state government regulations, students are advised to consult with the Office of Student Financial Assistance about their particular situation before withdrawing.

Academic credit will be given for modules completed up to the point of withdrawal. A non-punitive grade of W will be recorded on the transcript for withdrawals which occur between the start and the midpoint of the module. If the last date of attendance falls after the midpoint of a course, a grade will be assigned.

To re-enter a program, a student must re-apply. A re-application processing fee will apply.

GRADUATION POLICIES

Applying to Graduate. An Application for Conferral of a degree from Tabor College must be made through the Registrar's Office at least six weeks before the date the degree is to be awarded. Diplomas will be issued to students upon completion of all requirements and after approval of the faculty and Board of Directors in February, May, or October.

Graduation Requirements

The following undergraduate courses are required for graduation from the program:

Intermediate Accounting I (3)

Intermediate Accounting II (3)

Micro-Economics (3)

Macro-Economics (3)

Elementary Statistics (Recommended) (3)

Other courses may be recommended based upon advisor recommendations related to professional and academic experiences.

Tabor College requires graduates of the Master of Business Administration program to complete the following requirements:

510 Ethical Leadership in Dynamic Organizations (2)

520 Management & Organizational Behavior (3)

530 Managerial Accounting & Finance (3)

540 Managerial Economics (2)

609 Information Systems for Business Decision Making (3)

613 Accounting Information Systems (3)

625 Legal and Ethical Business Environments (3)

630 Marketing Strategies & Management (3)

637 Corporate Income Tax (3)

640 Quality in Operations & Service Management (3)

650 Governmental & Non-For-Profit Taxation (3)

660 Advanced Strategic Management (3)

670 MBA Capstone Seminar(2)

- Earn a cumulative grade point average of 3.0 on a 4.0 scale in the Master of Business Administration program.
- Successfully complete all Master of Business Administration course work with a grade of B- or higher in all, and all transfer or elective courses with a grade of B or higher.
- Successfully meet all entrance requirements for the program.
- Payment of all fees to Tabor College.
- Students must apply for graduation in the Registrar's office at least six weeks prior to the date the degree is conferred.

- Completion of a minimum of 36 graduate hours; 27 of which must be earned in residence.

Commencement. Participation in the Commencement exercise is defined as a privilege in that it symbolizes completion of a course study at Tabor. Students who receive their degree in May are encouraged to participate in the Commencement program for the conferral of the degree. Students who had degrees conferred earlier in the year are eligible to participate in the symbolic awarding of degrees at the Commencement exercise.

Students must have successfully completed all Master of Business Administration course work with a grade of B- or higher in all, and all transfer or elective courses with a grade of B- or higher. Additionally, students need to have completed their entire program prior to participation in Commencement exercises. This includes all graduate coursework and undergraduate prerequisite requirements.

Diplomas. Diplomas will be issued to students upon completion of their degree requirements and after approval of the faculty and Board of Directors in February, May, or October. Students approved to receive their degrees are encouraged to participate in Commencement in May. The Registrar will notify graduates of the deadline for indicating their intention to participate in Commencement.

When students apply for a degree, they indicate on the application form in which term they will have all requirements completed and when they want their degree conferred. Diplomas will be ordered with the date determined by that information. If degree requirements are NOT completed by the date indicated, the student will need to pay $25 for the issuance of a new diploma at the time all of the requirements are completed.

Signed diplomas will be given at Commencement to students who have all requirements completed and grades submitted by Thursday before Commencement, provided that the student's account is paid in full.

Diploma *covers* will be given to everyone participating in Commencement, but the *signed diploma* will be withheld for students whose account is not paid in full. For those students who participated in Commencement but did not receive a diploma, their degrees are conferred at the end of the month in which all requirements are completed. Diplomas are mailed at the beginning of the month following the degree conferral.

Transcripts and Grade Verification. Student transcripts indicate the month in which degree requirements are completed. Transcripts may be requested one week after the completion of the semester.

One complimentary transcript is issued to students upon the student's request. Thereafter, each transcript is $3 payable with the transcript request. It is recommended that official transcripts be sent directly from Tabor College to schools, employers, agencies, etc. Transcripts issued directly to students will carry the notation "issued to student." Transcript requests and/or grade verification requests must be in writing (by fax or mail) to the Office of the Registrar and contain the following:

- Student's name at the time of attendance
- ID or Social Security Number• Date last attended Tabor College
- Names and addresses of where the transcripts are to be sent
- Student's signature

If specific terms or specific course grades are to be included, that information should be noted so that the transcript is not sent before the data is posted to the record. Requests may be faxed to the Registrar at (620) 947-2607, or mailed to the Registrar, c/o Tabor College, Hillsboro, Kansas 67063.

All tuition and fees must be paid in full before a transcript may be released. Enrollment verification requests must be made in writing to the Registrar's Office and will include the same information as transcript requests. Verification of enrollment is from beginning to ending dates of class registration.

Completion Deadlines. After the completion of the MBA program's modules, a student has 24 months to complete all requirements for the Master's degree. With the expiration of 24 months, the student will be classified as *inactive*. To be reinstated to *active student status*, one must petition and pay a $125 fee.

Reinstated active student status will last for six months, providing there is positive evidence that progress is being made toward graduation. A student must be classified as active in order to graduate. If no evidence of progress is demonstrated, the student will return to inactive status.

Personnel

BOARD OF DIRECTORS EXECUTIVE COMMITTEE

Chair
Lyndon Vix, J.D.
Wichita, Kansas

Vice Chair
Nick Rempel, B.D.
Buhler, Kansas

Secretary
Theodore M. Faszer, Ed.D.
Sioux Falls, South Dakota

Treasurer
David Karber, Ph.D.
Long Beach, California

At Large
Darrell Driggers
Hillsboro, Kansas

Perry Klaassen, M.D.
Edmond, Oklahoma

David A. Wiebe, M.D.
Kearney, Nebraska

BOARD OF DIRECTORS MEMBERS

Annette Block
Thousand Oaks, CA

David Brown, B.A.
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Richard Gramza
Olathe, Kansas

Morris Hatton
Boone, NC

Karen Hauff, Pharm.D.
Shoreview, Minnesota

Loretta Jost, B.A.
Aurora, Nebraska

Elaine Kroeker, M.A.
Bingham Lake, Minnesota

Brian Lightner, Student Rep.
Inman, Kansas

Nate Loewen, M.D.
Huron, South Dakota

Dennis Penner, B.A.
Ingalls, Kansas

Aleen Ratzlaff, Ph.D., Faculty Rep.
Hillsboro, Kansas

Craig Ratzlaff, D.D.S.
Wichita, Kansas

Diana Raugust
Wichita, Kansas

Paul W. Regier, B.A.
Littleton, Colorado

Tim Sullivan
Wichita, Kansas

Richard Unruh, M.S.
Meade, Kansas

(as of 2005-06)

OFFICERS OF THE ADMINISTRATION

President
Larry Nikkel, M.P.H.

Vice President of Enrollment Management
Rusty Allen, M.S.

Vice President of Academics and Student Development
Dean of the Faculty
Lawrence Ressler, Ph.D.

Vice President for Advancement
James Elliott, M.A.

Vice President for Business and Finance
Kirby R. Fadenrecht, M.B.A.

ADMINISTRATIVE PERSONNEL

RUSTY ALLEN, M.S., Vice President of Enrollment Management, Head Women's Basketball Coach; 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. 2004-2007; Present position 2007-

GRANT BRUBACHER, B.A., Director of Student Financial Assistance; B.A., Tabor College, 2006; Staff Accountant, Adams, Brown, Beran & Ball, 2006; Present position, 2007-

ERIC CODDING, M.A., Dean of Student Development; B.A., Wheaton College, 1990; M.A., Wheaton College, 1993; Resident Director and adjunct professor, Taylor University, 1993-1999; High School Bible/Theology Teacher, Ohio, 1999-2003; High School Bible/Theology Teacher, Illinois, 2004-05; Director of Residence Life, Tabor College, 2005-06; Present position, 2006-

DEANNE DUERKSEN, M.S., Registrar; B.A., Tabor College, 1986; M.S., Emporia State University, 1993; Coordinator of Word Processing, Tabor College, 1973-75; Assistant to the Registrar, Ibid., 1975-1984; Acting Registrar, Ibid., 1984-86; Present position, 1986-

JAMES G. ELLIOTT, M.A., Vice President for Advancement; Diploma, Moody Bible Institute, 1983; B.S., Liberty University, 1991; M.A., Wheaton College Graduate School, 1996; Post-Graduate Study: Huntington College 1999 and Regent University, 2000; Director of Communications, Maryland State Dental Association, 1983-1986; Director of Communications and Marketing, University of Maryland Dental School, 1986-1988; Director of Public Relations, Trans World Radio-Swaziland, 1988-1992; Station Manager/Program Director, Trans World Radio-Guam, 1992-1997; Managing Director of Development/Director of Community Relations, Huntington College, 1998-2002; Vice President for Advancement, Southeastern Bible College, 2002; Present position, 2002-

KIRBY R. FADENRECHT, M.B.A., Vice President for Business and Finance; B.A., Tabor College, 1978; Graduate study: West Texas State University, 1979; M.B.A., Wichita State University, 1994; Assistant Manager, Kansas, 1976-77; Production Scheduler, Kansas, 1977-78; Invoice Analyst, Texas, 1978-79; Staff Accountant, Texas, 1979-81; Present position, 1981-

VANCE FRICK, B.A., Webmaster, Photographer, Graphic Designer; B.A., Tabor College, 2004; Freelance Graphic Design, 2004; Graphics Coordinator, AGCO Corporation, 2005; Present position, 2005-

LEON GAMBER, CUSTODIAN/ CUSTODIAL SUPERVISOR, Present position, 2007

CHRIS GLANZER, B.A., CNA, N+, Computer Systems Administrator; B.A., Tabor College, 1999; Recording Engineer, Cornerstone Studios, 1999-00; Present position, 2001-

PEGGY GOERTZEN, B.A., Director of Center for Mennonite Brethren Studies, Tabor College Archives, Adjunct English Instructor; 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-

JITANA GRAF, M.S., STEPS Program Director; Student Services Coordinator, Tabor College School of Adult & Graduate Studies; Career Information Specialist, Gordon Cooper Area Vocational Technical School, Shawnee, Oklahoma, 1986-90; B.S., Oklahoma Christian University of Science and Arts, OKC, OK, 1989; Academic Counselor/Admissions Distance Learning Specialist, Rogers State University, Claremore, OK, 1992-96; M.S., Oklahoma State University, Stillwater, OK, 1994; Assistant Director of Student Support Services, Rogers State University, 1996- 2000; Student Services Coordinator, 2001 – Present; Present position, 2007-

JONATHAN GRUBBS, D.Min., Christian Ministries Program Director, Tabor College School of Adult & Graduate Studies; B.A., Anderson University, 1989; M.A., Anderson School of Theology, 1992; M.Div., Anderson School of Theology, 1993; D.Min., Northern Baptist Theological Seminary, 2007; Youth Pastor, Noble Street United Methodist Church, Anderson, Indiana, 1988-1990; Pastor, Aroma United Methodist Church, Aroma, Indiana, 1990-1993; Associate Pastor, Huber Heights Church of God, Huber Heights, Ohio, 1993-1999; Senior Pastor, Springfield First Church of God, Springfield, Illinois, 1999-2007; Present position, 2007 –

CONNIE HARRIS, B.B.A., Student Accounts Representative, B.B.A., Wichita State University, 1976; Self-employed, 1982-2007; Present position, 2007 –

BRENDA HELMER, B.S.N., Nursing Faculty, B.S.N., Oklahoma University, Masters' candidate student as community nurse specialist, May, 2008; Home Health Nursing Services and School Health Services, USD 385; School nurse; Present position, 2007-

KEVIN JOHNSON, M.T.S., Director of Spiritual Formation and Campus Pastor; B.R.E. Ontario Bible College, 1997; M.T.S. Tyndale Seminary, 2001; Resident Director, Tyndale College, Toronto, Ontario, 1997-2001; Director of Residence Life, Taylor University College, Edmonton, Alberta, 2001-03; Pastor, MLowe Farm, Manitoba, 2003-05; Director of Community Life, Providence College, Otterburne, Manitoba, 2005-06; Present position, 2006-

GENEVA JUST, Campaign Coordinator; Tabor College, 1976; Manufacturer office manager, Kansas, 1976-78; Dental office receptionist, Kansas, 1978-80; Bank teller, Emprise Bank, Kansas, 1980-91; Academic Secretary, Tabor College, 1991-99; Administrative Assistant to Vice President for Advancement, Tabor College, 1999-2004; Present position, 2004-

DON KREBS, M.S., Director of Student Success Initiatives, Career Services; B.S., Kansas State University, 1964; M.S., Ibid., 1972; Public School Principal Certification, Ft. Hays State University, 1974; Public School Superintendent Certification, Ibid., 1978; High School Social Science/PE Teacher and Coach, Kansas, 1965-70; Dean of Community Services, Colby Community College, 1971-75; Director of Adult Education, Marymount College, 1975-76; High School Vice Principal/Athletic Director, Kansas, 1976-93; High School Principal, Kansas, 1993-99; Director of Retention, Instructor of College Life Skills and Physical Education, Tabor College, 1999-00; Director of Retention, Director of Center for Academic Development, Ibid., 2000-03; Interim Dean of Students, Ibid., 2003-04; Present position, 2004-

TONA L. LEIKER, M.N., Dean, School of Adult & Graduate Studies; Assistant Professor of Nursing, Chair of Nursing Department; B.S.N., Wichita State University, 1978; M.N., Wichita State University, 1984; Post Graduate Studies: Nursing Administration and School Nursing, Wichita State University; Doctoral Candidate, University of Kansas (PhD in Nursing Student) Staff Nurse/Charge Nurse, St. Joseph Medical Center, 1978-1985; Nursing Instructor, Butler County Community College, 1982-1985;

Education Coordinator, Sumner County District Court Alcohol Program, 1983-1985; Assistant Professor, St. Mary of the Plains College, 1985-1987; Addictions Nurse Specialist, St. Francis Regional Medical Center, 1987-1988; Manager, Chemical Dependency Center, St. Francis Regional Medical Center, 1988-1991; Associate Director, Behavioral Health Services, St. Francis Regional Medical Center, 1991-1993; Director, Behavioral Health Services, St. Francis Regional Medical Center, 1993-1995; School Nurse, USD 385, 1995-2003; Adjunct Faculty Member, Wichita State University, 1990-2003; Instructor, Tabor College, 2001-2003, Interim Director of Nurse Education, 2002-2003; Chair, Nursing Department, 2003-; Present position, 2007-

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-

BENJAMIN D. MEEKIN, M.A., Director of Intramurals and Resident Director; B.A. Taylor University, 2002; M.A., Wheaton College, 2006; Present position, 2006-

TONY MYERS, M.B.A., Business Program Director, Enrollment Management Director; A.A. Barton County Community College, 1986; B.B.A., Christian Ministry, Friends University; M.B.A., Friends University, 2007; Youth Pastor, Pleasant Valley U.M.C., 1990-93; Admissions Representative, Friends University, 1992-94; Assistant Director of Admissions, Friends University, 1994-96; Executive Director of Admissions and Enrollment Services, 1996-2005; Adjunct Faculty Member, Butler Community College, 2006; Present position, 2007-

LARRY NIKKEL, M.P.H., President; B.A., Tabor College, 1964; M.P.H., Health Administration, University of North Carolina, Chapel Hill, 1974; Administrative Assistant/Administrator/Chief Executive Officer, Prairie View Inc., Newton, Kansas, 1967-93; Director of Member Services/President, Mennonite Health Services, Lancaster, PA, and Goshen, IN, 1993-98; Present position, 1998-

ADAM PENNER, B.A., M.A., Program Representative, B.A., Tabor College, 2003; M.A., Mennonite Brethren Biblical Seminary, 2007; Academic Advisor, Fresno Pacific University (Visalia), 2004-2005; Communications Specialist, Fresno Pacific University (North Fresno), 2005-2007; Present position, 2007 –

TERRY PRITCHETT, B.A., Director of Physical Plant and Maintenance; A.M., Manhattan Christian College, 1996; B.A., Ibid., 1999; U.S. Army Cavalry Scout, 1990-92; Assistant to Physical Plant Director, Manhattan Christian College, 1994-01; Present position, 2001-

LAWRENCE E. RESSLER, Ph.D., A.C.S.W., C.S.W., Vice President of Academics and Student Development; B.A. and B.S.W., Eastern Mennonite College, 1976; M.S.W., Temple University, 1979; Ph.D., Case Western Reserve University, 1990; Student Activities Director, Eastern Mennonite College, Virginia, 1976-78; Assistant Instructor in Sociology, Eastern Mennonite College, Virginia, 1977-78; Administrative Assistant and Community Organizer, Spring Garden Family Health Clinic, 1978-79; Assistant Director, York Street Community Services, Pennsylvania, 1978-79; Executive Director, York Street Community Services, Pennsylvania, 1979-81; Social Work Program Coordinator and Assistant Professor of Social Work, Malone College, 1981-86; Assistant Professor of Social Work, Messiah College, 1991-95; Associate Professor of Social Work, Messiah College, 1986-90; Social Work Program Director, Messiah College, 1986-95; Associate M.S.W. Dean, Associate Professor of Church Social Work, Carver School of Church Social Work, The Southern Baptist Theological Seminary, Kentucky, 1993-

94; M.S.W. Curriculum Specialist, Director of M.S.W. Advanced Standing, Professor of Social Work, Roberts Wesleyan College, 1995-96; Visiting Professor, Daystar University, Kenya, 1999; Associate M.S.W. Director, Associate Chair of Social Work and Social Science Division, Director of M.S.W. Advanced Standing, Professor of Social Work, Roberts Wesleyan College, 1996-2001; Acting M.S.W. Director 2000-01; M.S.W. Director, 2001-02; Academic Dean, Roberts Wesleyan College, 2002-05; Present position, 2005-

DIANE K. STEINER, B.F.A., 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; Present position, 2000-

CHERRY STUCKY, Ed.D., Associate Dean for Continuous Improvement and Effectiveness; B.S. Calvary Bible College, 1979; M.S.E. Library Science, 1983; Doctoral Studies, Pensacola Christian College, 1995; Ed.D. Educational Leadership and Policy Analysis, 2005; Missouri State Teaching Certificate K-9; Missouri Library Certificate K-12 (Lifetime); Kansas State Teaching Certificate K-8 (1992-97); Association of Christian Schools International - Professional (Lifetime); E.T.A. (Evangelical Training Association) Certificate); Fifth grade teacher, 1979-1981 and High School librarian and instructor, Kansas City Christian School, 1982-83; Teacher grades 1-8, Land O' Lakes Christian School, 1983-84; Sixth grade teacher, Librarian and High school drama teacher, Faith Academy (Manila, Philippines), 1990-1992; Junior High Math instructor, K-12 Librarian, Berean Academy, 1984-1990,1992-1996; Assistant Professor, Department of Education and Accreditation Coordinator, Calvary Bible College, 1996-2000; Assistant Professor of Christian Education and Accreditation Co-Chair, Midwestern Baptist Theological Seminary, 2000-2004; Present position, 2006-

JULIE SUDERMAN, A.A., Campus Visit Coordinator; A.A., Tabor College, 1979; Administrative Office Assistant, MBMS International, 1979-80; Office of Alumni and Advancement Administrative Assistant, Tabor College, 1980-81; Hillsboro Family Practice Clinic Office Manager 1981-83; Education Paraprofessional, Kansas, 1995-98; Humanities Division Administrative Office Assistant, Tabor College, 2000-02; Present position, 2002-

CAROLYN TUCKER, B.S., Coordinator of Office Operations, B. A., Tabor College, 1999; Payoff Clerk, Fidelity Bank, 1991-1999; Life & Disability Supervisor, Fidelity Bank, 1985-1990; Administrative Assistant, 1999-2003; Commissioned Minister of the Midwest District of The Brethren Church, 2005-2007; Present position, 2003-

JOETTA WHITCOMB, B.A., Financial Aid Representative, B.A., Tabor College, 2006; Student Accounts Representative, Tabor College, 2006-2007; Present position, 2007-

GINA WILLEMS, B.A., Executive Assistant, B.A., Tabor College, 1994; Alumni Secretary, Tabor College, 2000-2001; Sr. Administrative Specialist, Office of the Chancellor, University of Kansas, 2001-2005; Present position, 2007 –

FACULTY

LONGY O. ANYANWU, Ed.D., Associate Professor of Computer Science; N.C.E, Alvan Ikoku College of Education, Owerri, Nigeria, 1975; B.S., Morgan State University, Baltimore, MD, 1980; M.S., Howard University, Washington, DC, 1982; Ed.D., Morgan State University, Baltimore, MD, 1988; Senior Mathematics Teacher/Departmental Head, Oligbo College, Bendel State, Nigeria, 1975-78; Computer Systems Analyst, Western Electric, Baltimore, MD, 1979-80; Systems/Applications Programmer-Analyst, Howard University, Washington, DC, 1980-81; Assistant Professor of Mathematics, University of the District of Columbia, Washington, DC, 1982-84; Senior Systems Analyst/Programmer, RDL, Inc., Wheaton, MD, 1984-85; Professor of Computer Science, Morgan State University, Baltimore, MD,1984-88; Professor of Computer Information Systems, School of Accountancy, University of Missouri, Columbia, MO, 1989-92; Assistant Professor of Computer Information Systems, Georgia Southwestern State University, Americus, GA, 1992-95; Associate Professor of Computer Information Systems, Montclair State University, Upper Montclair, NJ, 1995-2002; Associate Professor of Computer Science, Trinity Christian College, Palos Heights, IL, 2003-2006; Present position, 2006-

DONNA M. BAGLEY, Ph.D., Professor of Education, Chair of Education Department, Licensure Officer; B.Th., Northwest Christian College, 1969; M.Ed., University of Oregon, 1974; Ph.D. Ibid., 1987; Elementary School Teacher, Oregon, 1973, 1973-84; Assistant Professor of Early Childhood Education, Illinois State University, 1987-92; Assistant Professor of Early Childhood Education, University of Missouri–St. Louis, 1992-97; Executive Director, The Nursery Foundation, St. Louis, 1997-98; Associate Professor, Licensure Officer, Tabor College, 1999-00; Director of Master of Education Program, Ibid., 2000-05; Associate Professor of Education, Chair of Education Department, Licensure Officer, Ibid., 2000-06; Present position, 2006-

FRANK S. BRENNEMAN, Ph.D., Professor of Mathematics; B.A., Goshen College, 1960; M.A., Pennsylvania State University, State College, 1965; Ph.D., Oklahoma State University, 1967; Instructor in Mathematics, Susquehanna University, 1963-64; Post-Doctoral Fellow and Instructor in Mathematics, Oklahoma State University, 1967-68; Assistant Professor of Mathematics, Lehigh University, 1968-74; Assistant Professor of Mathematics, Tabor College, 1974-75; Associate Professor of Mathematics, Ibid., 1975-80; Professor of Mathematics, 1980-Present; Visiting Research Professor, Oklahoma State University, 1987-88; on leave as Professor of Mathematics in Indiana University's Malaysia Cooperative Program, Shah Alam, Malaysia, 1993-94; Research and study sabbatical, Pennsylvania State University, Fall 1999; Professor of Mathematics, Chair of Mathematical Sciences Department, Ibid., 1980-2003; Present position, 2003-

LINDA CANTWELL, Ed.D., Associate Professor of Communication, Director of Internships for Communication and Business; B.A., MidAmerica Nazarene University, 1980; M.A., Webster University, 1993; Ed.D., Azusa Pacific University, 2005; Adjunct Instructor, Small Business Consultant, Johnson County Community College, 1980-95; Adjunct, MidAmerica Nazarene University, 1984; Adjunct, Kansas City Community College, 1984; Adjunct, Avila College, 1984; Media Coordinator/Business Administrator, Central Church of the Nazarene, Kansas, 1985-95; Marketing/Public Relations Consultant, Heart to Heart International, 1995; Field Educational Representative, Department of Labor/Job Corps, 1995-98; Adjunct, Butler County Community College, 1998-99; Substitute Teacher, Kansas, 1998-99; Instructor, Communication/Business, Tabor College, 1999-00; Instructor of Communication and Business, Director of Internships for Communication and Business, 2000-03; Assistant Professor of Communication and

Business, Director of Internships for Communication and Business, 2003-06; Present position, 2006-

RICHARD E. CANTWELL, D.M.A., Professor of Instrumental Music, Chair of Music Department; B.F.A., University of Nebraska, 1965; M.M., University of Nebraska-Lincoln, 1969; DMA, Conservatory of Music, University of Missouri-Kansas City, 1990; Junior/Senior High School Music Teacher, Nebraska, 1965-67; Assistant Professor of Instrumental Music and Music Education, Eastern Nazarene College, 1967-69; Associate Professor of Instrumental Music and Music Education, MidAmerica Nazarene University, 1969-85; Associate Pastor in Music and Drama Ministries, Central Church of the Nazarene, Lenexa, Kansas, 1974-98; Associate Professor of Instrumental Music, Chair of the Music Department, Tabor College, 1998-01; Present position 2001-

SHIN-HEE CHIN, M.F.A., Assistant Professor of Art and Design; B.F.A., Hong-Ik University, 1982; M.F.A., Hong-Ik University, 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; Present position, 2005-

CHRISTOPHER M. DICK, M.A., Assistant Professor of English; B.A., Tabor College, 1993; M.A., University of Kansas, 1998; High School English Teacher, Pennsylvania, 1998-99; Instructor of English, Tabor College, 1999-02; Present position 2002-

GLEN DIENER, M.S., CNE, CompTIA A+, CompTIA Network+, Associate Professor of Computer Science, Chair of Mathematics and Computer Science Department; B.A., Tabor College, 1982; M.S., Kansas State University; Adjunct Instructor in Computer Science, Tabor College, 1983-84; Instructor in Computer Science, Ibid., 1984-88; Graduate studies in Computer Science, Kansas State University, 1990-91; Assistant Professor of Computer Science, Tabor College, 1988-95; Assistant Professor of Computer Science, Computer Services/System Administrator, Ibid., 1995-00; Associate Professor of Computer Science, Ibid., 2000-03; Present position, 2003-

DAVID S. FABER, Ph.D., Professor of Philosophy/Religious Studies/Chair of Humanities Division; 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, 1983-86; 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, Grand Rapids, Michigan, 1991; Associate Professor of Philosophy/Religious Studies, Ibid., 1998-02; Professor of Philosophy/Religious Studies, Ibid., 2002-06; Present position, 2006-

DEBRA J. HARDLE-GRAY, M.S.W, Instructor of Social Work; B.S.W., Bethel University, St. Paul, MN, 1989; M.S.W., Jane Addams College of Social Work, University of Illinois at Chicago, 1992; Child Abuse Investigator, Department of Public Social Service, Riverside, CA, 2005-2006; Assistant Professor, Baptist Theological College, Cebu City, Philippines, 1994-1996; Child Welfare Worker and Family Therapist, Catholic Charities, Lombard IL, 1992-1994, Case Manager, United Charities, 1989 -1991; Elementary School Teacher, Chino Hills, CA, 2003-2006; Present position, 2006-

DEL GRAY, Ph.D., Assistant 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; Teaching Assistant, Bethel College, 1987-1989; Assistant Professor of Bible, Baptist Theological College, Cebu City, Philippines, 1994-1996; Assistant Professor of Bible, Cebu Graduate School of Theology, Philippines, 1994-

1996; Adjunct Instructor, Fuller Theological Seminary, 1998-2006; Present position, 2006-

JUDY HARDER, M.A.C., Associate Professor of Communications and Drama, Chair of Communications Department; B.A., Tabor College, 1968; M.A.C., Wichita State University, 1989; Public School Teacher, Massachusetts, 1969, and Kansas, 1989; Adjunct Instructor in Drama, Tabor College, 1987-89; Assistant Professor of Communications and Drama, Chair of Communications Department, Ibid., 1990-02; Present position, 2002-

JEANELLE C. HERREL, M.A., Assistant Professor of Family Studies; B.A., Wichita State University, 1994; M.A., Doane College, 2002; High School Teacher/Counselor Washington, Minnesota 1994-1999; Elementary School Teacher Nebraska 1999-2001; Domestic Violence Prevention Trainer, Sexual Abuse/Assault Victim Advocate, Grant Writer and Specialist, Psychotherapist, Children's Service Society of Wisconsin, 2001-02, In-Home Family Psychotherapist, Clinical Services Group, Inc. 2002-04, Christian Psychotherapist and Counselor, Christian Family Counseling Center, 2002-06, Licensed Clinical Professional Counselor State of Wisconsin and State of Kansas, 2004-present; Present position 2006-

JEFFREY O. HENDERSON, Ph.D., Associate Professor of Biology; B.A., Judson College, 1991; Ph.D., The Ohio State University, 1998; Lab Instructor, Judson College, 1988-1991; Teaching and Research Assistant, The Ohio State University, 1991-1998; Postdoctoral Research Fellow, Washington University School of Medicine, 1998-2003; Assistant Professor of Biology, Trinity International University, 2003-06; Present position, 2006-

BRUCE J. HEYEN, Ph.D., Professor of Chemistry, Chair of Chemistry Department; B.S., Abilene Christian University; M.S., Northwestern University, 1988; Ph.D., Ibid, 1991; Assistant, Associate Professor of Chemistry, Anderson University, 1991-96; Associate Professor of Chemistry, Tabor College, 1996-2000; Sabbatical, Indiana University, Purdue University, Indianapolis, 2000; Sabbatical, Research Sites for Educators in Chemistry, Fellow, Wichita State University, 2006; Present position, 2000-

NORMAN HOPE, Ph.D., C.P.A., Professor of Business Administration, Director of Master of Business Administration Concentration in Accounting; 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-present; 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; Present position, 2003-

KAROL HUNT, Ph.D., Professor of Physical Education, Chair of the Division of Education, Social Science and Applied Arts, Chair of Physical Education Department, Head Men's & Women's Cross Country Coach; B.S., Pillsbury College, 1974; M.A., Mankato State University, 1978; Ph.D., University of Iowa, 1983; Instructor, Girls' Athletic Director, Coach (four sports), Heritage Christian School, 1974-78; Professor of Physical Education, Head Basketball, Volleyball, and Softball Coach, Pillsbury College, 1978-81; Teaching Assistant, University of Iowa, 1981-83; Assistant Professor of Physical Education and Head Women's Basketball Coach, Cedarville College, 1983-86; Adjunct Instructor of Physical Education and Head Men's and Women's Track Coach, Trinity Christian College, 1987; Assistant Professor of Physical Education, Head Women's Volleyball Coach, Assistant Women's Softball Coach, Head Women's Softball Coach, Associate

Professor of Physical Education, Chair of Physical Education Department, Assistant Track Coach, Chair of the Division of Education, Social Sciences, and Applied Arts, Head Men's & Women's Cross Country and Head Men's & Women's Track & Field Coach, Tabor College, 1987-00; Associate Professor of Physical Education, Chair of Physical Education Department, Head Men's & Women's Cross Country, and Assistant Men's & Women's Track & Field Coach, Ibid., 2000-01; Associate Professor of Physical Education, Chair of Physical Education Department, Head Men's & Women's Cross Country Coach, Ibid., 2001-02; Professor of Physical Education, Chair of Physical Education Department, Head Men's & Women's Cross Country Coach, Ibid., 2002-03; Interim Vice President for Academics, 2005; Present position, 2003-

WILLIAM KOSTLEVY, Ph.D., Associate Professor of History/Political Science; A.B., Asbury College; M.A., Marquette University; M.A.Th., Bethany Theological Seminary; M.A., University of Notre Dame; Ph.D., University of Notre Dame; Mennonite Board of Missions, Indiana, 1981-83; Pastor, Florence Church of the Brethren, Michigan, 1982-88; Bibliographer, Asbury Theological Seminary, 1988-91; Archivist, Asbury Theological Seminary, 1991-2004; Archivist, Fuller Theological Seminary, 2004-05; Present position, 2005-

DAVID W. KROEKER, M.B.A., Assistant Professor of Business Administration, Head Men's & Women's Track & Field Coach; 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-

RICHARD KYLE, Ph.D., Professor of History and Religious Studies, Chair of History and Political Science Department; B.S., Kutztown State College, 1961; M.A., Temple University, 1965; M.Div., Denver Seminary, 1968; Th.M., Princeton Theological Seminary, 1980; Ph.D., University of New Mexico, 1972; Public School Teacher, Pennsylvania and New Jersey, 1961-65; Counselor, Colorado State Correctional Institution, 1965-68; Pastoral work, Colorado, 1967-68, New Mexico, 1970, Kansas, 1973; Teaching assistant, University of New Mexico, 1971-72; Sabbatical, Princeton Theological Seminary and Princeton University, 1978-79; Assistant Professor of History, Tabor College, 1972-75; Associate Professor of History, Ibid., 1975-78; Associate Professor of History and Religious Studies, Chair of Division of Social Sciences, Ibid., 1978-81; Professor of History and Religious Studies, Chair of Division of Social Sciences, Ibid., 1981-89; Fulbright Scholar, National University of Kiev-Mohyla Academy, 1999-2000; Fullbright Scholar, Yanka Kupala State University, 2005-06; Present position, 1989-

TONA L. LEIKER, M.N., Dean of Adult and Graduate Studies, Assistant Professor of Nursing, Chair of Nursing Department; B.S.N., Wichita State University, 1978; M.N., Wichita State University, 1984; Post Graduate Studies: Nursing Administration and School Nursing, Wichita State University; Staff Nurse/Charge Nurse, St. Joseph Medical Center, 1978-1985; Nursing Instructor, Butler County Community College, 1982-1985; Education Coordinator Sumner County District Court Alcohol Program, 1983-1985; Assistant Professor, St. Mary of the Plains College, 1985-1987; Addictions Nurse Specialist, St. Francis Regional Medical Center, 1987-1988; Manager, Chemical Dependency Center, St. Francis Regional Medical Center, 1988-1991; Associate Director Behavioral Health Services, St. Francis Regional Medical Center, 1991-1993; Director Behavioral Health Services, St. Francis Regional Medical Center, 1993-1995; School Nurse, USD 385, 1995-2003; Adjunct Faculty Member, Wichita State University, 1990-2003; Instructor, Tabor College, 2001-2003, Interim Director of Nurse Education,

2002-2003; Assistant Professor of Nursing and Chair of Nursing Department, 2003-07; Present position, 2007-

DAVID A. LOEWEN, M.A., Assistant Professor of Education, Coordinator of Secondary Education; B.A., Tabor College, 1978; M.A., Mennonite Brethren Biblical Seminary, 1982; M. Ed., Southwestern Oklahoma State University, 1987; Doctoral Student in Curriculum and Instruction, Kansas State University at present; High School Girls Dorm Parent, Corn Bible Academy, Corn Oklahoma, 1982-1985; High School Bible and Social Studies Teacher, Corn Bible Academy, Corn Oklahoma, 1982-1988; Associate Pastor, Parkview M.B. Church, 1988-1991; Assistant High School Boys Basketball Coach, Goessel, Kansas, 1993-1994; Assistant Principal in charge of K-12 Discipline, Elyria Christian School, McPherson, Kansas 1994-1999; Secondary School Teacher, Elyria Christian School, McPherson, Kansas 1994-2005; Head High School Boys Basketball and Jr. High Boys Soccer Coach, Elyria Christian School, McPherson, Kansas, 1994-2005; Instructor of Education, Tabor College, Hillsboro, Kansas, 2005-2006; Present position, 2006-

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, Kansas, 1976-80, 1988-91, 1992-94; Public School Teacher, Oklahoma, 1982-88, Adjunct Instructor, Tabor College, 1998-99; Instructor of Education, Ibid., 1999-2004; Present position, 2004-

WENDELL LOEWEN, D.Min., Associate Professor of Youth, Church and Culture, Southern District Youth Minister; 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, 1999-2006; Present position, 2006-

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, A.M.B.S, 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., 1999-2005: Present position, 2005-

BRIAN S. MILLS, Ph.D., Assistant Professor of Psychology, Chair of Behavioral Sciences Department; B.A., Friends University, 1992; M.A., Friends University, 1996; M.A., Southwestern Baptist Theological Seminary, 2000; M.A., Southwestern Baptist Theological Seminary, 2000; Ph.D., Regent University, Virginia Beach, VA, 2006; Case Manager, Maude Carpenter Children's Center, Wichita, KS, 1990-93; Case Manager, Via Christi St. Francis Medical Center, 1993-94; Research Associate, Department of Psychology, Wichita State University, 1994-97; Living Unit Coordinator, Happy Hill Farm Christian Academy, 1997-99; Senior Case Manager, Mental Health/ Mental Retardation of Tarrant County, Ft. Worth, TX, 1999-2001; Case Management Supervisor, Iroquois Center for Human Development, Greensburg, KS, 2001-02; Licensed Clinical Professional Counselor, 2002; Staff Therapist, Iroquois Center for

Human Development, Greensburg, KS, 2002-04; Certified Alcohol and Drug Counselor, 2004; President, Cornerstone Behavioral Health, Pratt, KS, 2002-05; Adjunct Instructor, Psychology and Bible, Barclay College, Haviland, KS, 2001-05; Adjunct Instructor, Psychology, Regent University, Virginia Beach, VA, 2005; Assistant Professor of Psychology, Tabor College, 2005-06; Present position, 2006-

JIM MOORE, M.S., A.T.C., C.S.C.S., Assistant Professor of Physical Education, Athletic Trainer; 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, 1983-2002; Present position, 2002-

ROBIN DEICH OTTOSON, M.A., M.A., Associate Professor, Director of Library Services; B.A., Taylor University, 1976; M.A., Fuller Theological Seminary, 1982; M.A., University of Denver, 1985; Teaching Assistant, Taylor University, 1975-76; Paraprofessional Librarian, University of Michigan, 1976-77; Executive Director, West San Gabriel Valley Fair Housing Council, 1977-79; Paraprofessional Librarian & Head of Special Projects, University of Denver, 1979-1984; Reference & Systems Librarian, Denver Seminary, 1985-1998; University Librarian, Colorado Christian University, 2001-05; Associate Professor & Theological Librarian, Azusa Pacific University, 2005-06; Present position, 2006-

DEBORAH PENNER, Ph.D., Associate Professor of English, Director of Writing Center, Chair of English Department; 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., 1998-03; Present position, 2003-

BRUCE L. PLANK, M.F.A., Associate Professor of Art and Design, Chair of Art and Design Department; B.F.A., Wichita State University, 1982; M.F.A., Yale University, 1989; Designer, Quillen, Elsea, Janzen, 1982-86; Adjunct Instructor, Wichita State University, 1985-86, 1988, 1995-99; Graduate Teaching Assistant, Yale University, 1988; Assistant Professor, Maine College of Art, 1989-91; Bruce Plank Design Office, 1992-93; Design Associate, CompCorp, 1994; Bruce Plank Design Office, 1995-present; Assistant Professor of Art and Design, Tabor College, 1999-2004; Present position, 2004-

JEFFREY A. PODZIMEK, M.B.M., Instructor of Business Administration, Assistant Football Coach; University of Mary B.S. Elementary Education, 2000; University of Mary M.B.M., 2003; Peru State University Assistant Football Coach, 2003; Hastings College, Village Director, Assistant Football Coach, 2004-2006; University of Nebraska-Omaha, Assistant Football Coach, 2006; Present Position, 2007-

KARRIE RATHBONE, Ph.D., Associate Professor of Biology and 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; Present position, 2006-

ALEEN J. RATZLAFF, Ph.D., Associate 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; Present position, 2003-

MICAH RATZLAFF, M.A., Instructor of Physical Education, 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, Assistant Men's Basketball Coach, Tabor College, 2007; Present position, 2007-

SHEILA SCHMITT, D.M.A., Associate Professor of Piano and 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, 2000-06; Present position, 2006-

JESSE SCHUMACHER, M.B.A, C.P.A., Instructor of Business Administration; B.A., Anderson University, 1996; M.B.A., Anderson University, 2000; Finance Director, United Way of Madison County, Indiana, 1996-98; Staff Accountant, Avesta Polarit, Inc., Indiana, 1998-2001; Missionary, Dominican Republic, 2001-02; Adjunct Professor of Business Technologies, Northwest State Community College, Ohio, 2003-05; Support Specialist, Interactive Financial Solutions, Inc., Ohio, 2003-05; Present position, 2005-

HOLLY SWARTZENDRUBER, D.M.A.., Assistant Professor of Vocal Music; B.A., Goshen College, 1994; M.M., Ohio University, 1997; D.M.A. University of Kansas, 2001; Voice Instructor, Indiana, 1994-95; Graduate Assistant, Ohio University, 1995-97; Voice Instructor, Athens Community Music School, Ohio, 1996-97; Voice Instructor, Music/Arts Institute, Independence, Missouri, 1997-99; Graduate Teaching Assistant, University of Kansas, 1998-2001; Voice Instructor, Gold Coast Music School, 2001-03. Present position, 2003-

BRAD VOGEL, D.M.A., Associate Professor of Choral Music; 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; Present position, 2002-

ACCK FACULTY

Betty Amos, M.S.
Special Education/K-12 Practicum Coordinator

Russ Graber, M.A.
Athletic Training Curriculum Director

Glenda Licktieg
Special Education Hearing Impaired

Angie McDonald, M.S.
Elementary Special Education Coordinator

Kelly O'Neal, M.Ed.
Special Education

Jeannene Schweitzer, M.S.
Early Childhood Special Education Practicum Coordinator

TABOR COLLEGE HILLSBORO ADJUNCT FACULTY

Ken Arnold
Education

Lily Arthur, M.S.
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Darlene Bartel, M.S.
Education

Eric Codding, M.A.
Bible

Neva Fast
Education

Julie Harber
Language

Tim Hodges
Business

Judy Holloway
Education

Steve Johnston
Music

Bruce Kahler
Art History

Jim Meyer
Art – Photography

Jeff Piepho
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Education

Evan Yoder
Education

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William Allen, M.A.
General Education

Bradley Brisco, M.Div.
Christian Ministries

Laura Campbell, B.A.
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Steven Campbell, Ph.D.
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Emilie Hagan, M.S.N., A.R.N.P.-C.N.S.
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Paul Hill, M.A., M.S.
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Patricia Howell

Darren Kiekel, B.S., M.B.A.
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Tim Latimer, B.A. CPA
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Lewis Lee, B.S., M.B.A.
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Lisa Madden, M.B.A.
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Lincoln Montgomery, M.A.
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Linda Moody, R.N., M.B.A.
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Carol Perez
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Jon Pritchard, M.Div.
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Barry Raugust, B.A.
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Kim Romig, M.A.
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Amy Siple, M.S.N.
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Jeanne Strausz, M.S.N.
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Sharon Tyson, M.S.N., A.R.N.P.-B.C., P.N.P.
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Lyndon Vix, J.D.
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Josh Walker, M.B.A.
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Lyndel Walker, R.N., M.S.N.
Nursing

Joshua Wigdahl, B.A., M.A.
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Gary Wohlgemuth, M.B.A.
Business Administration

Brenda Woods
STEPS

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Christopher Earles, Ph.D.
Bethel

Karl Friesen, M.S.
Mathematics

Lisa Janzen Scott, M.S.
Bethel

MEDICAL TECHNOLOGY PERSONNEL

St. Mary's Hospital, Enid, Oklahoma

PROFESSORS EMERITI

W. J. Johnson, Ph.D.
Chemistry

Jonah Kliewer, D.M.A.
Music

Gary Myers, M.S.
Physical Education

Malinda Nikkel, M.S.
English

Delmer Reimer, Ed.D.
Physical Education

Lonn Richards, M.M.E.
Music

Max Terman, Ph.D.
Biology

Katie Funk Wiebe, M.A.
English

Sharon Zenger, Ph.D.
Education

PROFESSORS EMERITI (Deceased)

A.R. Ebel, A.M.
History and Art

Clarence Hiebert, Ph.D.
Biblical/Religious Studies and History

A.E. Janzen, M.A.
Economics

S.L. Loewen, D.Sc.
Biology

Wes Prieb, M.A.
English

H.C. Richert, M.S.
Music

Richard Wall, Ph.D.
Biology

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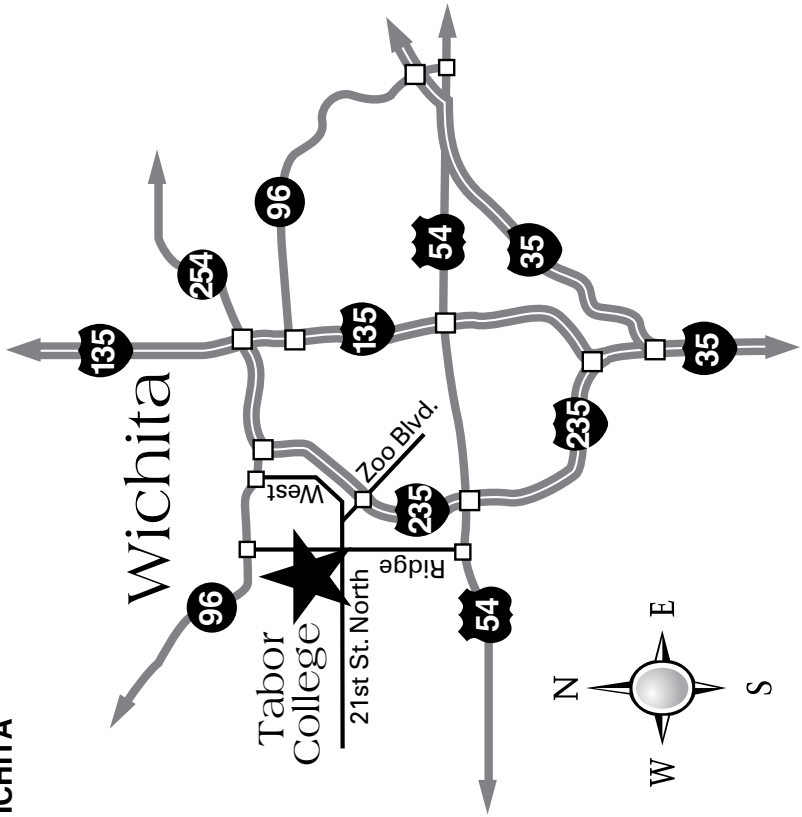

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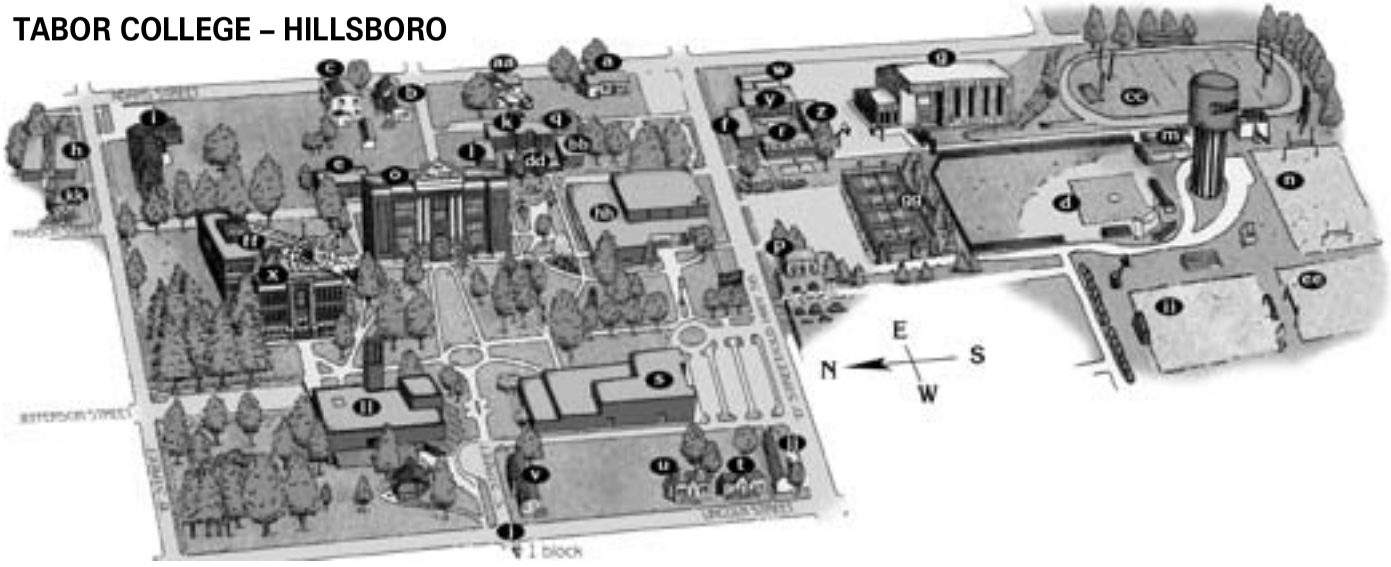
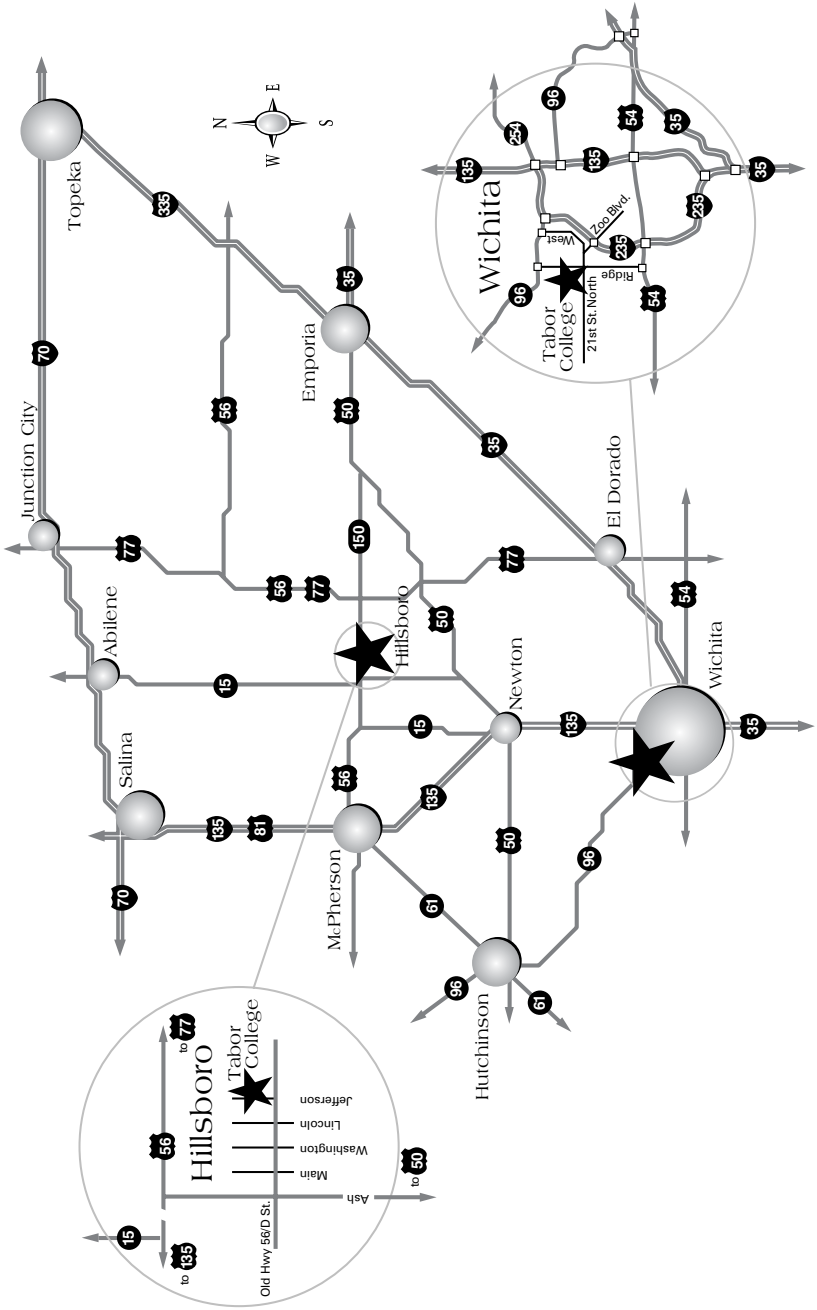


LEGEND

a Adams I Hall
b Adams II Hall
c Adams III Hall
d Bluejay Baseball Field
e Business Studies (BUSN)
f California Hall
g Campus Recreation Center (CRC)
h Cedar Hall
i Dakota Hall
j Duplex
k East Hall
l Ediger Hall
m Fieldhouse
n Football Practice Field
o H. W. Lohrenz Building (LOHR)
p Historic Church
q Jaywash
r Kansas Hall
s Library (LIBR)
t Lincoln I Hall
u Lincoln II Hall
v Lincoln VI Hall
w Maintenance Shop
x Mary J. Regier Building (MJRB)
y Nebraska Hall
z Oklahoma Hall
aa Prieb Hall
bb Regier Hall
cc Reimer Field
dd Schlichting Center
ee Soccer Practice Field
ff Solomon L. Loewen Natural Science Center (SLL)
gg Tennis Courts
hh Student Center (STCR)
ii Vernon R. Wiebe Field
jj Visitors Center
kk Weber Hall
ll Wohlgemuth Music Education Center (WMEC)


Topeka
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